

# Clover Hill State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This report details the growth, development and performance of Clover State School in 2015. 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.

Since opening in 2004, our motto 'Expect Excellence' has underpinned all aspects of school life. Our main goal is to make our school a welcoming place for everyone. It is a place where children, parents and staff are happy and proud to be; where they feel supported and respects for the individual contributions they make.

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 the Australian Curriculum.

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 particularly in respect to the extra curricular programs that we offer our students.

In 2015, Clover Hill State School was one of three finalists in the Jack Pizzey Awards. Whilst we did not win the prize, having the acknowledgement of the work we do at our school represented at a state final was an amazing achievement. Further, at the end of the 2015 school year, Clover Hill State School became an Independent Public School (IPS). As a school, we are excited by the opportunities that this creates and are looking forward to embarking on our IPS journey. As well as highlighting the strengths and successes of Clover Hill State School during 2015, this report also details the areas for further development in 2016. It is with great pride that we report on the achievements of Clover Hill State School.

Regan Gant

### Principal School progress towards its goals in 2015

Our key achievements for 2015 included:

- Implementing our 2015-2018 Strategic Plan.
- Establishing aspirational school wide targets and standards of achievement in Literacy and Numeracy
- Implementing strategies to support our School Improvement Agenda focus in the areas of Reading, Mathematics and Spelling.
- Implementing the Australian Curriculum in English, Mathematics, Science, History and Geography – adapting the C2C resources to meet the individual needs of students.
- Commencing the implementation of our Pedagogical Framework based on the work of Robert Marzano Art and Science of Teaching (ASOT).
- Refining and enacting our agreed teaching practices.
- Tracking student achievement (relative gain) – using assessment data.
- Furthering partnerships with parents – through P&C Association and Parents as Partners in Learning initiative
- Preparing our students for the National Assessment Program – Literacy and Numeracy Test (NAPLAN)
- Maintaining successful transitioning of our Year 6 students to high school and our pre-prep students to prep.

- Celebrating the talents/achievements of our students through our Arts & Excellence Award presentations.
- Continuing to provide opportunity for students to participate in a wide range of extra-curricula activities.
- Participating in the cluster school's public speaking competition.
- Reviewing staff Developing Performance Plans.
- Implementing a range of 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).
- Continuing the implementation of our BYOD for year 4 -6 students and our 'Clover Challenge' program to cater for higher performing students.
- Furthering the implementation of our collegial and instructional coaching program.
- Maintaining classroom walkthroughs to provide feedback to teachers on students' understanding of learning intentions.
- Furthering the implementation of our SEMP plan to reduce energy, waste and water usage; and increase biodiversity in our school.
- Expanding the implementation of our 'Program Achieve-You Can Do It' social/emotional curriculum across the school – aligning it to our Responsible Behaviour Plan for Students.
- Engaging our Student Leaders – Student Council into school operational decision making.

### Future outlook

During 2016 our school will:

- Establish aspirational school wide targets and standards of achievement in Literacy and Numeracy.
- Implement strategies to support our School Improvement Agenda focus in the areas of Reading, Mathematics and Spelling.
- Continue to implement our pedagogical framework using the Art and Science of Teaching (ASOT) based on the research of Robert Marzano.
- Continue to track and moderate student achievement using assessment data.
- Further partnerships with parents through our P&C and Parents as Partners in Learning program.
- Commence or journey as an IPS and establish a School Council.
- Prepare our students for the National Literacy and Numeracy Tests (NAPLAN).
- Celebrate the talents and 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 school's public speaking competition.
- Expand the range of 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).
- Continue the implementation of our 'Clover Challenge' program to cater for higher performing students.
- Maintain and enrich the opportunities for students to 'Bring their Own Devices'.
- Further the implementation of our collegial and instructional coaching program.
- Continue to Implement classroom walkthroughs to provide feedback to teachers on students' understanding of learning intentions.
- Continue the implementation of our 'Program Achieve-You Can Do It' social/emotional curriculum.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	949	475	474	18	97%
2014	972	477	495	30	95%
2015	919	432	487	37	96%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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 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, Iran, Cambodia, Philippines, Germany, Ireland, South Africa, Indonesia, Denmark, Wales, Japan, India, Switzerland, Thailand, Singapore, Spain, Africa, UK and Russian Federation.

