

Mount Gravatt State School

Queensland State School Reporting

2013 School Annual Report



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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 cultural. 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 almost forty cultural groups represented, along with students with disabilities. Our school's Special Education Program staff have specific expertise in the area of Vision Impairment. This diversity adds to the richness of the educational experience for all students.

Being a smaller school, staff are able to know students well, tailoring lessons to suit and understand their talents, needs and personality. We are proud of the development of the school over the past five years.

This report will give further information about Mount Gravatt State School and its achievements in 2013.

Jenny Watson

Principal

School progress towards its goals in 2013

Key Priority / Goal	Progress	Notes
Implementation of curriculum	Partially completed	English, Maths, Science, History implemented 2013. Geography to be introduced 2014.
Embedding of data analysis	Partially completed	Ongoing in 2014.
Alignment of Curriculum, Assessment, Reporting	New Assessment schedule completed. Ongoing.	Implementation of schedule. Ongoing.
Differentiation of classroom learning.	Ongoing	Ongoing.
Closing the Gap	Ongoing	Ongoing.
Embedding of SWPBS	Tier One successful; Tier 2 begun	Ongoing

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Staff Performance and Development	Partially completed	Ongoing
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Future outlook

Continued implementation of a coherent, sequenced plan for curriculum delivery, with use of the Australian Curriculum in English, Mathematics, Science History and Geography.

Differentiation of classroom learning to ensure all learners operating at their level of challenge, with adjustments made for students with disabilities.

Ongoing review and refinement of Pedagogical Framework, embedding high impact instruction and data analysis upon a research-based framework.

Embedding of Tier Two Schoolwide Positive Behaviour Support.

Coaching and mentoring programs for school staff.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	242	117	125	93%
2012	225	102	123	90%
2013	229	107	122	88%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

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

Our school is diverse culturally, with almost forty nationalities represented. In the past there were higher numbers of students who came to Australia as refugees, though we now have less than five students in this situation. Almost 50% of families have a non-English Speaking background, though fewer than 25% of students were born outside Australia.

Students from Aboriginal and Torres Strait Islander families make up approximately 8% of the student population.

The school's Special Education Program supports students with a wide range of disabilities including Vision Impairment, Autism Spectrum Disorder and Intellectual Impairment. Students with disabilities make up approximately 8% of the school population.

Diverse socio-economic backgrounds are also a characteristic of students at Mount Gravatt State School. Our school caters for students whose parents have professional qualifications as well as those who are not currently employed. Work locations are broadly spread.

Most students at Mount Gravatt State School come to us after being in local childcare centres or C&K Preschool programs. Post grade seven, most students move on to the three local high schools: Cavendish Road State High School, Mansfield State High School and Mount Gravatt State High School. A small number go on to Private High Schools.

Travel to school is very varied for our students. Most students travel by car to school, however public transport (bus) is used by some students and a small number walk or ride bikes to school.

Classes at Mount Gravatt State School are a mix of single grade and composite classes, based upon cohort size and staffing allocations.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	21	19
Year 4 – Year 7 Primary	24	21	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	8	5	14
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- Inclusive learning programs for students with vision impairment
- In-class or small group support for students with disabilities
- ESL program for students from non-English speaking backgrounds
- Refugee support program
- Extensive Arts program across the school, including concert and Art Show
- Quality intervention programs for students with learning difficulties
- Extension programs for students with high academic ability
- School Wide Positive Behaviour Support program – social learning
- Language Other Than English offered is Japanese.

