

Musgrave Hill State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

The school annual report 2013 reflects student, staff and community achievements and goals and also outlines future priorities and directions for Musgrave Hill State School. Our successes are the result of a strong three-way partnership involving students, parents and staff. Our community holds consistent views about the school's identity in terms of high expectations and diverse opportunities for children.

Musgrave Hill State School recognises the abilities and talents of each individual student and there is deep belief in the ability of every student to learn, achieve and reach their full potential given sufficient time and support.

At Musgrave Hill State School we believe Explicit Teaching is a key strategy to improve teaching and learning. Quality teaching practices engaged students and promoted a love of learning. Teachers presented stimulating and well organised lessons that focused on the explicit teaching of concepts and the application of skills that engaged a diversity of students' abilities.

School progress towards its goals in 2013

Our school improvement agenda in 2013 continued a major emphasis on Literacy and Numeracy with particular focus on reading (LIFT Program), writing and problem-solving (See, Plan, Do Check Program)

Academic results in the National Assessment Program –

Literacy and Numeracy (NAPLAN) in 2013 for Year 3 were statistically similar to the nation in all 5 stands of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. 32.7% of Year 3 students achieved in the Upper 2 Bands (U2B) in Reading, 55.1% in Writing, 45.1% in Grammar and Punctuation, and 47.1% in spelling, a result that is statistically similar to the nation.

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The NAPLAN Year 5 results were statistically similar to the nation in all 5 strands of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. 43.8% of Year 5 students achieved in the Upper 2 Bands (U2B) of Writing a result that is statistically above the Nation. The NAPLAN Year 7 results were statistically similar to the nation in 4 out of the 5 with Grammar and Punctuation statistically below the Nation.

We introduced screening of all Prep enrolments for 2014 in the areas of Oral Language, Literacy, Numeracy, Motor Skills and Behaviour. This information was used to form Prep classes in 2014 as well as to inform school and teacher planning.

In 2013 we hosted a 3 Way Interview Process (parent, teacher and student) for the first time in Semester One. This allowed for a greater focus on student involvement in the reporting process. These interviews also provided a wonderful opportunity for student, parent and teacher to collaboratively negotiate future goals and aspirations. This initiative was extremely successful with 85% of parents/carers involved in the interview process.

We continued to implement our comprehensive NAPLAN strategy that targets specific cohorts pre and post NAPLAN testing. Our NAPLAN strategy was focussed heavily on improving our reading, spelling and grammar areas of NAPLAN.

At Musgrave Hill State School we believe that self-monitoring and self-reflection is the most powerful tool to enhance students learning outcomes. The Data Notebook is a powerful initiative and a valuable tool that Musgrave Hill students use to self-evaluate their progress. This encourages them to become motivated and to produce work that is of a high standard

Implementation of developing performance plans for administrators and teaching staff. All staff had meetings throughout the year with the Principal in relation to their performance plan. Initial discussions were collaboratively arranged with peers and this was followed by a discussion with the administration. From the performance plans, professional development opportunities were identified as well as focussed discussions around outcomes of students within all individual classrooms.

We continued to market our school through various open days and special events that highlight the school and our unique offerings. Through our successful marketing we were successful in enrolling 91 Prep students by day 8 which was an increase of 30 students from 2012 Prep enrolments.

Engage students in 21st century learning through the use of ipads in classrooms. This initiative has catapulted our school into being recognised as one of the leading schools in iPad use in classrooms on the Gold Coast. We have 3 classes dedicated to the ipads program and within those classrooms we have a 1 to 1 ratio. In addition to this we have another 3 classes where the ratio is now 2 to 1. The take up with our Bring Your Own Device (BYOD) program has increase in 2013 with every classroom having a percentage of students with their own devices. The school continues to increase the number of iPads available to our students through our class sets of loan iPads.

Future outlook

The future outlook for our school is focussed around the following agenda items

- Build a culture aligned to our School Values of Respect, Responsibility, Compassion and Excellence
- Promote Statement of Purpose with staff, students and parent community.
- Improve student performance in all areas of literacy and numeracy, with a particular focus on reading grammar and punctuation and numeracy.
- Continue to develop teacher expertise in the regular and systematic use of data to personalise instruction and improve performance for every student.
- Continue to build and enforce high expectation standards of behaviour and attendance across all year levels and all cultures.
- Build highly skilled and competent teachers with a strong emphasis on feedback loops, personalised learning in every classroom and initiative programming to ensure optimal learning outcomes for students.