5% of our student body are from families who have English as their second language and 4% of our student population is Indigenous.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	24	20
Year 4 – Year 7 Primary	24	23	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	12	23	16
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

The Curriculum Program covers all Learning Areas of the Australian Curriculum. Our school also implements a range of distinctive programs to meet our local needs. These 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.
- Student Council and Year 5 Student Leadership program.
- Interactive whiteboards, iPads, iPods and laptop computers are used extensively throughout the school.
- BYOD implemented from year 4.

We also offer a range of personalised programs to support students with identified needs which include:

- Literacy and Numeracy intervention support and programs.
- Facilitated language programs, written by our Speech Language Pathologist with specific language goals for targeted students.
- Intervention teacher aides offer reading opportunities with targeted students before school in the Learning Hub to reinforce reading skills and strategies.
- Somerset Reading Program – targeted Year 3 students work with volunteer Somerset High School students once per week before school in the Learning Hub.

We are committed to further personalising learning to meet individual student needs and offer students the opportunity to participate in a number of on line learning programs such as Reading Eggs, Mathletics, Maths on Line and Manga High Maths.

- *Mathletics*: an on-line program that allows teachers to personalise programs to suit student's mathematical skills
- *Maths On Line program*: This program also provides opportunity for teachers to personalise programs to student's learning level.
- *Reading Eggs*: This on line learning program supports individualising reading.

### Extra curricula activities

- Sport – athletics, rugby league, taekwondo, swimming, cross country, tennis 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 and club.
- Science program.
- Environmental program.

- Breakfast Program\* (coordinated by our Chaplain).
- Energise\* Fitness program (coordinated by our Chaplain).
- Boost\* Mentoring program (coordinated by our Chaplain).

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

Clover Hill State School provides a learning environment that furthers students' ability to use new technologies to transform knowledge and skills into products, solutions and new information. Our E learning vision is for our students to develop into digital learners who:

- operate as digital citizens who act ethically, legally and responsibly.
- become skilled operators of ICT to discover, collect, organise and store data.
- have information fluency and are able to apply digital tools to problem solve.
- are creative and critical thinkers and that can construct knowledge and develop innovative products and processes.
- communicate and collaborate in real life projects.
- develop their skills in ways of working technologically in today's world.

Our Aim is that staff:

- respond to the needs of the 21st century learners- designing open ended and engaging design challenges.
- extend beyond face to face learning to digital and virtual learning environments.
- are continually provided with opportunities to improve their professional practice.

Clover Hill houses over 100 PCs and over 100 laptops which fall part of a replacement schedule. The computers are configured within classroom pods as well as access to a bank of 28 laptop computers housed in our learning hub. We have 100% connectivity. Wireless access is utilised within the school with connectivity available in all classrooms. Students and staff have access to a myriad of peripherals and digital technologies to support teaching and learning. We have a banks of I-Pads (>100 devices) to further support mobile learning. Clover Hill is innovative in its approach to the use of ICTs to enhance learning. Each early learning classroom is equipped with an interactive whiteboard whilst our senior classes have access to data projector technology enabling them to demonstrate strategies and engage students. Students can be regularly seen exploring hard and soft digital technologies such as video cameras, digital cameras, robotics equipment to interactive and web based software. We have used flexible staffing to employ an E-Learning Mentor who supports teachers in developing their digital pedagogy.

## 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.

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.

- Rock and Water program – this program teaches students valuable social skills
- Breakfast program – a nutrition based program which provides basic needs and social skills
- Games program – offers the opportunity for students to hang out in a safe environment and enjoy company of others
- Boost Mentoring program – adults within our wider community befriend students as a big buddy/mentor

