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. Our school is an inclusive, co-educational state primary school that welcomes and supports children from an extensive variety of backgrounds. We aim to prepare students to make meaningful contributions to their own lives, the lives of others and our global society. To this end our school vision encompasses our goals for our students’ achievements of outcomes as we work towards ‘Forging Pathways to Excellence!’

Being a relatively small school we enjoy many benefits, where all individuals are valued and encouraged to participate to the best of their ability. Students, staff, parents and community members are expected to undertake and model our school values and beliefs and are encouraged to follow our school rules: ‘Respect for Self’, ‘Respect for Others’ and ‘Respect for Property’. We are committed to providing a supportive, inclusive and safe learning environment where we strive to maximize the potential of every student. As our school motto says, we must strive to be ‘Our Best Always’.

In 2010 we completed the third year of our Long Term Operational Plan. Pleasing progress has been made by the school community in working towards the identified goals established together for school improvement. Our statistical data from 2009 to 2010 indicated very positive improvements in student achievements, especially in ‘distance travelled data’. Congratulations to all students, staff and community members who worked together towards achieving our goals in 2010.

We are looking forward to our Quadrennial School Review this year and the concurrent development of our Strategic Plan for the next four extraordinary years at Mount Gravatt East State School.

Janine Leach
Principal
2010 Progress Report

Through data analysis, critical evaluations of student performances and professional dialogue, staff identified key curriculum focus areas to develop school intervention programs to maximize student achievements. Further development of our whole school approach to curriculum planning, implementation, assessment and reporting supported the identified student needs.

With a focus on the P-12 Curriculum Framework and a commitment to maintaining high expectations, improvements in student performances were achieved and evident in systemic and school-based data. Changes in pedagogical practices have improved engagement of students in the curriculum. Broader whole school student leadership programs and higher student involvement have improved confidence and pride across the school.

Increased community involvement at school has generated a stronger sense of the importance of accessing quality education.

Future outlook

2011 Short Term Operational Plan Goals

1. Continue whole school approach to Literacy curriculum and pedagogy.
2. Implement whole school approach to Numeracy curriculum.
3. Raise awareness for the implementation of the National Curriculum.
4. Improve integration of assessment and reporting practices.
5. Improve learning outcomes for all students by adopting an inclusive approach across all areas.
6. Establish cooperative relationships with the community, schools and clusters.
7. Improve human and physical resourcing to support the integration of information technology and improve our learning environments.
Our school at a glance

School Profile

Mt Gravatt East State School was established in 1955.

It presently has an enrolment of 263 students from Prep to Year 7. All classes are co-educational and are comprised of mixed ability groupings. The school community enjoys the benefits of extensive grounds and facilities, including a multi-purpose court, soccer field, three adventure playgrounds, hand ball courts, undercover play areas, long jump pits and free access to school swimming lessons in the onsite Brisbane City Council Pool.

Our terraced playground area and refurbished hall are ideal for informal and formalized media events. Class groups can access our computer laboratory, computer clusters and interactive whiteboards for extensive curriculum delivery. Our new Information Station (Library) and an existing library are also available for school use and community hire e.g playgroup, workshops.

A kindergarten will also be constructed onsite for enrolments in 2012. Parents who wish to enrol their child/ren at our new kindergarten service should contact:

C&K either at waitinglist@candk.asn.au or by calling 1800 177 092.

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>270</td>
<td>124</td>
<td>146</td>
<td>84%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Out of our total enrolment of 260 students 44.6% were girls and 55.4% were boys therefore a fairly even composition of sexes. Our enrolment totals are fairly consistent with growth in student numbers being a consistent factor although some student variations occur due to family circumstances e.g. Visa Subclass status.

Our school has an above average socioeconomic status rating, 7% of our population are Indigenous, 33.8% of our population speak other languages at home, 2% of our students are Refugees and 2.6% are enrolled as Education Queensland International Students.

