

Grovely State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

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

Grovely State School is an innovative 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 Learning as an option since 2009 has significantly enriched offerings across our community.

In 2014 the school catered for students from Prep to Year 7. 2014 is the last year that a year 7 cohort of students will have their educational needs met in primary school.

At Grovely we foster and enjoy strong, positive relationships with our students, parents 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.

School progress towards its goals in 2014

In 2014 our school continued to make significant progress in priority areas identified in the school's Explicit Improvement Agenda. The Grovely School community is very proud of these achievements that have established Grovely as an innovative, positive and safe learning environment for all students. Staff embrace their roles as educators professionally and are passionately committed to ensuring the best educational opportunities for every student in the school.

Priorities as outlined in the Annual Implementation Plan were to:

- Improve the achievement of all students in Reading and Numeracy.
- Whole school understanding of Australian Curriculum and alignment with agreed practices.
- Continue to build the school's culture of a professional learning community evidenced by continuous, collective sharing and learning.
- Continue to build strong parent and community partnerships.

Our 2014 achievements include:

- A highly successful Discipline Audit. Across all five domains school performance was mapped in the High and Outstanding elements.
- The sixth 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 in Reading in Year 3 (44%) is particularly noteworthy.
- Continued implementation of the Australian Curriculum (ACARA) in English, Maths, Science, History and Geography.
- Continued focus on whole school pedagogical practices based on:
 - the use of data to inform learning
 - systematic curriculum delivery
 - focus of time on task
 - explicit teaching
 - rigorous whole school assessment and reporting
- The development of a whole school, consistent approach to the teaching of Reading, Writing, Spelling and Comprehension.
- Focused collaborative professional learning for staff.
- Continuing to build strong school community partnerships: The Grovely Values complement the school's 7 Habits Program and underpin practices and processes within our community.
- Establishment of a teacher led playgroup open to 0-5 year olds to access for the school and wider community.

Future outlook

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

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

Implementing a rigorous Explicit Improvement Agenda to maximise the performance of all student and improve school performance. Learning is the Work...

Continue to:

- Improve the achievement of all students with a focus on increasing the number of students in the U2 Bands in Reading, Numeracy and Writing.
- Develop strong, positive partnerships with parents and the wider community through the Parent and Community Engagement framework.
- Ensure integrity of the implementation of the Australian Curriculum in Montessori and Mainstream pathways.
- Implement the school's Pedagogical Framework with emphasis on embedding higher order thinking skills and consistent and effective practices encompassing :

Evidence-based practices

Explicit teaching

Inquiry based 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....

Develop teacher and leader capability through the school's newly introduced Collaborative Professional Learning process and (AITSIL) Developing Performance process.

Develop close partnerships with Early Education Centres and implement a school-based Playgroup program to support the transition of children to school and foster the early acquisition of literacy and numeracy skills.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	336	152	184	89%
2013	357	164	193	93%
2014	378	171	207	94%

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

Characteristics of the student body:

Enrolment for the year reached 378 students which is an increase of approximately 21 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 varied 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		
	2012	2013	2014
Prep – Year 3	22	24	23
Year 4 – Year 7 Primary	25	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	26	46	44
Long Suspensions - 6 to 20 days	0	4	2
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

School programs incorporate all Key Learning Areas. There is a strong emphasis on ensuring curriculum is aligned to student needs. There is also a strong commitment to developing solid academic skills as well as life skills and character education.

Our foundation to learning centres on a unique approach to develop *'kids with character'*. This process incorporating the three Values of Respect, Responsibility and Resilience and the 7 Habits of Highly Effective People is embedded in the culture of the school. Students are explicitly taught the Values and Habits and to be independent learners able to take ownership of their learning.

A Montessori Learning Program is an alternate, quality education provision. Approximately 200 students have their educational needs met in this multi-age environment. This program is highly personalised with an emphasis on deep, 'hands on' learning through the specific and purposeful use of materials and curriculum offerings. Similar aspirations are evident in our Mainstream program.

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

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

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

The school has a 25m pool. Swimming is offered to all students in first and fourth terms.

