



# The Grove Education Centre

## 2022 annual report to the community

The Grove Education Centre Number: 844

Partnership: Inner West

Signature

School principal:

Ms Nikola Haskell

Governing council chair:

Ms Irene Jong

Date of endorsement:

6 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

The Grove Education Centre is a Reception to Year 12 special school located 10km north-west of Adelaide in the suburb of Woodville. It has a current enrolment of 64 students.

The school population includes 100% students with disabilities, 50% students with English as an Additional Language or Dialect (EALD), 5% Aboriginal students, and 75% of families eligible for School Card assistance. Approximately 75% of students 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 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 implemented 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 recognize that every individual has the right to communicate. Staff receive extensive training in best practice in AAC and in being highly effective 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.

2022 highlights include the successful achievement of our 2022 School Improvement Plan to- improve student achievement in reading and number, 95% average One Plan student goal achievement, staff working in Professional Learning Teams (PLTs) using the AITSL Lesson Study process and feedback rounds, all students having a personalised Learning Intervention Profile and our stage 2 outdoor learning area upgrade.

## Governing council report

Firstly, a very big “thank you” to the many people who gave up their time and energy in support of our school in 2022 to ensure the best educational outcomes for our students.

The Grove Education Centre has created a truly inspiring space with the completion of the Stage 2 yard upgrade which included a sensory garden, custom mega deck climbing frame, multiple shade structures, water table and sand pit area, three types of swings, coloured Perspex arbor and even has a STEM area including moving parts and a sink. Students worked with Mihele, an art therapist to complete a beautiful mosaic mural and paint a mural in the Torrens House courtyard area. Our student, Leeana’s family worked with our community to re-name three of the yards. Minya Kardis (Emus), Na Nantu (Kangaroos), and Kurraka Karras (Magpie Trees). They made signs for each yard. Governing Councilors were pleased to be constantly consulted on the upgrades and given a tour after the completion.

These are also made possible, thanks to Nikola Haskell and her team, who were instrumental in securing a \$40 000 Variety Club Grant for the custom Mega Deck climbing frame and a \$2500 Charles Sturt Council Art Grant for an Aboriginal Art mural painted by family members of a student.

We are pleased that Joe Szakacs MP chose our student art work to be featured on his annual Christmas card and our student art was shared by Parliament of South Australia.

The Governing Council recognised the tireless effort by the Grove teachers who created the Personalised Student Visual Timetables for each student to send home each semester to families to support communication between school and home. To further enhance communication, 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.

The Grove has successfully achieved the 2022 School Improvement Plan with target areas of Number and Reading. Staff continued to engage in multiple professional opportunities by Jane Farrall, Communication and Literacy Coach.

Other achievements include fundraising which continued via raffles, stalls and sale of Christmas cards. This was all possible with the support from staff. The Seesaw application continued to be used to communicate with families.

Students were involved in Prince Alfred College (PAC) 3 days 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 six students – Taz, Holly, Bryan, Tobias, Tina and Emily.

Nikola’s re-appointment as Principal for 4 years allows for a continuation of her strong vision and leadership and I am confident that she will uplift The Grove as the forefront of special education.

The Governing Council would like to take this opportunity to acknowledge and thank outgoing Secretary, Sue Studley for her commitment over the past 9 years. As outgoing Governing Council Chairperson for 8 years, I am honoured and privilege to hold this position and I like to encourage all parents to consider this opportunity to contribute to the school.

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

Irene Jong  
Chairperson

## Quality improvement planning

A strong commitment and dedication from all staff resulted in the successful achievement of our 2022 School Improvement Plan (SIP).

Goal 1:

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

Target:

By the end of 2022, 7/21 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:

16/21 emergent students within foundation standard increased their score within the principles of counting assessment, using the skill of conservation, by 1 or more points.

Evidence of improved teacher practice:

- Leadership classroom walk throughs, formal observations, Professional Development (PDP) conversations and planning materials confirm strengthened design of learning programs using explicit teaching of concepts of number and the principles of counting.
- All teachers engaged in collaborative planning of expectations for math’s lesson plans and development of sample lesson plans using The Grove scope and sequence document.
- PDP conversations indicated improved teacher expertise and confidence in program design.
- Teachers filmed lessons and filmed feedback sessions during Professional Learning Team sprints (PLT) – Teachers

engaged in giving and receiving feedback using a range of 10 feedback questions. These questions effectively supported feedback conversations as evidence by pre/post perception survey results.

- All teachers reported significant progress or achievement of their personalised PDP goal for teaching maths.

Evidence of improved student learning:

- Progress data and formative assessment shows student improvement in the area of principles of counting.
- 9/10 Leslie House PLT focus emergent students improved in one or more areas of concepts of number (principles of counting).
- 2/4 Torrens House PLT focus emergent students improved in one or more areas of concepts of number.
- Maths One Plan goals - 95% achievement
- 16/21 students increased in one or more levels in the principles of counting assessment (target was 7/21).
- 3/3 Aboriginal students increased in multiple areas and 1 of these students went up a level (Emergent 3-Transitional).

