INTRODUCTION

The Grove Education Centre is a Department for Education and Child Development (DECD) school catering for students with Intellectual and associated disabilities. The school caters for students Reception – Year 12.

We value a community of life long learners. Our motto is

“Partners in Learning”

Our vision is in partnership to create a safe, respectful and supportive learning environment where we celebrate success, diversity and learning. Students are engaged in quality teaching and learning targeted to their needs promoting independence and wellbeing.
PRINCIPAL’S REPORT

2014 was a year of new initiatives and innovation.

The four blocks of Literacy was implemented as a whole school commitment and involved intensive professional development for all staff across the year. Jane Farrall, educator in residence and literacy coach from Victoria, spent one week each term with us. Jane modelled and coached teachers individually as well as facilitated whole school professional learning. This enabled Jane to model best practices with our students and staff to have intensive 1:1 coaching. The results of consistency across the school, increased communication and an increased enthusiasm for both students and staff in the area of literacy has been very rewarding and a definite highlight.

A new initiative and collaboration between Flinders University and Kidsmatter saw two Flinders University Social Work students successfully complete a 500 hour field placement with us. Marny Micenko, Family Liaison/student wellbeing coordinator supervised the students. Some of their achievements included compiling a directory of services in the western area for parents to use, especially in relation to the NDIS; compiling a post school options resource; setting up a booth on international day for people with disabilities at Arndale; completing a lunchtime bullying survey; supporting students at post school option placement and being available to families and students on various community access outings. We thank Jasmine Chapman and Amy Del Casale and wish them well for the future.

Our Minister of Education, Jennifer Rankine sent all schools a plaque to recognise one outstanding volunteer each year for their contributions. Volunteers are an integral and important part of our school, we have many parents and friends volunteer through Governing Council, friends of The Grove committee, special events and attend excursions with our classes. We thank them all. We are proud to announce the inaugural outstanding volunteer is Huong Dao. Huong is not a parent of our school; she was introduced to the school by a past student and has been volunteering each week for past 2 years. Huong supports a senior class each Wednesday with their work skills / community access. She has a quiet demeanour, has built a good rapport with students and has been invaluable with communicating with 2 Vietnamese students in the class. We thank her for the positive contribution she has made to our school.

Phil Sykes continued the lead teacher role of Work education / Post School Options. We are very proud of our 2 students Shane and Dylan who completed an open employment work experience and attended Prospect Centre where they completed a certificate course in woodwork.

Tammy Rosling took a leadership role in continuing our work with the Australian Curriculum and assessment and reporting as well as information communication assistive technology (ICAT). This has seen an increase in the use of augmentative and alternative communication. I commend both teacher leaders on the positive outcomes they have been able to achieve.

The redevelopment of the senior yard has been begun. This will enable an increased participation in activity for our middle and senior years students during break times and PE lessons. This redevelopment has been overseen by Cathy Roche Wells, DP. Cathy has actively sought sponsorship, without it this project would not have been able to come to fruition. We sincerely thank our sponsors:

I would sincerely like to thank the staff with whom I have the pleasure of working with for their continuing commitment to their own learning in order to better teach our students. Our students are complex and we strive to be specialist teachers and SSOs.

I would like to acknowledge and thank Cathy Roche Wells for her outstanding contribution to The Grove school community. We wish her well as Principal at Kilparrin School.

To our families, thank you for allowing us into your lives and entrusting us with the education of your children.

Niki Takos
The school year started off with the Governing Council Annual General Meeting in February where the school community had nominations for the office bearers for 2014. This was followed by the first meeting for the year. The 2014 budget was discussed and approved and approval was also given for planned student free days and the Intensive Interaction Programme. At this meeting Governing Council members were given the opportunity to look at booklets outlining the new requirements for teachers, schools and Governing Councils and the planned front yard renovations were discussed. Work Health and Safety was a new item on the Agenda and we discussed the removal of the significant tree from the playground and the quote for fencing and providing safe areas for students to sit.

Our next meeting was in February and the Governing Council were asked to approve a 0.6 classroom teacher and 3 SSO’s positions for four days a week. Approval was given.

The May meeting was held during National Volunteers Week and the school principal gave the Governing Council members a Certificate of Appreciation for their time and efforts in supporting the school. We also watched a video about Work Health and Safety Legislation. The City of Charles Sturt Access and Inclusion survey was given to Governing Council members to complete and return to the school. The school’s Strategic Plan was discussed and Niki explained the 4 Year Plan, Vision Statements and Trademarks and the associated targets. Niki also discussed the Performance Plan and its priorities, objectives and indicators. The GC voted in favour of this.