The use of technology to support student learning is increasing. Laptops have been introduced to year 6 and 7 classes. Interactive whiteboards are installed in every classrooms in the school. The school has a well-resourced electronic learning centre. Classes use the centre to develop and improve information communication technology skills

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.

Opportunities for students to develop creativity through a variety of Visual Art offerings is increasing. Exposing students to talented artists is a school focus.

Extra curricula activities

The school's music program is a strength of the school's curriculum offerings. 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 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.

The school has a Science Club that meets each week to 'play', experiment and foster a love of Science.

The school has its own swimming club. The 'Grovely Gators', which meets each Friday night throughout the swimming season. The club's emphasis is on participation and caters for a range of swimming abilities.

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.

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) embedding them into classroom activities and use 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, laptops, Ipads, Ipods, 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. All 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.

Laptops are being increasingly used in classes from years 4-7.

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 One School is being maximised to support finance, school management, reporting, and planning and data collection.

Social Climate

Grovely State School promotes respectful relationships, communication and behaviour in an environment that is safe, respectful and conducive to successful social, emotional and academic 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 Resilient, Responsible and Respectful.

The Values and Habits, powerfully describe what is expected and how it is expected that all members of the school community interact.

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 strong character in our young people. Each fortnight on assembly those students across the school are recognised through the school's Leader awards. This process is valued highly by our community.

97% of parents can talk to their child's teacher about any concerns. These are dealt with in a timely and responsive manner with support given where needed. Educating students and families about issues related to cyber bullying is a focus.

A range of programs are run to support student well-being. Programs such as *Friends, Fun Friends, and Seasons* are offered throughout 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 most aspects of School Climate in 2014 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.

96% of students say their teachers motivate them to learn.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	92%	91%
this is a good school (S2035)	90%	96%	88%
their child likes being at this school* (S2001)	93%	96%	94%
their child feels safe at this school* (S2002)	100%	96%	94%
their child's learning needs are being met at this school* (S2003)	93%	88%	91%
their child is making good progress at this school* (S2004)	90%	88%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	96%	88%
teachers at this school motivate their child to learn* (S2007)	93%	92%	91%
teachers at this school treat students fairly* (S2008)	93%	95%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	93%	96%	91%
this school takes parents' opinions seriously* (S2011)	89%	87%	85%
student behaviour is well managed at this school* (S2012)	90%	83%	79%
this school looks for ways to improve* (S2013)	93%	100%	91%
this school is well maintained* (S2014)	100%	87%	88%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	97%	92%
they like being at their school* (S2036)	88%	90%	88%
they feel safe at their school* (S2037)	100%	93%	91%
their teachers motivate them to learn* (S2038)	98%	97%	96%
their teachers expect them to do their best* (S2039)	95%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	91%	93%
teachers treat students fairly at their school* (S2041)	88%	90%	89%
they can talk to their teachers about their concerns* (S2042)	85%	89%	89%
their school takes students' opinions seriously* (S2043)	90%	89%	90%
student behaviour is well managed at their school* (S2044)	65%	86%	72%
their school looks for ways to improve* (S2045)	95%	96%	97%
their school is well maintained* (S2046)	90%	93%	88%
their school gives them opportunities to do interesting things* (S2047)	90%	93%	94%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	92%
they feel that their school is a safe place in which to work (S2070)		79%	97%
they receive useful feedback about their work at their school (S2071)		94%	92%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		91%	97%
student behaviour is well managed at their school (S2074)		82%	82%
staff are well supported at their school (S2075)		82%	85%
their school takes staff opinions seriously (S2076)		91%	89%
their school looks for ways to improve (S2077)		97%	97%
their school is well maintained (S2078)		94%	92%
their school gives them opportunities to do interesting things (S2079)		100%	92%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The strength of our community can be attributed to the input 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. This is with a view to always strive 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:

Involvement in the school's P&C.

Supporting teachers in the classroom by assisting small groups and individual students with learning activities.

Resource making

Working in the library

Supervisors for lunch time activities

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.

