


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Clover Hill State School (2345)

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### Principal's foreword

#### Introduction

This report details the growth, development and performance of Clover State School in 2010. 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 knowledges 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 2010, this report also details the areas for further development in 2011. It is with great pride that I report on the achievements of Clover Hill State School.

Gayle Alessio  
Principal

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## Clover Hill State School (2345)

### School progress towards its goals in 2010

During 2010 we:

- wrote our Strategic Plan which provides the strategic direction and development for Clover Hill State School over the period 2010 - 2014. It deals with those strategic activities that are critical to achieving our statement of purpose and vision.
- engaged in a Teaching and Learning Audit
- reaffirmed 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
- operationalised a new Curriculum Team Management Structure incorporating leadership of sectors by Assistant Principals which provided a greater sense of connectedness between our administration team, students, staff and families
- furthered our student leadership program through student led assemblies and an active student council
- implemented Athletics program
- prepared our students for the National Assessment Program – Literacy and Numeracy Test (NAPLAN)
- participated in the Queensland Comparable Assessment Tasks (QCATs)
- implemented an inquiry based curriculum within classrooms and provided opportunity for parents to participate in end of term 'Celebrations of Learning'.
- implemented our 'You Can Do It' social emotional curriculum as a foundation underpinning successful learning within all classrooms
- implemented a range of intervention programs to support the needs of students at risk of underachieving.
- enhanced the integration of Information and Communication Technologies (ICTs) within our classrooms
- celebrated the talents/achievements of our students through our Arts & Excellence Award presentations
- provided opportunity for students to participate in a wide range of extra curricular activities
- participated in the cluster schools public speaking competition known as "Little Voices / Speaking Out".
- participated in the regional Optiminds competition.

### Future outlook

During 2011 our school will:

- develop 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
- enact an improvement agenda informed by the Teaching and Learning Audit
- engage with the National Curriculum in English and Maths and the alignment of assessment and standards to support the National Curriculum.
- further our Assessment for Learning Culture – developing common assessment tasks and implementing guides for making judgement to support moderation of student achievement.
- review our school spelling, grammar/word study and reading program
- introduce modifications to our school Mathematics program to reflect student needs as identified through NAPLAN results.
- provide professional development to staff to further prepare for the implementation of National Curriculum
- 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
- respond to the developments arising in relation to the implementation of a National Curriculum.
- extend our class parent representative program.

## Our school at a glance

### School Profile

#### Providing a coeducational education for Years Prep to Year 7:

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
854	397	457	90%

#### 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.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	70%	30%	0%
Year 4 – Year 10	26	93%	60%	33%	7%
All Classes	24	97%	66%	31%	3%

#### School Disciplinary Absences:

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	28
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

**Our distinctive 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
- A school commitment to Science utilising our science centre facilities
- A whole school 'You Can Do It' Social / Emotional curriculum is implemented
- Interactive whiteboards used extensively across the junior school campus
- Extensive extra curricular program – Dance, Choral, Speech and Drama, Keyboard, Sports
- Support A Reader / Writer / Maths Intervention Programs

#### Extra curricula activities:

- Sport – interschool, athletics, swimming, cross country and morning fitness
- Instrumental Music Program
- Dance Clubs – including Hip Hop, Contemporary
- Choral program
- Wipe out Waste Program
- Student Council
- Bike Safety Program
- School Camps
- Student Discos

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

Computers are available for student use within all classrooms and in our computer lab which houses 28 computers. Both students and teachers use ICTs as a major communication tool as well as an integral part of planning and presentation.

In line with our eLearning vision, we are funding an ICT mentoring program for teachers to develop their personal ICT skills, and enhance the ways they integrate ICT's into the curriculum. As part of the mentoring process, many of our teachers are taking part in the Smart Classrooms Professional Development

## Our school at a glance

Framework to complete their Digital Pedagogy Licences (DPL). These licences are awarded to teachers who have met the indicators that outline how they use ICT to support and extend student learning, and are committed to building professional knowledge, practice, values and relationships in embracing digital pedagogy (teaching). The school allocates a budget to the teachers embarking on their DPL journey to purchase professional development and digital resources that will support and enhance their integration of ICT's into their curriculum.