At the June meeting we watched a video of Jane Farrell using the 4 Blocks of Literacy programme with a student which was very interesting. The Governing Council approved the employment of Nikki Stavropolous until the end of term 3 and voted in favour of starting the Governing Council meetings at 6.30 in terms 2 and 3.

In August we reviewed the Independent Auditor’s Report which states that ‘Governing Councils and the school Principal are responsible for the preparation and fair presentation of the finance report...’ This highlighted the important role that we have as council members. The mid-year dinner was held at Carmines in Port Adelaide.

The September meeting was postponed so the next meeting was after the school holidays in October. A suggestion was made at this meeting that correspondence received by the Governing Council, for example School Post and Cybersafety Solutions Newsletter, be displayed in the front office so that it is readily available for the school community. The meeting was attended by guest speaker, Helen Morris, who explained the Healthy Food and Nutrition Policy. It was explained that The Grove has been committed to this approach since 2008 and that good processes operate throughout the school. Helen would develop a resource pack for students and families to support the policy. The draft policy would be made available to parents and staff for review. The school service and administration fees for 2015 were approved and it was agreed to have another meeting before the Graduation Ceremony for members of the school community to voice any concerns at the charges. The end of year dinner was held at Crusoe’s Restaurant and was a great way to finish off another successful school year. It also gave Governing Council members an opportunity to farewell Cathy Roche-Wells who has been an active part of the council for many years in her role of Deputy Principal. On behalf of the Governing Council, I’d like to give thanks to Cathy for all that she done for the school and to wish her all the best in her new role.

Bring on 2015.

Joanne Graetz - Chairperson
FAMILY LIAISON/STUDENT WELLBEING COORDINATOR REPORT

PRIORITIES

Develop support networks for families. Having material and information readily available for families or staff to use

To work with families to develop support strategies and programmes which assist the wellbeing of staff, students and their families

Engage families and community more in school life.

Narrow the gap and increase the understanding of cultural diversity within the school community

KEY ACTIONS TAKEN

NDIS nformation sessions presented with key personnel from NDIA and interpreters

Sessions to assist families complete forms

Supervising Social worker students to create a booklet of NDIS services in Western Region

Supervise Social worker Students to complete booklet of post school options in Western region

Attend with families Disability and aging EXPO – then completed a folder of post school options /respite/day options/supported employment

Celebration of Autism awareness day, Harmony day, International Day of Disability Sorry Day Remembrance Day

Assisted Parent Club

Parent trip to Special Education Resource centre (SERU)

Opal grants and healthy eating information sessions

Links with Charles Sturt council re volunteers and OPAL offering dietary sessions

Links with WHS is in embryotic stage

Home visits

TAC meetings

Assisted with visual skills parent workshop

Liaison with Centerlink ATO

Provide opportunities to access services i.e. provide transport to Post school option for families.

Build up a data base of services available in this area

Work with individual families. Researching possible services that would assist i.e. beyond blue, YMCA, liaise with disability services, Purple Orange.

Provide generalise information (often in the newsletter) regarding specific issues with web links/contact numbers for families to access independently

communication between the Vietnamese community and school

Advertised and encourage and promote participation of celebrations within the school i.e. Harmony Day assemblies

Act as a bridge between home and class (sit n on interviews at requests from family or teacher.)

Develop or assist in the development of individual support programmes for students.

Attend social outings with groups of parents

OUTCOMES FOR STUDENTS / FAMILIES

Family developed a sense of self worth

Families felt comfortable contacting school over related and non-school related issues

Families feel supported and more in control of their child’s future

Families developing more independent self help skills

All involved in students development are on the same page i.e. family school agencies

Students feel supported therefore their wellbeing is positively increased.

More opportunities are made available for students to access because families are able to know of or able to access more information to make informed decisions

RECOMMENDATIONS FOR 2015

• Continuation of workshops to provide information and contacts details for families

• Provide opportunities for families to access possible post school options early in 2015 so informed decisions re their child's future can be made

• Develop a resource book of services available for families

• Regular monthly meetings with interested staff re well being

• Support future employment of BSSOs to encourage families to participate in school activities

• Development of a Facebook page to connect families with each other and/or services.

• Investigate and establish support networks for siblings.

Marny Micenko
Coordinator
SITE STRATEGIC DIRECTION

COMMUNICATION

To increase student communication for independence and participation in their community.

