

# Grovely State School (1136)

## Queensland State School Reporting

### 2012 School Annual Report



Postal address 200 Dawson Parade Grovely 4054

Phone (07) 3354 6333

Fax (07) 3354 6300

Email [the.principal@grovelyss.eq.edu.au](mailto:the.principal@grovelyss.eq.edu.au)

Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Vicki Baker

#### Principal's foreword

##### ***Grovely State School: A school of choice, united in purpose.***

*Grovely State School is a unique, middle sized school offering both Mainstream and Montessori learning pathways. The only school of its kind in Queensland, our community has embraced a different methodology to provide greater choice for how students learn. The inclusion of Montessori as an option since 2009 has significantly enriched offerings across our community.*

*Our school caters for students from Prep to Year 7.*

*At Grovely we enjoy strong, positive relationships with our students and community. We know that learning is enhanced when parents, students and teachers work in close partnership.*

*We celebrate our diversity.*

*Ensuring optimal achievement for all students is central to all that we do.*

#### Introduction

*This annual report outlines the achievements of the Grovely State School community during 2012 and our aspirations for the future.*

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2012

In 2012 our school made significant progress towards our intended goals. The Grovely School community is very proud of the achievements that have been made in making Grovely an innovative, positive and safe learning environment for all students. Staff embrace their roles as educators professionally and passionately and are committed to ensuring the best educational opportunities for every student in the school. Our achievements include:

- The fourth year of implementation of the Montessori Learning Program. Eight multi-age classes catering for more than 185 students are now in place.
- Significant improvement in student achievement, particularly in the Early Years. The number of students achieving in the Upper Two Bands is particularly noteworthy.
- Implementation of the Australian Curriculum.
- Continued focus on whole school pedagogy and practices:
  - the use of data to inform learning
  - systematic curriculum delivery: this includes the recognised Montessori Curriculum
  - focus of time on task
  - explicit teaching
  - whole school assessment and reporting
- The development of a whole school, consistent approach to the teaching of writing, spelling and comprehension.
- Focussed professional learning for staff.
- Continuing to build strong school community partnerships: The School-wide Positive Behaviour Program began in 2012.. Community consultation was conducted for all to engage in decision making on aspects of our organisation to shape and enhance the school's culture and learning climate. The Grovely Values were reviewed and realigned. With the school's Habits Program, these continued to underpin practices and processes within our community.
- Continuing to build community confidence and satisfaction with the quality of programs.

### Future outlook

#### ***Grovely State School: A school of Choice, United in Purpose.***

*Our focus for the future is strongly centred on the learning needs of students and establishing Grovely State School as a school of choice in the local area. Our key priorities include:*

Continuing to implement the Australian Curriculum and develop staff knowledge of the alignment of C2C and Montessori curriculum

Implementing an Explicit Improvement Agenda to improve school performance and *maximise the performance of all students. Learning is the work...*

Implementing whole school pedagogical practices with a focus on:

*Evidence-based practices*

*Explicit teaching*

*Deep learning*

*High expectations*

*Continuous monitoring of student learning to inform teaching and learning*

*Personalised learning goals for students*

*Environments that are calm, ordered, engaging and conducive to learning: Learning is the work....*

Using data to inform teaching practice

# Queensland State School Reporting

## 2012 School Annual Report



Developing instructional leadership with a focus on workforce performance: *Improving teacher and leader quality.*

Developing productive partnerships with students, staff, parents, and the community *Providing a supportive school environment that promotes engagement across the community.*

Planning for the transition of Year 7 to high school

*Continuing to en-culture the Montessori Learning Program*

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	275	104	171	91%
2011	320	134	186	93%
2012	336	152	184	89%

Student counts are based on the Census (August) enrolment collection.

## Characteristics of the student body:

Enrolment for the year reached 336 students which is an increase of approximately 16 students from the previous year. It is anticipated that enrolments will increase steadily over time as the Montessori program transitions through the school.

Within the school community many cultures are represented but none in large proportions. This provides a wonderful opportunity for students to learn from each other. Approximately 10% of students are Indigenous. Our Indigenous students and families have a significant role in our community. Our diversity is also reflected in the socio-economic backgrounds of families. The implementation of the Montessori program is attracting families from suburbs not in the school's immediate catchment area. A number of families have relocated to the area to access this program.

