



Mount Gravatt State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Mount Gravatt State 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 State High School has a strong academic tradition and is highly regarded for its outstanding culture of 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 the 4 Pillars of Learning: Academic, Cultural, 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 achievements 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 the 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 2020. As a consequence, our school is Enrolment Managed and to ensure equity of access and provision for in-catchment enrolment, our Programs of Excellence such as Dance, Stem and Athlete Development provide for all students including those students living out of catchment. Our school has rich cultural credentials and maintains a successful International Student Program.

Principal's Foreword

Introduction

I am pleased to provide you with a copy of the Annual Report for Mt Gravatt State High School for 2017. This report highlights the growing quality of this school and its commitment to improving the outcomes for all students.

School Progress towards its goals in 2017

Priority	Strategies	Actions	Completed	Progress made	Ongoing	
Learning	Enrolment Management	Implemented revised school enrolment management plan	✓	✓	✓	
		Promote and reward high rates of attendance		✓	✓	
		Maintain a positive learning climate and discipline		✓	✓	
	Programs of Excellence	Implemented Programs of excellence in Dance and Athlete			✓	✓
		Development. Developed Program of Excellence in STEM for 2018				
	GRG/14S Funding	Reduce class sizes by employing 3 extra teachers	✓		✓	✓
		Increased school Guidance Officer time to equivalent of 8 days per week	✓			✓
Clarify Learning Leadership	Implemented a coaching model to support learning leadership 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 improve 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	✓	✓	✓
	Continued to Implement the school Learning & Wellbeing Plan	Student Support Team that identifies and case manages student referrals	✓	✓	✓
		Encourage and promote wide range of co and extra curricular activities – e.g. Drama Club, Kokoda Challenge, Robotics Club	✓	✓	✓
		School culture and community overtly celebrated as a recurring theme to maintain sense of belonging, pride and resilience	✓	✓	✓
	Maintained 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	✓	✓	✓
	Achieving Excellence in STEM	Stem teacher Professional learning Student participation in stem extension activities Real world problem solving experiences Investigation of cross-curricular learning	✓	✓	✓
Reading	Continue reading development focus	A structured approach to the teaching of reading with agreed strategies reading strategies for every subject. Identification of gaps in student reading skills and knowledge using NAPLAN and the Literacy Continuum	✓	✓	✓
Writing	Writing development as essential components of best teaching and learning practice	Adopt strategies of engagement based ACER Lessons and resources. Teaching of reading with agreed strategies reading strategies for every subject. Identification of gaps in student reading skills and knowledge using NAPLAN and the Literacy Continuum Adopt strategies of engagement based ACER Lessons and resources.		✓	✓
Numeracy	Provide extension and support	On-line resources Implement Maths Pathways trial		✓	✓

Future Outlook

Our school's current AIP identifies a sharp and narrow focus of three priorities in the overall strategic direction and plan. Achievement of these priorities is supported by substantial investment in teacher professional learning cycles of observation, reflection and continuous skills development. Our goal is to remain above nation in literacy and numeracy comparisons and to continue improvement in student achievement at or above like schools.

Junior Secondary Reading & Writing proficiency across the Australian Curriculum

- Agreed reading & writing strategies implemented in every subject department across the school
 - Close Reading
 - 7 Steps to Writing

Improve levels of achievement of near and high performing students

- Explicit differentiation strategies designed and implemented
- Initiate Research and Reading Centre and Key Teacher role
 - School wide rigour to student research and assignment writing
 - School wide promotion of reading
- Extension and enrichment: IMPACT programs, "Edge" extension, ICAS & Readers Cup competitions, Young Writer's Workshops
- STEM; continue investment in authentic extension and enrichment across discipline opportunities for students in Science, Maths, Technology and Engineering.

Improve Senior Outcomes through

- **Stronger Junior to Senior Curriculum alignment** through the continued implementation of the Australian Curriculum and preparation for the implementation of the new Senior Assessment and Tertiary Entrance System.
- **Careers and Flexible Pathways Planning which aims to have** 99% tertiary eligible students achieving a tertiary entry, broader pathways for non-university bound students and a 100% QCE completion rate.
- **Student achievement & performance enhancement** through individual student case management, intervention and support for at risk students QCS Tutorials and tracking student progress.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1155	589	566	23	96%
2016	1159	594	565	24	96%
2017	1196	610	586	20	97%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	23	24
Year 11 – Year 12	20	19	19

Curriculum Delivery

Our Approach to Curriculum Delivery

- Programs of Excellence are a feature of the school curriculum delivery with a Dance Excellence (Arts) introduced in 2015 and a STEM Academy and Athlete Development Program to be 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.
- A STEM Academy and Athlete Development Program are to be introduced in 2018.
- Junior Secondary curriculum is based on ACARA and our Junior Secondary program was the State Winner of the Showcase for Excellence in State Schools Awards in that category.
- 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
- 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



Athlete Development Program



Kokoda Challenge

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 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.

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.