Our school at a glance

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	359	173	186	92%
2012	375	177	198	90%
2013	413	182	231	92%

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

Characteristics of the student body:

In 2013 our total enrolment number was 402 students from Prep to Year 7. All classes are co-educational and are comprised of mixed ability groupings. Our school students come from a range of social economic backgrounds with a number being from housing commission homes in the local areas. We have a number of students from overseas with their parents coming here to study at Griffith University. As well as international students we have students mainly from Japan, Hong Kong, Iran and New Zealand. Approximately 5% of our student population are A&TSI.

The majority of students live in the suburbs surrounding the school however a number of families come from well outside our catchment areas to access our special need program and our mainstream program. Family composition varies greatly with a number of single parent families. Our student population is generally relatively stable throughout the year. Students who leave the school seldom leave to go to a neighbouring school. they mostly move out of the area or interstate.

We have one of the largest SEP programs with our current SEP school population sitting on approximately 16.8%. Our SEP students are integrated into the mainstream classrooms.

The school prides itself on its commitment to fostering a culture of cooperation, tolerance and acceptance, where students learn about and appreciate diverse abilities, beliefs and influences.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	19	13	18
Year 4 – Year 7 Primary	24	19	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	9	33	55
Long Suspensions - 6 to 20 days	1	1	3
Exclusions	0	1	1

Our school at a glance

Cancellations of Enrolment	0	0	0
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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: **Preschool - Year 7**

Total student enrolments for this school:

Curriculum offerings

Our distinctive curriculum offerings

- A variety of extra-curricular activities including a performing arts focus through the year
- A major focus on the effective use of technology as a tool to assist with learning
- An excellent inclusive program for SEP students
- A focus on cooperative learning in classrooms aimed at building positive relationships, effective teaching strategies and self-esteem in our students
- Coach and Mentor for the iPad program
- Travelling iPads- timetabled for whole school access
- Comprehensive Pedagogical Framework with a strong focus on Explicit Instruction and Feedback
- LIFT – reading program for all students to improve reading comprehension skills (Key part of our NAPLAN strategy)
- SPDC- problem solving program all students access to improve outcomes in numeracy
- Programs run by the GO aimed at self-esteem issues
- Cars and Stars program rolled out across the year 3-7 students
- WALT and WILF embedded into all classrooms
- Approximately 13% of students involved in the instrumental music program
- 6 classes using iPads every day to access the curriculum
- All teachers participating in formal meetings organised by the HOC. These meetings address assessment, planning, feedback and general classroom issues.
- An inclusive Special Education Program that aligns the profiled needs of students with service delivery is well-designed and suitable differentiated to enable all students identified with a disability to participate fully and maximise progress across the curriculum.

Extra curricula activities

Student involvement in a range of extra-curricular endeavours has had a positive impact upon their classroom activities. The opportunities for success leads students to being more productive, more motivated, better organised and more effective in learning and performing tasks. Extra curricula activities build resilience for these students exposed to the greatest adversity. These activities include:

- Participation in the Active After School Program
- Chaplaincy program in the school
- Instrumental music – strings and band
- Lunchtime clubs for students to access
- Speech choirs
- Optiminds
- A games room for students to attend during lunch breaks. Structured play environment
- Leadership day at Tallebudgera
- iPad club at lunchtimes
- 50th Anniversary celebrations
- Gold Coast Eisteddfod
- Swimming and Athletics
- Visiting specialists
- Positive behaviour reward days
- School disco's
- Year 7 peace builders program
- LEO
- Assemblies and class performances.

How Information and Communication Technologies are used to assist learning

Information Technologies have become integral to every part of learning experiences through all Key Learning Areas. ICT proficiency is also becoming a mandatory skill throughout all age groups from Prep to Year 12 and indeed beyond. It is fast becoming the most fluent way of communicating with each other and also the best way of communicating information in a universally recognisable medium. These needs are recognised at Musgrave Hill State School and attempts are made to equip students with the best skills possible, across a variety of media, in order to develop students into lifelong learners, who are able to stay abreast of current information and contribute to their place within the digital age of learning and communicating.

