

Mount Gravatt State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Mount Gravatt State High School is a State Secondary co-educational school of 1185 students located in Loreburn Street, Mount Gravatt, 10 kilometres south of the Brisbane CBD. Our school is well served by public transport, close to tertiary and further education institutions, community organizations and facilities. Our school maintains an excellent reputation in the broader community and we are a CRICOS accredited school. 'Digna Petamus' (Let us Seek Worthy Things) is our school motto exemplified in our daily routines and practices of explicit high standards and expectations of valuing learning, participation, inclusiveness and care. This report provides information to parents and the broader community of our school's context, operations and achievements in 2015.

School progress towards its goals in 2015

Priority	Strategies	Actions	Completed	Progress made	Ongoing
Learning	Enrolment Management	Revised school enrolment management plan	✓		✓
		Promote and reward high rates of attendance			
		Maintain a positive learning climate and discipline			
	Programs of Excellence	Initiated POE in Dance Investigating other POE	✓		✓
GRG Funding		Reduce class sizes by employing 2.5 extra teachers	✓		✓
		Increase school Guidance Officer time to equivalent of 6 days per week			
Clarify learning leadership		HOD (Junior Secondary) appointed	✓		
		eLearning Co-ordinator under HOD (Learning Development)	✓		

	Commit to the Art & Science of Teaching	School wide practices of implementing the Marzano lesson design elements		✓	✓
	Initiate professional learning teams and cycles	Supporting professional reflection and development planning to school priorities		✓	✓
	Use data to and feedback to improve student learning performance	A school data collection plan identifies when, and ways and means of 'putting faces to the data' to support and/or accelerate every child's learning		✓	✓
	Implement a school Learning & Wellbeing Plan	Student Support Team identifies and case manages student referrals Encourage and promote wide range of co and extra curricular activities –eg Drama Club, Kokoda Challenge, Robotics Club School culture and community overtly celebrated as a recurring theme to maintain sense of belonging, pride and resilience	✓		✓
	Renew student governance and community partnerships in learning	Student leaders represent the 4 Pillars approach to school culture of learning P&C encouraged as active participants and partners in learning		✓	✓
Reading	Continue reading development	A structured approach to the teaching of reading "4 Level Guides" Adopt strategies of engagement based on the works of Pat Hipwell		✓	✓
Writing	Writing development as essential components of best teaching and learning practice	Promote and ensure the skills of writing are manifest across the curriculum		✓	
Numeracy	Provide extension and support	After school Maths tutorials On-line resources		✓	✓
Science	Promote extension opportunities in Science	ICAS, Kids STEM, Optiminds, national Science competitions			✓

Future outlook

Our students perform above nation in literacy and numeracy and compare favourably against Queensland State schools and similar state schools in academic performance. We look to continue to improve and capitalise on very high rates of attendance and engagement, very low rates of disciplinary matters and provide opportunity. Our sharp and narrow focus for school improvement in 2016 for even better student outcomes connects learning to students being proficient in literacy, and targeted teaching where data is used to inform what needs to be taught next, to have greatest effect and impact on learning. This further defines the explicit teaching approach in every classroom. Teachers are encouraged and supported to form professional learning teams to observe, seek feedback and share practices. Student achievement is expected to continue to rise.

We aim to achieve targets contained in *Our Plan 2016* as supplement to the Annual Implementation Plan. *Our Plan 2016* is posted to the school website as a ready reference and brings together the elements of State Schools Strategy.

Targets are aspirational and realistic to add 1% p.a. to >93% attendance, 100% QCE attainment, >80% year 12 OP 1-15, >95% of tertiary entry applicants, >30% students in upper 2 bands and >97% of students above NMS in literacy and numeracy, >90% Years 7 to 10 A-C in English, Maths and Science, >96% satisfaction in all dimensions of opinion surveys.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1010	498	512	26	96%
2014	1018	518	500	23	97%
2015	1155	589	566	23	96%

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:

At 1053 our ICSEA index is above median. The majority of our students are enrolled from out of catchment. Families seeking enrolment at our school are aspirant for their child's education, are well informed, research and make qualitative decisions to enroll their child at Mount Gravatt State High School. Typically, parent choice is in response to our school's calm and assuring learning environment and high standards of discipline. Our school is enrolment managed to 1239 students.

