





2023 annual report to the Community

The Grove Education Centre

The Grove Education Centre number: 844

Partnership: Inner West



School principal:	Rachel Scheuboeck	 Signature	 Government of South Australia Department for Education
Date of endorsement:	08/02/2024		

Context Statement

The Grove Education Centre caters for students from R-12. At the time of this report, the enrolment in 2023 is 64. The Grove Education Centre is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 6% Aboriginal students, 100% students with disabilities, 19% students with English as an additional language or dialect (EALD) funded background, 5% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Governing council report 2023

Firstly, a very big thank you to the many people who gave up their time and energy in support of our school in 2023 to ensure the best educational outcomes for our students.

The Governing Council recognises the tireless effort by The Grove teachers who, amongst many learning strategies, have worked to create goal cards to enhance student agency in their learning in Maths and reading. We also acknowledge the expertise and skills of all staff members in working with our children, their families and external supports to create an environment of positivity, acceptance and community.

In April we celebrated the 'Grand Opening' of our new playground spaces. This was a highly successful community event with food and entertainment. A number of special guests were invited including Joe Szakacs MP and past staff from The Grove Education Centre. A very special mention to our special guests, the Wilson Family, who organised and performed an official smoking ceremony in honour of our newly named play spaces.

2023 also saw the commencement of the Autism Inclusion Teacher initiative. We thank Carly Barnes for taking on the role of Autism Inclusion teacher and offering opportunities for families to come together as well as providing Autism specific supports and strategies to be used across the school and wider community. In term 4 Emily Bourke visited our school and joined our parents to discuss the latest initiatives for people with Autism. Our parents appreciated the opportunity to ask questions and make suggestions for her work in this area.

The Grove staff and students successfully achieved the 2023 School Improvement Plan with target areas of Number and Reading. Staff continued to engage in multiple professional opportunities led by Jane Farrall, Communication and Literacy Coach. Staff also participated in additional training in the areas of Maths with Dr. Margarita Breed to extend their shared understanding of trusting the count, to further their commitment to improvement in literacy and numeracy.

To enhance communication with families, the One Plan meetings were held in term 1 with each family, and reviewed in term 3. Celebration Books were also sent to each family in term 2 and End of Year reports sent home in term 4. Parents also accessed information through the SeeSaw app, the termly newsletters and text messages to their phones.

Other achievements include fundraising which continued via raffles, stalls and sale of Christmas and greeting cards. This was all possible with the support from Staff and the community.

In term 4 some of our senior students were involved in the Prince Alfred College (PAC) 3-day Outreach Program which presented opportunities for them to experience a sense of achievement and teamwork.

Graduation and the final assembly of the year celebrated the success of five students as they started their journey as school leavers and moved into post school options. Each student achieved their SACE and had identified options to explore. We also farewelled 3 primary students, with 2 moving into supported mainstream environments.

We are pleased that Joe Szakacs MP once again chose our student's art work to be featured on his annual Christmas card this year and that this was shared with the wider Woodville community showing once again how creative our learners can be.

The Governing Council would like to take this opportunity to acknowledge and thank outgoing Parent representative Sara Cieniala, for her commitment over the past 6 years. Being part of the Governing council is a small but important commitment to ensuring parent voices are heard. I would like to encourage all parents to consider this opportunity to contribute to the school.

I would like to again thank staff, students and the community for the continual support and contribution to The Grove. We look forward to another fruitful year ahead.

Phoebe Zander

Chairperson

Performance Summary

Improvement planning - review and evaluate (school)

A strong commitment and dedication from all staff resulted in the successful achievement of our 2023 School Improvement Plan (SIP) Goal.

Goal 1: To increase student achievement in numeracy with a focus on principles of counting

Target: By the end of 2023, 8/26 emergent students within foundation standard will increase their score within the principles of counting assessment, using the skill of conservation, by 1 point.

Results towards target: 16/30 students increased in one or more levels in the principles of counting assessment. This included 2/3 Aboriginal students who increased in multiple areas and 1 of these students went up a level (Emergent 3- Transitional)

Evidence of improved teacher Practice:

- Leadership Walk Throughs, formal observations, PDP conversations and planning materials confirm the design of learning programs using explicit teaching of concepts of number and the principles of counting.
- Collaborative planning of expectations for Maths lesson plans and development of sample lessons plans using scope and sequence.
- PDP conversations indicate improved teacher expertise and confidence in program design
- Whole staff participation in training with Dr. Breed in term 2. New concepts incorporated into planning as evident in PDP conversations in term 2.
- Three staff participated in training through Orbis (1 Semester 1 and 2 Semester 2)

Evidence of improved student learning:

- Progress data and formative assessment shows student improvement in the area of principles of counting.
- Maths One Plan goals - 95% achievement
- 16/30 students increased in one or more levels in the principles of counting assessment (target was 8/26).
- 2/3 Aboriginal students increased in multiple areas and 1 of these students went up a level

(Emergent 3- Transitional).