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

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. The increase in overall electricity and water usage can be attributed to the increase of student enrolment.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	150,240	2,855
2012-2013	150,939	3,500
2013-2014	156,651	956

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

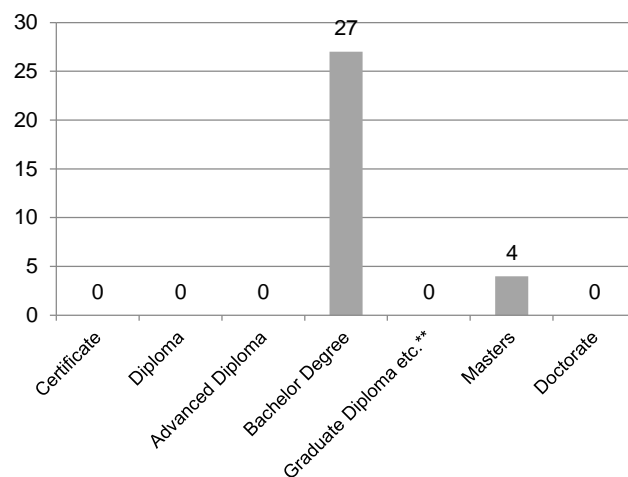
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	21	0
Full-time equivalents	25	13	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.**	0
Masters	4
Doctorate	0
Total	31



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$100,353 which includes \$52,552 from Great Results funding.

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;
- 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
- Assessment and data interrogation sessions
- Curriculum development: 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.
- STLaN HOSES and Principal network, cluster meetings and conferences.
- Behaviour Management – SWPBS: Non-Violent Crisis Intervention training
- Michael Grose" Parenting Idea
- Breakthrough coaching workshop
- Creating future libraries
- CPR, asthma and anaphylaxis updates
- Learning for the Garden
- Subscription to a variety of networks and organisations.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2014 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%

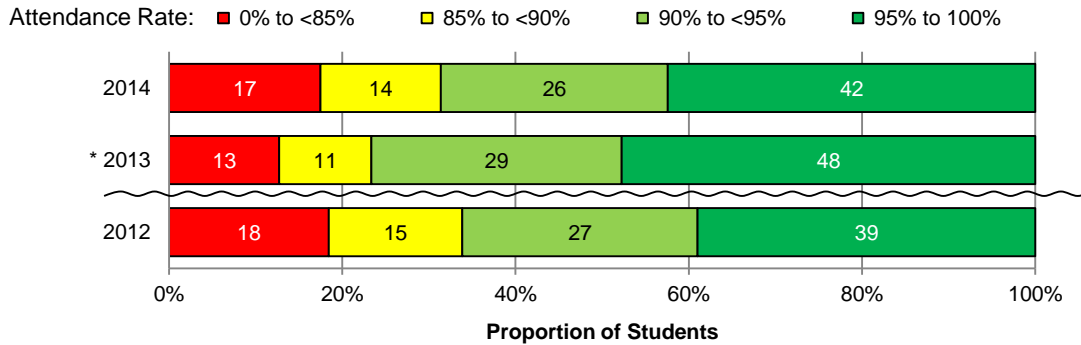
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	92%	93%	90%	91%	87%	92%	91%					
2013	92%	93%	93%	91%	93%	87%	92%					
2014	92%	91%	92%	92%	92%	92%	90%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Every students, attending every day possible is a key to successful learning. The school has a process for managing student absence in line with DETE policy. Attendance certificates are awarded to students achieving more than a 95% attendance rate.

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.

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/>.

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GO

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SEARCH

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Achievement – Closing the Gap

In 2014, Grovely State School Indigenous population was 10% of the 380 enrolled. Indigenous Attendance rate for semester 1 2014 has increased from 2013 and is similar to the Queensland all student average. Indigenous numbers are too small to make comment on academic performance in the targeted 3, 5, 7 areas (2.8%) without identifying individual student performance. Indigenous student needs continue to be identified and targeted providing a continued focus on closing the gap on indigenous student outcomes.