We also provide a non-compulsory Religious Instruction Program through our volunteers who work with many students during a one half hour session per week, supervised by teaching staff.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On or under target</td>
<td>Under Target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>21</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>All Classes</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>6</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>3</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- Key Learning Areas: English, Mathematics, Science, Studies of Society & the Environment, Health & Physical Education, Technology, The Arts (Media, Drama, Dance, Music), Language Other Than English (Japanese)
- Early Phase of Learning (Prep to Year 3) with its emphasis on inquiry based learning and explicit targeted teaching to maximize student outcomes
- Middle Phase of Learning (Years 4-7) where higher order thinking is promoted along with student learning responsibilities and explicit targeted teaching to maximize student outcomes
- Special Education Program
- Information Communication & Technology instruction supported by a Technology Leadership Team, Teacher Librarian and Classroom Teachers. Reading Friends and Student Buddy System
- Support-A-Talker Training & Program
- School Wide Positive Behavior Support Program and Responsible Behaviour Plan for Students
- Artist in Residence, Science Mentors and links to secondary school program
- Instrumental Music Programs (Strings, Woodwind, Brass and Percussion)
- Swimming Lessons: Terms 1 & 4 (P-7)
- Interschool, Intra-school, District & Regional Sporting trials and competitions
- Student Leadership Program e.g. Student Council (Years 4-7), Library Monitors, Sport Captains, Music Leaders
- Lap-a-thon Fundraiser
- Excursions e.g. Parliament House, Port of Brisbane Tour, Museum & Art Gallery, Sea World and secondary school links and transitions e.g. drama, science, reading

Extra curricula activities

- Mt Gravatt East State School provides a range of extracurricular activities which are designed to actively engage and motivate students:
- Year 7 Leaders Camp
- Wakakirri Competition – Drama Dance Story - Years 6 & 7 Students (every 2 years)
- Arts Council performances
- Drum, Fife Marching Band e.g. Band Tattoo, Mt Gravatt and Brisbane Show, Anzac Day Parades and Nursing Home Performances
- School Choir e.g. Nursing Home performance, Mt Gravatt Show
- Instrumental Music: Camps, Public Performances e.g. Nursing Home, Silver Trophy in Competition
- Twilight Music Evening to showcase music program and student capabilities
- Premier’s Readers Challenge
- Interschool sports
- Active After School Community Sports
- P&C Association Events e.g. Movie Night on the Oval, Annual Healthy Breakfast, Lap-a-thon
- Cultural Events & Highlights e.g. LOTE Concert, P-7 Cultural Extravaganza Evenings, NAIDOC Activities, Harmony Day
- Enrolment Open Days and Under 8s’ Day
- Active School Travel Program
How Information and Communication Technologies are used to assist learning.

At Mt Gravatt East State School, teachers use a range of digital resources to design, plan and deliver lessons which are engaging and meaningful. Networked computers with internet access are located in classrooms and in pods in the library, media centre and computer lab. Teachers use these to develop students’ computer skills and also facilitate access to resources, such as online audiovisual materials, podcasts and blogs. Interactive Whiteboards are used to assist in curriculum delivery across all Key Learning Areas and in 2010 our total Interactive/Touch Boards installed in classrooms or other venues was ten and as of April 2011 the total is thirteen. Digital still and video cameras, MP3 players and Beebots are also employed to enhance student learning in the classroom setting. The school’s Information Communication Technology Staff and classroom teachers work in conjunction with each other to model and implement effective Information Communication Technology based lessons. Teachers are also provided with laptops through the Computers for Teachers program to support them in integrating Information Communication Technology into their teaching.

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 Responsible Behaviour Management Plan for all members of the school community.

Mt Gravatt East has a consistent and structured approach to behaviour management. Our school is a place where our staff and students are respected as individuals. We value the explicit teaching of social skills as an integral part of every classroom program. 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 students and encourages them to work together as a team towards this reward. Students are also regularly rewarded with certificates and acknowledgements for excellent behaviour at our weekly assemblies and in our newsletter.

PARENTS
Parents have expressed satisfaction that their child is ‘safe’, ‘treated fairly’ and ‘happy to go to this school’. Our parents were satisfied with all areas of the School Opinion Survey and consistently provide positive feedback through our school based surveys and at our P&C Association and Parent Representative Meetings.

STUDENTS
Students have expressed that they are satisfied that this is a ‘safe’ and ‘good school’ and that they are ‘treated fairly’, ‘happy to go to this school’, believe it is a good ‘learning climate’ and pleased with the teaching and learning. The results of the 2009 and 2010 survey indicated higher percentages of satisfaction for selected item results above the state. The students believed that’ they get a good education at school’, ‘it is a good school’ and they are ‘satisfied with their wellbeing at school’.

TEACHERS
Teachers have expressed that they felt satisfied with most areas of the school and 90% staff were engaged in professional development for ‘Life Long Learning’ in 2010.They are also satisfied that ‘community, staff and student relationships are good and their work is valued and recognized within the school community.
Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>87%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>77%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

The staff at MGESS is committed to maintaining productive partnerships with parents. Parent feedback and input was sought via our P&C Association, Parent Representative and Parent Teacher Meetings, Year Level Surveys and through daily conversations with community members.

