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Principal's foreword

Introduction

At Mount Gravatt State School we strive for *Nothing But the Best* in all we do. Opportunities for students to reach their potential are provided in all areas of holistic development of the child: academic, social and emotional, sporting and arts. Our learning opportunities provide for high achievement in literacy and numeracy, with excellent intervention programs as well as extension opportunities. The ICTs are a particular focus of the school, along with developing student achievement via The Arts.

Our school is diverse and inclusive, with many different cultural groups represented, along with students with disabilities who are supported through our Special Education Program which has particular expertise in working with students with Vision Impairment.

Mount Gravatt State School community highly regards the use of a Values Framework. Our Responsible Behaviour Plan is built on a basis of values, which are the significant factor in the way students and staff operate. The core values are respect, honesty/trust, relationships, inclusivity and service.

This report will give further information about Mount Gravatt State School and its achievements in 2008.

Jenny Watson
Principal

Future outlook

Aims for the 2009 school year include:

- Facility upgrade
- Expansion of intervention programs and programs for students identified as Gifted & Talented
- Continued emphasis on early intervention
- Revision of Numeracy program and school-wide strategies
- Review of Responsible Behaviour Plan and expansion of social support programs

School Profile

Mount Gravatt State School is a state government Band 7 Primary School in the Brisbane South education district.

In 2008 there were 11 co-educational classes from Prep to Year 7. Classes were made up of both single and multi-age groupings.

Enrolment in 2008 was 253.

Curriculum offerings

Our distinctive curriculum offerings include

- Integrated learning programs for students with vision impairment
- Support for students with disabilities
- ESL program for students from non-English speaking backgrounds
- Refugee support programs
- Extension program in The Arts for P-3 students
- Extensive Arts program across the school, including concert and art show
- High level use of ICTs in all curriculum areas
- "Intensive Care" Intervention programs for students with learning difficulties
- Values based learning – including philosophy
- Key Learning Area based program covering QSA Essential Learnings
- Peer Support Program – Student leaders trained in working from Year 1-6
- Language other than English offered is Japanese for Year 6 and 7, with cultural studies offered in Year 5.

Extra curricula activities

- Strings instrumental music program
- Band instrumental music program
- Student Council
- Excursions
- School Camp
- Recorder Ensemble
- Choir
- Cluster Sports Program
- Leadership program

How computers are used to assist learning

At Mount Gravatt State School all current classrooms have computers linked to the school intranet and internet. Our school operates fully under the Managed Operating Environment, with all students having user names and passwords and being confident to access computers independently. Teachers plan units of work which make use of technology: computers, digital cameras, video. Student skills are developed by using computers to assist with development of Literacy and Numeracy, along with other Key Learning Areas.

Our computer lab is timetabled for access by all classes each week. In the lab students have access to a computer each. Students use the lab to access learning activities including activities developed at the Learning Place (Education Queensland).

Most teachers in 2008 had their ICT Certificate or were working towards their ICT Pedagogical Licence. As at the end of 2008, three teachers had their ICT Pedagogical Licence. This expertise in our staff transfers to high achievement by students in using computers for learning.

Social climate

Mount Gravatt State School has a strong basis in Values. The Values Education program is explicit in classroom lessons and in the operations of the school, including behaviour management. A whole school approach includes weekly lessons on values, along with displays and performances on assembly. Behaviour support programs are based on creating more positive opportunities for students to display the school values of:

Respect

Honesty & Trust

Positive relationships

Inclusivity

Service.

The value of inclusivity is important for our school due to diversity. Over 30 nationalities are represented in the school, along with students with disabilities. The small size of our school enables staff to get to know students well and provide support on an individualised basis.

Rewards are given regularly for student effort and achievement. Parents are involved in supporting students who require additional assistance to behave appropriately and display school values.

In 2008, from the School Opinion Survey:

Parents

94.7%% report their child is happy to go to this school (above state and like schools mean)

85% report their child is treated fairly at this school (above state mean and at like schools mean)

79% report they are satisfied with student discipline at this school (above state and like schools mean)

89.4% report their child is safe at this school (above state and like schools mean)

School survey results from both parents and students are improving, along with academic results.

Involving parents in their child's education.

Staff at Mount Gravatt State School highly value the involvement of parents in the life of the school.

The Parents and Citizens Association meet monthly on the third Thursday at 7pm with new members always welcome. The P&C is active in guiding decision making at the school to enable continuous improvement, along with fundraising to support school programs.

Parent volunteers are active in classrooms, along with assisting on excursions and special activities.

