



# The Grove Education Centre

## 2020 annual report to the community

The Grove Education Centre Number: 0844

Partnership: Inner West

Signature

School principal:

Ms Nikola Haskell

Governing council chair:

Irene Jong

Date of endorsement:

19 January 2021



Government  
of South Australia  
Department for Education

## Context and highlights

The Grove Education Centre is a Reception to Year 12 school located 10km north-west of Adelaide in the suburb of Woodville. It has a current enrolment of 72 students.

The school population includes 100% students with disabilities, 38% students with English as an Additional Language or Dialect (EALD), 9% Aboriginal students, and 75% of families eligible for School Card assistance. Approximately 80% of students present with Autism.

All students who attend The Grove are verified under the Department for Education Students with Disability Policy. Based on the Disability Discrimination Act (1995) every student is entitled to the provision of the Australian Curriculum with appropriate adjustments to support their needs. These include: Educational (curriculum, assessment and reporting); Instructional (individual teaching programs and strategies); and Environmental (space, equipment and support). All students have a One Plan (formerly NEP) which is reviewed annually with families and relevant stakeholders.

We have a focus on creating and maintaining a positive, inclusive and connected school culture. Staff have a strong belief and shared understanding that all children and young people can achieve success. We have worked collaboratively to create policies, practices and implement procedures that underpin this ethos.

Our vision: Being at the forefront of Special Education. Engaged learners with unlimited possibilities.

Our mission statement: We will work collaboratively to prepare every student for optimal post school pathways.

Our values: professional integrity, evidence based, collaborative, respectful.

At The Grove we recognise that every individual has the right to communicate. Staff receive extensive training in best practice in AAC and in being good communication partners. We believe that a comprehensive AAC system (e.g. Proloquo2Go or PODD) supports individuals to develop communicative competence. We understand that all communication is multi-modal and that all forms of communication are as valid as each other - this includes facial expression, natural gesture, signing and high and low tech aided AAC.

Highlights include the successful achievement of our 2020 School Improvement Plan to improve student achievement in reading and writing, 90% One Plan student goal achievement, receiving multiple grants to develop outdoor and garden spaces, staff working in Professional Learning Teams (PLTs) to support student outcomes, development of the Grove Number Assessment Tool, development of individual Student Improvement Profiles, embedding the collection, use and analysis of data to inform and evaluate the implementation of evidence based explicit teaching.



# Governing council report

## THE GROVE EDUCATION CENTRE GOVERNING COUNCIL REPORT 2020

2020 was indeed a challenging and interesting year as the Covid-19 pandemic affected all schools and communities overnight. Everyone was literally shaken from their routines. Staff at The Grove were quick to act, making changes to the ways teachers teach and students learn, in order to keep the school community safe. Community access, therapist visits and swimming were replaced with other activities such as neighbourhood walks and the painting of a mural on the school fence - thanks to the help of our SALA Artist-in-Residence - Jock.

Although face-to-face education in South Australia experienced minimal disruption in comparison to other states, Covid-19 brought with it unique and unprecedented challenges. Perhaps what was more surprising was the innovation and adaptation that emerged. Few families choose to move to home learning, especially those with children with disabilities and health concerns. Governing Council wishes to thank and acknowledge the hard work of the staff in preparing Home Learning Packs and videos which were provided to every family at the end of Term 1.

The Governing Council recognises the tireless work of the School Principal, Nikola Haskell, and her staff, in successfully achieving both School Improvement Plan targets which focused on Reading and Writing in 2020. Other successes include:

- 90% of the students achieving their individualised One Plan goals
- Successful trial of the Number Assessment Tool across the school.
- Ongoing collection of data for each student which is then assessed using the Developmental Writing Scale, Communication Matrix and Literacy Assessment Battery.

In 2020, staff at The Grove had a successful year applying for grants. The Grove received a grant for a Bush Tucker Garden which involved members of the local council supporting staff and students with the planting of a native garden. We were also grateful to the Community Wildlife Project, fauNature of Magill, R2P Alliance and the Department of Planning, Transport and Infrastructure for supporting The Grove with a grant to develop a Butterfly Garden. Amazingly, The Grove was also successful in winning a Local Schools' Community Fund Grant which allowed for the purchase of outdoor STEAM learning equipment.

Consultation on the playground upgrades was extensive in 2020. The Senior Yard was upgraded to include the Nature Play Space and Yarning Circle. Stage 1 of the Junior Yard transformation began towards the end of the year. This upgrade includes a dedicated bike track, in-ground trampolines, shade structure.

# Quality improvement planning

A strong commitment and dedication from all staff resulted in the successful achievement of our 2020 School Improvement Plan. Strategically planned procedures were put in place to ensure success including PLT processes, coaching, observation and feedback by our Communication and Literacy Coach, regular opportunities to share best practice, reflect and report on achievements relating to target areas, during dedicated staff meetings.