Our school reflects the general Australian urban demographic profile with 44 cultural and ethnic groups represented. Cultural diversity is valued in our school and a successful International Student Program has been conducted for many years. EALD students comprise 30% of enrolment but with less than 1% requiring funded English language support. Less than 2% of our students identify as of Aboriginal or Torres Strait Islander heritage. Enrolment growth has been sustained over a number of years and continues.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	24	23
Year 11 – Year 12	20	20	20

*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	37	45	40
Long Suspensions - 6 to 20 days	4	1	2
Exclusions	2	3	5
Cancellations of Enrolment	0	3	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

- Programs of Excellence feature and further introduced across all 4 pillars of learning from 2015. The four pillars are Academic, Arts, Sport, Community.
- Dance Excellence (Arts) was introduced in 2015 and our Music Excellence program in Strings, Woodwind, Brass, Percussion and Vocal are well subscribed and growing in enrolment.
- A STEM Academy is to be introduced in 2017
- Junior Secondary curriculum is based on ACARA and our Junior Secondary program was State winner of the Showcase for Excellence in State Schools Awards in that category.
- Senior Secondary curriculum is accredited by the QCCA. A range of external RTOs provide vocational courses at Certificate 2 & 3 level. As an academic focus, vocational courses are adjunct to the majority of students' senior learning pathways where greater than 70% of students seek tertiary entry
- Academic Edge Program continued to evolve in Junior secondary providing opportunity for high performing and gifted and talented students to demonstrate critical thinking and creativity through enrichment activities within the curriculum. Edge activities are conducted in English, Mathematics, Science and Social Science and Edge (Music).
- Robotics has been a successful addition to the co-curriculum as an extension of applied mathematics and technology.
- The *Art & Science of Teaching* pedagogical framework is referenced in the schoolwide model of practice and has subsumed the first steps taken with explicit instruction in recent years. This framework provides a clear and observable taxonomic approach for teacher practice in instruction while promoting higher order learning

Extra curricula activities

Our school offers over 40 co and extracurricular activities across the arts, sport, academic and community fields of the curriculum. School musicals are held bi-annually.

- Drama Club
- School Concert Band,
- Jazz Ensemble and Choir
- Debating continues to be popular and successful
- Chess is a popular lunch time activity and teams compete in interschool competitions.
- Kokoda Challenge
- Environmental Warriors – Bulimba Creek Catchment
- Developing community participation and leadership through programs delivered by "High Resolves" in Junior Secondary and "Y Lead" in senior secondary are encouraged and well subscribed by students

How Information and Communication Technologies are used to improve learning

Our school delivers a one-to-one laptop program with 99% take up rate amongst families. Infrastructure is well integrated into classrooms and our Resource Centre, with evaluations regularly of the penetration of and use of ICTs in learning. Teachers have developed significant repertoire of learning resources and activities onto the Learning Place for 24/7 student access. Students are encouraged to use the student functions in OneSchool to maintain their learning profiles, plan pathways progression and monitor progress. Students maintain their artifact of day to day learning in digital portfolios and lodging assignments and other 'take home' tasks and activities in digital format.

In 2015 an eLearning Co-ordinator position was created to lead teachers into new practices and develop their skills repertoire of the use of ICTs in learning. Working with Head of Department (Teaching & Learning) teachers use virtual classrooms, integrating audio-visual and student creation of original works with the use of technology is significant.

A structured BYO device program is to be phased in for senior students from 2017 while laptops remain part of our student resource scheme for junior students. Our school 'library' is on-line and connected through a range of search engines to guide student research.

Social Climate

We enjoy and foster a sense of community in our school where doing one's best outweighs competitive considerations. Positive school climate is explicitly modeled and the school maintains a vertical care system of form classes. Upon enrolment, standards are articulated and a core value of respect is contextualized to allow students to learn, understand and practice appropriate social and personal behaviours. Our school is well managed where routines and responsibility are actively taught, students have a voice in a number of forums, and leadership and personal development is integral to our learning and well being plan.

Students are regularly and publicly acknowledged, praised and rewarded for positive behavior, effort and achievement and parents share and witness these celebrations. Our school's Responsible Behaviour Plan outlines the certainty of process when dealing with any issue of school bullying that is rare. Very high levels of parent, student and staff satisfaction, above State and often above "Like Schools" is annually recorded in all items of the School Opinion Survey, including 'safe at school', 'treated fairly', 'behaviour and discipline' and 'like being at this school'.