Several projects that are in the development phase include:

- Google Sketch-Up (a 3D sketching software program) to create a digital 3D structure,
- Creation of digital storybooks to support reluctant readers in the junior school,
- Various ICT projects (such as movie making and narrated Photo-Stories) to support the classes participating in the Commonwealth Games Bid,
- Integrated use of the Smartboard (interactive whiteboard) in the curriculum,
- The creation and development of virtual classrooms for student homework sites,
- Differentiation in maths via the Mathletics program
- Integration of mobile learning (iPads & iPods) into the classroom,
- Cyber Safety and its implications for later life

## 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 (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. 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.

## Our school at a glance

### 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.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	97.2%
Percentage of students satisfied that they are getting a good education at school	77.5%
Percentage of parents/caregivers satisfied that our school makes them feel welcome	97.2%
Percentage of staff satisfied that our school is a good place to work	90.6%
Percentage of staff satisfied that staff and students respect each other in our school	95.3%

### 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 at the beginning of Term Three providing opportunity for students to share their report card achievements and future learning goals with parents
- Class Parent Representative program with parents from each year level meeting once a month to discuss various aspect of school community involvement – this is coordinated by our Parent Liaison officer
- Access to a Parent Liaison Officer who inducts new families into our school community and provides information to parents on a needs basis
- 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 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.

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.

## Our school at a glance

Our 2010 Parent and Student Opinion survey data validates our strong school community relationships:

- ▮ 86.1 % parent satisfaction that our school is a well-equipped school
- ▮ 88.9 % parent satisfaction that our school communicates well with parents
- ▮ 97.2 % parent satisfaction that their child is happy to go to our school
- ▮ 97.2 % parent satisfaction that school staff are approachable when they want to talk about their child
- ▮ 86.1 % parent satisfaction with student discipline at Clover Hill State School
- ▮ 100 % parent satisfaction that Clover Hill is a 'good' school.

### Reducing the school's environmental footprint

Efforts made in 2010 to reduce the school's environmental footprint included

- Recycling initiatives- recycling bins placed throughout school/toner recycling
- Revegetation of school – school community garden project
- Strong sustainability & environmental focus through curriculum delivery

In 2011 the school will be implementing a Sustainability Environment Management Plan. The school and wider community will engage in developing a whole plan in furthering the community's efforts in reducing its environmental footprint.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$69,978	\$48,671	\$6,152	\$6,392	\$8,763	\$0	\$0	252,782	2,293	0
2009	\$74,911	\$59,681	\$0	\$0	\$7,323	\$0	\$7,907	363,216	0	0
%change 2009 - 10	-7%	-18%	N/A	N/A	20%	N/A	-100%	-30%	N/A	N/A

## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	55	24	<5
Full-time equivalents	49	16	<5

### Qualifications of all teachers.

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$22,358.99.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

The major professional development initiatives are as follows:

- Literacy – spelling, writer's workshop, 4-7 teaching staff
- Mathematics – First Steps implementation and 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 Cafe

The involvement of the teaching staff in professional development activities during 2010 was 100 %. We engage all staff in professional learning opportunities through staff discussions and student free days.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 94% staff were retained for the entire 2010 school year.

### Key student outcomes

#### Attendance

Student attendance - 2010						
Student attendance for each year level						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
94%	93%	93%	93%	94%	94%	92%

#### 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.

#### Achievement – Years 3, 5, 7, and 9

#### 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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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 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 2010-2011 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 1 2010 showed that whilst 4.4% of all student attendance was <80%, the indigenous student attendance rate range was 7.1%. As a result of this data we follow up and make personal contact with our indigenous families.