Mount Gravatt State High School

ANNUAL REPORT
2019

Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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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 the 4 Pillars of Learning: Academic, Arts, Sport and Community define 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 focused on student learning progression, 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 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 2020 is 1270 students and is predicted to grow to 1320 students in 2021. As consequence our school is Enrolment Managed and to ensure equity of access and provision for in-catchment enrolment our "Edge" Program of Excellence provides guidance in offering places to students living out of catchment. Our school has rich cultural credentials and maintains a successful International Student Program.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Year 7 - Year 12

School progress towards its goals in 2019

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 Focus

2020 EXPLICIT IMPROVEMENT AGENDA: GOOD to GREAT*:*

Strengthening Learning Transfer		
Our Focus	**Our strategies**	**Our success criteria**
• **Learning progression for all students:** Strengthening the tracking of student learning progress, responding to student need through precise differentiated strategies and measuring impact. • **Junior Secondary Reading & Writing proficiency across the Australian Curriculum:** Deepening reading and writing proficiency across the Australian Curriculum and the New QCE through deeper data analysis, Close reading, Seven Steps, effective use of the inquiry cycle and the full implementation of ASOT. Expanding the reach of numeracy beyond mathematics to include subjects that have high numeracy demands. • **Cognitive Skills: Creative and Critical Thinking proficiency across the curriculum**. Deepening cognitive proficiency across AC and New QCE and providing increased opportunities for students to practise learning transfer through Innovation and Inquiry Units. • **Strengthening high performance in Senior Outcomes:** Building a New MGH QCE system that responds to the needs of students and builds success.	• **Implementation of the Cycle of Inquiry to support:** • **Learning progression through faces on the data.** • **A challenge of practice approach to improvement.** • **Collaborative empowerment and teacher professional growth through PLT cycles of Professional learning supported by the Success Team** • **Consistent teaching and learning framework [ASOT] to reduce teaching and learning variability and variance in impact.** • **PDP alignment with EIA supported by growth coaching**	• **90% A to C or better academic performance with increased movement of B's to A's,** • **NAPLAN performance above the nation.** • **100% QCE Attainment,** • **85 % above ATAR 80** • **99% tertiary eligible students achieving a tertiary entry,**

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1196	1201	1185
Girls	610	629	602
Boys	586	572	583
Indigenous	20	21	14
Enrolment continuity (Feb. – Nov.)	97%	97%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.
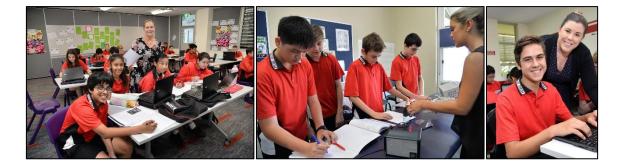
In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	23
Year 11 – Year 12	19	18	16

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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

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 progress made with the implementation of the New QCE in Year 11 with assessment for 2020 endorsed and Unit 3 commenced in 2019. 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 with some successes at State and National Robotics Competitions.

- 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. It development and implementation are ongoing with regular revision of progress and its impact on student learning.

Extra-curricular activities and Co-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here https://www.qld.gov.au/education/schools/information/programs.

Co-curricular activities at Mount Gravatt High

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
- Public Speaking Competitions
- 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

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models.

How information and communication technologies are used to assist learning at Mount Gravatt High

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 as well as through the use of Microsoft Class Note for 24/7 student access.

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, and student digital collaboration, the integration of audio-visual resources into lesson segments and student creation of original works with the use of technology.

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

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at https://www.qld.gov.au/education/schools/health.

Social Climate at Mount Gravatt High

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 the process when dealing with any issue of school bullying. Very high levels of parent and student 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	96%	95%	94%
• this is a good school (S2035)	98%	95%	94%
• their child likes being at this school* (S2001)	94%	96%	92%
• their child feels safe at this school* (S2002)	95%	97%	95%
• their child's learning needs are being met at this school* (S2003)	95%	91%	87%
• their child is making good progress at this school* (S2004)	96%	92%	93%
• teachers at this school expect their child to do his or her best* (S2005)	96%	99%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	93%	84%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• teachers at this school motivate their child to learn* (S2007)	93%	92%	85%
• teachers at this school treat students fairly* (S2008)	90%	89%	85%
• they can talk to their child's teachers about their concerns* (S2009)	96%	91%	90%
• this school works with them to support their child's learning* (S2010)	94%	90%	88%
• this school takes parents' opinions seriously* (S2011)	92%	90%	83%
• student behaviour is well managed at this school* (S2012)	97%	91%	92%
• this school looks for ways to improve* (S2013)	98%	93%	92%
• this school is well maintained* (S2014)	98%	96%	97%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	91%	93%	92%
• they like being at their school* (S2036)	86%	86%	87%
• they feel safe at their school* (S2037)	93%	96%	96%
• their teachers motivate them to learn* (S2038)	83%	88%	84%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	87%	84%
• teachers treat students fairly at their school* (S2041)	68%	83%	75%
• they can talk to their teachers about their concerns* (S2042)	69%	71%	69%
• their school takes students' opinions seriously* (S2043)	76%	68%	75%
• student behaviour is well managed at their school* (S2044)	83%	76%	79%
• their school looks for ways to improve* (S2045)	93%	93%	89%
• their school is well maintained* (S2046)	96%	88%	93%
• their school gives them opportunities to do interesting things* (S2047)	96%	88%	91%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	98%	98%	91%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	95%
• they receive useful feedback about their work at their school (S2071)	90%	81%	70%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	88%	66%
• students are encouraged to do their best at their school (S2072)	99%	98%	99%
• students are treated fairly at their school (S2073)	99%	96%	96%