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)	94%	99%	99%
this is a good school (S2035)	94%	99%	97%
their child likes being at this school (S2001)	100%	96%	96%
their child feels safe at this school (S2002)	100%	99%	99%
their child's learning needs are being met at this school (S2003)	100%	95%	92%
their child is making good progress at this school (S2004)	100%	97%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	99%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	94%	93%
teachers at this school motivate their child to learn (S2007)	100%	93%	92%
teachers at this school treat students fairly (S2008)	94%	96%	87%
they can talk to their child's teachers about their concerns (S2009)	94%	96%	93%
this school works with them to support their child's learning (S2010)	94%	95%	91%
this school takes parents' opinions seriously (S2011)	93%	92%	88%
student behaviour is well managed at this school (S2012)	94%	99%	95%
this school looks for ways to improve (S2013)	100%	99%	96%
this school is well maintained (S2014)	100%	100%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	95%	94%
they like being at their school (S2036)	97%	92%	93%
they feel safe at their school (S2037)	99%	97%	94%
their teachers motivate them to learn (S2038)	95%	91%	91%
their teachers expect them to do their best (S2039)	98%	97%	97%
their teachers provide them with useful feedback about their school work (S2040)	96%	87%	90%
teachers treat students fairly at their school (S2041)	88%	91%	76%
they can talk to their teachers about their concerns (S2042)	85%	85%	70%
their school takes students' opinions seriously (S2043)	88%	87%	82%
student behaviour is well managed at their school (S2044)	95%	93%	94%
their school looks for ways to improve (S2045)	98%	97%	95%
their school is well maintained (S2046)	100%	98%	95%
their school gives them opportunities to do interesting things (S2047)	92%	92%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	98%	97%
they feel that their school is a safe place in which to work (S2070)	100%	98%	99%
they receive useful feedback about their work at their school (S2071)	92%	92%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	82%	81%
students are encouraged to do their best at their school (S2072)	99%	98%	97%
students are treated fairly at their school (S2073)	100%	98%	99%
student behaviour is well managed at their school (S2074)	100%	100%	96%
staff are well supported at their school (S2075)	95%	91%	91%
their school takes staff opinions seriously (S2076)	88%	89%	88%
their school looks for ways to improve (S2077)	94%	97%	97%
their school is well maintained (S2078)	95%	95%	93%
their school gives them opportunities to do interesting things (S2079)	91%	94%	93%

[#] '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

Parent attendance at school events is consistently highly subscribed.

- Formal reporting and face to face interviews are held twice each year.
- Two open days are held each year and a 'grandparents day'.
- Sports carnivals and performance evenings are open to parents also with high levels of attendance.
- An electronic newsletter service was adopted in late 2014 and supplemented by adoption of the Qschools smartphone

- QSchools has been positively received with 70% of parents registered for the application
- 'Positive Postcards' have been very well received that resulted in significant increase in and uptake of parents accessing information and communications.

Our school formalizes involvement in their child's education by giving voice to parents

- in School Advisory Council held twice per term, annual Planning Day activities to consult on the strategic direction of the school held at the end of term 3 each year
- P&C is well attended and encouraged to create a business and strategic plan of the ways and means of supporting the school's strategic direction in the areas of student resources, facilities and welfare
- Our school provides a Student Resource Scheme opt in for parents to provide texts, materials and ICT devices. Parent subscription is very high and annually exceeds 97% participation.
- Parents are demonstrably engaged in and support their child's learning and meet parental obligations. Our school is noted for its inclusive practices and sense of community.
- Students with special needs, including students with disabilities and gifted and talented are catered for and parents involved with their student's progress by case managers, extra Guidance and Support Teachers above allocation

Reducing the school's environmental footprint

Our school is a nationally recognized "Green School" and promotes environmental sustainability. Local community environmental groups including the Bulimba Creek Catchment and native flora societies support student involvement in "green" projects about the school. Local campaigns to conserve energy and water, recycling of paper and other waste are carried out across the school.

Noted increases in water and power relate to enrolment growth.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	349,902	4,303
2013-2014	343,372	2,040
2014-2015	371,455	4,572

*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

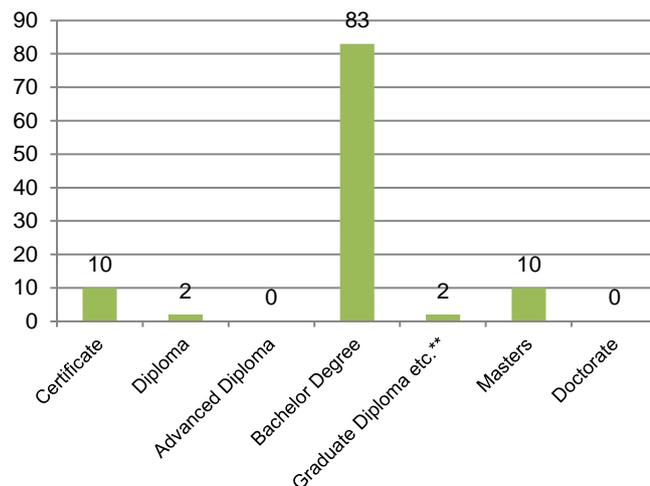
Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	94	37	<5
Full-time equivalents	86	27	<5

