



# Mount Gravatt East State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

At Mt Gravatt East State School our goal is to provide high quality education that makes a positive difference to the lives of all our students. We strive to support our students to enable them to contribute to a socially, economically and culturally vibrant society in the future. Mt Gravatt East State School is an inclusive, co-educational state primary school that welcomes children from all over the world. We enjoy the many benefits of being a relatively small school, where individuals are valued and encouraged to participate to the best of their ability. All members of our school community are expected to support our Responsible Behaviour Plan for Students and our Code of Conduct. Our values and beliefs are based on mutual respect for ourselves as individuals, other school members, and our school space and belongings. We develop social cohesion by celebrating Australian culture and tradition and students here are encouraged to display cultural respect, civic duty, problem solving skills and a desire to participate. As our school motto says, we must strive to be 'Our Best Always'.

Our School Vision: High Expectations, inclusive and engaging education, achieving in a safe and respectful community.

Our Expectations: Be Safe, Be Respectful, Be a Learner

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

In 2017, Mount Gravatt East State School continued its tradition of high standards and high expectations, delivering quality education to students. Student achievement and improvement is the driving focus of staff and school efforts.

I am very proud to be the Principal of this great school and am equally proud of the hard work, efforts and achievements of staff, students, parents and school community. This School Annual Report provides information about Mount Gravatt East State School's activities, performance and achievements during the 2017 school year and provides data across the following key areas:

- School progress towards its goals in 2017
- Future outlook
- Our School at a Glance
- Our staff profile
- Performance of our students

#### School Progress towards its goals in 2017



Mount Gravatt East State School continued to realise our motto of “Our Best Always” in 2017 – a year of significant achievement for our school.

One significant highlight in 2017 was our school’s performance in Premiers Coding Competition. Our Year 6 student was the overall winner for the State of Qld.

We set high targets in NAPLAN in terms of Reading and it was both pleasing and rewarding to see the efforts of our students and staff translate into the achievement (and beyond) of these targets.

Increased parent support of our Reading Program through high levels of participation and support for our Before School Reading Program.

While these are results that we can all be very, very proud of, at Mount Gravatt East State School we strive to ensure balance, context and purpose are given to learning and the focus is on the “whole child”. Opportunities are provided for, nurtured and valued in the following areas:

Tech Girls

Queensland Coding Champion (Year 6) Premiers Coding Competition

Soccer

Netball

Student selected in QLD Netball team and scholarship to BSHS

Touch Football competition

Academic; Arts; Community; Cultural; Sporting and Wellbeing.

In summarising our progress against these areas in 2017, it is exciting to note some of the following highlights:

Continuation of the Positive Behaviour for Learning (PBL) program, ensuring positive behaviour is recognised and rewarded, leading to a stronger and more supportive learning community. An example of this is 100% on the SET data (feature and implementation scores)

Continued involvement in interschool sporting competitions for students from Years 4, 5 and 6

Continued improvement in reading and writing

## **Future Outlook**

### 2018 School Priorities

80% of students will receive a C or higher in English

And

Wellbeing for all Students, Staff, Community

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	265	127	138	26	91%
<b>2016</b>	276	134	142	28	92%
<b>2017</b>	283	142	141	24	93%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Mount Gravatt East State School has a diverse student population in terms of culture and language background. Our family cultures come from over 30 different countries from all over the world. At present there are 12 classes from Prep to Year 6. Our school continues to increase the number of students in the early phase of learning. In Term 4 (Oct-Nov) MGESS offers an 8-10 week **Step Up into Prep** program to assist next year's Prep students the best transition from Kindy to school. We average 30 or more students weekly to the Step Up into Prep program. This is an opportunity for Parents/Caregivers and Prep teachers to work side by side to learn how the school can best prepare for your child's entry to formal schooling. Prep Information Nights and Open Days are advertised through our Facebook page, newsletter and website. Our staff are happy to visit local Early Childhood centres to talk with parents and meet children also. Our school is fully inclusive for all learning abilities. In 2018 we will deliberately be focusing on multi-age classes with multiple abilities in every year level and every class. We have an extensive support staff with various expertise and experience as part of the inclusive programs we administer at MGESS.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	24	23
Year 4 – Year 6	27	26	25
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Key Learning Areas: English, Mathematics, Science, HASS, Health and Physical Education, Design and Digital Technology, The Arts (Media, Visual Arts, Drama, Dance Music), Languages Other Than English (Japanese)