Next steps:

Our target within this area was not only achieved but achieved at a much higher level than previously thought. This learning is being embedded across the school with teachers showing increased confidence in their knowledge of teaching mathematics. Students speak positively about themselves as learners in the maths space. The training provided by Dr.

Breed was noted as supportive and relevant while staff engaged in the Orbis training also spoke positively about the impact on their teaching practice.

Staff discussed the fidelity of implementation through their PLC process which has led to increased consistency of teacher practice across the site. Daily recording, formative and summative assessment including the Grove Number Assessment Tool were the most useful in tracking progress. SIP review processes indicated that a continued focus on principles of counting and the challenge of practice is needed to further develop and embed skills. Planned Maths PD through Orbis and Dr. Breed for 2024, PLT sprints with peer-to-peer feedback, ongoing

observations, feedback and development of unit plans will continue to be a focus for 2024. STEAM PLC will incorporate assessments for our conventional number users to further develop these learners.

Goal 2: To increase students' reading achievement with a focus on concepts of print.

Target: By the end of 2023, 5/19 emergent students within foundation standard will increase their score within the concepts about print assessment by 1 point.

Results towards targets: 13/15 emergent students within the foundation standard increased their score within the concepts about print assessment by 1 or more points.

Evidence of improved teacher practice:

- CL Coach completed shared reading observations, modelled reading lessons, planning & feedback discussions. Feedback confirmed students were engaged in explicit reading lessons with all teachers using the agreed upon explicit teaching strategies and assessment.
- Leadership observations, Walk Throughs/ book looks confirm students engaged in differentiated concepts of print lessons and consistent use of formative assessment and PLT explicit teaching focus.
- Teaching sprints were conducted focusing on concepts of print.
- Teachers' planning documents have shown increased consistency with all documents including agreed upon criteria as developed as a WSA during pupil free day
- Teachers engaged in PLT and Lesson Study with fidelity

Evidence of student learning:

- 100% achievement of One Plan reading goals
- 16 out of 21 emergent students increasing their score by 1 point or more within the Concepts About Print assessment.
- Three students have progressed to a higher level (transitional)
- Students' progress recorded on daily data collection sheets.
- Increased student engagement as recorded in daily reading logs.

Professional Development, observations and feedback were given each term by our CL coach. All planned actions were completed, recorded and reviewed each term. Leadership strategic planning ensured actions were timetabled, supported and collaboratively reviewed. Teachers followed assessment and reporting timelines and PLT processes. Reading PLT sprints, peer to peer feedback and explicit teaching and learning design had the biggest impact indicating fidelity of practice and explicit teaching of concepts about print using bookmarks. Daily recording, formative and summative assessment including the Communication Matrix and Emergent Literacy assessment were the most useful in tracking progress. SIP review processes indicated that a continued focus on concepts of print using explicit teaching 3 x per week is needed to further develop and embed skills.

Next Steps:

Emergent Literacy learners continue to be our largest cohort with an ongoing need for explicit teaching of concepts about print.

- Students assessed on the Bridge Assessment Tool –need to build skills in engagement and concepts of print
- Students assessed on the Emergent Literacy Assessment–shared reading is area of greatest need for the majority and ongoing explicit teaching of concepts of print
- Students assessed on the Transitional Literacy Assessment–phonemic awareness is the area of greatest need for majority, with comprehension the second area

- Students assessed on the Conventional Literacy Assessment –comprehension is area of greatest need for most, and self-selected reading is second area (fluency)

Literacy coach has suggested a school wide focus on Self Selected Reading end of term 4 and term 1 2024 to support further development across the school.

South Australian Certificate of Education – SACE

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

	2021	2022	2023
100%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Completion of SACE within a special school environment encompasses an individualised program for each student, tailored to meet their unique needs, abilities and goals, thereby ensuring that all students receive an inclusive and equitable education.

Creating a modified SACE plan for Students with disabilities involves careful planning, development of relevant curriculum, staff training and assessment of student outcomes. At The Grove we include the following when planning for students modified SACE:

1. We analysis and evaluate individual students' areas of strength and their barriers to learning.
2. We design curriculum catering to the specific needs of each student, which is inclusive, flexible and based around the skills they need for life after graduation. It should cover general education subjects, but also focus on occupational skills, personal development, independent living and so on.
3. We support teachers' training and provide mentor support to deliver a highly personalised curriculum.
4. We consider student health and wellness by Implementing comprehensive health and wellness programs, which can include encouraging physical activity and promoting healthy eating habits among students through physical education and our breakfast program.
5. We connect with the local community for support and enrichment experiences. This includes class outings, job shadowing and more.
6. We conduct ongoing assessments and evaluations to track student progress and ensure they remain on track to achieve their SACE goals.
7. Our teachers collaborate with parents, students and other stakeholders to ensure everyone is involved in the student's successful progress and development.
8. We develop a transition plan to prepare students for post-secondary life.