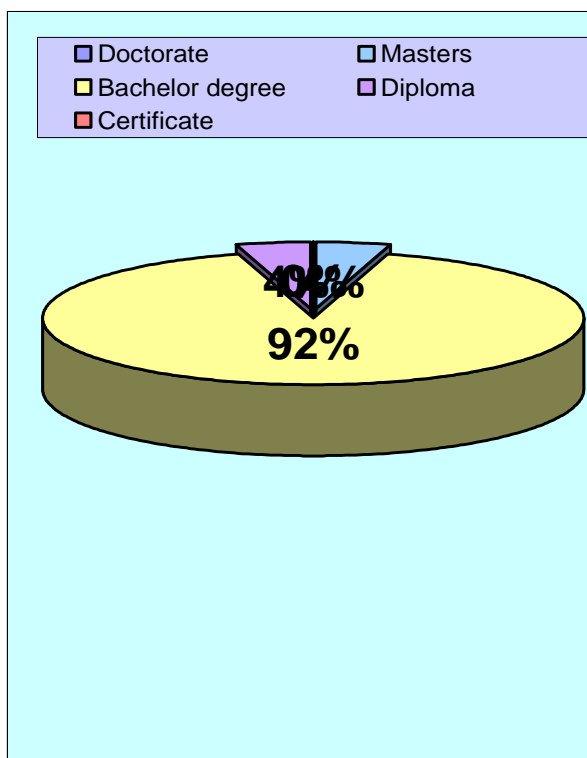
Parents come along to Wednesday whole school assemblies. Parents are also encouraged to come to special days and activities.

Parent teacher interviews are held twice a year, with further communication between parents and teachers strongly encouraged. We welcome parents to visit their child's classroom regularly.

Performance of our students

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	21
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$15179
- The major professional development initiatives are as follows: ICTs; Social Skills; Brain Based Learning, Literacy, Early Childhood Education, The Arts and Indigenous Education.
- The involvement of the teaching staff in professional development activities during 2008 was 91 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 91% of staff were retained by the school for the entire 2008 school year.

Student attendance

The average attendance rate as a percentage in 2008 was 93%.

Performance of our students

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

**Please note that the results below include students with disabilities and students from ESL/Refugee background.*

Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school		363	450	510
	Average score for Queensland		371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	84 %	73%	83%
Writing	Average score for the school		393	464	493
	Average score for Queensland		391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	94%	88%	65%
Spelling	Average score for the school		371	455	509
	Average score for Queensland		366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	90%	76%	75%
Grammar and Punctuation	Average score for the school		347	456	496
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	74%	91%	75%
Numeracy	Average score for the school		370	414	520
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	85%	76%	82%

Performance of our students

**Please note that these figures include students with disabilities and those from ESL/Refugee backgrounds*

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	55%
Writing	82%
Number	55%

Value added

Mount Gravatt State School works hard with all students to assist them in reaching their potential.

Our enrolment is characterised by a significant number of students who require additional assistance in reaching their potential.

We have a very multicultural school, with over 30 nationalities represented, including Ethiopia, Somalia, Iraq, India, Pakistan, Thailand, Afghanistan, Bangladesh, Bosnia, Lebanon, Sudan, Vietnam, Ireland and many more.

Our English as a Second Language teacher and Multicultural Teacher Aide assist these students, both with individual support and support in the classroom. Special programs for Refugee students also support students in their integration into our school.

Mt Gravatt State School's Special Education Program caters for students with disabilities. Particular expertise is held in the area of Vision Impairment. Students with vision impairment (low vision / blind) utilise assistive technology to access the mainstream curriculum. Students with disabilities are in regular classroom settings with support from Special Education Teachers and Teacher Aides.

Our Support Teacher – Learning Difficulties assists students who need additional support in Learning. In 2008 an "Intensive Care" approach was used to give opportunities to students to "catch up" in specific areas, along with on-going long term support for students with learning difficulties.

Performance of our students

Parent, student and teacher satisfaction with the school

Parents express satisfaction with school programs, particularly in areas of Student Outcomes and School Climate.

- 89.5% of Parents are satisfied that the school is developing their child's Social Skills (above state and like school means)
- 89.5% of Parents are satisfied with the usefulness of what their child is learning (above state and like school means)
- 94.5% of Parents are satisfied that the staff are approachable (above state and like school means)
- 78.9% of Parents are satisfied with access their child has to computer technology (above state and like school means).

Students' main areas of satisfaction with the school are with the way students use computers for learning; that the teachers help them do their best, and that they are satisfied this is a good school. Performance areas of note were with Learning Climate and Pedagogy.

Staff satisfaction has made excellent improvement with satisfaction ratings much higher in many areas. Strength areas were in School Operations, Staff Morale and Work Value.

- 100% of staff report they have good working relationships with other staff (above state and like school means)
- 86.5% of staff are satisfied with staff/community relations (above state and like schools)
- 84.3% of staff are satisfied that they are kept well informed on things that are important to their work (above state and like schools)
- 86.8% of staff are satisfied that their work role makes reasonable demands of them. (above state and like schools)
- 94.7% of staff are satisfied that this school has a strong commitment to physical activity (above state and like schools)