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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 development of the child: academic, social and emotional, sporting and artistic. Our learning opportunities provide for high achievement in literacy and numeracy, with excellent intervention programs as well as extension opportunities. The Arts and ICTs play a strong role in our school.

Our school is diverse and inclusive, with over forty cultural groups represented, along with students with disabilities. Our school's Special Education Program has specific expertise in the area of Vision Impairment.

This report will give further information about Mount Gravatt State School and its achievements in 2010.

Jenny Watson

Principal

School progress towards its goals in 2010

Significant progress in Literacy Programs and achievement, particularly in the area of Writing.

New English program written, embedding Queensland Essential Learnings and progress towards Australian Curriculum.

New Mathematics Program written, embedding Queensland Essential Learnings and new Australian Curriculum.

New Science Program written and implemented.

Embedding of extension programs for talented students, mainly in areas of Writing, Reading and Problem Solving.

Implementation of School Wide Positive Behaviour Support program.

Engagement of staff in data analysis and tailoring programs to enhance student outcomes.

Future outlook

Key areas for focus in 2011 include:

- Embed the new quality curriculum programs in English, Mathematics and Science in all P-7 classes;
- Continue to implement quality programs in all Key Learning Areas as per QCARF;
- Enhance teaching and learning cycle, with focus on use of data to inform process and use of quality assessment to inform teaching and learning;
- Enhance use of data for targets and goal setting, both with teachers and students;
- Refocus pedagogy using research-based instructional approaches;
- Enhance differentiation across the school and refine Intervention programs;
- Enhance the leadership team and whole school understanding of improvement agenda;
- Engage staff in significant personal learning.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep-Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
243	114	129	79%

Characteristics of the student body:

Mount Gravatt State School has a very diverse student body. Students generally tend to come from the immediate local neighbourhoods, however some students do travel broader distances to attend our school. Our proximity to the city and availability of local transport, along with the quality Outside School Hours Care Program contribute to these enrolments. Enrolment numbers at the school have generally been stable for the past five years.

Our school is diverse culturally, with over 40 nationalities represented. Some families have come to our school after arriving as refugees in Australia, though this group of students is declining in number as the demographics of the suburb change. In 2010 there were six students receiving refugee support.

An increasing number of students enrol as International Students whose parents are studying at the local University Campus. In 2010 over the year approximately thirteen International Students were enrolled and this number is rising.

In 2010 approximately 25% of students at Mt Gravatt State School were born outside of Australia, with countries most highly represented being New Zealand, India and Indonesia.

Aboriginal and Torres Strait Islander students make up 5% of the student body.

The school operates a Special Education Program. Most of the students in this program have Vision Impairment and staff have expertise with this area. In 2010 there were twelve students with verified disabilities in the school. Students with disabilities work in the mainstream classroom, with support from Special Education Teachers and Aides as necessary.

Diverse Socio-Economic backgrounds are seen at Mt Gravatt State School. Our school caters for students whose parents have professional occupations as well as those who are not currently employed. Employment locations for families are broadly spread.

Most students at Mt Gravatt State School come to us after being in local childcare centres or C&K Preschool programs. Post Grade Seven, the majority of students move on to High School at Mt Gravatt State High School, though other local schools such as Cavendish Road State High School and Mansfield State High School are also represented. A small number of students go on to Private High Schools.

Travel to school by students at Mt Gravatt State School is very varied. Most students travel by car to school, however public buses are used by some and a number who live close to school do ride bikes or scooters or walk to school.

Classes at Mt Gravatt State School are a mixture of single grade classes and composite classes as determined by cohort sizes and needs of students.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	100%	100%	0%
Year 4 – Year 10	26	100%	100%	100%	0%
Year 11 – Year 12					
All Classes	24	100%	100%	100%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	6
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings include:

Integrated learning programs for students with vision impairment;

In-class support for students with disabilities;

ESL program for students from Non-English speaking backgrounds;

Refugee support programs;

Extension program in The Arts for Prep-Year 3;

Extensive Arts program across the school, including school concert and Art show;

Quality intervention programs for students with learning difficulties;

School Wide Positive Behaviour Support – values based social learning;

Key Learning Area based program covering QSA Essential Learnings;

Peer Support Program – student leaders trained in working from Years 1-6;

Language Other than English offered is Japanese for Years 6 and 7, with Japanese cultural studies and introductory language program offered from years 2-5.