Staff composition is consistent with Australian demographic, stable and with very low rates of attrition or turnover. Our staff are highly experienced with the majority of teaching staff having 10 to 25 years experience. Recent staff movements have seen teachers of less than 5 years experience join our teaching staff ensuring an excellent combination of energy and experience

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	2
Advanced Diploma	0
Bachelor Degree	83
Graduate Diploma etc.**	2
Masters	10
Doctorate	0
Total	107



*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 \$35580

The major professional development initiatives are as follows:

- Art & Science of Teaching
- PEEL Writing
- Reading – Creating and implementing 4 Level Guides
- Personal Professional Development Planning & Review
- Professional Learning Teams
- ICTs in lesson design and delivery

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	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 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

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 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).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	86%	90%

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 Secondary schools was 90%.

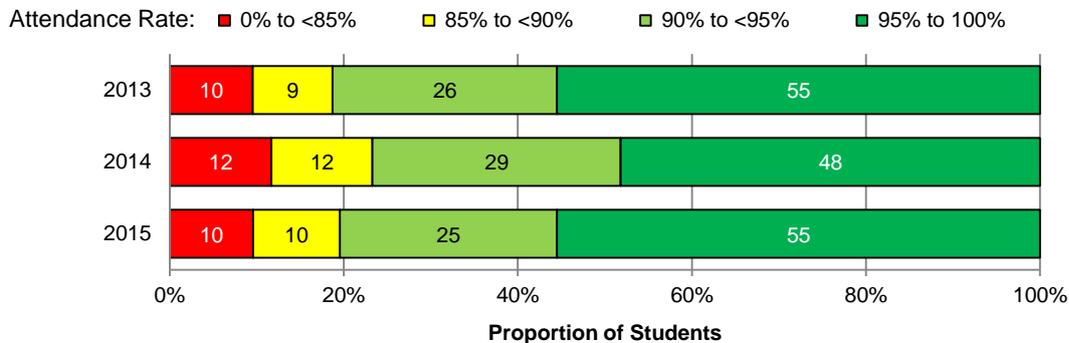
Student attendance rate for each year level (shown as a percentage)						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		95%	94%	91%	94%	93%
2014		94%	93%	92%	93%	93%
2015		95%	94%	94%	93%	94%

*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.

Our school adopted attendance targets and early intervention methodology in late 2014 to progress our “good to great” school improvement agenda. Roll marking is conducted in Form and period 1 classes by teacher marking of IDAttend electronic rolls and records of attendance compiled in accordance with Education Queensland policy. Rolls are electronically marked each lesson, attendance checked and reconciled with off campus and other curriculum activities and anomalies followed up each day. An Attendance Officer manages data input and quality assurance, personalizes parental contact either by telephone or email and consecutive unexplained absences resolved with parents. Zero instances of formal procedures to ensure parental obligation were required.

Positive postcards, the introduction of student Deans in both Junior and Senior secondary were appointed. The Deans work with students predominantly in the areas of welfare, engagement and development. Work of the Deans and sharper and family tailored communications have resulted in achieving even better attendance in 2015 and on track to be repeated in 2016.

Our attendance target for 2016 is 95%

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

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 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	95%	90%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	86%	38%	67%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	166	154	185
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	118	111	117
Percentage of Indigenous students receiving an Overall Position (OP)	80%	100%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	2	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	166	153	185
Number of students awarded an Australian Qualification Framework Certificate II or above.	69	30	62
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	150	145	184
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	78%	79%	78%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	97%	97%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	14	41	37	21	5
2014	19	43	26	23	0
2015	13	43	35	23	3

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	166	67	9
2014	153	16	16
2015	184	52	22

As at 16 February 2016. The above values exclude VISA students.

The greater majority of students pursue academic pathways with more than two thirds seeking tertiary entry. VET is offered to provide some exposure to all students and to complement QCE attainment. The current VET suite offered include:

- BSB10115 Certificate I in Business
- BSB20115 Certificate II in Business
- ICT10115 Certificate I in Information, Digital Media and Technology
- ICT20115 Certificate II in Information, Digital Media and Technology

We also offer (through Partnership)

- Certificate III in Early Childhood Education and Care CHC30113
- Certificate III in Dance CUA30111
- Certificate III in Fitness SIS30313
- Certificate III in Screen and Media (2017) CUA31015

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The rate of early school leavers is relatively low with all students exiting secondary school accounted for in education, training or full time employment.