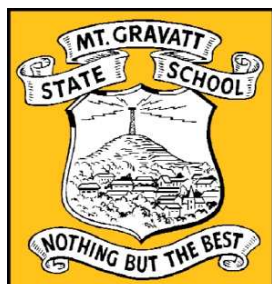


Mount Gravatt State School

Queensland State School Reporting

2015 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 support for high achievement in literacy and numeracy, with a recent strong improvement agenda in Reading. The Arts and ICTs play a strong role in our school, as do the emerging areas of Science, Technology, Engineering and Mathematics.

Our school vision is for a *Clever, Creative and Caring School*.

Our school is diverse and inclusive, with over 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 years.

This report will give further information about Mount Gravatt State School and its achievements in 2015.

School progress towards its goals in 2015

Key Priority	Progress	Notes
Implementation of curriculum	Partially completed	Ongoing review and monitoring of curriculum program in 2016, with alignment mapped and English units of work refined and strengthened.

Embedding of data analysis	Partially completed	Whole school data plan reviewed, with assessment schedule clarified.
Differentiation of classroom learning.	Ongoing	Support plans implemented school-wide. Review of school intervention plan to be completed.
Improving Reading outcomes	Ongoing – partially complete	Key improvement agenda item 2016.
Implementation of writing project to improve writing outcomes	Partially complete – monitoring until 2017	Improved results in writing. New processes for assessment and feedback to inform teaching and learning cycle.

Future outlook

In 2016 our improvement agenda centres around improving student outcomes in Reading.

This is being done via:

- Collaborative development of a revised Mt Gravatt State School Reading Program;
- Coaching and mentoring of teachers in quality pedagogy to teach reading;
- Embedding of the school's Comprehension Strategies (Super 6) and Decoding skills (Nifty 9), basing work on Sheena Cameron research and practices;
- Goal setting for students, with target setting at a class and school level, in line with Regional Targets
- Sharing the leadership of the reading program to enhance professional growth in teachers and to provide a supportive learning environment for staff and students to reach their goals.

Work around community partnerships and continuing the work in social and emotional learning will also occur in 2016.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	229	107	122	19	88%
2014	238	117	121	13	89%
2015	229	116	113	9	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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. Approximately 40% of families have a non-English Speaking background, though fewer than 20% of students were born outside Australia.

Students from Aboriginal and Torres Strait Islander families make up approximately 4% 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 verified disabilities make up approximately 4% 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 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		
	2013	2014	2015
Prep – Year 3	19	22	18
Year 4 – Year 7 Primary	21	20	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	14	25	16
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Mount Gravatt State School delivers the Australian Curriculum and Queensland Essentials. This is done via explicit teaching methods, including the Gradual Release of Responsibility model ("I do, we do, you do"). Learning is made explicit to students so that they identify what they are learning, how to improve and what the teacher is looking for.

Class teachers plan units of work based on the prescribed curriculum in conjunction with the Head of Curriculum, ensuring curriculum is mapped so that students have opportunities to explore and understand the curriculum as part of a continuous and consistent precise plan.

In reading, students are involved in shared reading, modelled reading, and guided reading lessons, along with focused independent reading. Comprehension and decoding skills are explicitly taught in these components, along with in cross-curricular learning opportunities.

Extra Curricular Activities

Students at Mount Gravatt State School have opportunity to participate in a range of extra-curricular activities:

- Instrumental Music – Strings program (Year 3-6)
- Instrumental Music – Band program (Years 4-6)
- School sport: netball, soccer
- Homework Club (Years 3-6)
- Creative Kids Club
- Coding and Robotics
- Peer support program
- Excursion program – all classes P-6
- School Camp (Years 5 & 6)
- School Musical (Concert)
- Art Show

- ICAS testing program
- Craft club, Mahjong, Garden Club, Eco Kids, Talent quests and other lunch time activities.

How Information and Communication Technologies are used to improve learning

Students have access to desktop and laptop computers in all classrooms. All classrooms have interactive whiteboards with connectivity. Wi-Fi has been upgraded school-wide. Sets of iPads are used in all classrooms to enhance learning and provide creative opportunities for enhancement of digital skills. Individual students use iPads to access the curriculum and demonstrate their learning as described in support plans. Teachers use online learning programs including Reading Eggs, Mathletics, and EdStudios on The Learning Place. Great emphasis is on how ICTs can be used as a tool in learning and life in order to solve problems. Robotics programs are in the early stages of teaching students problem solving and design skills.

Social Climate

Mount Gravatt State School is part of the School Wide Positive Behaviour for Learning program (PBL). 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 PBL 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. This includes programs for anti-bullying measures.

96% of parents are satisfied that their child is treated fairly at our school, 100% that their child feels safe and 96% that behaviour is managed well.

