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Principal's foreword

Introduction

This report details the growth, development and performance of Clover Hill State School in 2008. It provides parents and members of the school community with insights on our program development, teaching and learning foci, community partnerships and standards achieved by our students.

Our motto "Expect Excellence" is a constant reminder that achieving our potential comes down to each member of our school community doing the best we can on a daily basis and constantly improving our skills as lifelong learners.

In partnership with parents and the wider community, Clover Hill State School strives to provide students with access to a high quality education that equips them with knowledge, skills and attributes necessary for the future and enables them to participate in, contribute to and connect to cultures and knowledges of the world.

Our school community is committed to furthering Clover Hill as a School of Excellence in Innovation and Inquiry Based Learning. The curriculum at Clover Hill is student centred and based on inquiry based learning. Established in 2004, Clover Hill boasts being the only primary school in Australia to have a purpose built Design and Technology Centre where students can work with functional materials and operate specialised equipment to produce projects which demonstrate their knowledge, understanding and use of technology. Clover Hill also has a purpose built science laboratory.

Clover Hill State School's professional community is built around high performing teams and this is a prominent feature of operationalising improvements. Clover Hill boasts having an 'excellent' reputation for offering quality educational programs that cater to students' learning needs. We pride ourselves in providing a safe and supportive environment and achieve this by setting high expectations, high standards and expecting 'Excellence'.

As well as highlighting the strengths and successes of Clover Hill State School during 2008, this report also identifies the areas for further development in 2009.

During 2008 we:

- Introduced a new Management Structure incorporating leadership of sectors by Assistant Principals to provide a greater sense of connectedness between our administration team, students and families; and implementation of year level coordinators.
- Furthered our student leadership program by initiating student led assemblies and an active student council
- Reviewed our Curriculum Framework to ensure alignment with the Queensland Curriculum Assessment and Reporting Framework – incorporating the Essential Learnings and Standards
- Implemented social moderation processes to ensure valid reporting across the five achievement level reporting scale.
- Implemented a new report card to comply with Education Queensland Standards
- Prepared students for the first National Assessment Program – Literacy and Numeracy Test (NAPLAN)
- Participated in a trial of the Queensland Comparable Assessment Tasks (QCATs)
- Reviewed our Student Relationship Plan to align to Education Queensland's Code of Behaviour
- Developed a school Mathematics Program aligned to the P-12 Curriculum Scope and Sequence
- Introduced Japanese Language and Culture classes within our lower school (Prep and Year One)

- Implemented Program Achieve – “You Can Do It” Social Emotional Curriculum across the whole school
- Implemented a Managed Operational Environment and upgraded to OneSchool Computer System
- Enhanced the integration of Information and Communication Technologies (ICTs) in teaching and learning programs by installing interactive whiteboards and data projectors into classrooms
- Developed and implemented a Staff Induction and Mentoring Program.
- Celebrated the achievement and talents of our students through our Arts and Excellence Awards presentations - .
- Implemented a range of extra-curricular opportunities involving academic, cultural and sporting challenges
- Installed a new fitness circuit on our oval to support the implementation of our Smart Moves – Physical Activity strategy
- Implemented a whole school Public Speaking Program – “Little Voices / Speaking Out” competition.
- Hosted an International Study Tour Group from Taiwan
- Initiated a Parent-Student Cyberwellbeing Symposium as a proactive measure to support internet safety
- Formed a SafeST Committee who successfully negotiated the installation of a school crossing.

Future outlook

Clover Hill State School is a school committed to expecting ‘Excellence’, striving to improve curriculum programs and delivery to maximise student learning. Building on the leadership and management transformation undertaken in 2008 our focus in 2009 is to focus our energies on the following initiatives:

- Literacy – develop a school Spelling Program, introduce a new Grammar / Word Study program, and revise our school based ‘Writer’s Workshop’ program. Professional Development will be provided for staff to further their skills in teaching Literacy across the Curriculum.
- Numeracy – introduce modifications to our school program to reflect student needs as identified through NAPLAN and QCATS. Criteria based assessment and investigations will be a critical aspect of this review. Professional Development will be provided for staff to further their skills in teaching Mathematics.
- Transdisciplinary Studies – provide professional development to staff to further implementation of inquiry based learning.
- Further an Assessment for Learning Culture – developing common assessment tasks and implementing guides for making judgement to support moderation of student achievement. Participate in the Queensland Comparable Assessment Task in May (Years 4 and Year 6).
- ICTs – implement Smart Classroom agenda. The use of ICTs within classrooms will be a major focus of staff professional development.
- Framework for Gifted Education – develop a school based policy and programs to support students with gifts and talents
- Facilities Plan – review and further develop our school facilities plan to meet the needs of our growing school community
- Community Relations – continue to further develop our classroom parent representative program

Our school at a glance

School Profile

Established in 2004, Clover Hill is a 'state of the art' fully air conditioned educational facility with a current enrolment of 788.

