



Mount Gravatt State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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Academic



Cultural



Sport



Community

From the Principal

School overview

Mount Gravatt High School is a co-educational State Secondary school situated in the southern suburb of Mt Gravatt, located about 10 kilometres from the Brisbane CBD. Our school is well served by public transport and is close to universities and TAFE colleges. Founded in 1960 Mount Gravatt High School has a strong academic tradition and highly regarded for its outstanding culture for learning, high standards and expectations, inclusiveness and sense of community while being contemporary, futures focussed and providing many opportunities to promote personal growth and global citizenship. The school motto, 'Digna Petamus' (Let us seek worthy things), is reflected in all that we do and a 4 Pillars of Learning: Academic, Arts, Sport and Community defines our commitment to excellence, opportunity and challenge for every child to have a sense of belonging and pride. Student outcomes and achievement have accelerated since 2014 as a result of an explicit improvement agenda, quality teaching and reflection to continually improve teaching impact and case management to support, enrich and extend our students. We strive for next levels in aspirational student learning outcomes and school performance. Our school annually reports very high levels of parent, student and staff satisfaction in School Opinion Surveys. Our school has an excellent reputation in the broader community. Enrolment is sought after with significant out of catchment expressions of interest registered each year. Our enrolment in Years 7 to 12 in 2018 is 1202 students and predicted to grow to 1320 students in 2022. As consequence our school is Enrolment Managed and to ensure equity of access and provision for in-catchment enrolment our "Edge" Programs of Excellence provide guidance in offering places to students living out of catchment. Our school has rich cultural credentials and maintains a successful International Student Program.

School progress towards its goals in 2018

Priority	Strategy/Target	Completed	Progress made	Ongoing
Learning: Junior Secondary Reading & Writing proficiency across the Australian Curriculum	Implementation of: Close reading 7 Steps to Writing Success.		✓	
Learning: Improve levels of achievement of near and high performing students	Explicit differentiation strategies		✓	
	Research and assignment writing rigour			✓
	School wide promotion of reading			✓
	Extension & Enrichment : IMPACT programs, STEM excellence etc.	✓		
Learning: Improve Senior Outcomes	Stronger Junior to Senior Curriculum alignment: Australian Curriculum and	✓		

	SATE preparation and implementation			
	Careers and Flexible Pathways Planning	✓		
	Student achievement & performance enhancement	✓		
Performance: A focus on Maintaining or Improving student learning outcomes	100% QCE Attainment,	✓		
	85 % OP 15 or below	✓		
	85% C or better QCS performance	✓		
	99% tertiary eligible students achieving a tertiary entry	✓		
	95% A to C or better academic performance with increased movement of B's to A's		✓	
	NAPLAN performance above the nation.	✓		
Teacher Quality and Collaborative Empowerment: Reducing teaching learning variability and variance in impact.	A problem of practice approach to improvement	✓		
	Faces on the data	✓		
	Collaborative empowerment with Professional Learning Teams cycles of learning supported by the Success Team,	✓		
	Performance Development Planning alignment with the Explicit Improvement Agenda		✓	
	Head of Department skilled at coaching and engaging Teacher's in Coaching conversations.		✓	

Future outlook

2019 EXPLICIT IMPROVEMENT AGENDA: GOOD to GREAT:

Strengthening Learning Transfer		
Our Focus	Our strategies	Our success criteria
<ul style="list-style-type: none"> Junior Secondary Reading & Writing proficiency across the Australian Curriculum: Cognitive Skills: Creative and Critical Thinking proficiency across the curriculum. Learning progression for all students: Maintain focus on high performance in Senior Outcomes: 	<ul style="list-style-type: none"> Consistent teaching and learning framework [ASOT] to reduce teaching and learning variability and variance in impact. Implementation of the Cycle of Inquiry A problem of practice approach to improvement, Learning progression through faces on the data Collaborative empowerment and teacher professional growth through Professional Learning Teams cycles of Professional learning supported by the Success Team Performance Development Plan alignment with Explicit Improvement Agenda supported by growth coaching, 	<ul style="list-style-type: none"> 100% QCE Attainment, 85 % below OP 15, 85% C or better QCS performance, 99% tertiary eligible students achieving a tertiary entry, 90% A to C or better academic performance with increased movement of B's to A's, NAPLAN performance above the nation.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1159	1196	1201
Girls	594	610	629
Boys	565	586	572
Indigenous	24	20	21
Enrolment continuity (Feb. – Nov.)	96%	97%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

In 2018, there were no students enrolled in a pre-Prep program.

