Principal’s foreword

Introduction

This report details the growth, development and performance of Clover State School in 2011. It provides parents and members of the school community with information about 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. This also involves constantly improving our skills as lifelong learners.

In partnership with parents and our wider school 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 their future and which enables them to participate in, contribute to and connect to cultures and knowledge of the world. 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 our vehicle for operationalising school 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’. We are also fast becoming renowned as a School of Excellence in our Arts/Dance program.

As well as highlighting the strengths and successes of Clover Hill State School during 2011, this report also details the areas for further development in 2012. It is with great pride that I report on the achievements of Clover Hill State School.

Gayle Alessio
Principal
School progress towards its goals in 2011

During 2011 we:

- developed actions to align to our school improvement agenda – reviewing data and re-establishing aspirational school wide targets and standards of achievement in the areas of Literacy, Numeracy and Science
- enacted an improvement agenda informed by the Teaching and Learning Audit
- engaged with the National Curriculum in English and Maths and the alignment of assessment and standards to support the National Curriculum.
- furthered our Assessment for Learning Culture – developing common assessment tasks and implementing guides for making judgement to support moderation of student achievement.
- reviewed our school spelling, grammar/word study and reading program
- prepared our students for the National Assessment Program – Literacy and Numeracy Test (NAPLAN) participated in the Queensland Comparable Assessment Tasks (QCATs)
- introduced modifications to our school Mathematics program to reflect student needs as identified through NAPLAN results.
- provided professional development to staff to further prepare for the implementation of National Curriculum
- implemented a range of intervention / support programs to support the needs of all underachieving students (inclusive of student who are achieving at level and moving them beyond with enrichment and extension opportunities).
- integrated Information Communication Technologies into learning across all Key Learning Areas
- expanded the teaching of Science and use of our Science Laboratory
- furthered the implementation of ‘You Can Do It’ social/emotional curriculum across the school
- further engaged our Student Leaders – Student Council into school operational decision making
- responded to the developments arising in relation to the implementation of a National Curriculum.
- Revised the purpose and operations of our class parent representative program.
- provided opportunity for students to participate in a wide range of extra-curricula activities
- participated in the cluster schools public speaking competition known as “Little Voices / Speaking Out”
- celebrated the talents/achievements of our students through our Arts & Excellence Award night
- participated in the regional Optiminds competition.

Future outlook

During 2011 our school will:

- reaffirm our school wide commitment to purposeful, successful learning – establishing aspirational school wide targets and standards of achievement particularly in the areas of Literacy and Numeracy
- review the purpose and goals of our student leadership program
- further investigate resources, strategies and tools to support our School Improvement Agenda focus
- prepare our students for the National Assessment Program – Literacy and Numeracy Test (NAPLAN) participated in the Queensland Comparable Assessment Tasks (QCATs)
- celebrate the talents/achievements of our students through our Arts & Excellence Award presentations
- continue to provide opportunity for students to participate in a wide range of extra-curricula activities
- participate in the cluster schools public speaking competition
- implement the National Curriculum in English and Mathematics
- engage staff in Developing Performance planning process
- implement a range of intervention / support programs to support the needs of all underachieving students (inclusive of student who are achieving at level and moving them beyond with enrichment and extension opportunities).
- integrate Information Communication Technologies into learning across all Key Learning Areas
- expand the teaching of Science and use of our Science Laboratory
- further the implementation of ‘You Can Do It’ social/emotional curriculum across the school
- further engage our Student Leaders – Student Council into school operational decision making.
School Profile
Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>902</td>
<td>444</td>
<td>458</td>
<td>95%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
As a % of previous year enrolments our year on year progression rate is very strong within our junior school. This % decreases within our senior school as many of our students are offered scholarships to attend private or state schools offering a middle schooling program.

Our school community has experienced rapid growth over the past few years with a growing number of families immigrating to Australia from a number of Nationalities. 26 Nationalities are represented - drawing from the following countries: NZ, England, Netherlands, USA, New Caledonia, Pakistan, Iceland, Cambodia, Philippines, Germany, Ireland, South Africa, Indonesia, Denmark, Croatia, Wales, Japan, India Switzerland, Thailand, Singapore, Spain, Africa, UK and Czech Republic.

