Upper Mount Gravatt State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Queensland
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School Overview

Upper Mount Gravatt State School has an enduring commitment to teaching excellence for all children which is expressed both in terms of academic achievement and the delivery of emotionally resilient learners.

Over the past 85 years, UMGSS has demonstrated the highest ideals and moral purpose to prepare our students for a complex world of change and diversity.

All teachers teach at Upper Mount Gravatt such that the depth and breadth of our attention to pedagogical detail is achieved through a critical mass of Admin, Specialist and Support teachers working individually with our learners.

Our teachers continue to learn and differentiate to remain at the forefront of emerging and effective

practices. We also employ a team of highly trained teacher aides who work in classes to provide intensive, targeted and individualised support.

We are an award winning institution, recognized State-wide for our ability to improve student performance. Beyond the classroom walls we have extensive extra-curricular offerings across programs for sport, camping and outdoor education, art, drama, music, student leadership, as well as computer and homework clubs.

For all our endeavours UMGSS has been recognized as a high achieving school and accepted into the stable of Independent Public Schools. This has given us even greater capacity to create and innovate for continued academic and pastoral success for our students

Our mission is to nurture clever, passionate and caring Global Citizens who will work to make the World a better place in which to live.

Principal's Forward

Upper Mount Gravatt State School is a high-performing Independent Public School driven by disciplined innovation and focus on social-emotional learning. UMG is built on a strong sense of community and commitment to quality education. We shape individual and collective success through our four points of difference (PODs) framework that underpins our vision and strategic direction.

1. UMG*learn* is driven by the belief that every student can achieve. High achievement is fostered through focused evidence-based programs that capture students' needs and challenge students to extend themselves academically.

2. UMG*connect* is focused on enhancing learning by creating a positive school culture that values authentic partnerships with parent, local and international communities.

3. UMG*fit* recognises that a healthy mind and body is integral. Total wellbeing is fostered through our You Can Do It and outdoor education programs.

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I Progress towards its goals in 2016

UMG implemented the Australian Curriculum in the key learning areas of: English, Maths, Science, History and Geography with an engagement focus. We aligned this with our Pedagogical Framework and established an extensive intervention program. The UMG*lit* Centre was created to address deficits in early reading skills to ensure that all students have a strong foundation in reading which is highlighted as a key focus in our improvement agenda.

The BYO Device Program was rolled out in years 2 to 6 with a trial 1:1 iPAD class in years 2,3,4,5 and 6 to provide opportunities for students to engage authentically with technology.

We have embedded a whole school approach to well-being and emotional resilience through the You Can Do It Program, Kidsmatter and an emotionally intelligent rich curriculum. We have strengthened the capacity of parent and staff teams through Kidsmatter to support our community's needs and promote our strong values and advocacy for diversity and active, healthy lifestyles.

Future Outlook

Focus on whole school improvement agenda by engaging in a connected curriculum with a synchronized assessment schedule.

Fully implement our Pedagogical Framework with a streamlined approach to Literacy, Numeracy and the Australian Curriculum.

Focus on differentiation of curriculum delivery embracing our complex and diverse community.

Emotional Intelligence and Well Being as the main driver of our Community Engagement Framework.
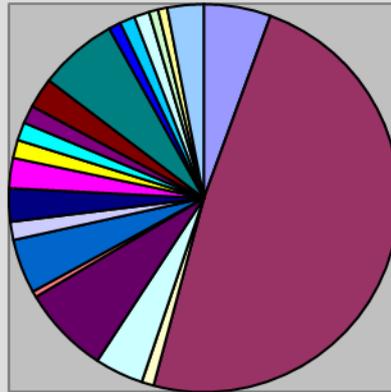
Creating School Community Autonomy and Accountability through Independent Public Schooling.

Look at innovative ways to extend students through a variety of intervention programs in literacy and numeracy.

Promote 21 Century ICT's with the move to wireless connectivity and BYO devices for all staff and students.

Create a strong School Council and implement the Strategic Plan 2015 to 2018.

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Our School at a Glance

A&TSI	Australian	Afghani	African	Indian Sub-C	Burmese	European
Chinese	English	Melanesian	Filippino	Greek	Korean	Arabic
Maori & NZ	Samoan	Sth African	Taiwanese	Thai	Latin American	Vietnamese

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	437	217	220	20	89%
2015*	419	195	224	15	90%
2016	421	197	224	14	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	23	22
Year 4 – Year 7	25	26	23
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery
Co-curricular Activities
The school, while offering curriculum in all key learning areas, has a keen extra-curricula interest in literacy and numeracy extension programs.

