

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 School and Region Reviews (SRR) at **Mount Gravatt State High School** from **4 to 7 October 2022**.

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 implement 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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Alan Smith	Internal reviewer, SRR (review chair)
Julie Pozzoli	Peer reviewer
Deb Stewart	Peer reviewer
Boyd Jorgensen	External reviewer



1.2 School context

Traditional land name:	Yugera and Turrubul
Location:	Loreburn Street, Mount Gravatt
Education region:	Metropolitan Region
Year levels:	Years 7 to 12
Enrolment:	1265
Indigenous enrolment percentage:	1.7 per cent
Students with Disability	12.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1071
Year principal appointed:	2018



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 12 Heads of Department (HOD), Head of Special Education Services (HOSES), Business Manager (BM), guidance officer, 51 teachers, four deans of students, eight teacher aides, nine administration officers, psychologist, Community Education Counsellor (CEC), two Information and Communication Technology (ICT) technicians, three schools officers (facilities and grounds), Scientific Operations Officer (SOO), two cleaners, canteen manager, canteen assistant, 65 students, and 20 parents and caregivers.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Sentis Education director, Construction Skills Queensland (CSQ) career pathways manager, Y-Lead representative, Rob Lyon Construction manager, High Resolves Leadership representative, Tactile Learning Chief Executive Officer (CEO) and Human Fusion representative.

Partner schools and other educational providers:

- Mount Gravatt State School principal, Upper Mount Gravatt State School principal, Seville Road State School principal and South Bank College of Technical and Further Education (TAFE) TAFE at School coordinator.

Government and departmental representatives:

- State Member for Greenslopes and ARD.



2. Executive summary

2.1 Key findings

The leadership team is committed to continually reflecting on school performance, and seek to take every student's learning and achievement from 'good to better'.

Staff members take delight in describing the school's excellent record of academic, cultural, sporting, and community achievements. The principal conveys pride in the school's reputation as a high-performing school, and students are expected to demonstrate strong academic performance, outstanding conduct and dedication to learning.

Leaders and staff members place a high priority on developing and maintaining positive and caring relationships between staff, students and parents.

A strong sense of connection with the school is apparent for students and families. Most students convey a sense of pride regarding their school, and comment that their teachers know them and help them to learn. Staff articulate a deep sense of attachment to the school. A committed and enthusiastic staff wellbeing team has been established that meets to plan and develop wellbeing initiatives.

Comprehensive program and faculty action plans detail strategies, performance measures, and accountabilities aligned to the school's performance agenda.

Four particular foci are identified in the Explicit Improvement Agenda (EIA): learning progression for all students, consistent approach to pedagogy to reduce variance in impact, strengthening high performance in senior outcomes, and strengthening staff and student wellbeing. Moving forward, the need to spotlight coordination of curriculum, monitoring of student progress, and supportive supervision and evaluation of instruction is acknowledged by the principal as essential for successful implementation of the EIA. Some staff members express concern regarding the number of improvement agendas and the time provided to establish and embed change. Most staff members express a desire for unity, harmony and commitment.

Leaders convey a belief that a clear and consistent pedagogical approach maximises individual student outcomes.

Highly effective teaching is recognised by leaders as key to improving and maintaining student learning throughout the school. The principal articulates that the 'MGH Approach to Pedagogy' has devolved from research and is based on Marzano's New Art and Science of Teaching¹ (NASOT). Many teachers express a belief that a common definition of pedagogy and enhanced clarity regarding the purpose and use of the Curriculum Planning Process (CPP) will assist their understanding and application of the desired pedagogical approach.

¹ Marzano, R. J. (2017). *The new art and science of teaching*. Hawker Brownlow Education.



Leaders are committed to providing opportunities for ongoing professional learning and collaboration to strengthen teacher capability and refine teaching practices.

School leaders indicate that the time and resources invested in professional learning are about ensuring that all students are able to learn in quality learning environments led by highly skilled teachers and support staff. The principal articulates that the professional learning program aims to provide staff with the relevant and necessary skills to achieve the school's priorities. Strategies such as learning walks and talks, instructional rounds, reflective observations, evaluative observations and feedback are yet to be embedded in practice.

Leaders recognise that a relevant and aligned curriculum provides students with the opportunity to excel.

Significant resources have been invested to upskill teaching staff with the requirements of the Australian Curriculum (AC) and the new Senior Assessment and Tertiary Entrance (SATE) system. Most teaching staff express confidence with using the AC and delivering the expectations for senior subjects under the new Queensland Certificate of Education (QCE). The school has a comprehensive Curriculum, Assessment and Reporting Framework (CARF). Leaders acknowledge the importance of ensuring the intended curriculum is the enacted curriculum. A Quality Assurance (QA) mechanism to support lines of sight from syllabus, to planning documentation, to delivery of curriculum in classrooms is yet to occur systematically.

School staff express a commitment to improving student learning and wellbeing outcomes.

Staff convey a belief that all students are able to learn and be successful. The principal articulates that curriculum programs and the extensive range of co- and extracurricular offerings build routine, commitment and discipline and contribute towards a culture of high standards and high expectations, that in turn leads to improved academic outcomes. The Student Code of Conduct was finalised in May 2022. Clear processes, procedures and roles for managing student behaviour and engagement are yet to be apparent.

Leaders are committed to success for all students, and prioritise the use of differentiated teaching practices across the school.

Teachers and leaders recognise that students are at different stages in their learning, and progress at different rates. It is apparent that staff members hold the belief that all students are able to learn and will make progress when provided with appropriate learning opportunities and support. A variety of programs and practices support differentiated teaching and learning for individual students, regardless of their academic, social or cultural background.



Partnerships within the local community serve to enhance student learning, engagement and wellbeing.

A variety of relationships with local businesses, community support agencies, health organisations and universities provide a range of opportunities for students, including pathways for further education and employment. Most parents speak highly of the range of student support services and the willingness of staff to engage students in the array of opportunities offered at the school. Community, political, business and education partners speak positively of their interactions with teaching staff, students and the leadership team.



2.2 Key improvement strategies

Further enhance the instructional leadership capabilities of all members of the Senior Leadership Team (SLT).

Clarify teachers' understanding of the MGH Approach to Pedagogy, with particular attention on the purpose of the CPP.

Fully develop and sustain practices of reflective and evaluative observation, intentional collaboration, and coaching and mentoring to support the ongoing professional capability development of staff.

Quality assure the enactment of the intended curriculum in Years 7 to 10.

Review, refine and enact communication, consultation and collaboration protocols that recognise the differential needs of staff, and build trust and privilege while maintaining professional standards.

Collaboratively develop clear processes, procedures and roles regarding student engagement and management, concurrently accompanied by appropriate Professional Development (PD) to support consistent enactment.