Percentage of school staff who agree# that:	2017	2018	2019
• student behaviour is well managed at their school (S2074)	98%	96%	85%
• staff are well supported at their school (S2075)	89%	83%	72%
• their school takes staff opinions seriously (S2076)	86%	84%	67%
• their school looks for ways to improve (S2077)	93%	93%	88%
• their school is well maintained (S2078)	95%	84%	85%
• their school gives them opportunities to do interesting things (S2079)	94%	86%	80%

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at https://education.qld.gov.au/parents-and-carers/community-engagement

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships

Student Well Being and Respectful Relationships at Mount Gravatt High

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	2017	2018	2019
Short suspensions – 1 to 10 days	36	89	94
Long suspensions – 11 to 20 days	0	8	4
Exclusions	5	5	3
Cancellations of enrolment	1	0	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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools, it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	384,906	350,213	354,207
Water (kL)	17,581	18,376	8,112

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

Search by school name or suburb	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	99	42	0
Full-time equivalents	91	31	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

*   https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
*   https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Professional Development at Mount Gravatt High

Rationale

The Professional Learning Program at Mount Gravatt High aims to provide staff with the skills necessary and relevant to achieve the priorities of the school. The time and resources invested in professional learning are about ensuring students are able to learn in quality learning environments led by a skilled quality teacher or support staff regardless of which classroom the student is in.

Effective professional learning at Mount Gravatt High is characterised by the following attributes:

• Professional Learning that is job embedded

• Learning as part of ongoing routine work practice

• Team based action research driven by student data

• Learning by doing and reflecting on outcomes and practice

• Learning that is sustained by commitment to a limited number of focused initiatives

• Learning collectively by working together

• Assessing the impact of professional learning on the basis of evidence of improved student learning

Professional Learning Model

Our professional learning model consists of 4 phases, which is supported by the school's Success Team, which include:

Common Language: In general, the initial learning will be about developing a common language related to a consistent set of practices or strategies. This will be usually presented as a whole school workshop by a school expert or outside presenter with supporting resources.

Interaction on Instruction: Staff will be encouraged and supported to implement the new practices or strategies and share their experiences in an Instructional Professional Learning Team led by the Head of Department or Success Team Teacher on a regular and ongoing basis.

Observation of an Expert (Instructional Round): Effective practices will be either modelled by a Success Team Teacher or the identified person within the Professional Learning Team and these practices will be shared through staff participation in instructional rounds.

Observation and Feedback: Staff will continue to develop their skills through observation and feedback.

All successful learning organizations set high expectations regarding the quality of teaching and learning provided and these organizations monitor the quality and effectiveness of this instruction.

High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	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 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	94%	93%	93%
Attendance rate for Indigenous** students at this school	87%	81%	86%

* 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	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

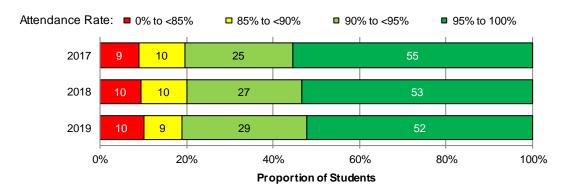| Year level	2017	2018	2019
Year 7	96%	95%	94%
Year 8	94%	94%	94%
Year 9	93%	93%	93%
Year 10	93%	93%	93%
Year 11	93%	92%	92%
Year 12	93%	93%	93%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	9	10	25	55
2018	10	10	27	53
2019	10	9	29	52

Proportion of Students (0% – 100%)

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.

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.

| Search by school name or suburb | 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.

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	2017	2018	2019
Number of students who received a Senior Statement	178	185	109
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	178	185	109
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	
Number of students who received an OP	108	125	61
Percentage of Indigenous students who received an OP	50%	25%	
Number of students awarded one or more VET qualifications (including SbAT)	175	179	74
Number of students awarded a VET Certificate II or above	85	94	65
Number of students who were completing/continuing a SbAT	15	10	7
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	89%	90%	79%
Percentage of Year 12 students who were completing or completed a SbAT 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.	100%	100%	99%

Notes:

- The values above:
  - are as at 05 February 2020
  - 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	2017	2018	2019
1-5	21	29	12
6-10	41	47	18
11-15	34	36	18
16-20	12	13	13
21-25	0	0	0

Note:

The values in table 14:

- are as at 05 February 2020

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	171	174	28
Certificate II	63	74	52
Certificate III or above	39	31	30

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

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

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	91%	92%	88%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	33%	100%	0%

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.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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 https://mtgravattshs.eq.edu.au.