Student learning is also diverse. Learning is personalised to cater for the range of skills and abilities. The school caters for students with special needs in the areas of Autistic Spectrum Disorder, Intellectual Impairment and Speech Language Impairment. Students are integrated into both the Mainstream and Montessori programs. Enrichment and special interest programs are also offered.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	22
Year 4 – Year 10	27	23	25
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days			26
Long Suspensions - 6 to 20 days			0

# Our school at a glance

Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

### Our distinctive curriculum offerings

School programs are integrated incorporating all 8 Key Learning Areas: English, Mathematics, Science, Studies of Society and the Environment, The Arts, Music, Health and Physical Education, Languages Other than English (Japanese). There is a strong emphasis on ensuring curriculum is matched to student needs. There is also a strong commitment to developing sound academic skills as well as life skills and character education.

Our foundation to learning is a unique 'Values' approach which is embedded in the culture of the school. Developing 'kids with character' is a key priority. Students are explicitly taught what it means to be Respectful, Responsible and Safe, how to become independent learners and take ownership of their learning.

A Montessori Learning Program was introduced in 2009 as an alternate, quality education provision. Approximately 180 had their educational needs met in this multi-age environment. This program is highly personalized with an emphasis on deep, 'hands on' learning through the specific and purposeful use of materials.

The school has a Head of Curriculum (HOC) who leads curriculum development and planning to ensure consistency of curriculum, pedagogy, assessment and reporting. Teachers plan differentiated units of work with the HOC twice each term, every five weeks.

A cultural program to embed indigenous perspectives and acknowledge the diversity in our school community is enacted. Special events include Harmony Day, Sorry Day, Artist in Residence Programs and NAIDOC week;

A camping program for Years 6 and 7 provide students with an opportunity to develop their leadership skills and challenge them to explore their potential.

A range of excursions and incursions connect learning to the real world.

Swimming is offered to all students in first and fourth terms.

The school has a well resourced electronic learning centre. This centre was completely refurbished in 2009 through the National School Pride program. Thirty new computers, linked to an electronic whiteboard and networked printer are now accessible to every class in the school. Classes use the centre to develop and improve information communication technology skills. Interactive whiteboards are now installed in every classrooms in the school.

#### The school's Arts program includes:

An Instrumental Music Program in brass, woodwind, percussion and strings. Beginner and Intermediate instrumental music cluster camps are offered to students learning instruments.

A choral program for students from years Prep-7.

An Artist in Residence program

### Extra curricula activities

The school's music program is a highlight of the school's curriculum. An increasing number of students participate in both the choral and instrumental music programs. Students from Prep and Year 1 form the school's Junior Choir. Senior Choir members are drawn from Years 2-7. A Music Supporters Group of dedicated volunteer parents supports the work of Music staff.

An extensive Student Leadership program is implemented to develop responsibility and provide students with a voice within the community. Student leaders in Years 6 and 7 participate in leadership camps and activities. A Student council is operational, leading a number of school activities throughout the year.

The Garden Club: Students have the opportunity engage in 'real life' learning and to develop their skills in growing, harvesting and cooking vegetables.

In 2012 the Science Club met each week to 'play', experiment and foster a love of Science.

The school has its own swimming club. The 'Grovely Gators', meet each Friday night throughout the swimming season.

The school is supported by a local church to implement the World Vision Mentoring Program.

A Young Entrepreneurs Club was introduced as a pilot program in our school. Students from 5-7 were invited to develop microbusinesses, intent on raising funds to support a school in Vietnam. Because of the success of this program, this program has been offered to other schools in Queensland.

# Our school at a glance

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The school chaplain runs programs to support the health and wellbeing of the students.

Students participate in interschool sport activities e.g. touch football, soccer, rugby league, cricket, softball and netball.

Participation in the ICAS Competitions in the areas of English, Mathematics, Science and Computer Skills is offered.

The school has a Swimming Club that meets each Friday night in summer. The club's emphasis is on participation and caters for a range of swimming abilities.

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## How Information and Communication Technologies are used to assist learning

Staff and students are continually challenged to explore innovative ways of using Information Communication Technologies (ICT's) and embed them into classroom activities and use them as tools for learning. One Portal is the single point of truth for all communications in the school. The Learning Place with its vast array of programs and digital on line learning opportunities is being used more effectively by staff and students to support and personalise learning.