KEY ACTIONS TAKEN / OUTCOMES FOR STUDENTS

Students continue to have a communication goal set in consultation with parents/carers and documented in the Negotiated Education Plan (NEP)

These goals are reviewed over the year and updated as required.

An SSO is employed to support student Communication working with individuals and small groups.

Programmes are developed with teachers, DECD and private speech therapists.

All staff carry communication cards to support students to communicate their needs and wants. These are particularly useful during play breaks helping to reduce student anxiety and supporting them to self regulate their behaviour.

All classes have Ipads and Interactive TVs to ensure all students had access to ICT. All classes also have Ipads that are specifically for Communication with appropriate Apps purchased. Staff from Adelaide West lead Training and Development in the use of ipads

A number of staff attended Professional development focussed on communication programmes eg Clicker 5, Proloquo2go.

Level readers were purchased for all classes.

A number of Teachers, SSOs and a Parent attended the Third Australian Intensive Interaction Conference in Melbourne.

Staff worked with identified students using Intensive Interaction Methodology. Interactions were recorded and staff met twice a term to discuss the footage and give feedback. Some students reports reflected their involvement in Intensive Interaction.

All teachers became familiar and used an assessment and data collecting tool, LitCON. Teachers recorded student information and results.

RECOMMENDATIONS FOR 2015

- Continue whole school approach- Four Blocks of literacy. Extensive Professional Development/ pupil free day. Facilitator Jane Farrell
- Teachers to use LitCon to track student progress/collection data
- All students continue to have a communication goal
- IT resources continue to be purchased to support literacy across the school
SITE STRATEGIC DIRECTION

TEACHING AND LEARNING

To implement the Australian Curriculum and South Australian Certificate of Education (SACE).

To engage students in a dynamic, relevant and age appropriate curriculum to support their learning.

KEY ACTIONS TAKEN / OUTCOMES FOR STUDENTS/FAMILIES

Discussion, agreements and documentation of the Australian Curriculum within the curriculum focus group. Staff identified the approach taken for delivery of the Australian Curriculum to students with disabilities.

The development and understanding of the General Capabilities (Literacy, Numeracy, ICT and Personal and Social Development), which were then directly linked to student goals in their Negotiated Education Plans (NEPs)

Staff identified the Literacy Requirements of the curriculum and embedded them within the planning process. In doing this the school made a commitment to using a whole school approach to teaching literacy, using the Four Blocks of Literacy.

Teachers developed a three year scope and sequence of the learning areas of Maths, Science, English, History and Geography.

Higher level of engagement by students in their learning programmes which leads to increased learning.

Students receive a challenging curriculum, given multiple opportunities for feedback of their learning.

RECOMMENDATIONS FOR 2015

Development of Professional Learning Communities to develop and implement unit plans (Junior, Middle and Senior).

Consolidate Maths, English, Science, and History.

Further develop Geography.

Familiarisation and development of a scope and sequence of The Arts and Health and PE.

Develop a whole school approach to assessment and reporting, to ensure students receive a rounded curriculum and has
SITE STRATEGIC DIRECTION

HEALTH / PE

The aims of this priority include, contributing, to student learning through improved health and well-being. Second aim is through curriculum delivery to encourage the development of healthy eating and physical activities and to update the school policy on this priority. The third aspect of this priority is around increasing children's physical activity levels, fruit and vegetable and water consumption

The school has continued with the Physical Education programme including the student lead Health Hustle each day and Premier's Be Active Challenge. We also had Nude Food days and provision of Healthy Options at school.

Parents involved in helping with OPAL breakfast grant. They were presented with a range of breakfast options including multicultural offerings.

Increase in healthy options in lunch boxes.

Students still leading Health Hustle and deciding music.

KEY ACTIONS TAKEN / OUTCOMES FOR STUDENTS/FAMILIES

The school completed the OPAL project from 2013/2014 which focussed on Healthy breakfast options. We specifically focussed on including multi-cultural options to highlight the options available and also be inclusive of our diverse enrolment. We also applied and were successful in being granted another OPAL grant for 2014. The focus of this grant has been on a review of the school eating/nutrition policy and updating this as well as developing resources for family and students around healthy eating options for school meals.

• Adoption of new policy for Healthy eating and resources for parent and students around healthy choices for food selection for school lunch boxes

• Staff to receive T&D around the resources available to families

• To continue focus on Healthy eating and physical activity.

