



# School Improvement Unit Report

## Mount Gravatt State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Mount Gravatt State School from 27 to 29 April 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	1263 Logan Road, Mount Gravatt
<b>Education region:</b>	Metropolitan Region
<b>The school opened in:</b>	1874
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	227
<b>Indigenous enrolments:</b>	4 per cent
<b>Students with disability enrolments:</b>	6.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1012
<b>Year principal appointed:</b>	2008
<b>Number of teachers:</b>	12.6 full-time equivalent
<b>Nearby schools:</b>	Mount Gravatt East State School, Upper Mount Gravatt State School
<b>Significant community partnerships:</b>	Mount Gravatt schools' cluster, Mackerall Swimming Club, Community Playgroup, PCYC Outside Hours Care
<b>Unique school programs:</b>	Mount Gravatt Art Show, Annual School Musical



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director/Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Head of Curriculum (HOC), Master Teacher, Head of Special Education Services (HOSES)
  - 11 classroom teachers
  - Two specialist teachers
  - Six teacher-aides
  - Eight parents
  - 16 students, including student leaders
  - Principals of two neighbouring schools
  - Two facilities staff
  - Coordinator, Outside Hours School Care

### 1.4 Review team

Gary Austen	Internal Reviewer (review chair)
Benjamin Gaske	Peer Reviewer
Matthew Glen	External Reviewer



## 2. Executive summary

### 2.1 Key findings

- The school has a broad improvement agenda focused on a range of curriculum and pedagogical initiatives.

The school is focusing on a range of improvement areas including student attendance, the teaching of reading and improvements in number concepts.

- School leaders and teachers engage in a range of informal opportunities to observe and feedback on teaching.

The principal has undertaken a number of classroom walk-throughs and supported a range of other feedback processes. Whilst these activities broadly align with the school's improvement agenda, they are yet to be embedded as an on-going and regular aspect of the school's work.

- The school has a positive culture, is highly inclusive and values the cultural backgrounds of students and families.

Parents and students speak highly of the school. The staff are strongly committed to the wellbeing of students and take an interest in the learning of every child.

- School leaders are committed to improved school effectiveness and are refining the school's leadership model to enable broader ownership and commitment to the improvement agenda.

School leaders are committed to the school's improvement and acknowledge the need to enable a broader range of staff to take on ownership for the development of a range of programs across the school.

- The school has a documented curriculum plan that includes year level and term plans.

Teachers use the Curriculum into the Classroom (C2C) resource to guide the implementation of units of work informed by the Australian Curriculum. Teachers are increasingly moving beyond the C2C resource in teaching curriculum content. The way in which the curriculum planning process supports school-wide evaluation of units and the strategic monitoring of the enacted curriculum across all classrooms is not clear.

- The school places a high focus on the provision of resources and support for students experiencing difficulty with learning. Leaders recognise the need to provide additional challenge for more able students.

Significant resources and attention are focused on providing support for students who experience difficulty with their learning. A deliberate, whole school approach to challenging more able students is not evident.



- The school has established partnerships with a small number of local schools to build the collective capability of staff. Partnerships with parents and other community groups are limited.

Professional development activities are shared across schools. A strategic approach to the development of parent and other community partnerships is not in evidence.



## 2.2 Key improvement strategies

- Narrow and sharpen the school improvement agenda to include specific strategies, targets, timelines and milestones for success. Build broad ownership for the improvement agenda and communicate this widely with the school and broader community.
- Review the whole school curriculum plan. Embed quality assurance processes within the design to ensure alignment with the Australian Curriculum and a clear process for collaborative planning and evaluation. Build opportunities for broad input from staff to the design, to enable the delivery of a locally responsive curriculum for students.
- Access regional support services to partner with the school in developing a feedback culture that includes regular observation of teaching, coaching and mentoring opportunities for leaders and teachers.
- Examine opportunities to develop a shared leadership model across the school. Use distributed leadership as a vehicle to unlock the potential of staff in being active and committed partners in the school improvement agenda.
- Implement a deliberate and comprehensive community engagement strategy. Identify key stakeholders, strategies to engage partners in building school and community commitment and efficacy in delivering sustainable school improvement.
- Continue to build the differentiation practices of teachers, with a key focus on assuring the progress of high-achieving students. Enact a deliberate, school-wide strategy, for the teaching of higher-order and creative thinking. Carefully track and respond to the progress of more able students.