Goal 1: To increase student achievement in writing.

Target: By the end of 2020, 55% of students will improve one level on their 2018 Developmental Writing Scale score.

Evaluation Method: Pre/post test using DWS, outcomes heat map (spreadsheet), collaborative moderation.

## Achievement & Progress:

- 55% of students improved by one or more Levels on their 2018 scores
- 86% of students made significant progress on the Developmental Writing Scale (DWS)
- 41% of all students improved by one or more levels on the DWS
- 45% of students made significant improvement within their current level
- Based on data analysis every student has an appropriate writing tool (Flip Chart, Qwerty keyboard, WORD wizard, sensory alphabet, conventional writing tools)
- Every student engages in daily writing
- 2020 DWS data shows -Every student is progressing in their writing development
- In 2019 29% of students were at a level 3. In 2020 only 18% of students are on level 3 as the explicit PLT sprint on leaving spaces has allowed students to progress to level 4 or higher.

## Effective Practices for Transfer:

Identified through data analysis and PLT Review/Reset cycles. Pedagogical artefacts are revised/updated to capture successful outcomes and embed strategies as a school wide approach.

## Next Steps:

To support the large cluster of students at level 8 on the DWS a school wide focus on modelling little words including PLT sprints. This is aimed at supporting students to write 'one good sentence' moving from level 8 to level 9 on the DWS.

Goal 2: To increase students' reading achievement.

Target: By the end of 2020, 85% of transitional students will achieve their Individual One Plan reading goal (Concept of Word, Word Recognition, Comprehension, Phoneme Awareness)

By the end of 2020, 85% of late emergent students will achieve their individual One Plan reading goal (Rhyme Detection, Phoneme Matching)

By the end of 2020, 85% of emergent students will achieve their individual One Plan reading goal (Letter Name Identification, Letter Sounds)

By the end of 2020, 85% of early emergent students will achieve their individual One Plan reading goal (Concepts About Print, Shared Reading 1-4)

Evaluation Method: Pre/post test using Bridge, Emergent, Transitional Literacy Assessment and Conventional Literacy Assessment, spreadsheet.

## Achievement & Progress:

- 100% of transitional readers made progress in multiple reading assessment areas
- 68% of emergent and conventional readers made progress in one or more reading assessment
- To date, 90% of students have achieved their individual reading One Plan goals.
- In 2019 we had 8% conventional readers, in 2020 we now have 13%
- Reading assessments show all students, with regular attendance, have improved in at least one area
- Every student engages in daily reading with fidelity

## Effective Practices for Transfer:

Identified through data analysis and PLT Review/Reset cycles. Pedagogical artefacts are revised/updated to capture successful outcomes and embed strategies as a school wide approach.

Next Steps: Continued use of AAC. Increased shared reading opportunities to support comprehension. Phonemic awareness goal focus for all transitional students. Self-selected reading goal for conventional students.



# School performance comment

In 2017 The Grove had an External Review. The recommendations were:

1. Raise the levels of student engagement through the ongoing implementation of agreed whole-school communication strategies and
2. Consolidate the collection, use and analysis of data to inform and evaluate the implementation of evidence-based teaching strategies.

In 2018 The Grove Education Centre staff collaborated to develop the 2018 Improvement Plan mindfully incorporating site priorities and addressing recommendations of the External Review. The Grove Education Centre's leadership team systematically planned for continuous building of staff capacity to deliver improved learning outcomes through school-wide implementation of site priorities.

In 2019 the school community continued to be a united and collaborative culture focussed on improvement. The strategic use of outside coaches and the establishment of staff professional learning teams that are responsible for 'driving' the impact at class level has engaged all staff to a high level of ownership and commitment to the work being undertaken.

In 2020 we focussed on the continuous building of high quality practice to deliver on our whole school commitments. We developed individual Student Improvement Profiles and a Number Assessment Tool. We further developed our Professional Learning Teams (PLT) practices and introduced a PLT Pillar and Early Career Teacher Mentors for the PLT processes.

Our expanded data journey continued using expert coaches to support staff understanding of data and its value in planning, monitoring and tracking student improvement and growth over time. The school uses a range of assessment tools that enable students to be assessed on the basis of their abilities. These include: One Plan explicit goals, Communication Matrix, Developmental Writing Scale, Literacy Assessment Battery (BRIDGE, Emergent, Transitional and Conventional reading assessments). Comparison Data from 2019 to 2020 shows steady improvement across all data sets. This information has informed our 2021 School Improvement plan.