It also offers instrumental music, a choir and interschool sporting competition. It also caters to a number of international students whose parents are short-term residents in Australia. Our curriculum has a focus on emotional intelligence and higher order thinking.

Students have access to the Lit Centre which has a one to four staff ratio for four hours a week per student

The school offers all aspects of the Australian Curriculum with Chinese Mandarin offered as the Language Other Than English from Prep to 6.

The variety of school activities offered as part of learning will be further enhanced in 2017 with the embedding of the Pedagogical Framework

Emotional intelligence underpins excursions, camps and all aspects of curriculum offerings

PreLIT

PreLIT is an evidence based, best practice, early literacy program for Prep students during their first year of formal schooling. It is designed to complement a play-based learning environment and provides children with a sound foundation for learning to read. The program is systematic, skills-based and taught in a hierarchical sequence for thirty minutes, five days a week. There are two main components phonological awareness and oral language development through structured story book reading. Various activities are presented in a game format and lessons are cumulative with children progressing through the program at their pace and developmental level.

MiniLIT

MiniLIT is an evidence-based, effective early literacy program for Year One to Four students. It is a practical, systematic and explicit model for teaching reading skills to students that have not yet mastered the strategies they need to be successful readers. MiniLIT targets the bottom 25% of students and is specifically aimed at struggling readers and those lacking confidence in their own ability. It is a two tiered school-based small group program with up to four students per group and one Teacher or Teacher Aide. MiniLIT is an integrated and balanced program of 80 carefully structured lessons, divided into two levels of forty lessons

each; Level 1: Teaching the basics of letter/sound knowledge and decoding skills for CVC words and Level 2: Extending word attack knowledge by teaching commonly used digraphs and longer words. Each lesson comprises of three main components; Sounds and Word Activities, Text Reading and Story Book Reading. The program takes around 20 weeks to complete, with four lessons of up to 60 minutes per week, and includes regular curriculum-based measures to monitor the progress of the students.

Reading Tutor

Reading Tutor caters for students from Year Two to Year Six who have not acquired the basic skills needed to become functional readers. Children who have failed to learn to read in the first few years of schooling need intensive, systematic reading instruction if they are not to fall further behind, or even become complete non-readers. Reading Tutor reflects a contemporary approach to best practice literacy instruction as identified by international researchers. Research shows that the most effective programs of reading instruction for low-progress readers involve intensive, systematic and explicit instruction in three main areas; 'Phonics' (or word attack skills), sight words recognition and supported book reading.

When teaching students with learning difficulties to become independent readers, teaching phonic word attack skills is an essential component of any literacy intervention program. These skills help students to decode text by associating sounds with letters or groups of letters. The three components of Word Attack Skills are accuracy, fluency and spelling. A specific sequence is adhered to and is presented in hierarchical order of difficulty, where essential pre-skills knowledge is taken into consideration.

The basic premise behind teaching a bank of high frequency sight words is to enable low-progress readers, who have previously had very little exposure to text, or indeed success in reading, to access text quickly. Knowledge of the most frequently occurring words in text allows poor readers to access a great deal of the text they encounter without having to resort to decoding skills that they might not have yet mastered. Sight Words includes 200 words presented in 20 groups of 10 cards at each level. Sight Words is organized into three teaching sections: Current List, Revision, and Cumulative Review. These sections incorporate learning the new words, achieving automaticity, and ensuring the words are in the student's longer-term memory.

One of the single most important things we can do to help low-progress readers is to hear them read every day, for as little as 15-20 minutes, using a set of tutoring strategies known as Reinforced Reading. We call it Reinforced Reading for three reasons; the reader and the reading is supported or reinforced by a trained tutor, the low-progress reader is positively reinforced for good reading by means of highly specific and contingent tutor praise and the learning of sight words and word attack skills is reinforced by the supported reading of real words in real text in context. Reinforced Reading is predicated on the set of tutoring strategies for use with low-progress readers known as Pause, Prompt and Praise (PPP), a technique used and researched extensively since the early 1980s, and has been revised in the light of current research and the findings of the National Inquiry into the Teaching of

Literacy. Research has repeatedly shown that most low-progress readers can make major gains when this essentially very simple procedure is employed properly on a regular basis.