Goal 2:

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

Target:

By the end of 2022, 7/21 emergent students within foundation standard will increase their score within the concepts about print assessment by 1 point.

Results towards targets:

16/21 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:

- Communication and Literacy Coach (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 and book looks confirm students engaged in differentiated concepts of print lessons and consistent use of formative assessment and PLT explicit teaching focus.
- Increased consistency and fidelity of practice evidenced by classroom walk throughs, PDP discussions & CL Coach observations.
- Historically, Concepts about Print has been the weakest area for a number of our emergent literacy learners. This year, it became a focus of our School Improvement Plan. This was selected because it is an area of slower improvement and is frequently the area that is holding students back from becoming conventional literacy learners, to address this -
- We changed practice in this area by implementing new information about teaching print concepts from Laura Justice research (2021). Staff training in the new style of implementation was conducted and bookmarks were created as a visual support for the changed explicit teaching (3 x per week). Additionally, teaching and learning sprints were conducted focusing on print referencing.
- Teachers' planning documents have shown increased consistency.
- Teachers are consistently using the bookmarks 3 x per week (Justice research) and have reported increased confidence.

Evidence of improved student learning:

- 95% achievement of One Plan reading goals
- 16 out of 21 emergent students increasing their score by 1 point or more (target was 7/21).
- 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.

Next Steps- Increase student agency and student involvement. Development of Glossary of Comprehensive Literacy terminology for families and increased communication. Continue with and strengthen identified high impact strategies including peer to peer feedback within PLT processes and use of evidence based practices to underpin program and lesson design.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

**Key element focused on for school improvement in 2022: Intervention & Support**

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

We developed a Learning Intervention Profile for each Aboriginal learner. The purpose of the Learning Intervention Profile is to assist teachers to effectively support each student in their learning. The intention is to have a single personalised document for each student which contains in summary

- One Plan goals (e.g. reading, writing, maths, communication, social/emotional)
- Differentiated instructional focal points, resources and explicit strategies to support goal achievement and engagement
- Differentiated assessment and data collection based on collaborative moderation and data analysis
- Personalised conditions for learning (i.e. Communication, Co-Regulation and Social and Emotional Learning)

Another new initiative trailed in 2022 was the development of individualized student goal cards for numeracy to support student agency, involvement and understanding of their own numeracy goals. The cards were created using images, pictures, photographs, symbols or written word in a way each learner could understand, feel ownership of and engage with.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Professional Learning Teams focussed on evidence based learning interventions, discussed and evaluated the impact of learner progress and teaching practices. Findings were documented and shared through ongoing processes. Staff regularly met to monitor the progress of all Aboriginal learners. Time was allocated for staff teams to unpack Aboriginal learner data. This process included reviewing growth and resources for Aboriginal learners with disabilities.

Teams were actively involved in determining individual literacy and numeracy learning goals, learning interventions and in evaluating their progress in achieving them. The goals were data-informed, clearly documented and shared with families.

Each Aboriginal learner achieved their semester 1 and semester 2 goals in literacy and numeracy. All Aboriginal learners increased in multiple areas of the Principles of Counting assessment with one learner progressing to a higher level (Emergent 3 to Transitional) on The Grove Education Centre Numeracy Assessment. All Aboriginal learners achieved their Literacy and Numeracy One Plan goals.

# School performance comment

The previous external review recommendations were to continue to:

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

We addressed these recommendations by:

Using internal and external expertise to continuously build staff capacity in delivering improved learning outcomes. Professional learning teams were established and are responsible for driving the impact at the cohort and individual student level.

Individual learning intervention profiles were created for every student. A wide range of assessment tools and the implementation of collaborative moderation ensured that each child is assessed on the basis of their abilities. Data gathered was used to inform the school improvement plan.

There was a significant shift in positive achievement for students, including 90% of students achieving their one plan writing goal and 85% of students making significant improvement on the developmental writing scale. Every year 12 student achieved their South Australian Certificate of Education (modified SACE).

Student engagement was raised through the ongoing implementation and monitoring of agreed whole-school strategies. The school was presented with the Australian ISAAC award for showing outstanding recognition and acceptance of Augmentative and Alternative Communication.

In 2021 an External Review was conducted.

Feedback from the review included:

The Grove has a clearly established school improvement plan, with a strong focus on improving student learning outcomes through effective pedagogy. There is a collective responsibility from all educators to monitor and enhance improvement strategies to ensure growth for every child. Staff work together to collect and analyse data. The school is to be commended for using evidence-based research to create their own, developmentally appropriate number assessment tool. Staff have collaboratively developed pedagogical agreements and a scope and sequence document. Each child has a personalized learning intervention profile. There is a high level of expertise at the school in providing differentiated curriculum based on assessment and feedback data. Data is strategically gathered and collaboratively analysed to inform and refine teaching and learning. All educators were highly committed to building consistency and continually refining their own skills to further improve student learning outcomes. "The Grove has a vision to be at the forefront of special education. Evidence gathered by the panel indicates that they are well-placed to achieve it".

