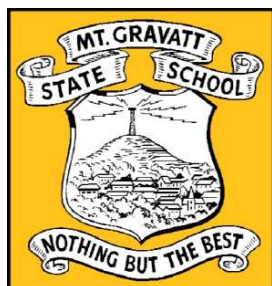


Mount Gravatt State School

Queensland State School Reporting

2014 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 thirty 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 2014.

Jenny Watson

Principal

School progress towards its goals in 2014

Key Priority / Goal	Progress	Notes
Update of / Implementation of curriculum	Partially completed	English, Maths, Science, History and Geography implemented.
Embedding of data analysis	Partially completed	Ongoing in 2015.
Implementation of research-based pedagogy	Partially completed	Ongoing in 2015
Differentiation of classroom	Ongoing	Support Plans developed and

learning.		implemented.
Closing the Gap	Ongoing	Ongoing.

Future outlook

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	225	102	123	90%
2013	229	107	122	88%
2014	238	117	121	89%

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 5% 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 six, 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 very 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

Average class sizes

Phase	Average Class Size		
	2012	2013	2014

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	19	22
Year 4 – Year 7 Primary	21	21	20
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	5	14	25
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Inclusive learning programs for students with vision impairment
- In-class or small group support for students with disabilities
- EAL/D 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 6
- Band Instrumental Program Year 4 to 6
- Student Council
- Excursions – full excursion / incursion program
- School Camp
- Choir
- School Concert
- Art Show
- Sports
- Homework Club

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

Satisfaction with Mount Gravatt State School was generally high in 2014. Out of the 35 questions in the School Opinion Survey, 28 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.

Staff satisfaction was generally stable. 95.2% of staff responded that they like working at this school. Most areas were similar to State and Like School means.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	97%	100%
this is a good school (S2035)	100%	97%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	93%	100%
their child is making good progress at this school* (S2004)	94%	97%	96%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	91%
teachers at this school motivate their child to learn* (S2007)	97%	100%	100%
teachers at this school treat students fairly* (S2008)	97%	97%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school works with them to support their child's learning* (S2010)	97%	97%	95%
this school takes parents' opinions seriously* (S2011)	100%	97%	100%
student behaviour is well managed at this school* (S2012)	91%	93%	96%
this school looks for ways to improve* (S2013)	94%	97%	100%
this school is well maintained* (S2014)	91%	96%	91%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	98%	94%
they like being at their school* (S2036)	94%	100%	92%
they feel safe at their school* (S2037)	94%	98%	92%
their teachers motivate them to learn* (S2038)	98%	93%	97%
their teachers expect them to do their best* (S2039)	100%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	93%
teachers treat students fairly at their school* (S2041)	93%	95%	93%
they can talk to their teachers about their concerns* (S2042)	87%	91%	87%
their school takes students' opinions seriously* (S2043)	83%	81%	87%
student behaviour is well managed at their school* (S2044)	85%	86%	71%
their school looks for ways to improve* (S2045)	96%	100%	98%
their school is well maintained* (S2046)	81%	98%	94%
their school gives them opportunities to do interesting things* (S2047)	96%	95%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	95%
they feel that their school is a safe place in which to work (S2070)		100%	95%
they receive useful feedback about their work at their school (S2071)		90%	95%
students are encouraged to do their best at their school (S2072)		95%	100%
students are treated fairly at their school (S2073)		95%	95%
student behaviour is well managed at their school (S2074)		85%	77%
staff are well supported at their school (S2075)		95%	86%
their school takes staff opinions seriously (S2076)		95%	95%
their school looks for ways to improve (S2077)		100%	95%
their school is well maintained (S2078)		75%	68%

Performance measure

Percentage of school staff who agree# that:	2012	2013	2014
their school gives them opportunities to do interesting things (S2079)		100%	86%

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

'Agree' represents the 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.

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. 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.

A "Meet the Teacher Expo" is held at the start of each year.

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 2014 students were involved in learning activities regarding protecting the environment, along with gardening, recycling and energy conservation.

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	0	0
2012-2013	122,911	766
2013-2014	108,674	1,603

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

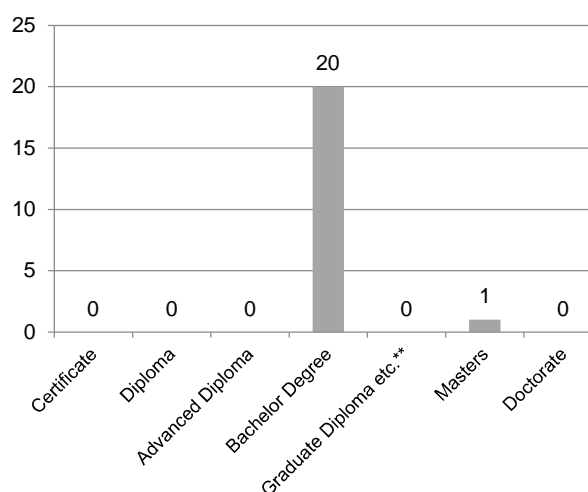
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	15	<5
Full-time equivalents	17	8	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	20
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 2014 were \$4420.

The major professional development initiatives are as follows: data analysis; support for students with disabilities; early learning support and literacy.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	92%

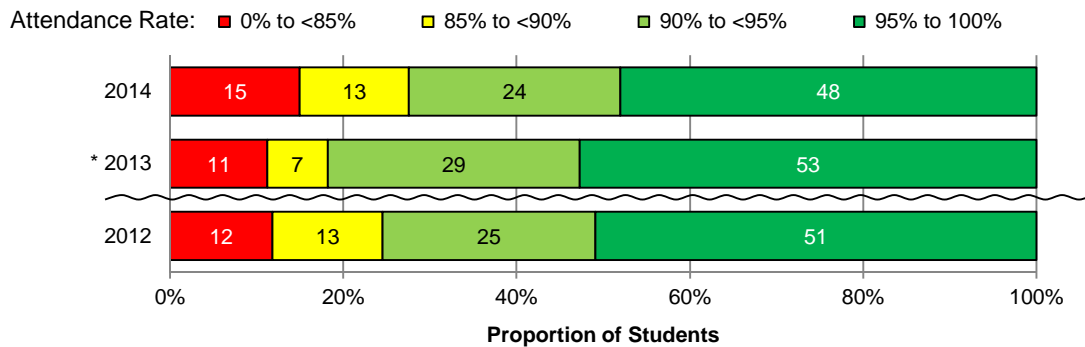
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	94%	93%	94%	94%	86%	91%	93%					
2013	93%	94%	94%	94%	92%	90%	93%					
2014	93%	89%	94%	93%	95%	92%	92%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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 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 2014 was 8% below non Aboriginal and Torres Strait Islander students. This gap will be worked on in 2015, with personal attention given to families to strive for good attendance rates.

Achievement of Aboriginal and Torres Strait Islander students is similar to that of the general school enrolment. Gaps are generally small, with some anomalies based on group cohorts. With small numbers of students in assessed classes gaps are not reported individually. Writing and Numeracy show the smallest gaps, with reading having the biggest gap. Reading will be focused on strongly in 2015.

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