

Upper Mount Gravatt State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Upper Mount Gravatt State School** from **22 to 24 November 2022**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Scott Medford	Internal reviewer, SRR (review chair)
Alese Woods	Peer reviewer
Andrew Helton	External reviewer



1.2 School context

Indigenous land name:	Yuggera and Turrbal
Location:	Logan Road, Upper Mount Gravatt
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	489
Indigenous enrolment percentage:	7.2 per cent
Students with disability percentage:	21.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1034
Year principal appointed:	2007



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Learning (HOD-L), inclusion coordinator, Business Manager (BM), 26 teachers, two administration officers, literacy centre coordinator, three cleaners, schools officer, 10 teacher aides, 88 students and 28 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and School Locker manager.

Partner schools and other educational providers:

- Little Darlings Early Development Centre director, Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC) coordinator, MacGregor State High School principal, senior guidance officer and Holland Park State School Head of Department – Curriculum (HOD-C).

Government and departmental representatives:

- State Member for Mansfield, Councillor for Brisbane City Council, MacGregor Ward and ARD.



2. Executive summary

2.1 Key findings

Underpinned by the school values of ‘integrity, respect and diversity’, the tone of the school is supportive and caring, with a strong sense of community and belonging.

A deliberate focus on building and maintaining positive relationships and a solid foundation of open communication and support is apparent. Parents and carers speak highly of the positive interactions with staff, and express pride in the school. Parents feel comfortable approaching teachers and leaders. They feel a sense of connection as an integral part of the school community.

Knowing Prep students before they arrive, to ensure a smooth transition to the primary school setting, is a source of school pride.

The school has a growing relationship with local Early Childhood Education and Care (ECEC) providers. Staff from ECECs appreciate and acknowledge the benefits of this relationship, describing the partnership with the school as ‘one’. Partnerships with early years providers are established strategically to help support students to transition to school. Parents appreciate the seamless transition and opportunity to meet their child’s teacher and class at the end of the year prior to commencing school.

A school purpose ‘to build a culture of continuous improvement and empower everyone to be the best they can be in all aspects of life’ is articulated.

The leadership team monitors the progress of the implementation of the strategic objectives through various strategic planning documents. The 2022 Annual Implementation Plan (AIP) has documented strategies and actions to enact the Explicit Improvement Agenda (EIA). School leaders acknowledge a need to collaboratively develop an EIA, with identified student-centred targets, assigned roles, responsibilities and accountabilities, aligned to a distributed leadership model to drive the next quadrennial strategic plan.

The leadership team uses data when crafting strategic planning documents and setting associated targets.

Classroom teachers across the school identify the Level of Achievement (LOA) data as the key reference for tracking student achievement. Year level teams regularly work together to incorporate and use a range of data sets within their year level cohorts to guide teaching. Leaders responsible for year levels have some one-to-one meetings with teachers to discuss student progress measured against the LOA in English. They discuss looking forward to working with classroom teachers in using agreed data sets indicating needs of individual students and utilising suitable evidence-based teaching practices and pedagogies.

A culture of providing teachers autonomy to engage students in teaching and learning is established.

Teachers speak positively of the Annual Performance Development Plan (APDP) process. The principal acknowledges the current documentation of all modes of professional learning



in the Training and Development Schedule (TADS) and the relationship to the EIA and relevant programs is yet to be collated into a whole-school professional learning plan. The principal communicates an aspiration to develop a whole-school Professional Development (PD) plan, aligned to the EIA and APDP process, with a focus on developing instructional leadership of team members.

Students speak positively of the ways they learn in class, and describe teachers as actively involved in their learning of knowledge and skills.

School leaders recognise the selection of highly effective teaching strategies improves student engagement and learning outcomes. Across sectors of the school, teachers communicate there are differing pedagogies enacted to teach different learning areas. Some teachers share there are new pedagogies being trialled at the time of the review. Many teachers share there is a need to collaboratively establish agreed pedagogical approaches. A number of teachers share aspirations to support the development of pedagogical leadership to develop capability of all teaching staff.

Teachers express an understanding that students learn at different rates and in different ways.

Teachers recognise that the provision of learning goals has the potential to build assessment-literate learners, through student self-assessment, goal setting and feedback processes. Providing students with voice and agency in learning is a school aspiration. Leaders identify that the provision of goal setting practices to support students in developing and monitoring their own learning goals and setting ambitious targets that extend and drive student learning outcomes may provide an avenue to achieve this.

School leaders use financial and physical resources to support learning and provide attractive and appropriate learning areas for all students.

Leaders and teachers understand the importance of getting to know students to correctly employ the range of resources at their disposal in the most effective method. School facilities are well maintained, with defined learning and play areas. Classrooms are observed to be active learning spaces, with many utilising flexible furniture to cater for a variety of learning approaches.

The phrase, ‘We invest in people’, supports the vision of leaders to ensure staff wellbeing and the use of resources to develop staff capability.

School leaders express the notion of encouraging staff to be vulnerable and to take risks. Staff value the high priority the principal places on staff wellbeing. Teachers speak positively of the time invested by the principal to build their capability, as individual professionals and members of the teaching team.



2.2 Key improvement strategies

Develop and implement an EIA, with identified student-centred targets, assigned roles, responsibilities and accountabilities, aligned to a distributed leadership model to drive the strategic plan and AIP.

Promote teachers' data literacy through collaborative discussions regarding the range of actionable data sets utilised in classrooms and school-wide achievement and trend data.

Develop a whole-school professional learning plan, aligned to EIA and APDP process, with a focus on developing instructional leadership for identified leaders.

Collaboratively establish, implement and monitor agreed pedagogical approaches and draw on staff expertise to lead capability development of all teaching staff.

Establish agreed, consistent whole-school goal setting practices to support students in developing and monitoring their own learning goals by setting ambitious, measurable targets that extend and drive student learning outcomes.