The school also implements the "You Can Do It!" program, enhancing student organisation, persistence, resilience, getting along and confidence. Weekly lessons are undertaken and students are recognised for displaying these attributes.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	100%	96%
this is a good school (S2035)	97%	100%	92%
their child likes being at this school (S2001)	100%	100%	92%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	93%	100%	88%
their child is making good progress at this school (S2004)	97%	96%	79%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	91%	83%
teachers at this school motivate their child to learn (S2007)	100%	100%	88%
teachers at this school treat students fairly (S2008)	97%	100%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	96%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	97%	95%	87%
this school takes parents' opinions seriously (S2011)	97%	100%	95%
student behaviour is well managed at this school (S2012)	93%	96%	96%
this school looks for ways to improve (S2013)	97%	100%	88%
this school is well maintained (S2014)	96%	91%	83%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	94%	90%
they like being at their school (S2036)	100%	92%	92%
they feel safe at their school (S2037)	98%	92%	90%
their teachers motivate them to learn (S2038)	93%	97%	93%
their teachers expect them to do their best (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	93%	93%	92%
teachers treat students fairly at their school (S2041)	95%	93%	84%
they can talk to their teachers about their concerns (S2042)	91%	87%	78%
their school takes students' opinions seriously (S2043)	81%	87%	85%
student behaviour is well managed at their school (S2044)	86%	71%	74%
their school looks for ways to improve (S2045)	100%	98%	97%
their school is well maintained (S2046)	98%	94%	85%
their school gives them opportunities to do interesting things (S2047)	95%	93%	87%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	95%	94%
they receive useful feedback about their work at their school (S2071)	90%	95%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	93%	67%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	95%	95%	100%
student behaviour is well managed at their school (S2074)	85%	77%	88%
staff are well supported at their school (S2075)	95%	86%	88%
their school takes staff opinions seriously (S2076)	95%	95%	88%
their school looks for ways to improve (S2077)	100%	95%	100%
their school is well maintained (S2078)	75%	68%	41%
their school gives them opportunities to do interesting things (S2079)	100%	86%	82%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 supports the school 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, sport 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 community Playgroup is held at the school every Monday in term time for families with young children.

Reducing the school's environmental footprint

Mount Gravatt State School staff and students are committed to sustainability. During 2015 students were involved in learning activities regarding protecting the environment, along with gardening, recycling and energy conservation. Students and staff implement the LoFoCo program – *lights off, fans off, computers off*. Students are encouraged to bring low waste food to school, especially on weekly "nude food" days.

Staff are asked to consider energy use in planning school activities.

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
2012-2013	122,911	766
2013-2014	108,674	1,603
2014-2015	96,865	1,597

*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.

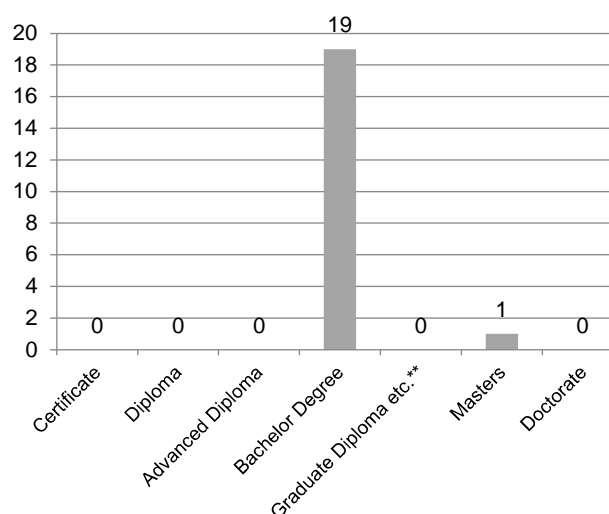
Our staff profile

Staff composition, including Indigenous staff.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	14	0
Full-time equivalents	15	7	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	20



*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 2015 were \$20 213.

The major professional development initiatives are as follows:

Coaching and mentoring in the teaching of reading;

“The Teaching of Reading” modules and ongoing peer support program;

Curriculum planning overview and data analysis;

“Seven Steps” approach to writing.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	84%	87%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

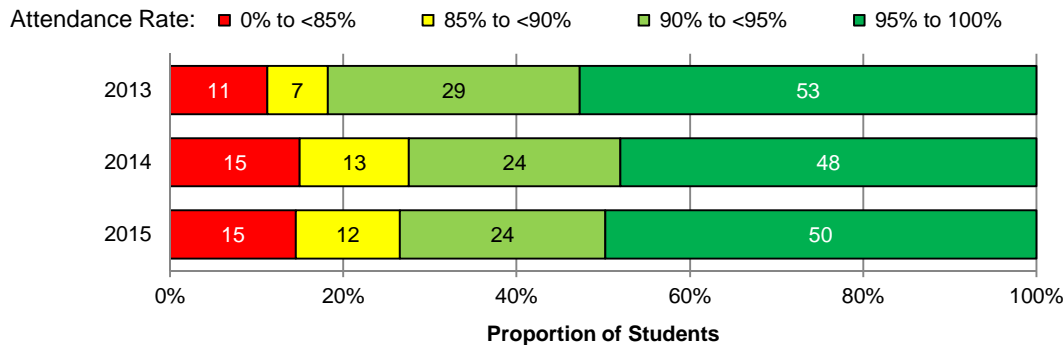
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	93%	94%	94%	94%	92%	90%	93%					
2014	90%	93%	89%	94%	93%	95%	92%	92%					
2015	92%	91%	91%	93%	90%	91%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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. Parents are contacted via phone call or text to follow up on unexplained absences.

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.

Student attendance trends are reported in the school newsletter, with information for parents on the importance of school and how to support regular 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.