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 – we have implemented many 'Pay it Forward' initiatives through our Student Council Program. Our student council also continues to raise funds for Leukaemia Foundation, Daniel Morcombe Foundation and the Animal Welfare League.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	96%	95%
this is a good school (S2035)	97%	98%	98%
their child likes being at this school (S2001)	100%	100%	98%
their child feels safe at this school (S2002)	100%	98%	96%
their child's learning needs are being met at this school (S2003)	94%	94%	96%
their child is making good progress at this school (S2004)	94%	94%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	92%	95%
teachers at this school motivate their child to learn (S2007)	97%	94%	97%
teachers at this school treat students fairly (S2008)	97%	92%	94%
they can talk to their child's teachers about their concerns (S2009)	97%	94%	97%
this school works with them to support their child's learning (S2010)	93%	94%	97%
this school takes parents' opinions seriously (S2011)	93%	88%	89%
student behaviour is well managed at this school (S2012)	97%	94%	93%
this school looks for ways to improve (S2013)	97%	98%	97%
this school is well maintained (S2014)	100%	100%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	96%	96%
they like being at their school (S2036)	96%	96%	89%
they feel safe at their school (S2037)	99%	97%	95%
their teachers motivate them to learn (S2038)	96%	97%	94%
their teachers expect them to do their best (S2039)	100%	97%	96%
their teachers provide them with useful feedback about their school work (S2040)	100%	94%	95%
teachers treat students fairly at their school (S2041)	97%	91%	88%
they can talk to their teachers about their concerns (S2042)	96%	91%	85%
their school takes students' opinions seriously (S2043)	94%	89%	86%
student behaviour is well managed at their school (S2044)	93%	83%	83%
their school looks for ways to improve (S2045)	99%	94%	97%
their school is well maintained (S2046)	100%	96%	92%
their school gives them opportunities to do interesting things (S2047)	96%	93%	89%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	100%	99%
they feel that their school is a safe place in which to work (S2070)	98%	98%	99%
they receive useful feedback about their work at their school (S2071)	93%	93%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	90%	98%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	93%	96%	96%
their school takes staff opinions seriously (S2076)	91%	96%	91%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	98%	100%	100%
their school gives them opportunities to do interesting things (S2079)	93%	98%	97%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

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.
- Access to a Parent Liaison Officer who inducts new families into our school community and provides information to parents on a needs basis.
- Parents as Partners in Learning 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.
- Use of QSchools and Qparents.

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

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 3-6 Excellence in Learning Celebration – 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

Efforts made in 2015 continue to reduce the school's environmental footprint included:

- Recycling initiatives- recycling bins placed throughout school.
- Collection of food scraps for worm farms.
- Strong sustainability & environmental focus through a range of initiative – Bright Sparks representatives, Green Team.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	238,689	2,343
2013-2014	251,508	1,299
2014-2015	241,841	

\*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	70	28	0
Full-time equivalents	60	19	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *	12	10	10	10	10	10	10	10
Certificate	10	10							
Diploma	10	8							
Advanced Diploma	10	6							
Bachelor Degree	10	4							
Graduate Diploma etc. **	10	2							
Masters	10	0							
Doctorate	10								
<b>Total</b>	<b>70</b>								

\*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 2015 were \$32625.

The major professional development initiatives are as follows:

- 2 day conference for all staff on Art and Science of Teaching during January PFD.
- Student Protection and mandatory professional development opportunities.
- Conference and Regional Day attendance to support Developing Performance Plans Workshops, planning days to support implementation of the Australian Curriculum.
- Mentoring, Collegial and Instructional Coaching aligned to our School Improvement Agenda.
- Network/Cluster days.
- Financial Skills training.

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

Average staff attendance	2013	2014	2015
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, 93% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	95%	93%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

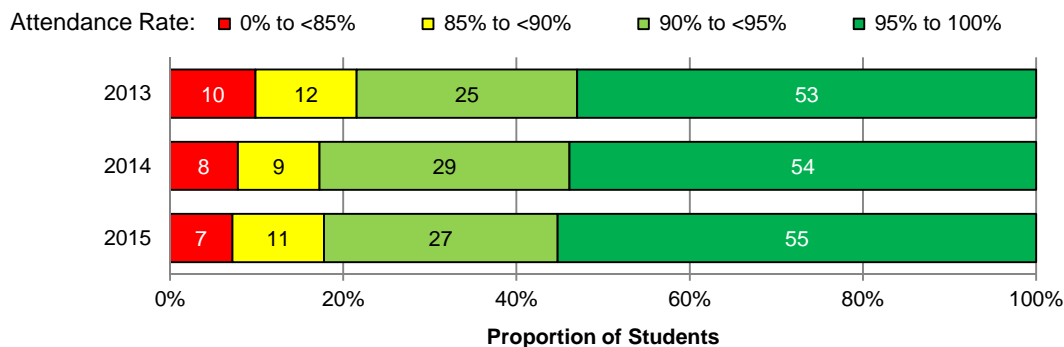
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	94%	94%	93%	94%	93%	92%					
2014	95%	94%	94%	95%	95%	94%	93%	91%					
2015	96%	94%	95%	95%	95%	94%	93%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 send an SMS message to parents if their child/ren is not at school. Should attendance data become a pattern, the classroom teacher or Administrator (DP) makes a courtesy call to the home. 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. In cases of long term unexplained absence Compulsory Schooling letters are sent to parents to ensure all students are attending school as per 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.

#### Find a school

The image shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.