Principal’s foreword

Introduction

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 equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

Mt Gravatt East State School is an inclusive, co-educational state primary school that welcomes and supports children from all over the world. We enjoy many benefits of being a relatively small school, which enhances our supportive school environment, where all individuals are valued and encouraged to participate to the best of their ability. We expect students and parents to support our school values and beliefs. All in the school community must support our behaviour code of conduct.

Students are expected to be tolerant and disciplined. They need to be knowledgeable and tolerant of other cultures both here in the school and in the community. Students also need to demonstrate their acceptance of individuals regardless of any disabilities they may possess. This is a school expectation. We develop social cohesion by preserving the Australian culture and tradition. Students here are encouraged to display cultural respect, civic duty, problem solving skills and a desire to participate and, as our school motto says, strive for their best always.

Robyn Wilton
A/Principal

Future outlook

In the coming year key focus areas for improvement will be:

- Further development of our whole school approach to curriculum planning and implementation
- Provision of targeted intervention programs to maximise outcomes for all students in literacy and numeracy
- A major new pool development in our school grounds in partnership with the Brisbane City Council. Our students will have year round access on site to two heated 25m pools.
Mt Gravatt East State School is a Band 7 primary school in the Brisbane South Education District. The school was established in 1955. There are 10 primary classes which include both single and multi-age groupings and 3 special education classes.

Total student enrolments for your school: 256

Year levels offered: Prep – Year 7

Coeducational

Curriculum offerings

Our distinctive curriculum offerings

Core Learning

- The curriculum at Mt Gravatt East State School has focused primarily on developing students' skills in literacy and numeracy.
- In addition it also acknowledges a very significant need to develop our students' social and life skills through explicit teaching.
- MGESS is currently implementing curriculum reform focussed on meeting individual students' learning needs. The Core Learning Outcomes have been organised according to four Curriculum Organisers – Our Natural, Personal, Amazing, United and Changing Worlds. Core Learning is integrated through four Integrated Units per Year Level – to promote connectedness across the Key Learning Areas of Science, Study of Society and the Environment, The Arts, Technology and Health and Physical Education.
- Planning occurs at the end of each term in outcome level groups – this will help enable consistency across the school to develop – teachers plan with the Head of Curriculum and also align assessment with their planning
- A focus in planning is also on maximising outcomes for our most talented students, as well as for those who find achievement more difficult.
- 2 hour Literacy Block - 1 hour dedicated to reading and 1 hour dedicated to writing. Emphasis on Guided Reading.
- Daily, explicit teaching in Mathematics

Extra curricula activities

Promoting active participation of all students

Mt Gravatt East State School provides a range of extra curricular activities which are designed to actively engage and motivate students. These include:

- Interschool sports
- Lunch time club activities- art, robotics
- Student Council
- Verse Speaking
- Arts Council performances
- Excursions
- Instrumental Band
Our school at a glance

- Joey, Junior and Senior choirs (Prep-Yr 7)
- Marching band/Tattoo (Yr3-7)
- Music camp
- Opportunities to participate in State and national tests in Maths, English, Science & Technology
- Peer Support activities
- The Sunflower Café (run by SEU students)

How computers are used to assist learning

At Mt Gravatt East State School all current classroom spaces are linked to the school intranet and the internet. Teachers plan units of work which integrate the use of technology in a meaningful way and also provide the means to develop students’ computer skills. In 2007 a skills Continua will be used to assist teachers in tracking student development in this area. In addition to computers in classrooms, our school has a lab which allows a whole class to access individual computers simultaneously and a new multimedia centre being developed in the library. Students also utilise digital cameras and a range of software, including robotics, to motivate and enhance learning.

Social climate

The provision of quality teaching and learning experiences at Mt Gravatt East is dependent on the maintenance of a caring school environment which strives to meet the needs of all individual students. To sustain this environment the school has a documented behaviour management policy which was reviewed in 2004 and again in 2006.

Mt Gravatt East has a consistent and structured approach to behaviour management. The playground is a harmonious and happy place, with all of our staff and students enjoying the benefits of a relatively small school, where they are known and valued as individuals. Any incidents are dealt with in a fair and consistent way, with reference to our school and classroom rules and documented consequences. Parents are called on to support our efforts to maintain a positive, supportive school environment. At the end of each term a Reward Day, acknowledges and rewards the ongoing positive behaviours of the overwhelming majority of our students.

Explicit teaching of social skills is an integral part of every classroom program.