Enrolments are drawn from the immediate area of Mudgeeraba and the release of new land/housing within our catchment has resulted in continued growth in student enrolments. As our unique facilities are renowned throughout the district it has been necessary to implement an enrolment management plan which restricts enrolment to students who reside in the school's catchment area.

The school is co-educational with students attending from Prep to Year 7.

Curriculum offerings

The Curriculum Program covers all Key Learning Areas – English, Mathematics, Science, The Arts, Studies of Society and the Environment, Technology, Health and Physical Education and Languages Other Than English (Japanese).

Our distinctive curriculum offerings include:

- Design and Technology Program – utilizing our purpose built facility
- Middle Phase Year Seven students engaged in 'FLC – Future Learning Classes' incorporating multimedia studies, Design and Technology, Dance, Drama, Japanese
- Writers' Workshops is a strategy for teaching writing which is offered to all students in all year levels.
- Hands on - Investigative Science Program - utilising our unique science centre facilities
- Whole school 'You Can Do It' Social / Emotional curriculum
- Interactive whiteboards used extensively across the junior school campus
- Under 8's week
- Support A Reader / Writer / Maths Intervention Program

Extra curricula activities include:

- Sport – interschool, athletics, swimming, cross country and morning fitness
- Chess Club – professional chess tuition
- Keyboarding and Guitar lessons – professional tuition
- Tennis Lessons – professional tuition
- Robotics Club
- Instrumental Music Program
- Dance Clubs – including Hip Hop, Contemporary
- Choral program – including new 'movement' choir
- Wipe out Waste Program
- Student Council
- University of NSW ICAS Testing / competitions
- Bike Safety Program
- School Camping Program – Year 4 to Year 7
- Speech and Drama lessons
- Playground Leaders Program
- Student Discos
- Under 8's Day

Our school at a glance

How computers are used to assist learning

Our Information Communication Technology program is an integral part of the teaching and learning within classrooms. Both students and teachers use computers as a major communication tool as well as an integral part of their planning and presentation. Each teacher is equipped with a laptop computer and digital camera to ensure that they have personal access to the learning tools of the future.

Computers, digital cameras, data projects and interactive whiteboards are used extensively throughout our school. Computers are available for student use within all classrooms and in our computer lab which houses 28 computers. Research, multi-media, word processing and design all form a major part of student usage. The introduction of on-line learning environments and virtual classrooms are being successfully implemented in classrooms and teachers experienced in these programs have been mentoring other staff.

We are committed to responsible use of the world wide web and implement the 'Cyberquoll' Internet safety program, enhance our learning programs. Programs such as Microsoft Word, Powerpoint, Kids Pix, Photostory, Moviemaker, Publisher, and Kahooz are used in a curriculum context as well as resources of the world wide web.

On line programs through the Learning Place are also provided by Education Queensland. Clover Hill has also implemented a 24/7 online 'Mathletics' program. Staff training in the use of ICT has intensified to ensure contemporary programs and hardware are utilized within our school.

In 2008:

- 76.7% students were satisfied/very satisfied with the computer technology skills learnt at school
- 77.5% students were satisfied/very satisfied with the way they use computer technology for learning at school
- 79.2% students were satisfied/very satisfied with their access to the internet for learning at school
- 78.8% parents were satisfied/very satisfied with the access their child has to computer technology for learning at school
- 81.3% parents were satisfied/very satisfied that our school is developing their child's computer technology skills at school.

Social climate

Students and parents alike acknowledge that this school is their preferred choice. They indicate overwhelmingly that they consider Clover Hill to be a supportive learning environment in which students are treated fairly and they feel safe. They also acknowledge the high expectations and focus on expecting excellence (as our school motto).

Parents feel that Clover Hill provide their children with good learning opportunities and have an expectation that this will lead to their future success as lifelong learners. Our school rules "Care for Self – Care for Others – Care for Property" underpin everything that we do at Clover Hill.