Less than 2% of our student body are ESL (English as second language) students and only 1% of our student population are Indigenous.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.7</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.2</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>33</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings


Our distinctive curriculum offerings include:
- Design and Technology program – utilizing our purpose built facility
- A school commitment to Science utilising our science centre facilities
- A whole school ‘You Can Do It’ Social / Emotional curriculum is implemented
- Interactive whiteboards, IPads, IPods and laptop computers are used extensively throughout the school

We also offer a range of Intervention programs to support students with special and learning needs. These include:
- LEO (Learning Engagement Online): an online one on one learning program for students who are risk of disengaging with their learning. This program is supported by volunteer mentors.
- ELF (Early Literacy Fundamentals): An early literacy program targeted to Year One students facilitated by our intervention teacher aide.
- Support-A-Talker: Targeted to Prep and year one students and facilitated by our trained teacher aide.
- Fine motor groups run by prep teacher aide for small groups of prep students.
- Year One Literacy and numeracy intervention – small group intervention with Support Teacher
- Year Two Literacy and numeracy intervention – small group intervention with Support Teacher
- Year Three, Five and Seven Literacy and numeracy intervention – small group intervention with Support Teacher to assist with NAPLAN preparation.
- Year 4 Literacy and numeracy intervention – small group intervention with Support Teacher
- Year 6 Literacy and numeracy intervention – small group intervention with Support Teacher
- We also have facilitated language programs, written by our Speech Language Pathologist with specific language goals for targeted students. These are run by an intervention teacher aide two-three times per week.
- Intervention teacher aides also work in all classrooms to support teachers by working with small groups of students who have similar identified needs. Intervention teacher aides are also reading with students in year 3-7 before school in the library to reinforce reading skills and strategies.

We are committed to further personalising learning to meet individual student needs and offer student enrolment in a number of on line learning programs. Students engaged in these program participate in one web conference per week for 1 hour. Students also complete activities outside of the web conference. Our involvement in on line learning projects provide students with the chance to experience learning with an online teacher and students from other schools.
- Creative Arts: This program provides students with an extension opportunity in relation to creative writing with embedded persuasive techniques and is developing these students critical, creative thinking skills and ICT competencies.
- Dot Com Kids: Year 6 and 7 working on-line to create an eco-tourism resort.
- Project 600: The focus of this Year 4 initiative is to support students working within the average range with the aim of moving them beyond average.
- Titan’s Learning Centre:
- Maths On Line program: We have been fortunate to access a whole school trial of a new innovative mathematics program which has been trialled by some staff. This program also provides opportunity for teachers to personalise programs to student’s learning level.
- Reading Eggs: We have also purchased this new on line learning program to support individualising reading.

2011 School Annual Report
Our school at a glance

Extra curricula activities
- Sport – athletics, swimming, cross country and morning fitness
- Instrumental Music Program including percussion, strings, keyboard
- Dance – including Hip Hop, Contemporary and Musical Theatre
- Choral program
- Wipe out Waste Program
- Student Council
- Bike Safety Program
- School Camps
- Student Discos
- Speech and Drama lessons
- Fine Arts program lessons
- Robotics
- Breakfast Program* (coordinated by our Chaplain)

How Information and Communication Technologies are used to assist learning
At Clover Hill State School we are focussed on transforming classroom practice and student learning opportunities through the use of information and communication technologies. Our approach promotes a blended model of learning featuring a balance between virtual and face to face delivery. We are focused on improving teacher and student digital literacies through the development of an eLearning professional development program, funding of an eLearning mentor, continuing subscription to Mathletics and participation in virtual delivery programs such as Dot Com Kids, Creative Writing and Project 600. In early 2012 a number of staff participated in the Symphony of Teaching and Learning workshop to explore high order thinking skills and how digital tools can be used to support these in the classroom. Teachers are aligning themselves with the Smart Classrooms’ Professional Development Framework and working towards their Digital Pedagogy Licences. Many teachers have successfully gained ICT Certificate accreditation. As part of our school vision, we are developing digital spaces (such as virtual classrooms and studios) across the school that will encourage learning anywhere, anytime.

A large focus for Clover Hill State School this year has been supporting staff in accessing C2C planning and assessment materials and utilising online markbooks through the use of the One School application. We have worked with our staff to introduce the new features of the Learning Place, and have supported teachers to access resources to utilise in their planning. Teachers and students are encouraged to use the Learning Place eSpaces to design, create, innovate, share and learn. Due to the increased number of digital resources being used in our classrooms, we have mentored the teachers on the safe and ethical use of digital resources within their classrooms (both physical and virtual), focussing on cyber safety and copyright. 2011 has also seen the introduction and purposeful incorporation of mobile learning devices into the classroom.

This year has seen a change in the way we access our digital resources with the introduction of a mobile laptop trolley holding a bank of 28 laptops rather than a static ICT lab. Classes are able to access the laptops and move around the resource centre, and other spaces, to allow for greater integration of ICT’s in their learning experiences. To support the laptop usage across the school, Clover Hill State School has upgraded the wireless access in our senior school and resource centre. The aim is to roll out the wireless access across the school and to add additional banks of laptops for year level blocks of classrooms. Again, our focus is learning anywhere, anytime!