Barbara Harris

RECOMMENDATIONS FOR 2015
P.E. AND SPORTS IN 2014

It’s been another very interesting and active year in the area of P.E. and sports at the Grove. One could feel quite worn out simply looking back over the wide variety of involvement of our students.

WEEKLY P.E. LESSONS.

Each class had a regular session of P.E. each week.

The P.E. sessions in most classes were generally quite structured. Periods of organised activities and skill development were alternated with short ‘group times’ during which students were able to sit, settle and rest. In these ‘group times’ we gathered around the big new communication board in the hall, talked about the activities and sang songs, many relating to health and P.E. Our key song was a song called “Good and Healthy”

Opportunities for informal self-selected recreation, play and the exploration of spaces and equipment were often also a part of the P.E. session.

For Tammy’s and Barbara/Marny’s students the P.E. sessions were more informal overall with shorter structured times and more opportunity for students, with encouragement and support, to explore space and equipment, sometimes in the hall, sometimes in the playgrounds.

VISITS TO THE YMCA GYM AT WALKERVILLE.

All classes were involved in at least four visits to the gym where there was a wide variety of equipment (including trampolines and a large foam pit) to stimulate and support the students in active play.

SWIMMING

All junior and middle classes and Tammy’s senior class made a weekly visit to the Thebarton Aquatic Centre where the students received excellent instruction from the instructors and had the chance to play and exercise their skills with a wide range of pool equipment and toys.

AQUATICS

During week five of term 4 all of the senior students spent two days at West Lakes and Tennyson Beach sampling the joys of sailing, kayaking and surfing.

WOODVILLE HIGH SCHOOL/THE GROVE SPORTS LINK

We formed a link with one of the special education classes at our neighbouring Woodville High School. This involved:

Some combined P.E. lessons involving Phil’s senior boys.

Once per week lunchtime sports activities at the Woodville High School gym for three of our most able senior students. (Term 3)

Combined teams for two interschool sports carnivals.
INTER-SCHOOL COMPETITION FOR STUDENTS WITH A DISABILITY

Selected students from some of our classes participated.

Senior Students:
Modified track and field Carnival at Santos Stadium.
Basketball Carnival at Salisbury Recreation Centre.
Aussie Rules football carnival at Henley High School.

Middle students:
SAPSASA track and field carnival. (Four of our students participated.)

WHOLE SCHOOL SPORTS DAYS

Term 2. R & R afternoon (Races and Relays)
Term 4. Sports Day. The Grove’s annual sports day was held during the official S.A. P.E. week.

INFORMAL PLAYTIME ACTIVITIES:

Encouraging students to be active in the yard during break times.

GO GO GO RUN/WALK AROUND AUSTRALIA

During term 2 classes were encouraged to spend some regular time in the front yard walking/running laps of our 100m track. Records were kept of each student’s and each class’s progress in terms of total distance completed. Fifty laps completed by a class represented one check point on a route around the map of Australia.

PREMIER’S BE ACTIVE AWARD

Once again this year we participated as a whole school, keeping records of all physical activity during the school day. Official awards were given out at the final assembly.

As we catch our breath we look forward to 2015 when we will continue to provide multiple opportunities for our students to get active and continue to develop their skills. We also look forward over the next year to some major redevelopment of our front yard which will provide even more facilities for our students to enjoy.

Chris Jaensch
Our key focus areas in the Arts this year was to make and further develop links with Arts organisations, update the schools music resources and invite a range of touring artists to visit the school.

This year we have purchased new instruments including a set of xylophones and hand drums and 2 large floor drums.

We had Footsteps Dance Company teach our senior students dance during term 3. They also held a disco for each house in term 4.

Patch Theatre Company visited the school to perform The Book Show as part of book week.

Room 1 had an excursion to The Parks Theatre for an early childhood Christmas show.

Tutti Arts is a possible post-school pathway for our students.

Exposure to and experience in a range of art forms.

RECOMMENDATIONS FOR 2015

- Continue to develop links with arts organisations; reapply for the Artist in Residence program for 2015.
- Book more visiting arts shows for 2015 Participate in the Come Out Festival 2015
- Make links with WHS and WPS music departments.

Veronica Joyce
PRIORITY: TRANSITION TO POST SCHOOL OPTIONS

Key improvement focus
Identifying and implementing strategies that will assist students and their families transition from school to suitable post school options.

