

Mount Gravatt East State School

# Executive Summary



## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Mount Gravatt East State School** from **9 to 13 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#).

The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

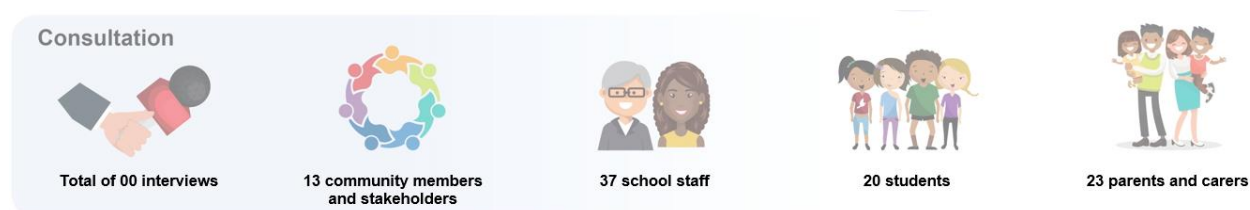
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) and Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Bradley Clark	Internal reviewer, SRR (review chair)
Louise Wilkinson	Internal reviewer, SRR
Garry Lacey	External reviewer

### 1.3 Contributing stakeholders



## 1.4 School Context

<b>Indigenous land name:</b>	Yuggera
<b>Education region:</b>	Metropolitan Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	292
<b>Indigenous enrolment percentage:</b>	7.3%
<b>Students with disability percentage:</b>	23%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1002

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from 8 to 10 May 2019. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 987 and the school enrolment was 285 with an Indigenous enrolment of 7% and a student with disability enrolment of 5%.

The key improvement strategies recommended in the review are listed below.

- Build capacity of staff to focus on high expectations for academic achievement for all students whilst providing a supportive school environment. (Domain 3)
- Review and refine strategic documents to ensure a sharp and narrow focus in order to guide the school-wide implementation of key improvement priorities. (Domain 1)
- Leverage the established High Performance Team (HPT) structure to focus team conversations on the improvement priorities, particularly related to the teaching of English. (Domain 5)
- Quality assure the alignment of the Guide to Making Judgements (GTMJ) to the Australian Curriculum (AC) and enhance teachers' ability to make effective judgements about student achievement. (Domain 6)
- Review and refine school procedures to identify and support all students, including the use of bandscaling to inform planning and teaching for English as an Additional Language or Dialect (EAL/D) students. (Domain 7)

## 2. Executive summary

### 2.1 Key affirmations

#### **Staff members share a belief that all students are capable of learning successfully.**

In order to enhance the inclusive culture of the school, relevant staff members were involved in a process to plot the school's practices against the 'Signposts for Inclusive Education'. This process identified next steps for school leaders to strategically plan responses for collective action. With genuine support from school staff, many of these actions have been successfully implemented.

#### **Parents and community members speak highly of the school.**

Parents express appreciation for the dedication of staff and comment that they receive timely communication from the school. This is reflected in the School Opinion Survey (SOS) with 100% of parents agreeing with the statement 'Staff at this school are approachable'. Similarly, prominent community members hold the school in high regard and outline how the school plays an important role in the local community. Parents discuss their appreciation for knowing what is going on in the classroom.

#### **Staff identify improving students' learning outcomes as the core business of the school.**

Staff members express a strong commitment to students and understand the importance of continuously improving their teaching practice to support enhanced learning outcomes. The leadership team has compiled a summary of their own data analysis relating to the identified priorities, which indicates that the school has continued to sustain steady improvements in their Level of Achievement (LOA) data over the last four years. Teachers discuss having a strong understanding of this data as it is frequently referred to through conversations with some members of the leadership team.

#### **There is a strong commitment to implementing whole-school approaches to literacy development.**

A whole-school approach of implementing Promoting Literacy Development (PLD)<sup>1</sup> is supported by the literacy coach and leadership team. Each week, a literacy coach works with teachers in classrooms to model teaching strategies associated with the PLD program. Staff share a belief that this approach has had positive impacts on students' literacy progression. A Watching Others Work (WOW) strategy provides teachers with opportunities to view effective implementation of teaching strategies relating to the PLD program. Teachers express valuing these collective opportunities for coaching and mentoring by expert colleagues.

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<sup>1</sup> PLD. (2020). *Resources to improve literacy levels within primary schools*. <https://pld-literacy.org/>

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Develop Quality Assurance (QA) processes to provide school leaders with clear line of sight of how school and system priorities are enacted at a classroom level to produce desired improvements in student learning.

Clearly define roles, responsibilities and accountabilities for school and teacher leaders to enable effective and cohesive implementation of agreed priorities.

### **Domain 6:** Systematic curriculum delivery

Utilise regional support to strengthen alignment of curriculum units, task sheets and marking guides that ensures delivery of the rigour and intent of the AC and system requirements.

### **Domain 5:** An expert teaching team

Develop a model to support differentiated capability development for school staff that provides access to a broad range of professional learning opportunities aligned to priority areas.

### **Domain 3:** A culture that promotes learning

Develop systems, processes and opportunities that promote staff unity and cohesion to support whole-school approaches to be enacted with consistency and fidelity.