Extra curricula activities

Strings Instrumental Music Program

Band Instrumental Music Program

Student Council

Excursions

School Camp

Choir

Cluster Interschool Sports Program

Leadership Program

Lunchtime activities: Library, Board Games, Mah-jong, Sport, Craft etc.

How Information and Communication Technologies 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 under the Managed Operating Environment, with all students having user names and passwords and being confident to access computers.

Teachers plan units of work to make use of Technology in all Key Learning Areas.

Each classroom has computers, along with an air-conditioned computer lab with 28 computers. Classrooms from Years 1-7 have Interactive Whiteboard Technology.

Students have access to learning activities through activities such as Mathletics and Reading Eggs, as well as the Learning Place.

Most teachers in 2010 had their ICT Certificate or their ICT Pedagogical Licence. This expertise in our staff transfers to high achievement by students in accessing computers for learning.

Our school at a glance

Social climate

Mount Gravatt State School has a strong basis in values. Values are taught explicitly and are at the core of our Responsible Behaviour Plan. The main values are *Respect, Honesty & Trust, Positive Relationships, Inclusivity* and *Service*. Social skills are explicitly taught and supported through our School Wide Positive Behaviour Support Program (SWPBS).

SWPBS rewards students for following our school expectations of *Be Safe, Be Responsible, Be Respectful*; teaches students social skills and school rules and follows up on students who need extra support to meet expectations.

The value of inclusivity is important for our school due to diversity. Over 40 nationalities are represented, 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.

In 2010, from the School Opinion Survey, 84.4% of Parents were satisfied that this is a good school and 87.5% are satisfied with their child's well-being at Mount Gravatt State School.

Parent, student and teacher satisfaction with the school

Parents are generally satisfied with the school's programs and policies.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	72%
Percentage of students satisfied that they are getting a good education at school	79%
Percentage of parents/caregivers satisfied with their child's school	84%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	76%
Percentage of staff members satisfied with morale in the school	77%

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 regularly 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. Many parents keep in touch with teachers via email as well.

Reducing the school's environmental footprint

Mount Gravatt State School staff and students are committed to sustainability. During 2010 students were involved in learning activities regarding the environment, along with gardening, recycling and energy conservation.

Maintenance of the swimming pool, water saving maintenance measures, monitoring of power use and waste reduction measures were undertaken. Some savings in water use were noted. Further works in the area of water saving are planned for 2011 along with a strong focus on reduction of energy use and analysis of current power usage.

Students in 2011 will be involved in the Smart Sustainable Schools program and are working towards waste reduction.