KEY ACTIONS TAKEN

Existing Transition programmes
Suitable arrangements were made for existing transition programmes to continue. These programmes included:

The Phoenix Work Experience programme conducted at the Torrensville workplace (Assembly and Packaging) – supported employment setting

Work Skills Room activities – programmes designed to help students develop a range of fundamental work skills that included: team work, the ability to stay on task, communication skills (particularly the ability to be active listeners and to ask clarifying questions), and fine and gross motor skills (matching, sorting, counting) – supported employment/Day Options setting.

The Kilkenny Grain and Fodder Store – Open Employment setting

Reconnecting with former Work Experience hosts/partners and establishing new partnerships with host employers.

Links with Personnel Employment (Barkuma) were renewed and interviews with two students and their families took place with a view to enrolling these students in a programme conducted by Barkuma in 2015. The programme includes three components: a course of study; vocational education (VET); and work experience programme. Although the interview process was a very beneficial experience for the students, and their families, it was decided that it would be in the best interests of the students to participate in an alternative programme.

For the first time since 2012 students of The Grove Education Centre attended The Prospect Centre. Both students were enrolled in the Integrated Learning Workshop course and derived many benefits from the experience (as well as 10 SACE credits!). Not only did they get the chance to practice work skills but they also broadened their knowledge of the community and developed their life skills as well. Travelling independently on public transport was a major success for one of the students, who now confidently uses public buses to travel around his local area.

For the first time students participated in a Work Experience programme conducted by HandsOn SA at their Kent Town workplace with very pleasing results. The programme (and work environment) seemed well suited to the special needs of the two students involved and we hope to be able to continue this partnership next year.

Tax File Numbers
The Grove Education Centre continued to help students obtain TFNs – necessary for students to access a number of services (e.g. Centrelink, employment). A TFN information session for senior students was presented at school by an ATO consultant. However this will be the last time that schools will be able to provide this service as the Australian Tax Office has changed the process and in future schools will not be directly involved.

Vineland Assessments
Students were identified for inclusion in the (Day Options) funding assessment. This year the Vineland Questionnaire was the information gathering tool that was used for this purpose. Disability Services, staff members and families worked together to ensure that the students were given the best chance of receiving the most appropriate level of funding to pay for their involvement in Day Options programmes.
Parent Information Sessions

Marny Micenko (Student Wellbeing and Family Liaison coordinator) organised a number of parent information sessions that focussed on preparing families for their child’s transition from school to life after school.

Day Options Centres tour.

A tour of Day Options Centres was conducted on the 22nd of October and was well attended by parents and caregivers.

Valuable information was provided by staff of the three centres visited - Minda, Tutti and SCOSA (Plympton Hub). The positive response to the tour strongly suggests that this is a service that should be continued in an expanded form in the future and that similar tours of supported workplaces would be equally beneficial to students and their families.

Day Options Transition visits

Families were assisted in the process of gathering information about different Day Options Centres and the programmes they conduct. As in previous years SSO support during a limited number of transitions visits was offered to families.

Outcomes for students and families

The goal this year was to improve the level and quality of support The Grove Education Centre provides students and their families during the transition to post school options process. Establishing new links with employers and post school options service providers, the continued success of the students who participated in a wider range of Work Experience programmes than in the past, positive feedback from parents and caregivers, and the success of the Day Options tour would strongly suggest that our goal was achieved.

RECOMMENDATIONS FOR 2015

For the sake of our students and their families it is important that we continue to improve on the good work that has been done over many years. Perhaps the easiest method of ensuring this happens is to maintain and develop the effective programmes that are already in place, investigate alternative post school programmes, improve our own systems, and strive to learn more about the services and agencies available to schools, students and families - as we all have a common goal.

Phil Skyes
STUDENTS

STUDENT ENROLMENTS
We had 68 students enrolled. 55.88% were school card compared to 57.35% in 2013. 44.12% of students are Non-English speaking background. 7.35% students have indigenous background.

ATTENDANCE
Attendance was 86.74% in comparison with 89.9% in 2013.
Illness accounted for many absences however a number of students find routines challenging, have challenging behaviours or their families find it difficult to get them to school. We continue to support families working with agencies to implement strategies to enable students to attend school. Our Family Liaison Student Wellbeing Coordinator provides ongoing support.