Our school at a glance

- Our school classrooms are all equipped with interactive whiteboards that the teachers use every day in their classrooms. At this point in time all teachers have been trained in the use of Easi-teach, a program designed in helping them create interactive lessons using the whiteboards.
- Our computer lab is fully booked each day and is accessed by all classes and used throughout the breaks by students. Teachers use the lab to teach computer skills, complete classroom investigations and complete classroom assignments and activities.
- All computers are networked and classrooms have wireless connectivity. All classrooms have wireless so that the iPads can be used across the school.
- Classrooms independently use virtual classrooms or edStudios where student can access classroom resources and work from home.
- Six classrooms are running an iPad program. They applied to have iPads for use each day in a 1 to 2 arrangement. This ensured maximum exposure and use.

Social climate

Through the *Responsible Behaviour Plan for Students 2010-2012* based on EQs *Code of School Behaviour*, a consistent whole school approach to behaviour management was implemented to ensure high expectations of behaviour and positive social outcomes for all students.

Musgrave Hill 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

The social climate of the school is excellent with the majority of students very supportive of each other, teachers and other staff. We have a program aimed at giving students the chance to be frontline support for small playground issues and friendship issues known as the Peace builder Program. Students take the Peace builder program very seriously and we have a number of training sessions aimed at giving students appropriate training.

We have a Chaplaincy program at Musgrave Hill and our Chaplain plays a pivotal role in providing support to students in the school. All teachers are trained to deal with bullying issues and we have a teacher aide employed specifically to address behaviour issues both proactively and through planning room sessions.

Our school at a glance

Parent, student and staff satisfaction with the school

All parents want hard work, achievement by effort, excellence in learning, respect for other people and strong academic standards. Teachers inspire students to strive for success and excellence. Students settle quickly to their work and show good levels of interest, engagement and achievement in classrooms. There is an appropriate balance between teacher – directed learning, which sets the framework in which learning takes place, and independent learning which allows students to explore questions and solve problems in more depth.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	93%	94%
this is a good school (S2035)	97%	97%
their child likes being at this school* (S2001)	97%	91%
their child feels safe at this school* (S2002)	100%	91%
their child's learning needs are being met at this school* (S2003)	97%	94%
their child is making good progress at this school* (S2004)	93%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	86%
teachers at this school motivate their child to learn* (S2007)	97%	94%
teachers at this school treat students fairly* (S2008)	97%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	94%
this school works with them to support their child's learning* (S2010)	100%	91%
this school takes parents' opinions seriously* (S2011)	100%	91%
student behaviour is well managed at this school* (S2012)	100%	97%
this school looks for ways to improve* (S2013)	100%	97%
this school is well maintained* (S2014)	97%	94%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	91%	92%
they like being at their school* (S2036)	89%	92%
they feel safe at their school* (S2037)	88%	87%
their teachers motivate them to learn* (S2038)	92%	98%
their teachers expect them to do their best* (S2039)	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	91%
teachers treat students fairly at their school* (S2041)	85%	82%
they can talk to their teachers about their concerns* (S2042)	70%	81%
their school takes students' opinions seriously* (S2043)	82%	86%
student behaviour is well managed at their school* (S2044)	79%	77%

Our school at a glance

their school looks for ways to improve* (S2045)	95%	93%
their school is well maintained* (S2046)	90%	93%
their school gives them opportunities to do interesting things* (S2047)	84%	86%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	100%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	94%
their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

Our school at a glance

Involving parents in their child's education

Musgrave Hill State School has a very strong sense of community and is committed to engaging parents in their children's learning and the life of the school. At the school level parent involvement is encouraged at Parent Information Evenings, 3 Way Interviews (student, teacher and parent), our Health and Well-being Expo involving outside agency and our monthly Coffee and Chats. Parents are also encouraged to attend all school events, including but not limited to assemblies, sporting events, musical performances and ANZAC Day ceremonies.