Extra curricula activities

- Strings Instrumental Program Year 3 to 7
- Band Instrumental Program Year 5 to 7
- Student Council
- Excursions – full excursion program with most classes having two excursions/incursions per year
- School Camp
- Choir
- Cluster sports programs plus visiting Sports Development Officers
- Active After School Sports Program
- School Concert
- Art Show

How Information and Communication Technologies are used to assist learning

At Mount Gravatt State School all classrooms have computers linked to the school intranet and internet. All students have access to computers including email and the internet. Teachers plan units of work making use of technologies in all key learning areas. Each classroom has a bank of classroom computers for student use and an interactive whiteboard to deliver curriculum. Students have access to learning activities through websites such as Mathletics and Reading Eggs, as well as The Learning Place for virtual classrooms, Ed Studios and Learning Objects. Students are actively involved with digital imaging- still and video. Students use iPads for learning. Our staff have high expertise in the use of technology in learning activities.

Social climate

Mount Gravatt State School is part of the School Wide Positive Behaviour Support program (SWPBS). This program is a research-based approach to teaching and rewarding appropriate behaviours in all students. Intervention for students who require additional support to learn appropriate behaviours is also an important part of the program. The SWPBS program rewards students for their demonstration of our school expectations of *Be Safe, Be Respectful, Be Responsible*. A thorough program of social skills lessons and values lessons is also implemented. Mount Gravatt State School SWPBS has progressed to "Tier 2" as part of the program, involving further proactive programs to engage students and support social skill development and appropriate behaviour.

In 2013, the School Opinion Survey indicated that 93% of parents agreed that student behaviour is well managed at this school.

Parent, student and staff satisfaction with the school

Satisfaction with Mount Gravatt State School was high in 2013. Out of the 35 questions in the School Opinion Survey, 30 questions' results were above State and Like Schools levels. 100% of respondents indicated that their child likes being at this school.

Student satisfaction levels were generally similar to State and Like School means in most areas. 100% of students stated that they like being at their school.

Staff satisfaction was generally stable. 100% of staff responded that they like working at this school. Many areas were above State and Like School means.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	97%
this is a good school (S2035)	100%	97%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	93%
their child is making good progress at this school* (S2004)	94%	97%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%
teachers at this school motivate their child to learn* (S2007)	97%	100%
teachers at this school treat students fairly* (S2008)	97%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%
this school works with them to support their child's learning* (S2010)	97%	97%

Our school at a glance

this school takes parents' opinions seriously* (S2011)	100%	97%
student behaviour is well managed at this school* (S2012)	91%	93%
this school looks for ways to improve* (S2013)	94%	97%
this school is well maintained* (S2014)	91%	96%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	98%
they like being at their school* (S2036)	94%	100%
they feel safe at their school* (S2037)	94%	98%
their teachers motivate them to learn* (S2038)	98%	93%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	93%
teachers treat students fairly at their school* (S2041)	93%	95%
they can talk to their teachers about their concerns* (S2042)	87%	91%
their school takes students' opinions seriously* (S2043)	83%	81%
student behaviour is well managed at their school* (S2044)	85%	86%
their school looks for ways to improve* (S2045)	96%	100%
their school is well maintained* (S2046)	81%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	95%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	90%
students are encouraged to do their best at their school (S2072)	95%
students are treated fairly at their school (S2073)	95%
student behaviour is well managed at their school (S2074)	85%
staff are well supported at their school (S2075)	95%
their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	75%
their school gives them opportunities to do interesting things (S2079)	100%

Our school at a glance

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 of the month at 7pm, with new members always welcome. The P&C is active in guiding decision making at the school, along with fundraising to support school programs. The P&C is very active in running social functions such as the Annual Art Show and fun night. The P&C also operates the uniform shop and tuckshop.

Parent volunteers are active in classrooms. Help is usually given with changing home readers, helping with reading groups and art.

Parents regularly come to Wednesday whole school assemblies. Parents are 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. Many parents keep in touch with the teacher via direct email.

A Playgroup (registered with Playgroups Queensland) operates in the school every Monday for children 0-5.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Mount Gravatt State School staff and students are committed to sustainability. During 2013 students were involved in learning activities regarding protecting the environment, along with gardening, recycling and energy conservation. The student Eco Kids Club continued their LoFoCo program – *lights off, fans off, computers off*. Students are encouraged to bring low waste food to school.

