

Mount Gravatt State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Mount Gravatt State School** from **22 to 24 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

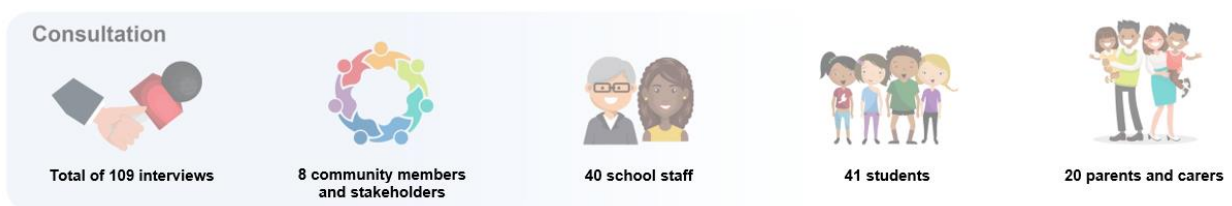
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Kim Kelly	Internal Reviewer, SRR (review chair)
Renée Heathwood-Brunskill	Peer Reviewer
Howard Nielsen	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Turrubul and Yagara We acknowledge the shared lands of the Turrubul and Yagara nations and the Turrubul and Yagara people of the Turrubul and Yagara language regions.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	273
Indigenous enrolment percentage:	5.6%
Students with disability percentage:	17.5%
Index of Community Socio-Educational Advantage (ICSEA) value:	1038

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **12 to 14 November 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1026 and the school enrolment was 233 with an Indigenous enrolment of 5% and a student with disability enrolment of 23%.

The key improvement strategies recommended in the review are listed below.

- Develop, implement and quality assure a consistent, systematic approach to the delivery of the Australian Curriculum (AC) at the school. (Domain 6)
- Review and refine the current pedagogical framework to define core expectations of teachers, deepen staff understanding, and increase consistency of practice. (Domain 8)
- Implement a systematic approach to collegial engagement, including observation, coaching, mentoring, and models of feedback aligned to the school's improvement priorities. (Domain 5)
- Enact rigorous Quality Assurance (QA) processes to monitor and sustain whole-school improvement initiatives. (Domain 1)
- Develop and implement a collaborative process whereby teachers formally and routinely analyse student learning data to identify trends, gaps and opportunities across their classes/cohorts, particularly in the areas of the school's priority agenda. (Domain 2)
- Collaboratively devise and implement a school-wide response to the learning and wellbeing needs of higher ability learners at the school. (Domain 7)

2. Executive summary

2.1 Key affirmations

Wellbeing and engagement in learning are the heart of the school.

Leaders and teachers champion an approach to education that strives to focus on the social and emotional wellbeing of students as well as their cognitive development. They discuss that 'understanding our students is at the heart of what we do'. Teachers and teacher aides discuss each student as a unique learner and recognise the importance of emotional wellbeing for engaging students in learning. Aspirations for the performance of both staff and students are underpinned by the motto of *'Nothing but the best'* and the school vision of *'Clever, Creative and Caring Community'*. Parents express appreciation for the school's nurturing approach to their child's learning. Students articulate that teachers have their best interests in mind and want the whole class to learn.

Strong relationships and a sense of belonging built on mutual trust and respect permeate the school.

Teachers speak of a culture of collaboration and learning from each other, describing mutual trust and sharing of expertise as integral to their professional growth and wellbeing. Students comment on the emphasis put on care as a foundation for learning and acknowledge the significant role played by the leadership team, teachers and teacher aides in promoting and reinforcing this aspect of life at school. They speak of teachers making them feel like they belong and that everyone is equal. Relationships between staff, the leadership team, students and parents are positive, engaging, caring and respectful in all aspects of school life.

A dedicated focus on quality assured curriculum delivery is established.

Teachers and leaders are committed to a constant focus on ensuring a consistent, systematic approach to the delivery of the AC. Leaders have strategically developed Professional Learning Teams (PLT) that support teachers' understanding of curriculum requirements and focus on progressing student achievement. Teachers indicate that these teams are highly valued and enhance their teaching practice. They discuss the value of the PLT time spent with leaders and the collegiality of brainstorming ideas for improving outcomes for student learning.

Staff strive for continuous improvement.

Leaders highly value and are committed to ensuring a continuous learning culture, which provides opportunities for staff to engage in professional learning. The vision of a *'Clever, Creative and Caring Community'* is tangible throughout the school community and reflects the high aspiration that all students will be able to access and progress through the curriculum. Teachers and teacher aides articulate the power of sharing practice and celebrating student achievement. Students speak about the strategies they are taught in class to solve problems, explore ideas and improve their achievement in learning areas.

2.2 Key improvement strategies

Domain 3: A culture that promotes learning

Collaboratively review a whole-school approach to learning engagement and behaviour founded on a set of core values and agreed expectations to build a positive learning environment.

Domain 5: An expert teaching team

Formalise professional learning opportunities and capability development for all staff, including consideration of trauma-informed practice and managing complex and challenging behaviours, to provide further support for vulnerable students.

Domain 7: Differentiated teaching and learning

Broaden systems to ensure that all stakeholders engage in conversations, planning and reviews of inclusive practices to support all students to access and progress through the curriculum.

Domain 8: Effective pedagogical practices

Review processes for classroom observation, feedback and coaching to monitor the consistent implementation of the school's agreed pedagogical approaches and impact on student learning outcomes.

Domain 7: Differentiated teaching and learning

Review collective understanding of inclusive practices and provide collaborative opportunities and professional learning to build staff capability to have high expectations and shared ownership for all students.

Domain 9: School-community partnerships

Collaboratively review whole-school communication and engagement processes to accommodate the diverse needs of the parent community and enhance the co-educative role of parents.