The range of technologies available includes, computers, digital cameras and interactive whiteboards. These technologies are used to support and enhance classroom instruction and student learning.

All classes have internet access and use the internet to support curriculum activities.

Every classroom has computers. Most have interactive whiteboards. The school has an electronic learning centre with thirty computers for whole class use, which is accessible to all classes in the school.

In 2012 a laptop program was trialled in year 4 with great success.

Students in the school engage in sequenced activities to develop their skills.

Staff continually update their knowledge and capacity to use the technologies available to enhance teaching and learning programs. ICT's are used to achieve learning goals with tools and resources carefully selected to support student learning.

The capacity of OneSchool is being maximised to support school management, reporting, planning and data collection.

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## Social climate

Grovely State School promotes respectful relationships, communication and behaviour in an environment that is conducive to successful social and emotional growth.

There is an underpinning set of core Values and Habits that guide practices and processes within the school for all members of the community. Students are explicitly taught what it means to be Safe, Responsible and Respectful.

They Values and Habits, powerfully describe what is expected and how it is expected that all members of the school community interact. In 2012 the Values were reviewed as part of the school's review of the Responsible Behaviour Plan. Resilience was included as a Value and. Safety was immersed in each of the Values: Respect, Responsibility and Resilience will guide the school in the future.

A comprehensive Responsible Behaviour Plan, articulates the policies and procedures relevant to managing all aspects of school climate.

Each week the whole school focuses on an aspect of the Values Framework through explicit teaching and teachable moments. Paralleled with the explicit teaching of Stephen Covey's 7 Habits of Highly Effective People, they combine to foster young people with character. Each fortnight as assembly those students who make responsible behaviour choices whilst at school through our *Leader* awards are acknowledged. This process is valued highly by our community.

Issues related to bullying are dealt with in a timely and responsive manner with support given to both the child bullied and the bully. In any serious bullying issues, parent support and involvement is included. In 2012 a significant amount of time was given to educating students and families on issues related to cyber bullying.

A range of programs are run to support student well-being. Programs such as *Friends*, *Fun Friends*, and *Seasons* are offered through out the year. The school chaplain and Red Cross Project officer work actively with students and families in varied ways to meet needs. They also offer Parent Education programs on a range of topics. They also work as intermediaries to link families with agencies in the wider community.

Visitors to the school often comment on the lovely 'feel' of the school, the calmness of the environment, the friendliness of students and professionalism of staff.

Parent Opinion Survey and Student Opinion Survey data in all aspects of School Climate in 2012 reported high satisfaction levels. This can be attributed to the high levels of engagement and opportunities that parents have to participate in the learning of their children and life of the school.

100% of students report that they feel safe at this school.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Pleasingly, the overall of satisfaction of parents is high. This is attributed the strong, productive partnerships that have been nurtured.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	89.7%
their child likes being at this school*	93.1%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	93.1%
their child is making good progress at this school*	89.7%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	96.6%
teachers at this school motivate their child to learn*	93.1%
teachers at this school treat students fairly*	92.9%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	93.1%
this school takes parents' opinions seriously*	89.3%
student behaviour is well managed at this school*	89.7%
this school looks for ways to improve*	93.1%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	97.5%
they like being at their school*	88.1%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	97.5%
their teachers expect them to do their best*	95.2%

## Our school at a glance

their teachers provide them with useful feedback about their school work*	95.0%
teachers treat students fairly at their school*	88.1%
they can talk to their teachers about their concerns*	84.6%
their school takes students' opinions seriously*	90.2%
student behaviour is well managed at their school*	65.0%
their school looks for ways to improve*	95.1%
their school is well maintained*	90.2%
their school gives them opportunities to do interesting things*	90.5%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	89.1%
with the individual staff morale items	95.2%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## Involving parents in their child's education

The strength of our community can be attributed to the support that we receive from parents to support the life and learning of the school. We work alongside parents and caregivers in all aspects of school life, including both formal and informal consultative processes, with a view to always striving to create a supportive school environment focused on students.