- Literacy and Numeracy



- Early Years Framework (Prep) – social and personal learning, Health and Physical Learning, Active Learning Processes
- Information Communication and Technology instruction provides access to resources, competitions and EdStudios.
- Positive Behaviour and Learning Lessons
- Instrumental Music – Strings, Woodwind, Brass and Percussion
- LOTE Enrichment Group
- Swimming Lessons Term 1&4

## Co-curricular Activities

Tech Girls

Tech Teams

Touch Football interschool competition

Interschool, Intra- school District and Regional Sporting Trials and competitions

Student Leadership Program – Captains, Sports House Captains,

Leadership Ceremonies

Excursions

Seniors Camp

Science Club (after school)

Science 'Hands-on Minds-on' Day

Maths Enrichment Day

Events: Book Week, NAIDOC Week, Science Week, Life Education Van, Daniel Morecombe Day

Drum and Fife Marching Band

Instrumental Music Camps

P&C Events – Lap-a-thons, Monthly Munchies

Chaplaincy Program including Breakfast club

Science Extension Program – Cavendish Road SHS

Under 8s Day

## How Information and Communication Technologies are used to Assist Learning

At Mount Gravatt East State School, teachers are committed to the continual development of ICT capabilities for both themselves and their students. ICT capabilities are taught within all curriculum areas for students this involves learning to make the most of the digital technologies available and adapting to new ways of doing things as technologies evolve. Teachers are providing learning environments where their learners' knowledge is deepened, transformed and created through the effective use of ICTs. Classroom teachers and the Digital Technology Coach provide explicit teaching in the selection of suitable ICTs for investigating, creating and communicating within specific tasks. This teaching also covers expectations for safe use and practice.

Each classroom is equipped with an Interactive Whiteboard, Wi-Fi, CFT Laptop and a pod of six I pads. All classes have access to an Information Station with a pod of twelve desktop computers, a computer lab with 26 computers (including 8 new laptops), a number of digital cameras and voice recording devices. The senior classes have a laptop pod with sixteen laptops that can be used within the classroom as well as two MacBook laptops for video and photo editing.

Professional development for teachers in the explicit teaching and use of ICT capabilities and Digital Technologies has been provided through the purchase of a Digital Technology Coach. The role of the coach is to build teachers' ICT capabilities and provide coaching and mentoring in implementing the new key learning of Digital Technology.

Digital Technologies build on and extends ICT, moving students from technology consumers to creators. This new subject develops knowledge, understandings and skills of the underlying concepts of information systems, data and computer science.

Digital Technologies encourages students to design and create digital solutions that solve problems taking their preferred futures into consideration. It must be assessed and reported at least once every two years.

At MGESS students are supported to create digital solutions to solve problems by learning the underlying concepts of computer science and information systems. This means regardless of the form digital technologies take in the future students will be equipped with the knowledge, understanding, processes and production skills to solve complex tasks with digital solutions.

Students are taught in P-2 computational thinking through the introduction of algorithms and basic visual programming to turn these algorithms into code. Students in 3-6 build on their computational thinking and visual programming skills.

Digital technologies currently being utilized at MGESS include desktops, laptops, bee-bots, various coding apps on iPads, scratch offline, Edison robots and Lego storm robotics kits, makey-makey and a variety of unplugged resources that support learning.

