



# Mount Gravatt State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

## Contact Information

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## School Overview

Mount Gravatt State High School is a State Secondary co-educational school of 1197 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. 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. Our school has an explicit improvement agenda centered on quality teaching and learning and enjoys very high levels of parent satisfaction. We are an enrolment managed school. Four pillars of learning; Academic, Arts, Sport & Community provide a learning framework for student engagement, participation, success and pathways. This report provides information to parents and the broader community of our school's context, operations and achievements in 2016.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

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 Developing POE in STEM for 2018		✓	✓
	GRG/I4S 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	<p>Student Support Team identifies and case manages student referrals</p> <p>Encourage and promote wide range of co and extra curricular activities –eg Drama Club, Kokoda Challenge, Robotics Club</p> <p>School culture and community overtly celebrated as a recurring theme to maintain sense of belonging, pride and resilience</p>	✓	✓	✓
	Student governance and community partnerships in learning	<p>Student leaders represent the 4 Pillars approach to school culture of learning</p> <p>P&amp;C encouraged as active participants and partners in learning</p>	✓	✓	✓
Reading	Continue reading development focus	<p>A structured approach to the teaching of reading “4 Level Guides”</p> <p>Adopt strategies of engagement based on the works of Pat Hipwell</p>	✓	✓	✓
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	<p>After school Maths tutorials</p> <p>On-line resources</p> <p>Implement Maths Pathways trial</p>		✓	✓
Science	Promote extension opportunities in Science	<p>ICAS, Kids STEM, Optiminds, national Science competitions</p> <p>STEM Primary schools partnership</p>		✓	✓

## Future Outlook

Our school's current AIP identifies a sharp and narrow focus of three priorities in the overall strategic direction and plan. Our goal is to remain above nation in literacy and numeracy comparisons and to continue improvement in student achievement at or above like schools.

- Reading & Aspects of Writing;
  - teachers identifying specific gaps in learning and mastery to develop student proficiency and fluency with reference to the demands of the Australian Curriculum.
  - Aligning teaching strategies to deliver further rigour and challenge to extend out students' A-E performance to achieve pass rates in excess of 95%.
- Improve Senior outcomes; for tertiary eligible students 99% of whom achieve tertiary entry and continue to broaden pathways success for non-university bound students. Maintain our 100% completion rate for the QCE
- STEM; continue investment in authentic extension and enrichment across discipline opportunities for students in Science, Maths, Technology and Engineering

Supporting our priorities to high levels of success:

- Investing in teacher professional learning cycles of observation, reflection and continuous skills development





# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1018	518	500	23	97%
<b>2015*</b>	1155	589	566	23	96%
<b>2016</b>	1159	594	565	24	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.

## Characteristics of the Student Body

### Overview

At 1055 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Year 7		23	23
Year 8 – Year 10	24	23	23
Year 11 – Year 12	20	20	19

\*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.

## 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, and 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 and Athlete Development are to be introduced in 2018.
- 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.

## Co-curricular 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 Assist 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 2016 a Teaching & Learning Head of Department position was created to lead teachers into new practices and develop their teaching skills repertoire including 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 being 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



## Overview

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 wellbeing plan.

Students are regularly and publicly acknowledged, praised and rewarded for positive behavior, effort and achievement and parents share and witness these celebrations. A "Target 95%" attendance campaign is actively promoted and students supported, encouraged, acknowledged and rewarded. More than 60% of students achieve 100% attendance. 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	99%	99%	96%
this is a good school (S2035)	99%	97%	93%
their child likes being at this school* (S2001)	96%	96%	95%
their child feels safe at this school* (S2002)	99%	99%	96%
their child's learning needs are being met at this school* (S2003)	95%	92%	95%
their child is making good progress at this school* (S2004)	97%	95%	95%
teachers at this school expect their child to do his or her best* (S2005)	99%	99%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	93%	91%
teachers at this school motivate their child to learn* (S2007)	93%	92%	95%
teachers at this school treat students fairly* (S2008)	96%	87%	90%
they can talk to their child's teachers about their concerns* (S2009)	96%	93%	93%
this school works with them to support their child's learning* (S2010)	95%	91%	93%
this school takes parents' opinions seriously* (S2011)	92%	88%	88%
student behaviour is well managed at this school* (S2012)	99%	95%	95%
this school looks for ways to improve* (S2013)	99%	96%	95%
this school is well maintained* (S2014)	100%	98%	97%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	94%	94%
they like being at their school* (S2036)	92%	93%	86%
they feel safe at their school* (S2037)	97%	94%	90%
their teachers motivate them to learn* (S2038)	91%	91%	86%
their teachers expect them to do their best* (S2039)	97%	97%	94%
their teachers provide them with useful feedback about their school work* (S2040)	87%	90%	84%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	91%	76%	72%
they can talk to their teachers about their concerns* (S2042)	85%	70%	75%
their school takes students' opinions seriously* (S2043)	87%	82%	75%
student behaviour is well managed at their school* (S2044)	93%	94%	87%
their school looks for ways to improve* (S2045)	97%	95%	92%
their school is well maintained* (S2046)	98%	95%	92%
their school gives them opportunities to do interesting things* (S2047)	92%	93%	86%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	97%	96%
they feel that their school is a safe place in which to work (S2070)	98%	99%	96%
they receive useful feedback about their work at their school (S2071)	92%	92%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	81%	81%
students are encouraged to do their best at their school (S2072)	98%	97%	99%
students are treated fairly at their school (S2073)	98%	99%	99%
student behaviour is well managed at their school (S2074)	100%	96%	100%
staff are well supported at their school (S2075)	91%	91%	94%
their school takes staff opinions seriously (S2076)	89%	88%	84%
their school looks for ways to improve (S2077)	97%	97%	96%
their school is well maintained (S2078)	95%	93%	95%
their school gives them opportunities to do interesting things (S2079)	94%	93%	95%

\* 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

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' in term 2 is a tradition
- 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.