The Grove Education Centre staff collaborated to develop a strategic plan to update reading and writing pedagogical agreements and develop a Number pedagogical agreement. We committed to providing consistent modelling of AAC across all environments, clear expectations in visual and oral communications, consistent positive behaviour intervention strategies, a focus on STEM and number, promotion of self-regulation through a variety of explicit teaching including art therapy, yoga, interoception, sensory programs and mindfulness, personalised interventions, explicit teaching of positive behaviour and social skills, use of verbal and visual strategies, using Proloquo2go (P2G), PODD and positive reinforcement through the 'Gotcha' and 'Buzz' system.

These school wide commitments were documented in the strategic plan and regularly reviewed. Improvement priorities, staff professional learning, staff performance goals and feedback processes, resource allocation and data collection were targeted to support this work.

We will continue to refine and value add to our current data collection processes to foster improved student learning outcomes.

## Attendance

Year level	2017	2018	2019	2020
Year 3	N/A	N/A	94.3%	N/A
Primary Other	83.6%	85.2%	88.3%	85.1%
Secondary Other	80.7%	83.8%	86.9%	88.3%
Total	82.6%	84.7%	87.8%	86.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

The Grove Education Centre has an explicit attendance plan and policy. Non-attendance and lateness is addressed with all stakeholders at Team Around The Child meetings. These meetings identify the support required to assist students, staff and families to manage health concerns, family complexities, wellbeing and financial issues impacting on attendance.

The employment of a social worker for three and a half hours a fortnight supported families with issues relating to non-attendance. 2020 data includes absenteeism for Covid-19, family complexity and chronic health issues.

## Behaviour support comment

2020 saw our continued school wide focus on positive behaviour support embedded at The Grove. Proactive strategies were continued and included extra SSO support across the site.

The school wide behaviour code continued to be explicitly taught and a school wide social skills program was introduced and continues to be refined to meet the needs of our students. The Grove Five; I am Safe, I am Responsible, I am Respectful, I am friendly and I have feelings was consolidated and covers both positive behaviours and social skills. Take Home and Suspension remained consistently low.

## Client opinion summary

2020 The Parent Survey had a return rate of 15%

- Quality of Teaching and Learning: 41% agree 53% strongly agree
- Support of Learning: 43% agree 47% strongly agree
- Relationships and Communication: 43% agree 51% strongly agree
- Leadership and decision Making: 25% agree 56% strongly agree

At The Grove we believe that opportunities to exchange information, insights and concerns with our families can greatly assist us to provide for the wellbeing of our students and to design the best possible learning experiences for them.

In 2021 it is our intention to review our communication protocols. We will do this by:

- scheduling a discussion at staff meeting,
- providing an opportunity for parent input via SeeSaw
- placing 'Communication' on the agenda of the Governing Council.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	1	16.7%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	4	66.7%
Unknown	1	16.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

We have a coherent and consistent process for ensuring child protection in terms of Department of Communities and Social Inclusion (DCSI) history screening for all staff and volunteers on site. Our non-Department for Education service providers, work placement students and visitors have a comprehensive process, including a mandatory site induction and NDIA service agreement.



# Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	21
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	13.0	0.0	16.2
Persons	0	14	0	28

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$2,796,923
Grants: Commonwealth	\$16,742
Parent Contributions	\$19,318
Fund Raising	\$11
Other	\$25,800

Data Source: Education Department School Administration System (EDSAS).

## 2020 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Targeted positive behaviour strategies, Behaviour PLC team. Explicit play skills programme. School wide weekly positive behaviour focus. Increased SSO support in targeted classrooms and yard.	Increased goal achievement. School wide approach to PBIS.
	Improved outcomes for students with an additional language or dialect	Every student has an individualised communication and literacy goal recorded on their One Plan. Goals are regularly reviewed.	Goal achievement.
	Inclusive Education Support Program	RAAP funding for employment of staff and responsive programming options for our highest needs students. Employment of communication coach to deliver targeted professional development to all staff.	Increased engagement and goal attainment.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Further development of Australian Curriculum - Scope and Sequence document to incorporate STEAM, critical and creative thinking, learning intentions and success criteria, explicit social skills program. Explicit One Plan goals, reading, writing, communication, maths.	Differentiation of Australian Curriculum and explicit One Plan goals.
Program funding for all students	Australian Curriculum	Student One Plan, learning goals and class programs aligned to Australian Curriculum. Development of Scope and Sequence documents.	All learning programs differentiated and aligned to the Australian Curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	Every student has an individualised communication and literacy One Plan goal. Goals are regularly reviewed.	Goal achievement.
	Better schools funding	Improving educational outcomes through the provision of additional SSO support for curriculum, resource development and production, student safety, work experience and building staff capacity.	Resource centre for Structured Teaching resources. Increased goal attainment.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a