SENIOR SECONDARY ACHIEVEMENT / RESULTS
We enrolled in and successfully completed SACE Modified subjects.
Research Project
English Pathways
Maths Pathways
Creative Arts
2014 Student Profile

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<thead>
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<th>NV</th>
<th>Non Verbal</th>
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<tbody>
<tr>
<td>VA</td>
<td>Verbal but needs visual and/or AAC support</td>
</tr>
<tr>
<td>VSL</td>
<td>Verbal but needs speech language support</td>
</tr>
<tr>
<td>T</td>
<td>Requires Toileting support</td>
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<tr>
<td>CB</td>
<td>Challenging Behaviours</td>
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<tr>
<td>YPIC</td>
<td>Young person in care</td>
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Universally Accessible Emergent Literacy Assessment

Kate's Class Pre-Test

Kate's Class Post-Test

Lin's Class Pre Test

Lin's Class Post Test
English as an Additional Language and Dialect (EALD)

India 5%
Vietnam 24%
Indigenous Australian 11%
Vietnam
24%
Bangladesh 5%
Iraq 3%
Lebanon 3%
Zimbabwe 3%
Afghanistan 3%
France 3%
Sri Lanka 3%
Albania 3%
Italy 5%
Philippines 3%
Tonga 3%
Poland 3%
Sudan 3%
Bosnia-Herzegovina 3%
Eritrea 3%
Poland
3%
Sudan
3%
Bosnia-Herzegovina
3%
Eritrea
3%
Indigenous Australian
11%
Vietnam
24%
Bangladesh
5%
Iraq
3%
Lebanon
3%
Zimbabwe
3%
Afghanistan
3%
France
3%
Sri Lanka
3%
Albania
3%
Italy
5%
Philippines
3%
Tonga
3%
Poland
3%
Sudan
3%
Bosnia-Herzegovina
3%
Eritrea
3%
Indigenous Australian
11%

The graph below shows the student attendance rates from Term 1 2010 (the coloured bars) and the end of 2014 target of 93% (the solid red line).

Graph 9.1
Attendance rate across all year levels by term
The Grove Education Centre

Data Source: Central EDSAS Data Store (CEDS), extracted November 2014.
PARENT SURVEY DATA

Eighteen parents responded. This year we registered with the National Online Survey. As in previous years we sent all families the survey as a paper version however in the future there is the capacity to complete the survey online.

QUALITY OF TEACHING AND LEARNING

SUPPORT OF LEARNING

RELATIONSHIPS AND COMMUNICATION

LEADERSHIP AND DECISION MAKING

PARENT SURVEY COMMENTS

“Great school, awesome staff, pleased to know my child is in safe hands”.

“The school has caring professional staff who encourage the students to do their best. There is a real sense of school pride. I'd like some work sent home than reading”.

“The Grove has done wonders with my son. There has been great improvement in all areas e.g. communication, listening reading, routines. I feel this would be different if he was attending another school. He loves the teachers and often tells me that he loves school. Thank You".
STAFF SATISFACTION DATA

In 2014 we used the DECD Psychological Checklist to survey staff. In 2015 there will be the capacity for staff to complete a National survey online.

Fifteen out of a thirty staff responded.

SUPPORTIVE LEADERSHIP

Most respondents either agreed or strongly agreed that the Leadership team were supportive and effective. They communicated clear site vision, goals and tasks. They felt supported by behaviour management processes.

ROLE CLARITY

Staff strongly agreed or agreed that they had a clear understanding of their roles and responsibilities.

CO-WORKER INTERACTION

Staff agreed or strongly agreed that they had opportunities to work in teams and that they could rely on their colleagues for support. There is a good team spirit which includes fun, at the site.

PARTICIPATIVE DECISION MAKING

Staff agreed or strongly agreed that they had opportunities to contribute to decision-making and that there were forums where they could express their opinions.

GOAL ALIGNMENT

Staff agreed or strongly agreed that their personal goals co-existed with the site goals.

APPRAISAL AND RECOGNITION

Staff believe that they are valued and that there is an effective induction process.

STAFF QUALIFICATIONS

- Eight teachers have Special Education Qualifications.
- One teacher has a Doctorate of Education.
- Four teachers are Step 9
- SSOs Certificate in Disability Studies
- Certificate 3 in Government (Disability Studies)

WORKFORCE COMPOSITION

- Principal
- Deputy Principal
- Coordinator-Family Liaison / Student Well-being
- Teachers 12
- SSOs 14 (including one Indigenous SSO)
- BSSO 1
- Vietnamese Family Liaison 1

FINANCIAL REPORT

The Financial Report is available from the school on request.
Congratulations to the 2014 GRADUATES

Helen Tran

Mohammed Al-Zobeidy

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Principal: Niki Takos
Governing Council Chairperson: Joanne Graetz