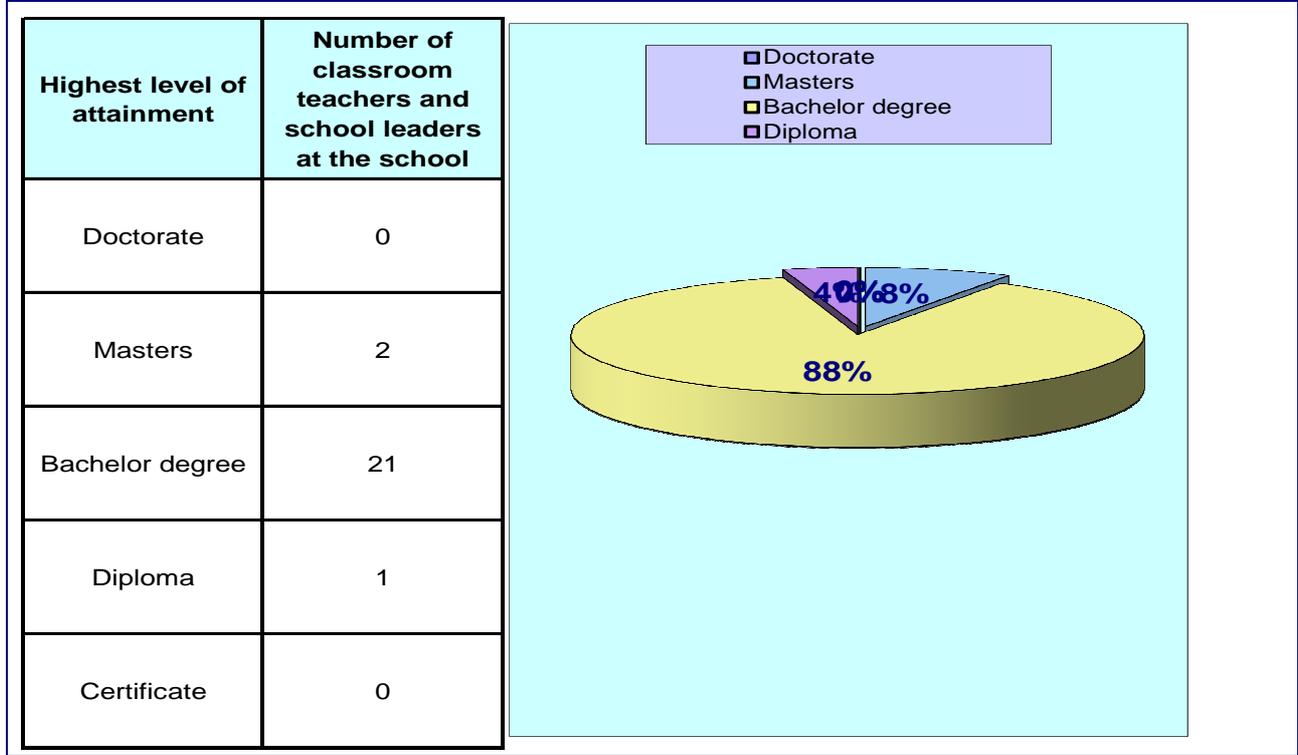
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$44,027	\$29,135	\$0	\$0	\$11,273	\$0	\$3,619	136,784	0	0
2009	\$44,856	\$24,633	\$0	\$0	\$19,956	\$0	\$267	0	0	0
% change 2009 - 2010	-2%	18%	N/A	N/A	-44%	N/A	1255%	N/A	N/A	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	25	16	<5
Full-time equivalents	19	10	<5

Qualifications of all teachers.



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$14764.

The major professional development initiatives are as follows: Mentoring and moderation; Literacy and Numeracy; Behaviour Support and ICTs. Regular Professional Development sessions are held at the school.

The involvement of the teaching staff in professional development activities during 2010 was 75.8%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 94% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91%	92%	90%	93%	92%	91%	88%					

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

School rolls at Mt Gravatt State School are marked twice a day: morning and afternoon. This information is forwarded on to our school office weekly. Attendance information is kept electronically through the School Management System and OneSchool. Unexplained absences, particularly ongoing ones, are reported to the Principal for follow up and support for families.

Family are contacted by phone regarding unexplained absences where possible. Each term families are given a copy of the absences of their child to gather further information. Follow up by administration staff of ongoing absences also occurs regularly. DET policy regarding enforcement of compulsory attendance is adhered to.

Achievement – Years 3, 5, 7, and 9

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Mount Gravatt State School is committed to closing the gap in attendance, achievement and retention of Aboriginal and Torres Strait Islander students.

Aboriginal and Torres Strait Islander students make up 5% of the school's enrolment.

Attendance of Aboriginal and Torres Strait Islander students is 4% below that of Non Aboriginal and Torres Strait Islander students, at 89%. Personal contact with Aboriginal and Torres Strait Islander student families is being made to work together with families to improve attendance.

Aboriginal and Torres Strait Islander student achievement is currently similar to Non Aboriginal and Torres Strait Islander student achievement. All Aboriginal and Torres Strait Islander students have individual learning plan and additional in-class support is provided for students as required.

Parents of Aboriginal and Torres Strait Islander students are engaged through our support worker / Teacher Aide to assist them be actively involved in their children's education.

Staff are working towards embedding Indigenous Perspectives in the curriculum and school policies and practices.