The new recommendations were:

1. Review and evaluate the structures and processes used to improve communication and literacy to leverage whole school improvement in numeracy.
2. Further develop and strengthen the use of student and peer to peer teacher feedback to inform planning and instruction.

In 2022 we addressed these recommendations by:

- Assessing every student in term 1 with the Grove Number Assessment Tool.
- Collaboratively moderating and analyzing the data to inform focus areas for PLT sprints and planning.
- Number PLT sprints for improved teacher practice and incorporating evidence collection, lesson design and filmed feedback using Baeder 10 questions for improved feedback.
- Development of the whole school communication focus called the - Where Word of the Week to support communication and language development of more abstract mathematical language.
- Development of example lesson plans with agreed upon criteria including – learning intentions, success criteria, KUDs and AAC pathways.
- Updated the Grove Education Centre Scope and Sequence document.
- Development of the Grove Education Centre Scope and Sequence supporting document.
- Development of individualized student maths goal cards to support student agency, ownership and engagement.

## Attendance

Year level	2019	2020	2021	2022
Primary Other	88.3%	85.1%	86.5%	81.7%
Secondary Other	86.9%	88.3%	89.9%	85.4%
Total	87.8%	86.2%	87.4%	83.1%

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, absenteeism for Covid-19, family complexities, wellbeing and financial issues impacting on attendance.

## Behaviour support comment

2022 saw our continued school wide focus on positive behaviour support embedded at The Grove. Proactive strategies were continued and included additional SSO support across the site. All staff engaged in professional development with the self-regulation team of occupational therapists.

The school wide positive behaviour code continued to be explicitly taught each day and the school wide social skills program continued 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 covers both positive behaviours and social skills. Take Home and Suspension remained consistently low.

## Parent opinion survey summary

In 2022, 23 out of 64 families completed the parent survey which is a 36% return rate compared to 28% in 2021.

People are respectful – 89% agree/strongly agree  
 Teachers and students are respectful – 90% agree/strongly agree  
 Child is important – 80% agree/strongly agree  
 Receives enough communication – 84% agree/strongly agree  
 Knows standard of work – 83% agree/strongly agree  
 Receives useful feedback – 82% agree/strongly agree  
 Has input into learning – 79% agree/strongly agree  
 Education is important - 94% agree/strongly agree  
 Receives learning tips - 89% agree/strongly agree  
 Wants more help – 79% agree/strongly agree  
 Encouraged to help child learn – 94% agree/strongly agree

At the Grove we believe that multiple 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. We continue to review our communication protocols, invite parent input and have communication as an ongoing Governing Council agenda item.

## Intended destination

Leave Reason	Number	%
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Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

The Grove has a coherent and consistent process for ensuring child protection in terms of ensuring compliance with relevant history screening as required by the Department for Education. Our non-Department for Education service providers, work placement students and therapists have a comprehensive process, including a mandatory site induction and NDIA service agreement approved by Governing Council and located on our website.

## 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	22
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	16.9
Persons	0	14	0	29

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$3,127,515
Grants: Commonwealth	\$44,538
Parent Contributions	\$16,436
Fund Raising	\$1,800
Other	\$8,990

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



## 2022 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 2022 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, Social and Emotional Learning PLC team. Explicit play skills program and Alternative Yard Play. School wide weekly positive behaviour focus. Increased SSO support in targeted classrooms and to support yard play. Use of student engagement records during literacy and numeracy.	Increased goal achievement. Reduced incidents. School wide approach to PBIS.
	Improved outcomes for students with an additional language or dialect	Every student has individualized communication and literacy goals recorded on their One Plan. Goals are regularly reviewed.	Individualized goal achievement.
	Inclusive Education Support Program	RAAP funding for employment of staff and responsive programming options for our highest needs students.	Increased engagement, social skills, safety and goal achievement.
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 resources including updating our scope and sequence document, development of a scope and sequence supporting document for maths, lesson plan exemplars for literacy and numeracy incorporating personalised conditions for learning. All students and Aboriginal students have explicit One Plan goals in reading, writing, communication and maths.	One Plan Goal achievement. Differentiated and personalized planning documents.
Program funding for all students	Australian Curriculum	Employment of Communication and Literacy coach to deliver targeted professional development to all staff. One plan goals and planning documents aligned to Australian Curriculum. Pupil Free day for scope and sequence development.	All learning programs differentiated and aligned to Australian Curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Employment of a Communication and Literacy coach to provide termly- professional development, observations, feedback, support with learning design, goal setting, analysis of data and collaborative moderation of literacy and communication data sets.	Improved teacher practice and targeted personalised interventions and goals
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

