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. 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 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 2011 we completed our Quadrennial School Review of the four years from 2008 – 2011 and developed our Mount Gravatt East State School Strategic Plan for 2012 – 2015. Our statistical data from 2008 to 2011 indicated very positive improvements in student achievements, especially in ‘distance travelled data’ and in staff, student and parent satisfaction with our school.

Janine Leach
Principal
Mount Gravatt East State School’s Progress Towards its Goals in 2011

Through data analysis, critical evaluations of student performances and professional dialogue, staff identified key curriculum focus areas to continue school intervention programs to maximise 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 and increased access to digital technology including interactive whiteboards have improved engagement of students with the curriculum. The continued implementation of whole school leadership, cultural and sporting programs have broadened student participation and improved confidence and school pride.

Staff have embraced the challenge of improving student outcomes in Reading, Writing and Science and strongly believe that all children can learn to read and write regardless of background and location. They regularly engaged in evidenced based professional development and collegial sharing of proven strategies and practices to achieve documented improvement in student outcomes.

Future Outlook

2012 Annual Implementation Plan Goals

• Development of consistent whole of school approach to the teaching of Reading, Mathematics and Science.

• Development of 2012 MGESS Curriculum Plan aligned to the Australian Curriculum and QCAR Essential Learnings Framework.

• Improve alignment of assessment and reporting practices focussed on the improvement of teaching and learning outcomes.

• Develop school based assessment to support and supplement C2C units, aligned with the achievement standards from the Australian Curriculum.

• Continue whole school approach in planning for differentiation and improving learning outcomes for all students.

• Maintain and enrich cooperative relationships with the community, schools and clusters.

• Establish a learning initiative that makes ICT integral to learning, engaging students, improving learning opportunities and outcomes and enhancing teachers’ digital pedagogy to a digital way of working that is meaningful, engaging and connected to ongoing, future learning.

• Continue implementation of MGESS Responsible Behaviour Plan for Students and third year of School Wide Positive Behaviour Support Project.

• Continue a consistent approach to coaching, mentoring and feedback for all staff.

• Identify Professional Development for all staff through the performance development tool.
School Profile

Mt Gravatt East State School was established in 1955. It presently has an enrolment of 268 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 indoor and outdoor multi-purpose courts, soccer field, three adventure playgrounds, hand ball courts, undercover play areas, sand and long jump pits and free access to the onsite Brisbane City Council Pool for school swimming lessons.

Our refurbished hall is ideal for informal and formal media events, showcasing student capabilities and achievements. 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 eg playgroup, workshops.

A kindergarten will also be constructed onsite for enrolments in 2013. 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.

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>266</td>
<td>125</td>
<td>141</td>
<td>96%</td>
</tr>
</tbody>
</table>

Characteristics of the Student Body

Out of our total enrolment of 268 students 47% were girls and 53% were boys therefore a fairly even composition of sexes and consistency of enrolment stability each year.

Our school has an above average socioeconomic status rating, 8.6% of our population are Indigenous, 33.8% of our population speak other languages at home, 2% of our students are Refugees and 2.7% 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 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>20.3</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25</td>
</tr>
<tr>
<td>All Classes</td>
<td>22.4</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>0</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

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 supported by Special Education Teacher and Teacher Aides and overarching ‘Inclusive Policy’.

Information Communication & Technology instruction provides access to resources, competitions and ed Studios and is supported by a Technology Leadership Team and accomplished staff with ICT Certificates and/or Licences.

Support A-Talker Training & Program supported by Speech Language Pathologist, pre & post testing and trained staff.

School Wide Positive Behaviour Support Program and Responsible Behaviour Plan for Students

Science Mentor and links to secondary school programs eg Teaching and Learning and performances eg Indigenous Dancers.

Instrumental Music Programs (Strings, Woodwind, Brass and Percussion)

Swimming Lessons: Terms 1 & 4 (P-7), including Term 4 P-7 Swimming Carnivals.

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. Regional Technology Workshops, Parliament House, Botanical Gardens, Planetarium, Museum, Dairy Farm Visit and secondary school links and transitions, including Science.

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 Camp – Kindlian Outdoor Challenge Camp

National Leaders Day Event Year 7 School Captains

Arts Council performances

Drum, Fife Marching Band e.g. Band Tattoo, Mt Gravatt Show, Anzac Day Parades and Nursing Home Performances

School Choir e.g. Mt Gravatt Show

Instrumental Music: Camps, Public Performances e.g. Musicfest - Silver Trophy.

Twilight Music Evening to showcase music program and student capabilities

Premier's Readers Challenge

Interschool sports – Soccer & Netball

Active After School Community Sports – Free

P&C Association Events e.g. Annual Healthy Breakfast & Lap-a-thon

Cultural Events & Highlights e.g. LOTE Concert, P-7 Cultural Extravaganza Evenings, NAIDOC Activities, Harmony Day

Enrolment and Prep Transition Open Days and Orientation Mornings.

Under 8s Day Extravaganza for MGESS Prep – 3, Local Early Learning Centres, Play Groups and local school and community children.

Active School Travel Program eg Walking, Wheeling Wednesdays, National Walk Safely to School Breakfasts and Celebrations.
Our school at a glance

How Information and Communication Technologies are Used to Assist Learning

At Mt Gravatt East State School, teachers are committed to the continual development of their digital pedagogy and providing learning environments where their learners' knowledge is deepened, transformed and created through the use of digital tools, resources and environments. Students are contributors of their own knowledge, independent users of digital tools and also contributors to the world's digital environment.

