

Queensland State School Reporting – 2011

Mount Gravatt State School (0198)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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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 staff have specific expertise in the area of Vision Impairment.

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 2011.

Jenny Watson

Principal

School progress towards its goals in 2011

Significant progress in preparation for implementation of Australian Curriculum. Expansion of the Curriculum Framework.

Significant progress in analysis of data to design programs to further support students and keep all individuals at their personal level of challenge.

Significant progress with development of Literacy programs and intervention programs across the school.

Continued significant improvement in school results in reading, writing, spelling and number. This has been particularly evident in the lower school.

Successful continuation of School Wide Positive Behaviour Support program across the school, including embedding the "Buzz Awards" and significantly reducing number of behaviour interventions required.

Completion of Quadrennial School Review, including data analysis, consultation and planning for the next four years.

Future outlook

Key areas for development include:

Continued implementation of a coherent, sequenced plan for curriculum delivery, with commencement of Australian Curriculum.

Implementation of Education Queensland's C2C (Curriculum into the Classroom) units of work to ensure consistency

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across the school and between schools.

Embedding data analysis and data-driven decisions into the teaching / learning cycle.

Expansion on the differentiation in all classrooms to cater for diverse learning needs, including high quality intervention and extension programs.

Focus on research-based pedagogy to ensure all students are engaged in every lesson and able to achieve “nothing but the best”.

Strengthening of a pedagogical framework that provides support and consistency for all students using the gradual release of responsibility model: *I do, we do, you do*.

Embedding of high quality reading comprehension practices across the school, implementing the Question Answer Relationship framework.

Enhancing curricular and extra-curricular opportunities at the school: sport, social, arts, excursions.

Our school at a glance

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 2011 – Nov 2011)
242	117	125	93%

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 2011 there were fewer than five students receiving refugee support.

An increasing number of students enrol as International Students whose parents are studying at the local University Campus. In 2011 over the year approximately thirteen International Students were enrolled and this number is steady.

In 2011 approximately 20% of students at Mt Gravatt State School were born outside of Australia, with areas most highly represented being India, Indonesia and the Middle East.

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, with staff having particular expertise in this area. In 2011 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. Some students worked with support in the Special Education Class at times.

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. In 2011 our school was part of Brisbane City Council's Active School Travel program.

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 2011

Phase	Average Class Size
Prep – Year 3	23.3
Year 4 – Year 10	23.9
All Classes	23.6

School Disciplinary Absences

Our school at a glance

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

Curriculum offerings

Our distinctive curriculum offerings

Integrated learning programs for students with vision impairment;

In-class or special class support for students with disabilities;

ESL program for students from Non-English speaking backgrounds;

Refugee support programs;

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 the Australian Curriculum in English, Mathematics and Science or Queensland Studies Authority Essential Learnings in other Key Learning Areas.

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 – Year 3 to 7

Band Instrumental Music Program – Year 5 to 7

Student Council

Excursions – full excursion program, with excursions at each year level

School Camp

Choir

Cluster Interschool Sports Program

Leadership Program

Lunchtime activities: Library, Board Games, Sport, Craft, "The Hive" drop in centre etc.

Active After School Sports Program

P&C Social functions – school discos, fun nights, movie nights, art show

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 classroom computers for student use and an Interactive White Board which is used to deliver curriculum.

Students have access to learning activities through activities such as Mathletics and Reading Eggs, as well as the Learning Place for virtual classrooms and Ed Studios.

Students are actively involved in using digital imaging – both still and video.

Students began to use iPads for learning in 2011 and this will be extended upon in 2012.

All teachers in 2011 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.

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).

Our school at a glance

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. School behaviour has improved remarkably since the introduction of SWPBS, with behaviour referrals being cut by one third.

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 2011, from the School Opinion Survey, 90.3% of parents were satisfied that their child is safe at the school, 83.9% of Parents were satisfied that this is a good school and 83.9% are satisfied that their child is happy to go to this school.