In 2006 School Opinion Survey

PARENTS
- 88% parents satisfied that school staff are approachable when they want to talk about their child
- 85% parents satisfied that this is a good school
- 80% parents are satisfied with the quality of teaching their children receive

STUDENTS
- 78% students are satisfied that their teacher helps them to do their best
The staff at MGESS are committed to maintaining productive partnerships with parents. The P&C group is actively involved in:

- Out of Hours School Care
- the tuckshop
- the uniform shop
- Marching Band
- the Mothers and Others group

Parents are welcomed as classroom helpers in a variety of roles and regular communication (either written or face to face) between staff and parents is an integral part of life in our school.
Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of Attainment</th>
<th>Percentage of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>62</td>
</tr>
<tr>
<td>Diploma</td>
<td>30</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2006 was $4760.

The major professional development initiatives in 2006 were:
- curriculum implementation
- numeracy and literacy

The involvement of the teaching staff in professional development activities during 2006 was 81%.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 92% in 2006.

Proportion of staff retained from the previous school year.

From the end of the 2005 school year, 91% of staff were retained by the school for the entire 2006 school year.
## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2006 was 91.4%.

### Key outcomes in the early and middle phases of learning

#### Results in the Year 2 Diagnostic Net

<table>
<thead>
<tr>
<th></th>
<th>Percentage of students not requiring additional support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>68%</td>
</tr>
<tr>
<td>Writing</td>
<td>76%</td>
</tr>
<tr>
<td>Number</td>
<td>73%</td>
</tr>
</tbody>
</table>

#### Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

<table>
<thead>
<tr>
<th></th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average score for the school</td>
<td>520</td>
<td>577</td>
<td>648</td>
</tr>
<tr>
<td>Average score for Queensland</td>
<td>535</td>
<td>608</td>
<td>679</td>
</tr>
<tr>
<td>Percentage of students at the school above the national benchmark</td>
<td>2006 77%</td>
<td>63 %</td>
<td>78 %</td>
</tr>
<tr>
<td></td>
<td>2005 93 %</td>
<td>76%</td>
<td>85%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average score for the school</td>
<td>506</td>
<td>564</td>
<td>693</td>
</tr>
<tr>
<td>Average score for Queensland</td>
<td>522</td>
<td>627</td>
<td>696</td>
</tr>
<tr>
<td>Percentage of students at the school above the national benchmark</td>
<td>2006 87%</td>
<td>80 %</td>
<td>93 %</td>
</tr>
<tr>
<td></td>
<td>2005 80 %</td>
<td>86 %</td>
<td>88%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average score for the school</td>
<td>516</td>
<td>557</td>
<td>640</td>
</tr>
<tr>
<td>Average score for Queensland</td>
<td>529</td>
<td>599</td>
<td>653</td>
</tr>
<tr>
<td>Percentage of students at the school above the national benchmark</td>
<td>2006 80%</td>
<td>66 %</td>
<td>82 %</td>
</tr>
<tr>
<td></td>
<td>2005 93%</td>
<td>82%</td>
<td>82%</td>
</tr>
</tbody>
</table>
Other Key Outcomes

Value added

Our student community is characterised by students from a variety of cultural backgrounds including:

- 20 students (8%) identified as Aboriginal or Torres Strait Islander
- A very multicultural mix with 42 students (16%) from other cultural backgrounds including Samoa, Greece, Italy, Korea, India, South Africa, Russia, New Guinea, New Zealand, Poland, France, Portugal, Turkey, Vietnam, Sri Lanka, Bosnia and China.
- 7 Refugee students
- 16% of the school population identify as speaking a main language other than English.
- 10% students requiring literacy support
- 9% students requiring numeracy support
- 9% students identified as requiring learning/behavioural support for disabilities

The turnover of students is very high due to the transience of the population, and of the current students about 25% have previously attended at least one other school.

At Mt Gravatt East we strive to maximise the learning for each and every one of our students. In order to do this we draw on a range of support personnel such as Advisory Visiting Teachers in English as a second Language, various disability areas, speech language pathologists, Support Teachers for Learning Difficulties and structured programs to help students with difficulties in literacy and numeracy. In addition we strive to extend those students who are able to achieve more readily and also to provide a range of extra curricula activities that enhance students’ experience of school.

Our school prides itself on being supportive of individual students’ social/emotional needs, as well as academic and our staff work together to ensure that our school environment is one in which students are not only given the opportunity or achieve the best they can academically, but also one in which, because they come from so many different ethnic and socio economic backgrounds they can learn the social and life skills essential to effective participation in society.

Parent, student and teacher satisfaction with the school

Parent and student satisfaction in our school in terms of student learning, the quality of our staff and their teaching, and our school climate, is high. Parents and students also express high satisfaction with our facilities and all look forward with anticipation to our new pool development.

Relationships between parents and teachers in our school are particularly positive with 88% parents satisfied with the “interest that the teachers take in their child” (with 50% being Very Satisfied) This was Flagged as well above the Mean of other schools in the State.