Through the leadership of the Teaching and Learning Head of Department, teachers continue to develop new practices and teaching skills repertoire including 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. Laptops however are provided to our junior students and remain as part of our student resource scheme. 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	99%	96%	96%
this is a good school (S2035)	97%	93%	98%
their child likes being at this school* (S2001)	96%	95%	94%
their child feels safe at this school* (S2002)	99%	96%	95%
their child's learning needs are being met at this school* (S2003)	92%	95%	95%
their child is making good progress at this school* (S2004)	95%	95%	96%
teachers at this school expect their child to do his or her best* (S2005)	99%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	91%	95%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
teachers at this school motivate their child to learn* (S2007)	92%	95%	93%
teachers at this school treat students fairly* (S2008)	87%	90%	90%
they can talk to their child's teachers about their concerns* (S2009)	93%	93%	96%
this school works with them to support their child's learning* (S2010)	91%	93%	94%
this school takes parents' opinions seriously* (S2011)	88%	88%	92%
student behaviour is well managed at this school* (S2012)	95%	95%	97%
this school looks for ways to improve* (S2013)	96%	95%	98%
this school is well maintained* (S2014)	98%	97%	98%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	94%	91%
they like being at their school* (S2036)	93%	86%	86%
they feel safe at their school* (S2037)	94%	90%	93%
their teachers motivate them to learn* (S2038)	91%	86%	83%
their teachers expect them to do their best* (S2039)	97%	94%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	84%	87%
teachers treat students fairly at their school* (S2041)	76%	72%	68%
they can talk to their teachers about their concerns* (S2042)	70%	75%	69%
their school takes students' opinions seriously* (S2043)	82%	75%	76%
student behaviour is well managed at their school* (S2044)	94%	87%	83%
their school looks for ways to improve* (S2045)	95%	92%	93%
their school is well maintained* (S2046)	95%	92%	96%
their school gives them opportunities to do interesting things* (S2047)	93%	86%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	96%	98%
they feel that their school is a safe place in which to work (S2070)	99%	96%	100%
they receive useful feedback about their work at their school (S2071)	92%	87%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	81%	89%
students are encouraged to do their best at their school (S2072)	97%	99%	99%
students are treated fairly at their school (S2073)	99%	99%	99%
student behaviour is well managed at their school (S2074)	96%	100%	98%
staff are well supported at their school (S2075)	91%	94%	89%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
their school takes staff opinions seriously (S2076)	88%	84%	86%
their school looks for ways to improve (S2077)	97%	96%	93%
their school is well maintained (S2078)	93%	95%	95%
their school gives them opportunities to do interesting things (S2079)	93%	95%	94%

* 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
- QParents 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 QSchools 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 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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	40	55	36
Long Suspensions – 11 to 20 days	2	3	0
Exclusions	5	1	5
Cancellations of Enrolment	0	0	1

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 been awarded grants and as a result has installed power saving technology and is currently auctioning the recommendations from a recent energy audit with a view to reducing our environmental footprint over the next three years.



Bulimba Creek Project



Sustainable Garden

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	371,455	4,572
2015-2016	391,698	10,753
2016-2017	384,906	17,581

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	99	42	0
Full-time Equivalents	91	31	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	10
Graduate Diploma etc.**	35
Bachelor degree	95
Diploma	27
Certificate	8

*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 2017 were \$60,529.

The major professional development initiatives are as follows:

- Art and Science of Teaching
- PEEL paragraph/essay writing including preparation for the Introduction of Seven Steps to Writing Success
- Reading – Close Reading
- Personal Professional Development Planning and 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 2017 was 100%.

Staff Attendance and Retention



Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 96% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	82%	87%

*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 2017 for all Queensland Secondary schools was 90%.

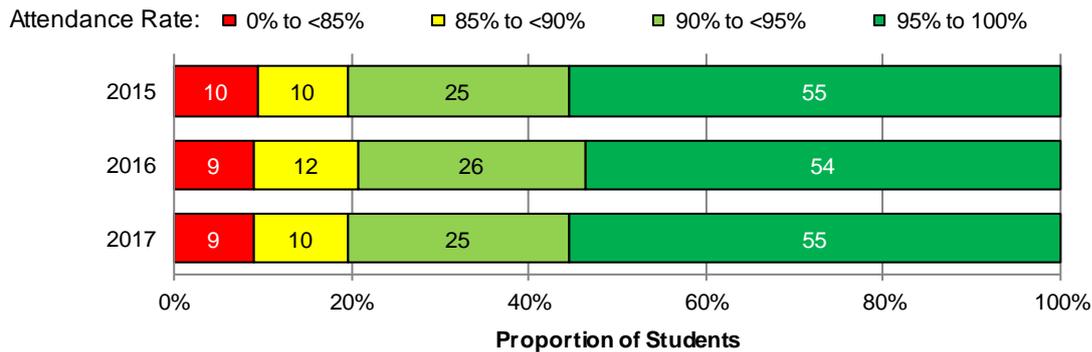
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								95%	94%	94%	93%	95%	94%
2016								95%	92%	92%	93%	93%	94%
2017								96%	94%	93%	93%	93%	93%

*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 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. In 2017 no formal procedures to ensure parental obligation were required.

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 target for 2017 was 94%, 4% above the state attendance rate of 90%.

NAPLAN

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

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

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 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	2015	2016	2017
Number of students receiving a Senior Statement	185	174	178
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	117	100	108
Percentage of Indigenous students receiving an Overall Position (OP)	50%	0%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	15	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	185	168	175
Number of students awarded an Australian Qualification Framework Certificate II or above.	63	71	85
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	184	174	178
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.	78%	64%	89%
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%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	99%	100%

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
2015	13	43	35	23	3
2016	18	26	20	33	3
2017	21	41	34	12	0

As at 14th February 2018. 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
2015	184	52	23
2016	164	53	32
2017	171	63	39

As at 14th February 2018 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
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- 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	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%	91%	91%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	150%	33%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

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. 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.

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.