## Social Climate

### Overview

Mount Gravatt East State School has a consistent and structured approach to behaviour management. The school uses Positive Behaviour for Learning systems. Our vision is '*High expectations, inclusive and engaging education, achieving in a safe and respectful community*'. We endorse the following expectations; '*Be Safe, Be Respectful and Be a Learner*'. As our school motto says, we must strive to be 'Our Best Always'. All staff are trained in many proactive behaviour programs including Essential Skills in Classroom Management and Non Violent Crisis Intervention Management. We value the explicit teaching of our three expectations as an integral part of every classroom program.

The provision of quality teaching and learning experiences at Mount Gravatt East State School is dependent on students and staff members striving to meet our high expectations and the maintenance of a supportive school environment. The school has a documented Responsible School Behaviour Plan for all members of our school community.

Students are regularly rewarded with many incentives, including certificates, wrist bands, prizes, buzzes. We regularly acknowledge students for striving for excellence.

### Parent, Student and Staff Satisfaction



## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	96%	86%
this is a good school (S2035)	92%	96%	85%
their child likes being at this school* (S2001)	100%	100%	89%
their child feels safe at this school* (S2002)	100%	100%	89%
their child's learning needs are being met at this school* (S2003)	100%	96%	89%
their child is making good progress at this school* (S2004)	100%	100%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	92%	89%
teachers at this school motivate their child to learn* (S2007)	100%	96%	96%
teachers at this school treat students fairly* (S2008)	100%	92%	77%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	93%
this school works with them to support their child's learning* (S2010)	85%	100%	81%
this school takes parents' opinions seriously* (S2011)	85%	96%	70%
student behaviour is well managed at this school* (S2012)	100%	92%	85%
this school looks for ways to improve* (S2013)	100%	96%	85%
this school is well maintained* (S2014)	100%	100%	93%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	97%	100%
they like being at their school* (S2036)	98%	98%	94%
they feel safe at their school* (S2037)	97%	100%	97%
their teachers motivate them to learn* (S2038)	100%	100%	99%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	97%
teachers treat students fairly at their school* (S2041)	93%	97%	92%
they can talk to their teachers about their concerns* (S2042)	95%	97%	92%
their school takes students' opinions seriously* (S2043)	92%	97%	93%
student behaviour is well managed at their school* (S2044)	97%	98%	92%
their school looks for ways to improve* (S2045)	100%	97%	97%
their school is well maintained* (S2046)	100%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	98%	95%	94%

## Staff opinion survey

Performance measure

Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	95%	73%
they feel that their school is a safe place in which to work (S2070)	100%	95%	80%
they receive useful feedback about their work at their school (S2071)	93%	90%	73%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	93%
students are treated fairly at their school (S2073)	100%	90%	93%
student behaviour is well managed at their school (S2074)	100%	95%	80%
staff are well supported at their school (S2075)	100%	90%	67%
their school takes staff opinions seriously (S2076)	100%	90%	73%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	95%	87%
their school gives them opportunities to do interesting things (S2079)	97%	95%	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

The staff members of Mount Gravatt East State School are committed to maintaining productive partnerships with parents. Parent feedback and input was sought via our P&C Association, Parent Teacher Meetings, Positive Behaviour for Learning meetings, School Events, The School Newsletter and daily conversations with community members.

The P&C Association is actively involved in Out of Hours School Care, Monthly Munchies, Uniform Shop, Drum and Fife Marching Band and Fundraising.

At the school level parent involvement is encouraged at Parent Information Evenings, Parent Teacher interviews, workshops, assemblies, performances and sporting events.

In 2017 the school held a very successful Bush Dance, attended by approximately 500 parents, students and teachers. The evening provided a chance for teachers and parents to informally chat about the future direction of the school.

Parents are welcomed as classroom helpers in a variety of roles and regular communication between staff and parents is an integral part of life in our school.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We use the Daniel Morcombe Program across Prep - Year 6 as part of our Health Curriculum to build student awareness of reacting and reporting. Many of the concepts relating to Respectful Relationships fall under the umbrella of Positive Behaviour for Learning (PBL) with lessons reviewed and designed to suit our context each term.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	10	12	22
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint



At Mount Gravatt East State School we have nineteen water tanks that supply the school with water for cleaning and watering our grounds. We have solar panels on our Block A building and Cardiff Air fans in our school hall and library to reduce our usage of electricity.