Ongoing maintenance of the swimming pool, water saving measures, changes to cleaning practices, monitoring of power use and waste reduction measures were undertaken.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	89,075	245
2011-2012	0	0
2012-2013	122,911	766

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

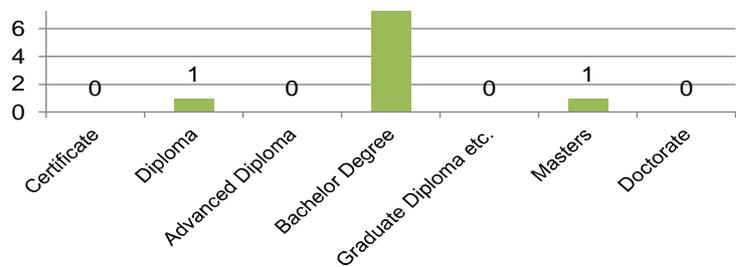
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	21	14	<5
Full-time equivalents	17	8	<5

Qualifications of all teachers

Bachelor Degree	19
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	21



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$8732.

The major professional development initiatives are as follows: Support for students with disabilities; OneSchool Curriculum, Reporting and Assessment; History Curriculum; Data Analysis for curriculum modifications and support.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* 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

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school 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 given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

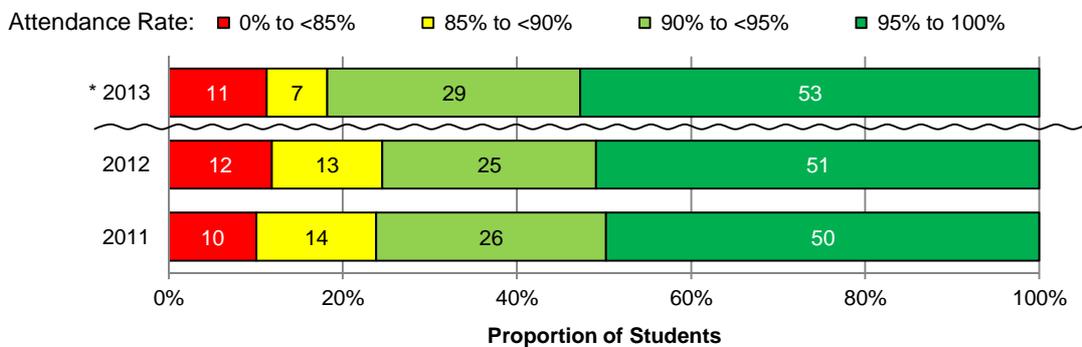
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	94%	93%	90%	91%	94%	94%					
2012	94%	93%	94%	94%	86%	91%	93%					
2013	93%	94%	94%	94%	92%	90%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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 electronically twice a day: morning and afternoon. This information is monitored via Administration staff. Unexplained absences are reported to the principal, with absences of three days or greater investigated.

Families are contacted by phone regarding unexplained absences and letters are sent home each term to confirm attendance records are correct. Follow up is conducted by administration staff as required. The Guidance Officer becomes involved in cases of low attendance.

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 My School website at <http://www.myschool.edu.au/>.

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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 student enrolment.

Attendance of Aboriginal and Torres Strait Islander students in 2012 was 2.7% below non Aboriginal and Torres Strait Islander students. This is an improvement from 2011 of 2.5%. Personal contact is made with families of Aboriginal and Torres Strait Islander students to work together with families to promote good attendance.

Achievement of Aboriginal and Torres Strait Islander students is similar to that of the general school enrolment. Gaps are small where they exist. With small numbers of students in assessed classes gaps are not reported individually. In Year 3 and 5 numeracy is a particular strength of the Aboriginal and Torres Strait Islander students, with reading being the strength in year 7.

Aboriginal and Torres Strait Islander students are supported by a teacher aide to give attention to academic and cultural areas.