Background:
Mount Gravatt SHS is located in the southern Brisbane suburb of Mount Gravatt in the Metropolitan education region. The school has a current enrolment of approximately 1,030 students. The Acting Principal, Stewart Jones, was appointed to the position in July 2013.

Commendations:
- The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that consistent pedagogy, student engagement and regular attendance are keys to improved student learning.
- The school has a very strong positive culture that is visible through high levels of student engagement in learning, supportive and consistently disciplined classrooms and the high level of school pride displayed by students and staff members.
- The school has achieved improved levels of student attendance. This attendance is monitored closely as student achievement and systematic acknowledgement of each child’s improvement is noted and celebrated with letters home.
- A small number of school values: respect for self; respect for other people; and respect for the school, positively guide behaviour choices in the school. Staff members model these behaviours for students.
- The Leadership Team sets the tone of the school by demonstrating personal responsibility for creating and reinforcing the strong school culture, maintaining a visible presence for students and the community, and managing all behaviours, both positive and inappropriate.
- Parents demonstrate strong support for the high standards and supportive school culture by choosing to transport their children long distances to enroll them in the school.

Affirmations:
- Students enrolling at the school are inducted into the culture of the school and behaviour expectations, through a detailed enrolment process undertaken by school leaders.
- There is a range of structured curricular and extracurricular programs that engage students through targeted teaching and grouping strategies.
- The Student Individual Learning Plans and the development and use of data placemats by teaching staff, have enhanced the positive learning environment in the school.
- The Support Services Staff are coordinated through a committee, with specialist staff members case managing students experiencing health, social, emotional and family issues.
- Technology has become a powerful medium for learning in classrooms.
- The Parents and Citizens’ Association (P&C) endorse and support the school’s Responsible Behaviour Plan for Students (RBPS). Parents are very supportive of the behaviour expectations of the school.
- Positive, respectful and caring relationships across all members of the school community are evident, leading to the school’s positive, calm and friendly tone.

Recommendations:
- Ensure the RBPS is evidence based, explicitly grounded in research and that the desired cultural features and values, behaviour strategies and skills are explicitly incorporated into the school’s pedagogical framework.
- Continue to develop teachers’ capabilities in deeply engaging the full range of students in meaningful learning.
- Develop an assessment matrix to ensure teachers, students and parents can benefit from consistency in teacher decision making when reporting effort and behaviour on student reports.
- Explore strategic and innovative ways to further engage the wider school community in the supportive school environment; enhancing relationships, developing parent skills and strengthening the school’s positive profile.
- Continue to develop the use of OneSchool by ensuring teachers have ongoing access to the latest Student Performance Profile.