Extra-Curricula activities

School Choirs

School Bands

Friday afternoon Options Program

Student Leadership Program

Arts Program

School camps and excursions

Environmental Projects with Community groups

Chaplaincy programs such as Shine Program, Lego construction and Breakfast Club.

Running Club

Chess Club

Homework Club

ROC Race

Chinese Club

How Information and Communication Technologies are used to Assist Learning
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Information Communication Technologies (ICTs) have a critical role in enhancing the learning process at all levels and across a broad range of activities in each of the National Curriculum subject areas. Through the use of ICTs in the curriculum, we are helping students become knowledgeable about the nature of information, comfortable with the technology and able to exploit its potential. Our vision is to use ICT whenever its speed, power, graphics or interactive potential can enhance and extend the quality of work being undertaken by students. It will be used to develop logical thinking, problem solving and control techniques and also to give confidence and the capability to use ICTs in later life.

Our main goal is equipping and empowering students, rather than merely transferring knowledge - guiding students in learning to learn. We believe students are eager to learn and with guidance they will seek out and discover knowledge on their own.

In the BYO iPad Program, we aim to establish an environment and a relationship with students where they can feel safe, comfortable and are able to be encouraged to push themselves to the best of their abilities in all learning areas.

UMG*ilearn*
The Upper Mount Gravatt State School BYO iPad Program:

- Enables personalisation of student learning through access to rich learning resources;

- Best facilitates the development of knowledge and skills necessary for the 21st century workforce, including digital-age literacy, innovative and creative thinking, effective communication and high productivity;
- Allows continuous access to educational materials allowing learning efficiency to happen anywhere, anytime;
- Provides an engaging, interactive environment for learning;
- Strengthens links between home and school, giving parents the opportunity to see, everyday what their child is learning at school and have relevant, timely, accurate and quality conversations around student learning and progress;
- Allows students the opportunity to display prior knowledge of topics and thus be co-constructive in their own learning journey.

Social Climate

Overview

Connectedness is the seed of life at UMG. We aim to foster a connected, supportive and dynamic school culture that enhances student learning through authentic engagement and partnership with families, local and international communities. Social emotional intelligence and wellbeing is a key driver at UMG and is central to our community engagement model. The You Can Do It Program provides a metalanguage for staff, students and families to communicate with each other and promotes resilience and total wellbeing. We understand that the physical environment plays an important role in the climate of a school. We have redesigned our spaces to encourage positive social interactions between families, staff and students. Facilities such as the Community Café create a junction for the school community to meet and network socially to build meaningful relationships. Cultural diversity and languages are valued at UMG and supported through our EALD program and explicit Chinese Mandarin lessons from Prep. Human resources are channeled to support families and students to achieve success. The Chaplaincy and Learning Support Program have been imbedded to support families and students. Community groups are enlisted to strengthen this program. UMG employs several highly trained teachers and support staff to meet student needs and address identified learning difficulties and impairments.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	100%	97%
this is a good school (S2035)	93%	100%	97%
their child likes being at this school* (S2001)	97%	100%	89%
their child feels safe at this school* (S2002)	97%	100%	91%
their child's learning needs are being met at this school* (S2003)	93%	100%	97%
their child is making good progress at this school* (S2004)	97%	96%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	97%
teachers at this school motivate their child to learn* (S2007)	90%	92%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	89%	92%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	92%	94%
this school works with them to support their child's learning* (S2010)	93%	100%	97%
this school takes parents' opinions seriously* (S2011)	86%	92%	89%
student behaviour is well managed at this school* (S2012)	86%	96%	86%
this school looks for ways to improve* (S2013)	97%	100%	94%
this school is well maintained* (S2014)	97%	100%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	98%	98%
they like being at their school* (S2036)	99%	98%	94%
they feel safe at their school* (S2037)	95%	98%	97%
their teachers motivate them to learn* (S2038)	99%	98%	98%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	92%
teachers treat students fairly at their school* (S2041)	90%	89%	96%
they can talk to their teachers about their concerns* (S2042)	87%	93%	86%
their school takes students' opinions seriously* (S2043)	88%	90%	90%
student behaviour is well managed at their school* (S2044)	89%	83%	86%
their school looks for ways to improve* (S2045)	99%	97%	98%
their school is well maintained* (S2046)	97%	96%	98%
their school gives them opportunities to do interesting things* (S2047)	97%	95%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	96%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	85%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	89%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	100%	100%	96%
staff are well supported at their school (S2075)	100%	92%	91%
their school takes staff opinions seriously (S2076)	95%	81%	82%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	96%	96%	91%
their school gives them opportunities to do interesting things (S2079)	100%	88%	100%

* 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

UMG supports an active parent engagement framework. Parents are valued as integral partners in the learning process. Communication is viewed as a tool for success. We understand that open communication between home and school supports the creation of a positive school culture. UMG communicates with families through traditional and modern modes. We offer face to face information sessions and parent/teacher interviews. We utilize modern digital modes such as: QSchools, QParents, website, email, e-newsletters, Facebook, Twitter and SMS to maximize communication.