### Respectful relationships programs

Our school's Responsible Behaviour Plan outlines and details the core values of safe and respectful behaviors, mutual responsibilities and accountabilities and the support mechanisms for all stakeholders. Our school is well supported by adjunct



services including School Health Nurse and in 2016 determined to increase Guidance Counselling service by an additional .6 FTE trained Guidance Officer. All staff are regularly and mandated to update code of conduct and student protection training and our school personnel attend to mandatory reporting strictly to guidelines and obligations.

Our school has a vertical care group roll/form class structure where relationships and knowledge of students is promoted. Deans of students were introduced into the student management and welfare structures of the school to ensure welfare and wellbeing is give priority. A Student Support Team meets regularly to determine strategies of support for students referred that may include external agency, in school support and parent partnership. This team has direct oversight by the Principal.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The Community pillar of learning has been established and student leadership positions created to promote and demonstrate student ownership of the sense of community, pride and belonging.

### 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	45	40	55
Long Suspensions – 6 to 20 days	1	2	3
Exclusions	3	5	1
Cancellations of Enrolment	3	0	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.

## Environmental Footprint

### 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.

Increases in water and power are directly correlated to increasing enrolment. Our school has won grants and installed power saving devices and currently auctioning recommendations from recent energy audit with a view to reducing our environmental footprint over the next 3 years.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	343,372	2,040
2014-2015	371,455	4,572
2015-2016	391,698	10,753

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

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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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	96	38	0
Full-time Equivalent	88	27	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	10
Graduate Diploma etc.**	2
Bachelor degree	84
Diploma	2
Certificate	10

\*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 2016 were \$49210

The major professional development initiatives are as follows:

- Art & Science of Teaching
- PEEL paragraph/essay writing
- Reading – Creating and implementing 4 Level Guides
- Personal Professional Development Planning & Review - ‘At My Best’
- Professional Learning Teams
- ICTs in lesson design and delivery

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	90%	82%

\*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 2016 for all Queensland Secondary schools was 90%.

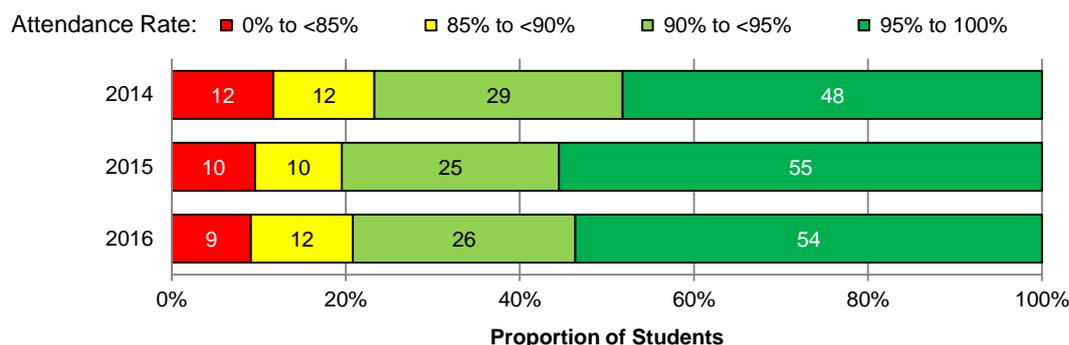
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									94%	93%	92%	93%	93%
2015								95%	94%	94%	93%	95%	94%
2016								95%	92%	92%	93%	93%	94%

\*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 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 since 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 same day by 10.30am 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 2016 and on track to be repeated in 2017.

Our attendance target for 2016 was 95%

## 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.

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GO

Sector:

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Non-government

SEARCH

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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	154	185	174
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	111	117	100
Percentage of Indigenous students receiving an Overall Position (OP)	100%	50%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	17	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	153	185	168
Number of students awarded an Australian Qualification Framework Certificate II or above.	30	63	71
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	145	184	174
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
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	79%	78%	64%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	97%	99%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	19	43	26	23	0
2015	13	43	35	23	3
2016	18	26	20	33	3

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	153	16	16
2015	184	52	23
2016	164	53	32

As at 3rd February 2017. The above values exclude VISA students.

- 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

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	100%	91%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	38%	67%	150%	

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September. The report will be available at:

<http://www.mtgravattshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

## Conclusion

MGSHS is characterized as a school with clear vision and purpose; safe and welcoming school where continuous improvement, and seeking to do better has realized significant gains in student outcomes. A culture for learning is well established, positive teacher and student relationships are key and learning is first priority. Professional learning and reflection of practice, explicit teaching and differentiation positively impacts on student outcomes. This is evidenced by a steeper upward trend not only in achievement but also in the rate of improvement in recent years.