Networked computers are located in classrooms, Resource Centre, Information Station, media centre and in our computer lab. Wi-Fi access is available in the Resource Centre and some teaching blocks. Interactive Whiteboards are used to assist in curriculum delivery across all Key Learning Areas and in 2011 our total Interactive/Touch Boards installed in classrooms or other venues was thirteen. The implementation of eighteen iPads for Prep-3 students, in particular Prep, and a set of Wi-Fi laptops for Years 4-7 is proposed for 2012.

Teachers and students are expanding their learning beyond the classroom with regular opportunities to participate in online learning experiences through the use of web based tools, peer discussions, podcasts, blogs, video contributions and collaborative projects.

Our commitment to digital pedagogies included staff leadership development in eLearning qualifications through the successful achievement of a school based District e Learning Facilitator. Staff have built their own capabilities through professional development in C4T laptop applications, web based tools, cameras including Digital still and video cameras, MP3 players and Beebots and digital scanners. This extended to improving staff digital pedagogies, aligned to the Smart Classroom Framework. To receive recognition for their work with the Smart Classroom Framework they were awarded with ICT Certificates.

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 State School is dependent on the maintenance of a caring school environment which strives to meet the needs of all students. To sustain this environment the school has a documented Responsible Behaviour Management Plan for all members of the school community.

Mt Gravatt East State School 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, and personally by our school Principal.
Parent, Student and Teacher Satisfaction with Mount Gravatt East State School

PARENTS - Parents have expressed satisfaction that their child is ‘safe’ and ‘happy to go to this school’. High levels of satisfaction were also evident with the ‘quality of teaching’, the ‘interest teachers take in their child’, ‘that staff are approachable when parents want to talk about their child’ and that ‘school staff are responsive to enquiries’ and ‘communicate well with parents’. Our parents 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 ‘good school’, where ‘teachers take an interest in their learning’, ‘clearly explain what to do in school work’, and ‘help them to do their best’. They are very ‘happy to go to this school’ and ‘with how well they are learning’.

TEACHERS - Teachers have expressed positive levels of satisfaction and 98% staff were engaged in professional development for ‘Life Long Learning’ in 2011. They are also satisfied that ‘community, staff and student relationships are good and they are clear about what is expected of them in their roles and responsibilities’.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>85%</td>
</tr>
</tbody>
</table>

Involving Mount Gravatt East State School Parents in their Child’s Education

The staff at 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 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 File 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, Under 8s Day, Mothers Day, Fathers Night, 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.
Our school at a glance

Reducing Mount Gravatt East State 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 off 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 some hand washing facilities in classrooms and other areas contain 'Instant Hand Sanitisers' that do not require the use of water.

The increase in electricity usage is attributed to a significant increase in Interactive Whiteboards in classrooms, access to online resources by staff and students, a new library which included additional computers, a new hall with a media centre and additional kitchen appliances for functions.

In 2012 the school will develop an 'Environmental Management Plan' to raise community awareness about sustainability and ways to reduce the school's environmental footprint.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>90,165</td>
<td>868</td>
</tr>
<tr>
<td>2010</td>
<td>84,678</td>
<td>1,032</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>6%</td>
<td>-16%</td>
</tr>
</tbody>
</table>


Our staff profile

Mount Gravatt East State School’s Staff Composition, including Indigenous Staff Members

<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>32</td>
<td>20</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>11</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>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>28</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</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 2011 was $39,500.

The major professional development initiatives are as follows: Curriculum & Coaching Leadership, Peer & Team Mentoring, First Steps Number Training & Teaching of Reading, Writing, Science and Spelling, Differentiating the Curriculum, Assessment and Moderation, ACARA (National Curriculum Implementation), Early Years Teaching and Curriculum, Working with Students With Disabilities, Information Communication Technologies Workshops, Beginning Teachers’ Conference, School Wide Positive Behaviour Support Training, Building Student Resilience and Behaviour Management Strategies.

2011 School Annual Report

Queensland Government
The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says 'Search by school name', type in the name of the school 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 given access to the school’s My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
**Key Student Outcomes**

**Student Attendance - 2011**

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student Attendance rate 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>
</tr>
</thead>
<tbody>
<tr>
<td>91%</td>
<td>92%</td>
<td>95%</td>
<td>98%</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**

The proportions of students by attendance range.

![Attendance Rate Graph](image)

**Description of How Non-attendance is Managed by Mount Gravatt East State School**

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.

Students must be signed out by a parent/guardian or authorised carer for all ‘early departures’.

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. eg. illness.

EVERY MINUTE OF EVERY DAY IN EDUCATION COUNTS AT MOUNT GRAVATT EAST STATE SCHOOL!
Performance of our students

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 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.

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' showed that Indigenous attendance from 2010 - 2011 recorded a positive improvement towards the system target. Our Indigenous achievement and improvement rates in Literacy and Numeracy showed that in 2011 we met, or exceeded the system targets and in 2011 our Indigenous enrolments increased in numbers.

Improved levels of attainment were evident in Year 3 Reading and Numeracy from 2008-2011 where school achievement and improvement targets were positive, and met or exceeded system aspirations.