Social climate
Students and parents alike acknowledge that Clover Hill State School is their preferred choice of primary school education. They indicate overwhelmingly that they consider Clover Hill to be a supportive learning environment in which students are treated fairly and they feel safe. Students and parents also acknowledge the high expectations and focus on expecting excellence.
Our school at a glance

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. Parent Opinion Survey results have rated school-community relations as significantly above the state and like school average. Similarly, parents also have rated our school as providing a 'safe, supportive and productive learning environment' as above state and like school data.

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. Parent and Student Opinion survey data validates the safe and supportive learning environment that our school provides. The Clover Hill school community is also known for its care and generosity towards others. Our student council continue to raise funds for Cancer Council and the Animal Welfare League.

Parent, student and teacher satisfaction with the school
There is no “I” in TEAM as Together Everyone Achieves More – this catchcry is at the foundation of our 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.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>91%</td>
</tr>
</tbody>
</table>

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. A strong sense of community is also evident with the large number of parents and caregivers attending weekly assemblies and special celebrations.

Strategies and opportunities for parents to be involved in their child’s education include:
- Parent / Teacher information sessions are held each year in February
- Parent / Teacher interviews are held at the end of Term One to discuss student progress
- Parent / Student / Teacher conferences are held in Term Three providing opportunity for students to share their report card achievements and future learning goals with parents
- Class Parent Representative program involves parents from each year level. This group meets once a month to discuss various aspect of school community involvement
- Access to a Parent Liaison Officer who inducts new families into our school community, provides information to parents on a needs basis and coordinates our Class Parent Program
- Parents and Citizen’s Association – meet every month
- Opportunities to work in a voluntary capacity – tuckshop, classrooms, resource centre, sports days
- ‘Friend-raising’ opportunities – helping out with fundraising events
Almost all parents are also involved in ‘at home’ activities including assisting with project or homework. Reporting student learning progress to parents is another essential component of involving parents in their child’s education at Clover Hill State School. 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’ sessions 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 and showcasing individual achievements of students and groups of students.

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 made in 2011 to reduce the school’s environmental footprint included:
- Recycling initiatives- recycling bins placed throughout school/toner recycling
- Revegetation of school
- Strong sustainability & environmental focus through curriculum delivery

In 2011 the school also implemented a Sustainability Environment Management Plan.

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (Kwh)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>241,776</td>
<td>3,055</td>
</tr>
<tr>
<td>2010</td>
<td>252,782</td>
<td>2,293</td>
</tr>
</tbody>
</table>

% change 10 - 11: -4% 33%
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>60</td>
<td>27</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>53</td>
<td>17</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>47</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $43150.

The major professional development initiatives are as follows:

- Literacy – First Steps Reading
- Mathematics – Mathletics
- Leadership – David Anderson consultancy
- Smart Classrooms – use of ICTs within classroom through ICT café’s
- Pedagogy – Greenheart Cluster conference for all staff
- Code of Conduct
- Fire Safety
- Student Protection Training
- First Aid Training
- Collegial Coaching and Mentoring
- Curriculum Cafes covering a range of topics associated with our School Improvement Agenda.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%. We engage all staff in professional learning opportunities through staff discussions and student free days.
Our staff profile

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year
From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 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

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

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>95%</td>
<td>93%</td>
<td>95%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

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.

At Clover Hill class rolls are marked twice daily (morning and afternoon). Administration and classroom teachers monitor student attendance carefully and make courtesy calls to parents should attendance data become of a concern. If student attendance is deemed at risk and interfering with the learning achievement of students, parents are invited to the school to make a plan to discuss the issue. Repeated absences are directed to the Principal and procedures relating to truancy are enacted in line with DET policies and legislation.

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/.

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.
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.

**Achievement – Closing the Gap**

Clover Hill State School continually reviews and monitors the attendance and attainment of our indigenous student population. The attainment data collected through statewide and school assessment processes is analysed and intervention programs are implemented to ‘close the gap’.

During 2011-2012 all indigenous students accessing intervention support had individual learning goals. As a result of this intervention there was no gap between the performance of indigenous and non indigenous students in the cohort. The proportion of students by attendance range in Semester 2 2010 showed that whilst 2.6% of all student attendance was <80%, the indigenous student attendance rate range was 16.7%. As a result of this data we follow up and make personal contact with our indigenous families to discuss concerns.