Parent, student and teacher satisfaction with the school

Satisfaction levels are generally improving at Mount Gravatt State School. Teachers are happy to work at the school, with most staff members choosing to stay at the school for long periods of time. Many of our families, too, have been long term (sometimes generational) Mount Gravatt students.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	84%
Percentage of students satisfied that they are getting a good education at school	83%
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	84%

DW – Data withheld

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. The P&C is very active in running social functions such as school discos and the annual Art Show fun night.

Parent volunteers are active in classrooms, along with assisting on excursions and special activities. Parents work in classrooms in areas such as reading, art and group 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

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 2011 students were involved in learning activities regarding the environment, along with gardening, recycling and energy conservation. The student Eco Club initiated a "LoFoCo" program – "Lights off, fans off, computers off". Students were also involved in rubbish reducing programs.

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.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	89,075	245
2010	136,784	0
% change 10 - 11	-35%	N/A

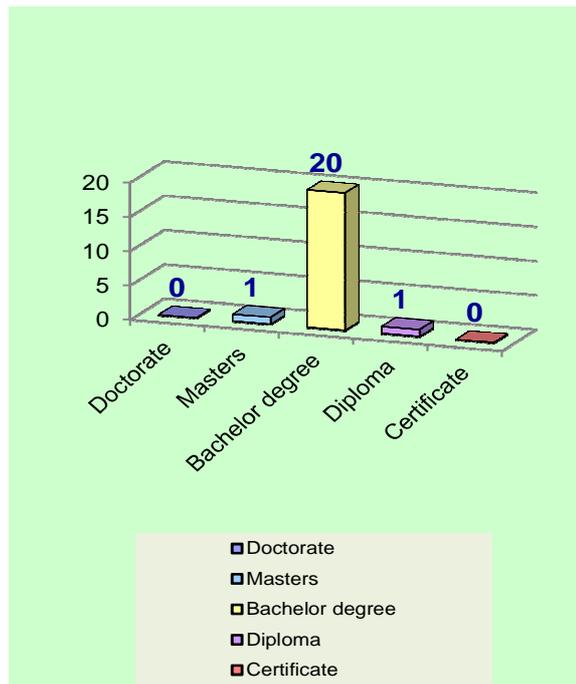
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	22	15	<5
Full-time equivalents	16	9	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	20
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$14833.

The major professional development initiatives are as follows:

- ICT usage in classroom learning and teacher planning.
- Preparation for the Australian Curriculum in English, Mathematics, Science
- Science PD – Primary Connections
- Planning units of work using OneSchool
- C2C preparation – Curriculum into the Classroom
- Literacy – QAR Reading Comprehension

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

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 2011 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

SEARCH

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

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

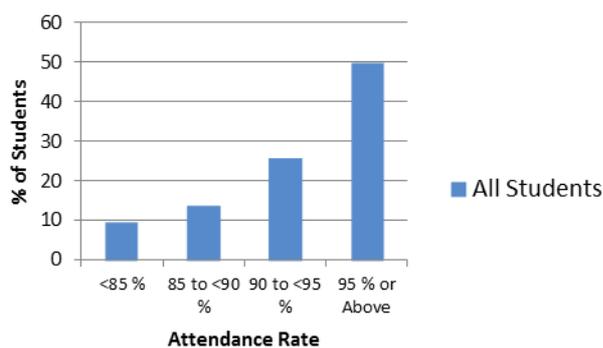
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate 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
94%	94%	93%	90%	91%	94%	94%	n/a	n/a	n/a	n/a	n/a

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 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. Unexplained absences of three days or more are investigated.

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.

Performance of our students

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/>.

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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 5.2% below that of Non Aboriginal and Torres Strait Islander students, at 87.9%. Personal contact with Aboriginal and Torres Strait Islander student families is being made to work together with families to improve attendance, with improvement noted in semester two.

Aboriginal and Torres Strait Islander student achievement is currently similar to Non Aboriginal and Torres Strait Islander student achievement. Aboriginal and Torres Strait Islander students have individual learning plans 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 in being actively involved in their children's education.

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