



Mount Gravatt State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education



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School Overview

Mount Gravatt State School is a small urban school. In 2017 we currently had approximately 230 students enrolled. Students come from diverse backgrounds. This diversity encompasses different cultures, broad demographics and students with disabilities. The school has a Special Education Program, with specific expertise in the area of Vision Impairment. A variety of cultures is represented in our school which adds to the exciting diversity. Our school has a strong program in The Arts (both visual and performance) along with a focus on ICTs, including Robotics. Literacy and Numeracy hold strong foundations and are used in all Key Learning Areas to ensure all students can reach their potential. Our school has a strong focus on reading, with consistent practices embedded across the school.

Our school vision is for a *clever, creative and caring community*.

The values our school holds include:

- Problem solving – creative thinking to solve social, academic and life problems
- Self-motivated learning, with independent thinking
- Embracing diversity
- Varied and challenging learning opportunities
- Excellence – “Nothing But the Best”
- Opportunities for success
- Happy and engaged learners
- Positive relationships
- Consistency of practice
- Safe, Responsible and Respectful behaviours
- Academic rigour

Principal’s Foreword

Introduction

This report details our progress in 2017 to meeting our goals of a clever, creative and caring community.

School Progress towards its goals in 2017

Key Priority	Progress	Notes
Reading	Embedded	Consistency of practice Precise parameters in all classes School coaching program Case management Shared leadership High expectations
Numeracy	Commenced	<i>Priority delayed to fully embed Reading and focus strongly on literacy. Awareness raising in Numeracy only</i>
STEM	Commenced	Robotics program underway Entrepreneurs program commenced Maker Space creativity program commenced
Community	Ongoing	Positive Behaviour for Learning continued Renewed communication methods to parents and wider community

Future Outlook

In 2018 our focus continues to be to firmly embed the improved Reading program in all classes Prep-Year 6.

This will be done via:

- Close monitoring of precision and consistency of practices in literacy
- Embedding the coaching model and feedback practices
- Refining goal setting for students
- Working with other local schools to ensure practices in the teaching of English are strong
- Monitoring of data
- Introduction of new synthetic phonics program into Prep

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	229	116	113	9	91%
2016	217	109	108	7	86%
2017	229	121	108	15	89%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Mount Gravatt State School has a very diverse student body, which is a great strength of our school.

Students generally come from local neighbourhoods, however some students do travel broader distances to attend the school. Our proximity to the university and availability of local public transport, along with our Outside School Hours Care program contribute to these enrolments. Enrolment numbers have generally been stable for the last three years, however recent growth in the lower school indicates school numbers will rise in coming years.

Our school is diverse culturally, with almost 35 nationalities represented. In the past there were higher numbers of students who came as refugees to Australia, though we have less than 5 students now in this situation. Approximately 40% of families have a non-English speaking background, though only 20% 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, Intellectual Disability and Autism Spectrum Disorder. Students with verified disabilities make up about 4% of the student population.

Diverse socio-economic backgrounds are also characteristic of the 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 also broadly spread.

Most students at Mount Gravatt State School come to us after being in local childcare programs. Post grade six, most students move on to the three local high schools: Mount Gravatt State High School, Cavendish Road State High School and Mansfield State High School.

Travel to school is varied for our students. Most travel by car, but public bus is used by some students. A small number of students walk or ride bikes to school.

Classes at Mount Gravatt State School are a mix of single grade and composite classes.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	25	21
Year 4 – Year 6	25	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Mount Gravatt State School delivers the Australian Curriculum. This is done via explicit teaching, including the Gradual Release of Responsibility model (I do, we do, you do). Learning is made explicit to students so 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. Teachers work with the Head of Curriculum to adapt and adopt the Curriculum into the Classroom units to meet student need and ensure a strong match to the Australian Curriculum.

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 cross-curricular learning.

Co-curricular Activities

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

- Instrumental music (strings) – Yr. 3 to 6
- Instrumental music (band) Yr. 4 to 6
- School sport – Netball
- Homework Club – Yr. 3 to 6
- Maker Space Club
- Coding and Robotics
- Excursion program Prep-Year 6
- School Camp (Yr. 5 & 6)
- School Musical (concert) / Arts opportunities
- Art Show
- ICAS testing program
- Science Club
- Peer Mediators program (Leadership)
- Craft club, Talent Quests and other lunch time activities

How Information and Communication Technologies are used to Assist Learning

Students have access to desktop and laptop computers in years 1-6. All classes have interactive whiteboards with connectivity. iPads are used from Prep-Year 6 in all classrooms to enhance learning and provide creative opportunity for enhancement of digital skills. Classes have sets of ipads to access as needed. Teachers use online programs such as Reading Eggs and Manga High Maths.

Robotics and coding with BeeBots, Ozobots, Spheros and Lego Mindstorms occurs from Prep-Year 6.

Social Climate

Overview

Mount Gravatt State School is part of the 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 Responsible, and Be Respectful*. A thorough program of social skills and values lessons is also implemented. This includes an anti-bullying program.

The school implements a variety of programs to teach social skills, including the Daniel Morcombe Safety program, Respectful Relationships, You Can Do It!

In 2017, 85 % of parents reported that they were satisfied with behaviour management at the school. Consequently a complete review of processes were undertaken to refine programs, support and processes.

Parent opinion survey also indicates that 97% of parents are satisfied that teachers treat students fairly at this school.



Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	94%	100%
this is a good school (S2035)	92%	97%	100%
their child likes being at this school* (S2001)	92%	97%	97%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	88%	91%	100%
their child is making good progress at this school* (S2004)	79%	88%	100%
teachers at this school expect their child to do his or her best* (S2005)	92%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	97%	100%
teachers at this school motivate their child to learn* (S2007)	88%	97%	100%
teachers at this school treat students fairly* (S2008)	96%	94%	97%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	97%
this school works with them to support their child's learning* (S2010)	87%	97%	100%
this school takes parents' opinions seriously* (S2011)	95%	90%	94%
student behaviour is well managed at this school* (S2012)	96%	78%	85%
this school looks for ways to improve* (S2013)	88%	91%	97%
this school is well maintained* (S2014)	83%	88%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	90%	96%	98%
they like being at their school* (S2036)	92%	98%	92%
they feel safe at their school* (S2037)	90%	95%	92%
their teachers motivate them to learn* (S2038)	93%	95%	93%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	89%	86%
teachers treat students fairly at their school* (S2041)	84%	86%	75%
they can talk to their teachers about their concerns* (S2042)	78%	84%	80%
their school takes students' opinions seriously* (S2043)	85%	87%	78%
student behaviour is well managed at their school* (S2044)	74%	77%	59%
their school looks for ways to improve* (S2045)	97%	97%	92%
their school is well maintained* (S2046)	85%	90%	84%
their school gives them opportunities to do interesting things* (S2047)	87%	91%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	95%	100%
they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	91%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	100%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	88%
student behaviour is well managed at their school (S2074)	88%	86%	79%
staff are well supported at their school (S2075)	88%	91%	80%
their school takes staff opinions seriously (S2076)	88%	90%	76%
their school looks for ways to improve (S2077)	100%	100%	92%
their school is well maintained (S2078)	41%	45%	52%
their school gives them opportunities to do interesting things (S2079)	82%	86%	88%

* Nationally agreed student and parent/caregiver items

'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. New members are always welcome. The P&C is active in the decision making of the school, along with fundraising to support student programs. The P&C supports the school in running social functions such as the Art Show. The P&C runs the uniform shop and tuckshop.

Parent volunteers are active in classrooms. Help is appreciated with changing home readers, helping with reading groups, sport, art and excursions.

Parents regularly come to Wednesday's assembly. Parents are invited along to special days and activities.

A parent information night (class expo) is held in term one. Parent teacher interviews are held twice a year, but regular contact is strongly encouraged. Many parents keep in touch with teachers via email.

A community playgroup is held every Monday at the school for families with young children.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school implements the Daniel Morcombe Child Safety Curriculum is implemented every second year, with a focus on teaching students personal safety and respect. Students are taught to *Recognise, React, Report* unsafe situations. Staff undertake professional development in helping students with personal safety, understanding trauma and supporting families in need.

The Respectful Relationships program (Department of Education) is being implemented in 2018.

The school has anti-bullying, cyber safety and personal safety programs.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	16	13	27
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Mount Gravatt State School staff and students are committed to sustainability. During 2016/17 students were involved in learning activities regarding protection of environment, along with gardening, recycling and energy conservation. Students are encouraged to bring waste-free 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 and monitoring power use have been undertaken.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	96,865	1,597
2015-2016	168,836	1,065
2016-2017	52,281	887

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:
 Government
 Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	17	0
Full-time Equivalents	17	10	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	5
Bachelor degree	16
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$27 291.

The major professional development initiatives are as follows:

- The Teaching of Reading
- Phonics
- Coaching / Mentoring
- Curriculum Planning & Review
- Supporting challenging students / students with trauma

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	89%	88%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

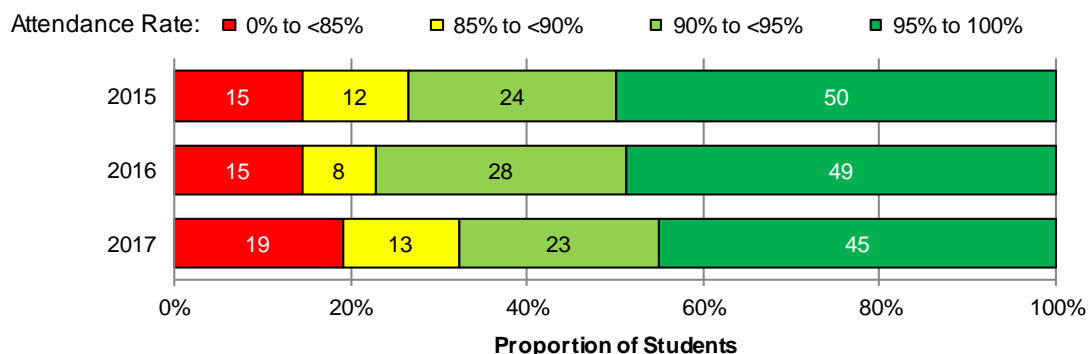
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	91%	91%	93%	90%	91%	94%						
2016	92%	94%	91%	94%	92%	91%	93%						
2017	92%	90%	91%	94%	92%	91%	92%						

*Attendance rates effectively count 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 Department of Education 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 Mount Gravatt State School are marked electronically twice a day: morning and afternoon. This information is monitored by administration staff. Text messages are sent to parents who have not already contacted the school about their child's absence. This is followed up to ensure students are safe.

Families are contacted regarding unexplained absences and letters sent home each term. Parents are invited in to discuss ongoing absenteeism. The Guidance Officer becomes involved in cases of ongoing absenteeism.

Students with ongoing issues of absenteeism are included in the regular Special Needs Committee meetings.

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

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

Conclusion

Mount Gravatt State School is on a journey of continuous improvement, with results showing significant improvement when compared to starting point in 2008. The community is committed to providing a safe and positive learning environment for all, with opportunities for students to experience success.