Formal parent, student and teacher meetings are conducted each semester to share the learning journey of students and allow learning goals for students to be collaboratively developed. Report cards are issued twice per year. Teachers communicate with parents through fortnightly class newsletters and are available on request for meetings to discuss the individual needs of students.

Each term all parents are invited into the school to celebrate their child's learning. Known as *Celebrations of Learning* these sessions are extremely well attended and an important part of developing strong links between home and school. This time provides a wonderful opportunity for parents to provide feedback to their child on their learning and develop goals as they move forward.

A Room Parent process is operational to further improve the communications between home and school. Parents take on a variety of roles aimed directly at making sure parents were well informed of school offerings and processes and feel welcome in the school.

The school hosts a variety of parent sessions to provide information on a variety of issues and topics.

Each week the school hosts 'Community Coffee'. The principal and members of staff attend making themselves available to parents. Parents often take this opportunity to have informal chats about school issues and their child's learning.

Parents and caregivers are involved in many aspects of their child's education including:

- Supporting teachers in the classroom by assisting small groups and individual students with learning activities.
- Resource making
- In the library
- Supervisors for lunch time activities
- Involvement in the school's P&C.
- Supporting students and teachers at athletics and swimming carnivals etc.
- Supporting the school's Music Program.
- Support for fundraising initiatives. This directly supports all students.
- The Tuckshop and Swim Club sub-committees.
- Breakfast Club.
- The Garden Club.

**Parent volunteers form a significant part of our community providing a range of skills and services to support students and programs within our community. All volunteers receive training and support and their time and commitment is valued highly. They play a vital role. We could not accomplish for students what we do without them.**

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Efforts to reduce the school's carbon footprint are being made. Water from tanks is used in all of the school's toilets. Water efficient taps are installed. Solar panels were installed at the end of 2009. Energy efficient lighting was installed in all rooms in 2010. Students engage in units of study to improve their awareness and knowledge related to sustainability and care for the environment. A reduction in electricity was noted in this year. The increase in overall water usage can be attributed to the increase of student enrolment.

Environmental footprint indicators

## Our school at a glance

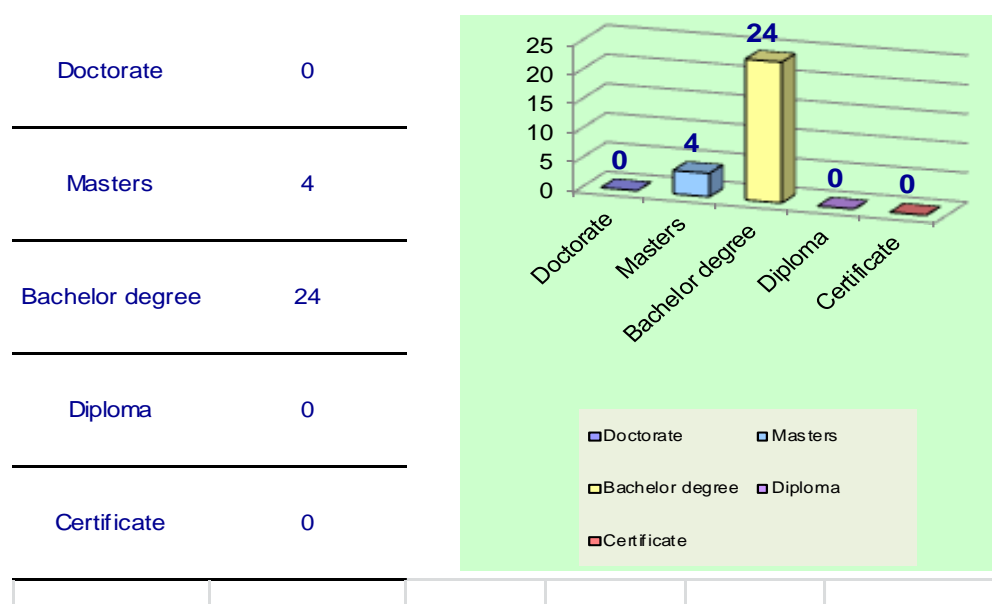
	Electricity kWh	Water kL
2009-2010	142,252	1,530
2010-2011	152,760	1,267
2011-2012	150,240	2,855

# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	28	14	0
Full-time equivalents	23.8	10.1	0

## Qualifications of all teachers



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$36 806.

