

# Mount Gravatt State High School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Mount Gravatt State High School** from **20 to 23 August, 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Bronwyn Johnston	Peer reviewer
John Brew	Peer reviewer



## 1.2 School context

<b>Location:</b>	Loreburn Street, Mount Gravatt
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1960
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	1199
<b>Indigenous enrolment percentage:</b>	1.58 per cent
<b>Students with disability enrolment percentage:</b>	3.59 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1059
<b>Year principal appointed:</b>	2018
<b>Full-time equivalent staff:</b>	91.4
<b>Significant partner schools:</b>	Mount Gravatt State School, Marshall Road State School, Mount Gravatt East State School, Wishart State School, Nursery Road State Special School, Holland Park State High School
<b>Significant community partnerships:</b>	Athlete Development Program Partners, High Resolves
<b>Significant school programs:</b>	Athlete Development Program, Excellence in Dance, Edge program, Science, Technology, Engineering and Mathematics (STEM) program



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 71 teachers, two guidance officers, Parents and Citizens' Association (P&C) president, eight parents, 63 students, two cleaners, facilities officer, four teacher aides, two administration officers, Business Manager (BM), canteen convenor and international program coordinator.

Community and business groups:

- Strength and conditioning coach, physiotherapist, Apprenticeships Queensland representative and High Resolves community representative.

Partner schools and other educational providers:

- Principal of Mount Gravatt State School.

Government and departmental representatives:

- School health nurse and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2016-2019
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**The school community is proud of the reputation the school has in the wider community and commends the high standards set for behaviour and uniform.**

The 2017 School Opinion Survey (SOS) indicates 100.0 per cent of staff members are proud to tell others they work at this school. The school enjoys a high standing across the broader district and this has resulted in significant growth in enrolments over recent years.

**The tone of the school reflects a school-wide commitment to purposeful, successful learning.**

A range of exemplary extracurricular activities and after school hours tutorials are provided by highly committed staff predominantly in their own time. Students and parents are highly appreciative of these commitments from staff members and frequently cite these as reasons for choosing this school for their child.

**The school leadership team is clearly committed and united in finding ways to improve student outcomes and has developed an agenda for improvement.**

The current Explicit Improvement Agenda (EIA) focuses on the areas of reading and writing, senior outcomes and improving the percentage of 'A's - *'bursting the B bubble'*. Teachers are familiar with the priorities as goal areas. Targets and timelines have been established at whole of school level and most faculty plans have targets and strategies aligned to the school priorities. The establishment, communication and monitoring of classroom level targets by leaders is not yet consistent. Most teachers advocate for additional time to complete the embedding of priorities in a quality manner.

**A culture of inquiry and innovation exists within the school.**

The school promotion of this culture whereby creative exploration and independent learning occur is reflected in some classes across all faculties. School-wide expectations regarding the culture of inquiry and innovation are not yet apparent. Teaching staff members share strategies and resources within year levels. The identification and sharing of best practice across faculties and year levels are yet to occur.

**The Success Team is implementing an instructional approach to drive improvement across the school.**

There is a clear line of sight in the instructional approach adopted by the Success Team and some faculty leaders, from the EIA through to the classroom. The team's approach is exemplary in the analysis of data, development of plans and targeting of delivery to support groups of students and case management of individuals. The utilisation of the Success Team's approach to data-based decision making as a model for leaders within the school could yet occur. A consistent formal process of instructional leadership regarding pedagogy accompanied by the corresponding roles and responsibilities of leaders is not yet apparent.



**The school leadership recognises that highly effective teaching is the key to enabling student progression.**

The school utilises Marzano's<sup>1</sup> Art and Science of Teaching (ASoT) as a pedagogical framework. Professional learning in the framework has been undertaken over a number of years and it remains a key strategy in the school's 2018 Annual Implementation Plan (AIP). Some artefacts of ASoT are apparent in a number of classrooms. All aspects of the framework are not yet explicitly implemented in a consistent manner across the school. Most teachers are engaged in a range of feedback processes to support and promote effective learning. Teachers engage in a peer observation program. Most teaching staff members speak favourably of this process with some teachers requiring more comprehensive and constructive feedback.

**School leaders are committed to success for all students and have a whole-school approach to differentiation with class groupings within each year level.**

This process is supported by faculties that offer different program offerings targeted at student ability. The Essential Studies Department and the Student Support Team have a key role in supporting diverse learners. The Essential Studies Department could yet lead the whole-school approach to Individual Curriculum Plans (ICP) in consultation with classroom teachers to foster greater awareness of learning adjustments and programming. Strengthening the involvement of teachers in intervention strategies for students with disability and Aboriginal and Torres Strait Islander students by these teams is yet to fully occur.

**The school has achieved strong academic outcomes in recent years.**

2017 National Assessment Program – Literacy and Numeracy (NAPLAN) data indicates that Year 7 and Year 9 Upper Two Bands (U2B) achievement is above Similar Queensland State Schools (SQSS) in eight of the ten strands. Year 7 and Year 9 Upper Two Bands (U2B) performance is statistically above Nation in nine of the 10 strands. Mean Scale Score (MSS) achievement in Year 7 and Year 9 is statistically above the Nation across all strands. 88.9 per cent of Overall Position (OP) eligible students received an OP between 1 and 15.

**The school has developed positive partnerships over time to support student learning and wellbeing, and to create opportunities for students.**

The school has a range of partnerships that promote global citizenship and vocational future pathways. Highly committed staff members drive the partnerships and extracurricular programs including Kokoda Challenge, Apprenticeships Queensland, High Resolves and the International Program. The school has a long and proud history of a successful and supportive Parents and Citizens' Association (P&C).

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<sup>1</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



## 2.2 Key improvement strategies

Review the EIA to clarify expectations and targets for teachers regarding school priorities.

Build the culture of inquiry and innovation within classrooms across the school through the formal identification and sharing of best practice.

Build a consistent and formal process of instructional leadership to ensure effective modelling, monitoring, review and feedback regarding the EIA.

Clarify with staff the implementation expectations regarding the school's pedagogical framework and further develop observation routines to ensure consistent and effective application.

Develop the range of strategies to support students on ICPs and the case management of Aboriginal and Torres Strait Islander learners.