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

At the school level parent involvement is encouraged at Parent Information Evenings, Parent Teacher Interviews and Parent Education Workshops. Parents are also encouraged to attend assemblies, sporting events, musical performances and secondary school transition events.

Activities are organized for Open Days, Education Week, Book Week, Harmony Day, NAIDOC Week, Anzac Day and other occasions to enable parent participation and to provide an exhibition of student learning.

Surveys conducted by the Principal for parents of students in each year level provide input annually. The results are published in the newsletter and queries addressed individually or at other forums. Confidential or open input is welcomed and encouraged to meet the needs of all stakeholders.

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.

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

Students are encouraged to conserve water and hand washing facilities in classrooms and other areas contain ‘Instant Hand Sanitisers’ that do not require the use of water.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity KwH</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$35,892</td>
<td>$16,373</td>
<td>$13,697</td>
<td>$3,301</td>
<td>$2,521</td>
<td>$0</td>
<td>$0</td>
<td>$4,678</td>
<td>1.032</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$36,101</td>
<td>$16,105</td>
<td>$0</td>
<td>$0</td>
<td>$16,832</td>
<td>$0</td>
<td>$3,164</td>
<td>106,850</td>
<td>1.202</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>-1%</td>
<td>2%</td>
<td>N/A</td>
<td>N/A</td>
<td>-85%</td>
<td>-100%</td>
<td>-21%</td>
<td>-14%</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
### Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>33</td>
<td>20</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>27</td>
<td>12</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>23</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

-Doctorate 18%
-Masters 9%
-Bachelor degree 70%
-Diploma 0%
-Certificate 0%
Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $22 059.48.

The major professional development initiatives for staff are as follows:

- Leading Australia’s Schools
- Principal’s Powers of Exclusion
- Leadership Workshops
- Queensland Studies Authority Forum
- National Curriculum
- One School - Business Services Management – Finances, Timetabling and Facilities
- English Curriculum – Key focus on teaching, learning and assessment of Reading e.g. comprehension, grammar, tracking student progress, Literacy Blocks, Support-A-Reader & Support –A-Talker
- QAR – Reading Strategy – Question, Answer & Relationship
- Mathematics Curriculum – First Steps Number
- Catering for Students with Special Needs
- Teaching Prep and P-3 Workshops
- Inclusive Curriculum
- Intervention – Year 2 Net
- Assessment and Reporting – OneSchool, Data analysis, Cluster/Team Moderation
- Information Communication Technologies for Learning – e Learning, OneSchool, Interactive Whiteboards, Freeware, Mathletics
- Child Safety Workshop
- Physical Education – Active After School Communities Coaching, HPE Workshop and First Aid
- Japanese Proficiency and ACTLAN Action Language
- School Wide Positive Behaviour Support Training and Staff Induction

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 85% of staff were retained by the school for the entire 2010 school year.
Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 93%.

Student attendance for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>94%</td>
<td>96%</td>
<td>91%</td>
<td>94%</td>
<td>92%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Our school manages non-attendance of students in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Class rolls are marked twice daily, once at the start of the day the other after lunch. Parents are required to contact the school by phone on the day of the absence or send a note with details explaining the absence.

If student absences are unexplained for more than two days parents are contacted. ‘Failure to Attend’ letters are mailed to parents/caregivers in line with DET policies for long term or ongoing, extraordinary unexplained absences without reasonable excuses. We believe that all students must attend every day unless a ‘reasonable excuse’ is explained by parents/caregivers. e.g. illness.
**Performance of our students**

**Achievement – Years 3, 5, 7, and 9**

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/)

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

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Achievement – Closing the Gap**

Our Mount Gravatt East State School ‘Closing the Gap and School Report’ recorded Indigenous attendance improvements from 2009 - 2010 met, or exceeded double the system target. Our achievement rates in 2010 met, or exceeded the 2010 system target and the gap is decreasing between Indigenous and Non-Indigenous attendance rates for all students at our school. In 2010 our Indigenous enrolments increased.

Improved levels of attainment were evident in Year 3 Reading and Numeracy from 2008-2010 where school targets were positive, met or exceeded, and improvements in 2009-2010 targets in Year 3 Reading were also positive and we have introduced an explicit ‘Base 10 Number Program’ from Prep – Year 3 to improve student achievements in number for Indigenous and Non-Indigenous students.