Our 2008 Parent and Student Opinion survey data validates the safe and supportive learning environment that our school provides.

- 91.1% parents and 84.1% students satisfied/very satisfied that they are safe at school
- 82.3% parents satisfied/very satisfied that their child is treated fairly at school
- 82.5% students satisfied/very satisfied that they are happy to go to Clover Hill State School

These results are in large part due to our focus on furthering respectful relationships, as well as the extensive support and social programs that are in place which include:

- Buddy classes
- Student Leadership program – student council
- Program Achieve - You Can Do It Social / Emotional Curriculum

Student behaviour in our playgrounds is monitored and recorded by staff on duty – providing valuable information to track both positive and negative student interactions over time. This information is used to counsel and support students. An experienced Developmental Guidance Officer works at the school and is an integral member of our school's Special Needs Committee. We also have engaged the services of a Chaplain who provides a number of supportive programs for students and families.

Involving parents in their child's education.

Clover Hill believes student learning progress is dependent upon a partnership between home and school. Communication is promoted through weekly newsletters, class newsletters, formal and informal parent/teacher interviews.

Parents participate in our school in many ways – from working in the school tuckshop, coming to P&C meetings, volunteering in classrooms and our library, operating our book club and banking processes, coaching sports, transporting students, working on fundraising or attending parent information sessions.

Almost all parents are also involved in 'at home' activities including assisting with project or home work.

Our school values parent and community involvement which is evident in the number of other ways parents can become involved in their child's education:

- Class Parent Representative Program - the role of class parent representatives is to assist in keeping all parents information on current class happenings, welcoming new families, gaining support for activities, providing general feedback to class teaches about class happenings as well as furthering two way communication between parents and the school administration team
- Reporting student learning progress to parents is another essential component of involving parents in their child's education. Reporting to parents in written form occurs at the end of each semester. Our teachers use a wide variety of ways to track student learning progress. They collect samples of students' work, they make observations of children working, they test student learning. As children are all different we don't judge them against one another, we make decisions about what children are learning against a set of predetermined criteria; competency is not relative to the achievement of others. Parent – teacher interviews are scheduled in Term One. We also believe that it is important that students are encouraged to take responsibility for their learning and behaviour and therefore, as part of our reporting process we schedule 'Parent-Student-Teacher conferences' in Term Three following the distribution of Semester One reports.
- Parents are also encouraged to join with the school community to share their knowledge and expertise. Parents regularly join classroom teachers in attending our culminating 'Celebration of Learning' opportunities where students share their learning with families.

Clover Hill State School also holds a number of gala events to showcase and celebrate student's learning achievements. These include:

- Years 4-7 Excellence in Learning Celebration 'High Tea' – to recognise students who demonstrate the highest academic potential or excellence in effort. (Term 3)
- Celebration of Excellence Evening – a tradition of celebrating excellence by recognising individual achievements of students at a gala night of presentations, dance and song.

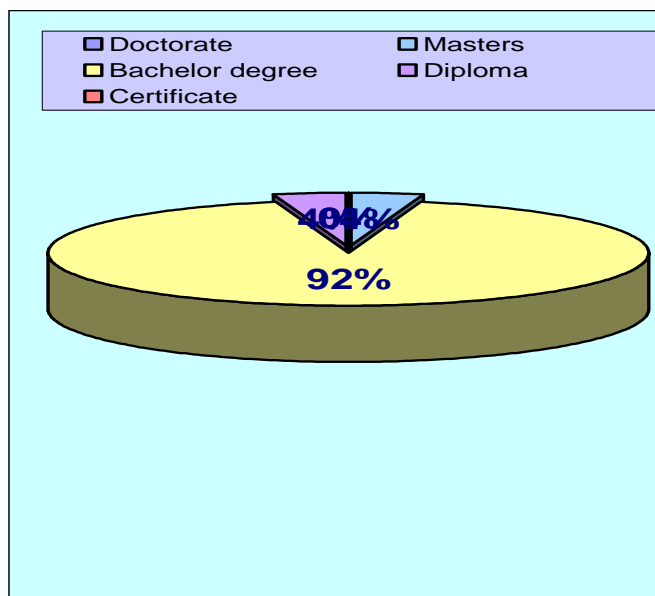
Our 2008 Parent and Student Opinion survey data validates our strong school-community relationships:

- 76.4% parents satisfied/very satisfied that our school keeps them well informed on how their child is progressing
- 70.6% parents satisfied/very satisfied with the opportunities to discuss what their child is learning
- 85.3% parents satisfied/very satisfied that our school makes them feel welcome
- 88.2% parents satisfied/very satisfied that school staff are approachable when they want to talk about their child.

