



Mount Gravatt State High School

School annual report

Queensland state school reporting

2020



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 Mount 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 to be outstanding in student learning outcomes and school performance. Our school annually reports very high levels of parent and student 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 and our enrolment in 2022 is predicted to continue to grow to approximately 1310. As consequence our school is Enrolment Managed and to ensure equity of access and provision for in-catchment enrolment. Our "Edge" Program that supports 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.

Progress towards our goals in 2020

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			Ongoing
Learning: Improve levels of achievement of near and high performing students	Explicit differentiation strategies		Progress Made	
	Research and assignment writing rigour			Ongoing
	School wide promotion of reading			Ongoing
	Extension & Enrichment: STEM excellence, Edge etc.			Ongoing
Learning: Improve Senior Outcomes	Stronger Junior to Senior Curriculum alignment: Australian Curriculum and SATE preparation and implementation			Review completed and adjustments made for 2021 with introduction of Pre-Senior Year 10 Program
	Careers and Flexible Pathways Planning			Ongoing
	Student achievement & performance enhancement		Progress made with 22% of ATAR 90 and above	
Performance: A focus on Maintaining or Improving student learning outcomes	100% QCE Attainment,		Progress made 99.5% QCE attainment	
	85 % above ATAR 62		Progress Made 85% above ATAR 62	
	99% tertiary eligible students achieving a tertiary entry			Ongoing 98% achieved tertiary entry to preferred course
	95% A to C or better academic performance with increased movement of B's to A's			Ongoing 92 % C or better across Year 7 to 12

	NAPLAN performance above the nation	NA	NA	NA
Teacher Quality and Collaborative Empowerment: Reducing teaching learning variability and variance in impact.	A problem of practice approach to improvement			Ongoing
	Faces on the data			Ongoing
	Collaborative empowerment with Professional Learning Teams cycles of learning supported by the Success Team,			Ongoing
	Performance Development Planning alignment with the Explicit Improvement Agenda			Ongoing
	Head of Department skilled at coaching and engaging Teacher's in Coaching conversations			Ongoing

Future focus 2021 EXPLICIT IMPROVEMENT AGENDA: GOOD to GREAT:

Strengthening Learning Transfer		
Our Focus	Our strategies	Our success criteria
<ul style="list-style-type: none"> Learning progression for all students Consistent teaching and learning framework [NASOT] to reduce teaching and learning variability and variance in impact Strengthening high performance in Senior Outcomes: 	<ul style="list-style-type: none"> Embedding of consistent reading and writing practices across the curriculums. Embedding of cognitive skill development: Creative and Critical proficiency across the curriculum Implementation of the Cycle of Inquiry to support differentiation. Learning progression through faces on the data. A challenge of practice approach to improvement. Collaborative empowerment of teachers through collaborative professional growth facilitated by PLTs and the Success Team Measurement of impact PDP alignment with EIA supported by growth coaching 	<ul style="list-style-type: none"> 90% A to C or better academic performance with increased learning progression i.e. of C's to B's, B's to A's, 100% QCE Attainment, 85 % above ATAR 62.5 99% tertiary eligible students achieving tertiary entrance NAPLAN above the nation in all components of the testing.



School context

Coeducational or single sex Coeducational

Independent Public School No

Year levels offered in 2020 Year 7 – Year 12

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Year 7	214	203	226	217	208	226
Year 8	218	219	206	222	217	205
Year 9	229	223	218	225	228	218
Year 10	189	223	210	194	219	207
Year 11	138	195	222	139	192	211
Year 12	211	126	185	204	121	182
Total	1,199	1,189	1,267	1,201	1,185	1,249

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Year 7 – Year 10	24	23	23
Year 11 – Year 12	18	16	18

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.



Curriculum implementation

Our approach to curriculum delivery

- Programs supporting Excellence are a feature of the school curriculum delivery with a Junior School Edge program supporting academic excellence, a Dance program supporting excellence, an Athlete Development Program and a program of STEM supporting excellence. 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 2020 to support the full delivery of the Australian Curriculum including a Senior Studies Preparation Program in Semester Two Year 10 based on the Australian Curriculum.
- Senior Secondary curriculum is accredited by the QCAA with our first cohort Year 12's receiving an ATAR in 2020. 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. The Edge Music program in 2020 was revised to provide a pathway beyond year 7 with the changes to be introduced in 2021.
- Robotics continues to be 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 school's approach to pedagogy was revised in 2020 with the introduction of the New Art and Science of Teaching. The focus of this new work has been on knowing the curriculum, the student, the next steps and effective strategies with the aim of creating consistency of practice and impact on student outcomes. Our overall objective is the effective application of instructional strategies that lead to specific changes in student's mental states and processes resulting in enhanced student learning.