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, researched and make qualitative decisions to enrol their child at Mt 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 1280 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	24	24
Year 11 – Year 12	19	19	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Programs of Excellence are a feature of the school curriculum delivery with a Junior School Edge program supporting academic excellence, Dance Excellence (Arts) introduced in 2015, an Athlete Development Program and a program of STEM excellence were introduced in 2018. This is further enhanced by the schools focus on the all-round development of a student through the programs that offer experience in the four pillars of Academic, Cultural, Sport and Community.
- Junior Secondary curriculum is based on ACARA and our Junior Secondary program was revised in 2017 to be seamless program from Year 7 to 9
- Senior Secondary curriculum is accredited by the QCAA with significant preparation completed ahead of the introduction of the new Senior Assessment and Tertiary Entrance program. A range of external RTOs provide vocational courses at Certificate 2 and 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.
- The 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 school wide 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-curricular and extra-curricular activities across the academic, cultural, sport and community fields of the curriculum including:

- Drama Club
- School Concert Band
- Jazz Ensemble and Choir
- Debating
- Chess
- School Musicals
- Kokoda Challenge
- 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. Laptops are provided to all of our students through our student resource scheme. The Information and Communication Technologies Infrastructure is well integrated into classrooms and our Reading, Information and Resource Centre, with regular evaluations of the use and integration of ICTs in learning. Teachers have developed a significant repertoire of learning resources and activities on the Learning Place for 24/7 student access. The development virtual classrooms is being further enhanced by the gradual take up of the use of one drive class notebook.

Students are encouraged to use the student functions in One School 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.

Through the leadership of the Information Communication Technology Head of Department, teachers continue to develop new practices and teaching skills repertoire that include the use of ICTs in learning. These practices include teachers using virtual classrooms, learning objects, digital textbooks, student digital collaboration, the integration of audio-visual resources into lesson segments and student creation of original works with the use of technology.

A structured BYO device program began to be phased in for senior students with limited take up with a review of the program to be conducted in 2018. Our school's Reading, Information and Resource Centre 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 within our 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 are 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. Very high levels of parent, student and staff satisfaction is annually recorded above 'State' and often above 'Like Schools' 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	96%	95%
• this is a good school (S2035)	93%	98%	95%
• their child likes being at this school* (S2001)	95%	94%	96%
• their child feels safe at this school* (S2002)	96%	95%	97%
• their child's learning needs are being met at this school* (S2003)	95%	95%	91%
• their child is making good progress at this school* (S2004)	95%	96%	92%
• teachers at this school expect their child to do his or her best* (S2005)	98%	96%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	95%	93%
• teachers at this school motivate their child to learn* (S2007)	95%	93%	92%
• teachers at this school treat students fairly* (S2008)	90%	90%	89%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	93%	96%	91%
• this school works with them to support their child's learning* (S2010)	93%	94%	90%
• this school takes parents' opinions seriously* (S2011)	88%	92%	90%
• student behaviour is well managed at this school* (S2012)	95%	97%	91%
• this school looks for ways to improve* (S2013)	95%	98%	93%
• this school is well maintained* (S2014)	97%	98%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	91%	93%
• they like being at their school* (S2036)	86%	86%	86%
• they feel safe at their school* (S2037)	90%	93%	96%
• their teachers motivate them to learn* (S2038)	86%	83%	88%
• their teachers expect them to do their best* (S2039)	94%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	87%	87%
• teachers treat students fairly at their school* (S2041)	72%	68%	83%
• they can talk to their teachers about their concerns* (S2042)	75%	69%	71%
• their school takes students' opinions seriously* (S2043)	75%	76%	68%
• student behaviour is well managed at their school* (S2044)	87%	83%	76%
• their school looks for ways to improve* (S2045)	92%	93%	93%
• their school is well maintained* (S2046)	92%	96%	88%
• their school gives them opportunities to do interesting things* (S2047)	86%	96%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	96%
• they receive useful feedback about their work at their school (S2071)	87%	90%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	89%	88%
• students are encouraged to do their best at their school (S2072)	99%	99%	98%
• students are treated fairly at their school (S2073)	99%	99%	96%
• student behaviour is well managed at their school (S2074)	100%	98%	96%
• staff are well supported at their school (S2075)	94%	89%	83%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	84%	86%	84%
• their school looks for ways to improve (S2077)	96%	93%	93%
• their school is well maintained (S2078)	95%	95%	84%
• their school gives them opportunities to do interesting things (S2079)	95%	94%	86%

* 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' and Special Guests' Morning held in Term 2 is a tradition
- Sports carnivals and performance evenings are open to parents also with high levels of attendance
- Q Parents has been positively received with almost all parents registered for the application
- An electronic newsletter service is used to communicate school events and celebrate success. This is supplemented by adoption of the Q Schools smartphone application which has resulted in a significant increase in and uptake of parents accessing information and communications
- 'Positive Postcards' continue to be used to acknowledge students' success

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. This has been done through our school's Responsible Behaviour Plan which 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 a School Health Nurse and a school supported increase in its 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 strictly adhere to mandatory reporting 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 support the student management and welfare structures of the school to ensure welfare and wellbeing is given 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	55	36	89
Long suspensions – 11 to 20 days	3	0	8
Exclusions	1	5	5
Cancellations of enrolment	0	1	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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, containers and other waste are carried out across the school.

Increases in water and power are directly correlated to increasing enrolment. Our school has been awarded grants and as a result has installed power saving technology.



Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	391,698	384,906	350,213
Water (kL)	10,753	17,581	18,376

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	100	42	0
Full-time equivalents	94	31	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	8
Graduate Diploma etc.*	3
Bachelor degree	87
Diploma	2
Certificate	100

*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 2018 were \$87,013.05.

The major professional development initiatives are as follows:

- How to teach reading and writing programs for faculty experts including preparation for the Introduction of;
- Reading and Writing in Professional Learning Communities – Close Reading, Seven Steps to Writing Success, PEEL paragraph/essay writing
- Personal Professional Development Planning and Review - “At My Best”

- Professional Learning Teams: Interaction, Observation and feedback
- Coaching Skills for Heads of department
- Professional Learning Teams Leadership and collaborative empowerment
- Executive Leadership through QELI and QSPA
- ICTs in lesson design and delivery

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	82%	87%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

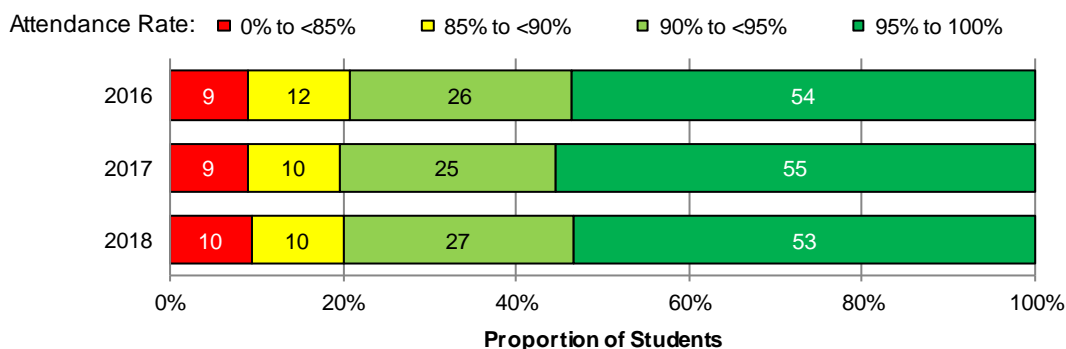
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep				Year 7	95%	96%	95%
Year 1				Year 8	92%	94%	94%
Year 2				Year 9	92%	93%	93%
Year 3				Year 10	93%	93%	93%
Year 4				Year 11	93%	93%	92%
Year 5				Year 12	94%	93%	93%
Year 6							

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

Our school since late 2014 has adopted attendance targets and early intervention methodology to progress our “good to great” school improvement agenda. Roll marking is conducted in Form and Period 1 classes by teacher marking of ID Attend electronic rolls and records of attendance compiled in accordance with Department of Education and Training 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.

Positive postcards, rewarding good attendance and the impact of the Deans in both Junior and Senior school on student welfare, attendance and sharper tailored family communications has achieved high levels of attendance. Our attendance performance for 2018 was 93% which was above the performance of the state.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Please delete the *Year 12 outcomes* section if your school does not have senior secondary students.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	174	178	185
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	174	178	185
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	100	108	125
Percentage of Indigenous students who received an OP	0%	50%	25%
Number of students awarded one or more VET qualifications (including SAT)	168	175	179
Number of students awarded a VET Certificate II or above	71	85	93
Number of students who were completing/continuing a SAT	15	15	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	64%	89%	90%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	99%	100%	100%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	18	21	29
6-10	26	41	47
11-15	20	34	36
16-20	33	12	13
21-25	3	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	164	171	174
Certificate II	53	63	73
Certificate III or above	32	39	31

Note:

The values in table 15:

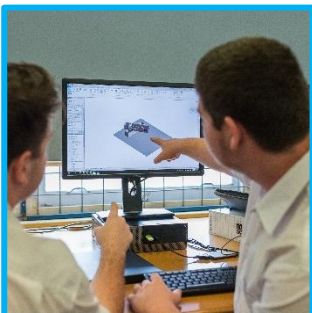
- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Vocational education Qualifications Offered by the School

- 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

Also offered (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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	91%	91%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	150%	33%	100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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

The destinations of these young people include enrolment in other schools or further education providers, interstate and overseas relocation and employment which is usually in an apprenticeship. Students at risk of leaving school early are identified as early as possible by school staff and are referred to the guidance officers' team and the regional pathways officer to provide appropriate intervention. This includes identification of barriers preventing students from succeeding at school, participation in school based programs aimed at addressing these barriers, referral to community agencies, participation in alternative programs like the Queensland Pathways College aimed at re-engaging students in learning, ongoing case management of individual students and participation in programs aimed at assisting in the transition to employment or other educational providers. The school works to ensure that early school leavers have access to another pathway and continue to engage in some form of education training and employment. In general however, the number of students at risk of leaving school early is usually low with almost all students committed to learning success and a pathway that leads to the completion of 12 years of schooling.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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

Conclusion

Mt Gravatt State High School is characterized as a school with clear vision and purpose, a 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.