School Attendance

Year Level	2021	2022	2023
Primary Other	86.5%	81.7%	79.1%
Secondary Other	89.9%	85.4%	88.7%
Total	88.2%	83.6%	83.9%

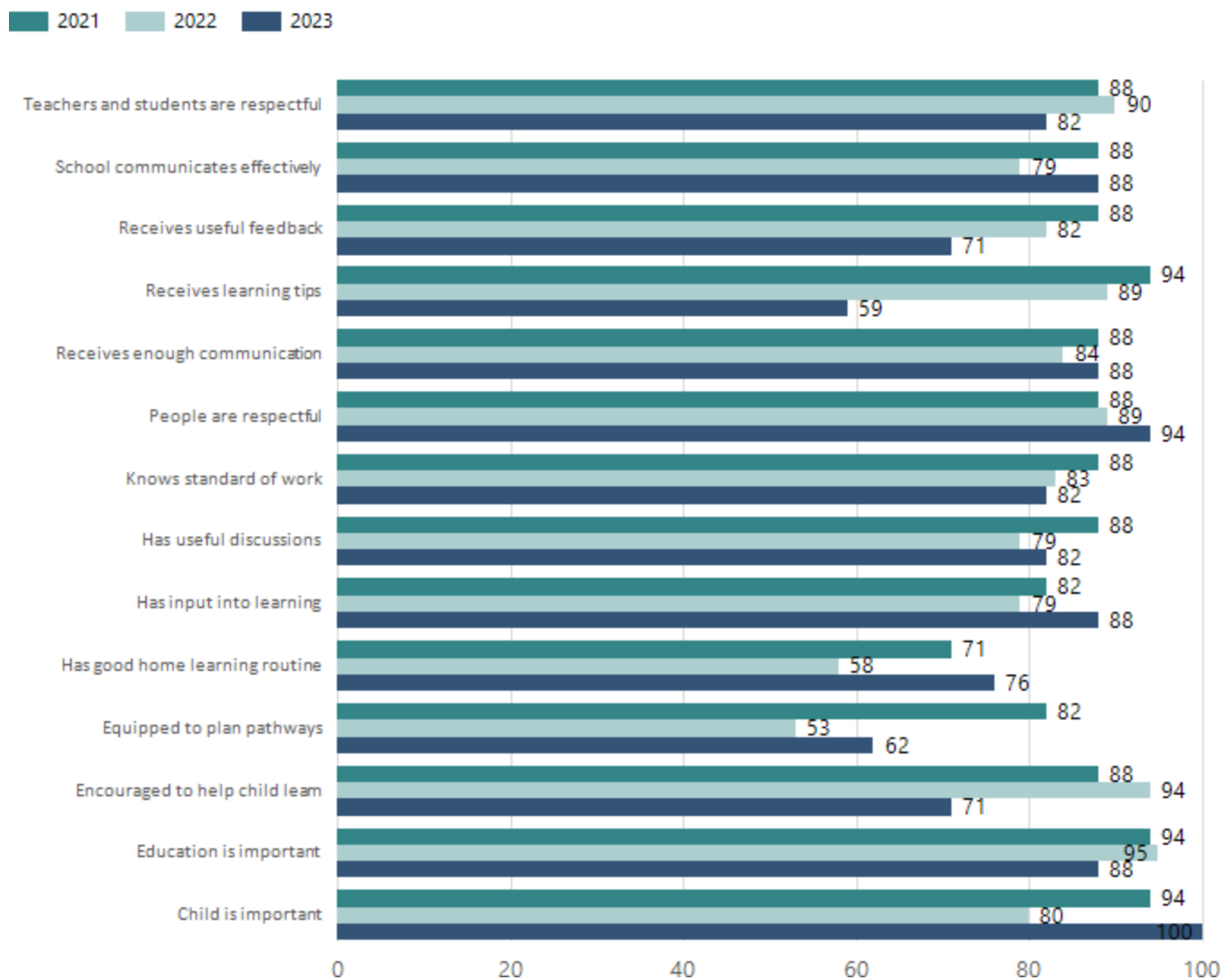
Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

The Grove Education Centre, through the Autism Inclusion teacher initiative, established parent groups to give our community the opportunity to come together and learn together. In November last year Emily Bourke MP visited and met with our parent group to share information relating to government initiatives within her Autism portfolio.



In April the school community came together to celebrate the yard work completed in 2022. A number of families joined us for an official Smoking Ceremony as we named the newly renovated play spaces. This was a highly successful community event with Joe Szakacks MP in attendance to officiate the event.





Intended Destination

Leave Reason	Number	
<p>Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.</p>		

Highest 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's degrees or Diplomas	9
Postgraduate Qualifications	6

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	13.6	0.0	15.1
Persons	0.0	15.0	0.0	25.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$3,294,900.69
Grants: Commonwealth	\$ 0.0
Parent Contributions	\$ 16,436.00
Fund Raising	\$ 1,800.00
Other	\$ 24,206.46

Data Source: School supplied data.