A significant emphasis is placed on developing teacher and leader capability. For staff as with students, *Learning is the Work*.

Professional learning programs respond to the needs of individual staff, school needs, and system imperatives. Data is gathered through developing performance conversations.

Staff meet regularly with the Principal to reflect on their work and design personal development plans that set targets for professional learning that will develop their capacity to meet the needs of the learners under their care.

Systems and processes to support staff working together are in place. These initiatives include:

- Shared planning time;

# Our staff profile

- Data conversations
- Moderation
- Shared planning documents and data in online and
- Classroom observations that include watching others work.

*The major professional development initiatives are as follows: .*

- Coaching
- QAR
- Fleming
- GEMS: Gifted and Talented training
- Data and effect size: Visible Learning: Hattie
- Differentiation
- Assessment and data interrogation sessions
- Curriculum development - preparing for the implementation of the National Curriculum
- A variety of professional development and networking opportunities through Teachers' Learning Network, Professional Development Network, QASSP were accessed by staff.
- A variety of Montessori professional development and networking opportunities were accessed. These included sessions with recognized Montessori training providers and school initiated sessions.
- HOC, HOSES and Principal network, cluster meetings and conferences.
- Behaviour Management
- Year level, cluster and district moderation sessions
- CPR, asthma and anaphylaxis updates

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.4%	96.5%	95.9%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 91.6% of staff was retained by the school for the entire 2012 school year.

## School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Our staff profile

### Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government  
☐ Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

# Performance of our students

## Key student outcomes

In this section delete those tables and paragraphs that are not applicable to your school, or simply enter 'N/A'. Information published in the tables below must maintain the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. More information on privacy requirements is contained in Section 2 of the guidelines for the Annual Reporting Policy for all Queensland Schools. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

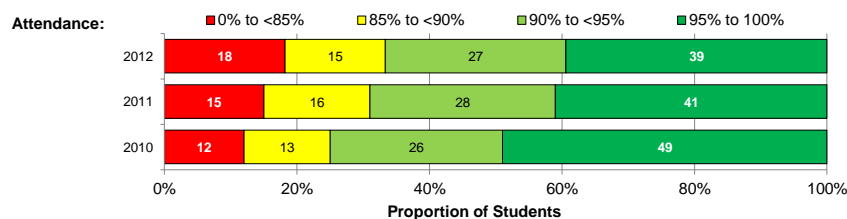
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	93%	91%	94%	95%	93%	93%					
2011	92%	92%	92%	90%	94%	92%	92%					
2012	92%	93%	90%	91%	87%	92%	91%					

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

In this section describe the procedures your school takes when the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for part of a day or for longer periods. Include a description of how your school implements roll marking processes, including when rolls are marked and how your school follows-up absences with parents.

In addition, schools may choose to report proactive strategies that are being used to increase attendance.

## Performance of our students

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

# Performance of our students

## Achievement – Closing the Gap

Use your school's 'Closing the Gap Report' to make a summary statement about the school's progress on closing the gap between the performance of Indigenous and Non-Indigenous students in your school. Your response should include reference to attendance, attainment, and retention.

The following sections relate only to schools with senior secondary students. Please delete if not applicable.

### Apparent retention rates Year 10 to Year 12

2010 2011 2012

Year 12 student enrolment as a percentage of the Year 10 student cohort.

### Outcomes for our Year 12 cohorts

2010 2011 2012

Number of students receiving a Senior Statement.

Number of students awarded a Queensland Certificate Individual Achievement.

Number of students receiving an Overall Position (OP).

Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).

Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).

Number of students awarded an Australian Qualification Framework Certificate II or above.

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Number of students awarded an International Baccalaureate Diploma (IBD).

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 2 May 2013. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5

OP 6-10

OP 11-15

OP 16-20

OP 21-25

2010

2011

2012

As at 2 May 2013. The above values exclude VISA students.



# Performance of our students

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010			
2011			
2012			

As at 2 May 2013. The above values exclude VISA students.

Please write a brief description just of the types of Certificate I courses your students undertook. Leave this blank if there were no Certificate I students in your school in 2012.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

## Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Please write a brief description / statement about early leavers. Include mention of the school's approach to managing early leavers, and a general indication of where the early leavers move to (i.e., work study, overseas, interstate, etc).