UMG has an active and inclusive Parents and Citizens Association. Advertised through all digital platforms, The P&C meet in the Community Café every month and play an integral role in the strategic direction and operation of the school. The range of ways parents and caregivers can participate is wide and varied, including regular classroom rosters, attendance at class special celebrations, and school-wide functions such as the school leaders induction, ANZAC Day ceremony and Arts Festival. The school has established successful and ongoing partnerships with different groups in the local community who access our school facilities and provide valuable services. Parents and caregivers have access to these services.

Respectful relationships programs

Upper Mount Gravatt promotes the importance of Emotional Intelligence through our Whole School Virtues Program. All students are exposed to a focused virtue each week. This is reinforced through assembly presentations and school awards. We promote the white ribbon concept through our You Can Do It Program and Responsible Behaviour Plan

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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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	4	15	8
Long Suspensions – 6 to 20 days	0	2	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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Environmental Footprint

Reducing the school's environmental footprint
UMG has moved to digital communication to reduce the school's environmental footprint. Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Upper Mount Gravatt has imbedded environmental aspects into school curriculum. The children are involved in water reduction programs using our water tanks and participate in recycling programs. The school is looking to align its practices using the SEMP and Science Curriculum.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	155,297	1,364
2014-2015	159,784	130
2015-2016	162,558	1,987

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.**

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

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	31	21	0
Full-time Equivalents	29	14	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	22
Diploma	5
Certificate	0

*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 2016 were $[30000

The major professional development initiatives are as follows:

. Australian Curriculum

The Teaching of Reading: ie Mini Lit, Pre lit and Multi Lit

•Literacy

•Professional dialogue

•Working scientifically

•ICT

•Implementation of Maths program

•Data collection and using it to inform decisions

•Assessment and reporting

•You can do it training

•Teacher profiling and mentoring.

•First Aid

•One School Applications

The proportion of the teaching staff involved in professional development activities during 2016 was100%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

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 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	78%	86%

*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.
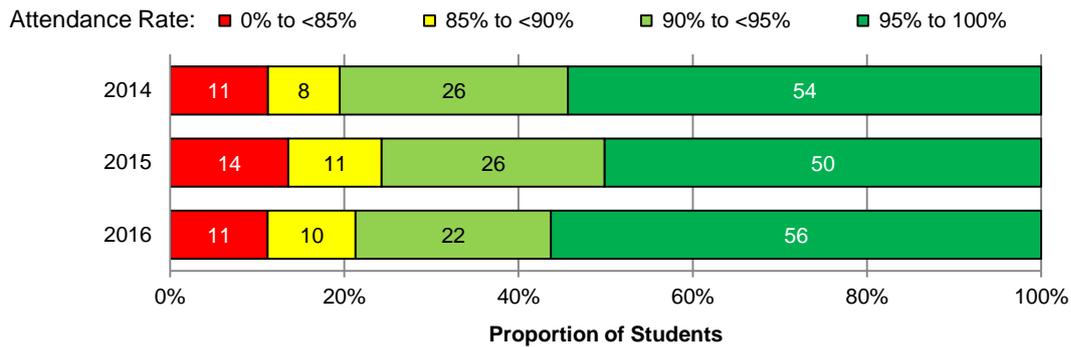
The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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**
2014	92%	90%	93%	94%	95%	95%	92%	94%					
2015	92%	91%	92%	92%	94%	93%	93%						
2016	94%	94%	95%	94%	94%	92%	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.

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	11	8	26	54
2015	14	11	26	50
2016	11	10	22	56

Proportion of Students

Description of how non-attendance is managed by the school

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

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Upper Mount Gravatt State School believes that every day counts when looking at continuous improvement. Systems are in place to monitor attendance and communicate with families and support agencies. The school administration will contact families directly if children are absent without reason.

A positive school culture and engaged learning assists in promoting a high attendance rate

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.**

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Find a school

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School NAPLAN information is available by selecting **'NAPLAN'** 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 our school's NAPLAN results.

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