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	46
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$18 500.

The major professional development initiatives are as follows:

Connecting with Science	Greenheart Cluster Conference
Leadership Breakfasts	Leadership Matters
Student Protection Training	Facilities Training
Code of Conduct	Share IT Conference
QCAR – Essential Learnings and Standards	Non Violent Crisis Intervention
QCATs – Queensland Comparable Assessment Tasks	Human Resources Training
Social Moderation	Prep Training
First Aide and CPR	Understanding Giftedness
Literacy Training for Teacher Aides	Cheque Signatory Training
Literacy Training for P-3 staff	Assessment
Values Breakfast	Indigenous Youth Leadership
Joomla Training	Smart Classroom
Machinery and Workplace Health and Safety	Early Years Writing Development
Get Active – ACHPER Conference	Preparing Budgets
Mentoring – Curriculum Conversations	Choral Singing

The involvement of the teaching staff in professional development activities during 2008 was 95%.

Our staff profile

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 96% of staff were retained by the school for the entire 2008 school year.

Student attendance

The average attendance rate as a percentage in 2008 was 93%.

Performance of our students

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	384	466	524
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	91%	82%
Writing	Average score for the school	386	466	520
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	91%	88%
Spelling	Average score for the school	368	463	528
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	90%	88%
Grammar and Punctuation	Average score for the school	383	476	501
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	91%	86%
Numeracy	Average score for the school	362	446	520
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	90%	81%

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	76%
Writing	89%
Number	77%

Performance of our students

Value added

In addition to the collection of state wide data, our school also collects school based data in many areas of Literacy and Numeracy. This data is used to check on student learning progress and further support the implementation of specific programs of learning to cater for student's learning needs ie Support A Reader, Support A Maths Learner, Support A Talker, Reading Recovery. This data is also used to gauge the effectiveness of our school's curriculum programs and the effectiveness of teaching and learning across our school.

Our school supports 'at risk' learners through a comprehensive Intervention Program, strongly focussed on improving literacy and numeracy so each individual student can reach their maximum achievement level.

Our Special Education Centre (known as Chill Central) staff also work closely with students, parents and teachers to provide Individual Educational Plans and relevant adjustments to assist students with disabilities to access school programs. Through a combination of individual withdrawal programs and varying levels of integration within regular classrooms, our special needs students are well cared for and challenged to reach their full potential as learners. Our students won their section in the Disability Eisteddfod in 2008.

In 2008 we furthered our excellent Arts Program which offers students opportunities to participate in a range of choirs, bands and dance groups. Our Dance Group taking out first prize in the Danc'd in the Spotlight Competition held at the Gold Coast Arts Centre.

Parent, student and teacher satisfaction with the school

There is no "I" in TEAM but Together Everyone Achieves More – this catchcry is at the foundation of Clover Hill school community. Education is a home-school partnership and without the support, encouragement and cooperation of all stakeholders within our school community we wouldn't achieve the great reputation that we have. The widespread involvement and support of parents, teachers and students is at the cornerstone of our success.

Each year, schools undertake to determine how well they are doing by offering staff, students' and parents' opportunities to provide feedback on performance. Education Queensland School Opinion Surveys are one tool that is used to provide feedback. In 2008, the opinion survey indicated that our school performed very well in the following areas as compared to State data

Goals	School Mean	State Mean
Student Outcomes	2.95	2.92
Curriculum	3.03	3.00
Pedagogy	2.85	2.83
Learning Climate	3.11	2.98
School Climate	2.96	2.86
School Community Relations	3.02	2.92
Resources	3.14	2.81

Additional information from 2008 School Opinion Survey:

- 84.9% of parents satisfied/very satisfied that Clover Hill is a well equipped school.
- 82.4% of parents satisfied/very satisfied that Clover Hill is a good school.
- 82.4% of parents satisfied/very satisfied with the interest that teachers take in their children
- 86.6% of students satisfied/very satisfied that their teacher explains clearly what to do in school
- 89.2% of students satisfied/very satisfied with how well they are learning at this school.
- 95% of staff satisfied/very satisfied that they get on well with the students at Clover Hill.

The above data continues to validate Clover Hill community has very high expectations as we continue to 'Expect Excellence'.