Activities are organised for General and Prep Open Days, Education Week, Under 8s Day, Mother's Day, Father's Day, Book Week, NAIDOC Week, Anzac Day and other occasions to enable parent participation and to provide an exhibition of student learning.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. 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. New water saving toilet cisterns have been installed throughout the school. Tank water operates both the Senior Girl and Senior Boy toilets. We have installed solar panels and recycle through Visy. Wipe Out Waste is a program we have adopted here at Musgrave Hill.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	180,400	4,384
2011-2012	169,778	4,263
2012-2013	181,605	3,076

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

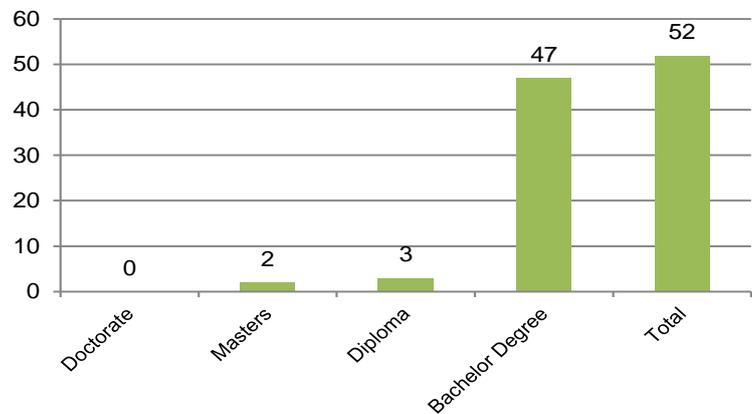
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	52	32	0
Full-time equivalents	42	22	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Doctorate	0
Masters	2
Diploma	3
Bachelor Degree	47
Total	52



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 16 500 .

The major professional development initiatives are as follows:

Professional development throughout the year included

- Collegial coaching
- Mentoring Program
- Temperament Types
- I Learning
- Mental Health and Resilience
- Reading Program
- Data analysis
- Differentiation
- Moderation
- Planning using C2C and Australian Curriculum
- Pedagogical framework
- Feedback
- iPads in learning

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 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/>.

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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

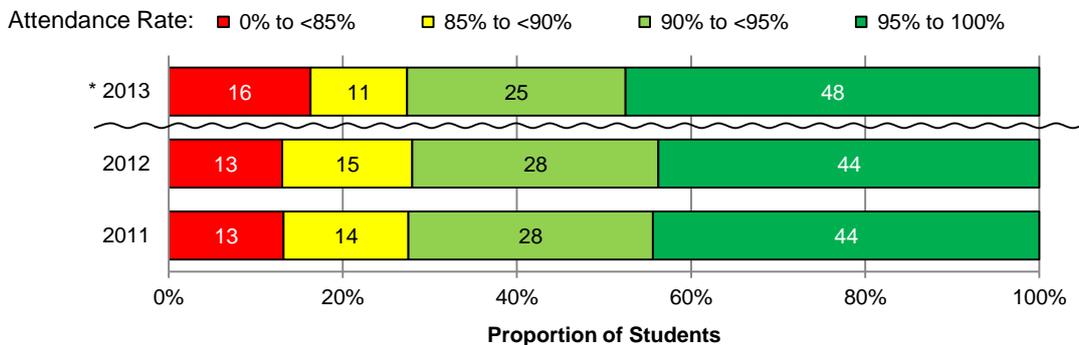
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	92%	92%	95%	91%	92%	93%					
2012	91%	92%	92%	92%	92%	92%	92%					
2013	91%	92%	94%	91%	90%	92%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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 teachers mark a role twice a day on One School. Every morning our Behaviour Management Teacher Aide collects any absenteeism notes or phone messages from parents and updates the information on One School. Teachers are required to contact parents if a child has been absent (usually 3 days or more) and if the absence continues our behaviour teacher aide will inform our DP and parents will be contacted. As a last resort the school uses the departmental letters for truancy.

Information about the positives of sending children to school is also regularly included in school newsletters and informal discussions with parents.

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/>.

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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

Musgrave Hill State School attendance for our indigenous students in 2013 has seen a slight decline compared to 2012. The gap in attendance between non-indigenous and indigenous has increased considerably this year and will need to be address in 2014. From year to year we have been able to consistently retain our indigenous students. Our Indigenous student's NAPLAN results are comparable in most of the strands and they are fully included in all the classroom programs. In 2013 no indigenous aide was employed as there were no suitable candidates.