Staff and students are encouraged to turn off lights when leaving rooms, shutdown computers or set to stand by, turn off power outlets and open windows to utilise natural airflow rather than fans.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	3,248	1,270
2015-2016	90,664	602
2016-2017	115,882	846

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## 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 at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

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Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	24	20	<5
Full-time Equivalents	19	12	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	3
Bachelor degree	19
Diploma	4
Certificate	8

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$27,272.09.

The major professional development initiatives are as follows:

Beginning Teacher Mentors

Pre service teachers

Internships

Certificate 3 Teacher Aide (Education Support).

Induction for new staff

Principal Handover

PBL Staff training

Non-Crisis Intervention Training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 80% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	92%	87%

\*The student attendance rate 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.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

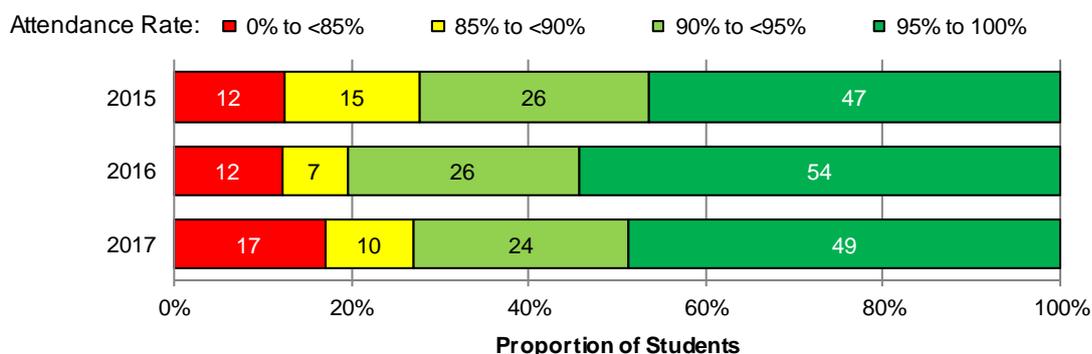
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	91%	93%	92%	92%	94%	95%						
2016	94%	93%	94%	93%	93%	95%	95%						
2017	92%	92%	93%	91%	91%	93%	93%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate 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.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

At Mount Gravatt East State School class rolls are marked twice daily, by 9:00am and immediately after second break at 2:00pm.



When students are going to be absent from school for more than three days we request that parents notify the school in writing. For daily absences parents are requested to phone the student absentee line or register the absence by email, to explain their child's absence.

If students are away for more than three consecutive days without notification, our school office will contact parents to ascertain students' whereabouts and safety.

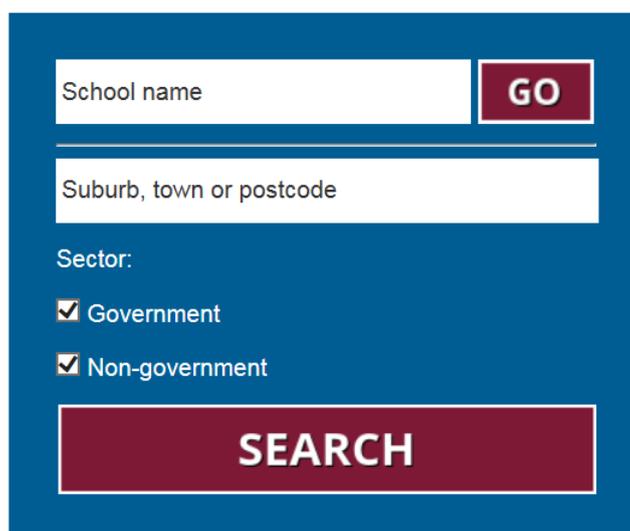
Same day notification is also in place. After the morning rolls are marked, parents of all absent students are sent an SMS asking them to notify the school with a reason for the absence.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

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## Conclusion