Extra-curricular and co- curricular

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
- Philosophy Club
- 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

Information and communication technology

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 through the Learning Place, using Microsoft Team and 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 take advantage of submitting assignments and other 'take home' tasks and activities in digital format and receiving feedback on their work in this manner.

Through the leadership of the Information Communication Technology Head of Department, teachers continue to develop new practices and teaching skills that support 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 that allow students remote access and guide their research.

Social climate

We enjoy and foster a sense of community in our school where doing one's best outweighs competitive considerations. Positive school climate is explicitly modelled 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 Code of Conduct 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 often above 'Like Schools' in many items in the school opinion survey like 'safe at school', 'getting a good education', 'management of behavior' 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. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	94.8%	93.8%	
This is a good school.	94.9%	94.5%	
My child likes being at this school. ²	95.5%	91.9%	
My child feels safe at this school. ²	97.4%	94.6%	
My child's learning needs are being met at this school. ²	90.9%	86.6%	
My child is making good progress at this school. ²	92.3%	93.2%	
Teachers at this school expect my child to do his or her best. ²	98.7%	95.3%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	92.9%	83.9%	
Teachers at this school motivate my child to learn. ²	91.6%	85.2%	
Teachers at this school treat students fairly. ²	88.7%	84.5%	
I can talk to my child's teachers about my concerns. ²	91.4%	90.3%	
This school works with me to support my child's learning. ²	90.1%	88.3%	
This school takes parents' opinions seriously. ²	89.5%	83.5%	
Student behaviour is well managed at this school. ²	91.0%	91.7%	
This school looks for ways to improve. ²	93.4%	91.9%	
This school is well maintained. ²	96.1%	96.6%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	93.3%	92.3%	
I like being at my school. ²	85.7%	87.3%	
I feel safe at my school. ²	96.2%	95.7%	
My teachers motivate me to learn. ²	88.5%	83.8%	
My teachers expect me to do my best. ²	98.1%	99.1%	
My teachers provide me with useful feedback about my school work. ²	86.7%	84.5%	
Teachers at my school treat students fairly. ²	82.9%	75.2%	

I can talk to my teachers about my concerns. ²	71.2%	68.7%
My school takes students' opinions seriously. ²	67.6%	75.2%
Student behaviour is well managed at my school. ²	76.2%	79.3%
My school looks for ways to improve. ²	93.3%	88.7%
My school is well maintained. ²	88.5%	93.1%
My school gives me opportunities to do interesting things. ²	88.5%	90.6%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	98.3%	91.4%	
I feel this school is a safe place in which to work.	96.5%	95.1%	
I receive useful feedback about my work at this school.	81.0%	69.5%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	88.2%	65.6%	
Students are treated fairly at this school.	96.5%	96.3%	
Student behaviour is well managed at this school.	96.5%	85.4%	
Staff are well supported at this school.	82.8%	72.0%	
This school takes staff opinions seriously.	84.2%	66.7%	
This school looks for ways to improve.	93.1%	87.8%	
This school is well maintained.	84.5%	85.2%	
This school gives me opportunities to do interesting things.	86.2%	80.2%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	89	94	67
Long Suspension	8	4	4
Exclusion	5	3	2
Cancellation	0	0	0
Total	102	101	73

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) 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	Q
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3. Click on *View School Profile* to access the school's profile.

View School Profile

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

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

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of 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 link:

- <https://www.qct.edu.au/registration/qualifications>



Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	100	99	103	42	42	48			<5
FTE	94	91	97	31	31	33			<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Professional development

Teacher participation in professional development

Our teaching staff as minimum 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.

While this is a minimum many of our staff engage in many more hours of professional learning supported by the school and individually which contributes to their skills and impact on student

Professional Development at Mount Gravatt High

Our approach to 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 characterized 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

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. This time is provided in our Professional Learning Teams which meet at least 3 time per term.

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	93%	93%	90%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Year	95%	94%	92%
7			
Year 8	94%	94%	89%
Year 9	93%	93%	90%
Year 10	93%	93%	89%
Year 11	92%	92%	89%
Year 12	93%	93%	90%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality



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.

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* and select a year to view 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

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2018	2019	2020
Number of students who received a Senior Statement at the end of Year 12	185	109	181
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	100%	99%
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%
Number of students awarded one or more VET qualifications (including SAT)	179	74	116
Number of students who were completing/continuing a SAT	10	7	12
Number of students awarded a VET Certificate I	174	28	34
Number of students awarded a VET Certificate II	74	52	81
Number of students awarded a VET Certificate II+	94	65	110
Number of students awarded a VET Certificate III+	31	30	50

- Notes
1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
 2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
 3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.

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

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 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

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>.

Post-school destinations information is also available via the [My School](#) website.

