Musgrave Hill State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

Musgrave Hill State School is proud of its partnerships with parents and the wider community. We are equally proud of the reputation we have for providing our student's with the best learning opportunities available. Our newly established Statement of purpose depicts all that our school stands for and all we try to achieve for our school community-:

Our Vision-:

A boutique (one of a kind) school that does "whatever it takes" to cater for the individual differences in all learners ensuring every child succeeds.

Our Mission-:

To Nurture, Engage and Value Individual differences and encourage Life-long Learning to Empower students.

Our Values-

Respect
Responsibility
Compassion
Excellence

The success at school also reflects our motto *Strive to Excel* and empowers our students and sets a foundation from which they can strive for future goals. Opportunities for students to reach their potential are provided in all areas of development of the child: academic, social and emotional, sporting and cultural. Our school aims to provide a seamless education journey from Prep through to Year 6, valuing the differences and needs of students at different stages of development, and building on these individual needs to enhance the teaching and learning process.

This Annual Report is intended to provided parents and the wider community with an insight into the achievements of Musgrave Hill State School during the 2014 academic year. On behalf of the school staff I would like to say we are very proud of the achievements of MHSS, our students and parent/community perspectives as outlined in this report. We plan to maintain our commitment towards continual improvement and look forward to even greater success in 2015.

School progress towards its goals in 2014

In 2014 we set about establishing a teaching and learning environment with an explicit improvement agenda including:

- Improve student performance in all areas of literacy and numeracy, with a particular focus on reading 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.
- Continue to enforce high expectations and standards of behaviour

This was achieved through:
- Implementing a Whole School Numeracy Skills Framework
- Implementing NETTs (Number Explicitly Taught Through Skills)
- Employing additional STLAN and Teacher Aides to Reading Programs
- Creating comprehensive process and procedures for our Learning Support model to ensure maximisation of resources and provides optimal student outcomes
- Implementing new diagnostic Tests across all year level to ensure alignment, consistent timelines for tracking student achievement across the School, consistent delivery of diagnostic tests to ensure reliability of results
- Introducing diagnostic data analysis reviews each term against targets to inform teaching practices and future planning
- Developing and implementing a comprehensive NAPLAN strategy (Literacy/Numeracy) that focuses firmly on school improvement across all year levels
- Implementing Non-negotiable school routines for both Students and Teachers
- Restructuring Behaviour Management policy
- Re-designing the student identification and referral processes to encompass all areas of student needs

Reflecting on our core business of *improving outcomes for all students*, our results from the national testing program (NAPLAN) continue to show some progress across the board in most of the tested domains for all year levels. Over 30% of our Year 3 and Year 7 students achieved in the Upper 2 Bands for Numeracy and Reading. 11 out of the 15 domains our students achieved at or above the national minimum standard. Musgrave Hill has strategically chosen to focus on improving outcomes for all students, across the board in all tested domains rather than just concentrating and committing to significant growth in one area at the expense of advancement in others. Our curriculum support strategies throughout the school reflect this holistic curriculum improvement philosophy.

Future outlook

The school has prioritised the following key learning areas in its Improvement Agenda for 2015-:

CONSISTENCY IN-:
- **Expectations**
- **Approach**
- **Language**

READING
- **Whole School comprehensive Reading Program (Sheena Cameron)**
- **Before, During and After Reading Strategies**
- **Pedagogical Coaching Model**
- **Standardised Diagnostic Testing**
- **MHSS Standards and Targets Document**
- **Regular Data analysis and Data cycles**
- **Student Data Books**

NUMBER
- **Whole School comprehensive Number Program- NETTS (Number Explicitly Taught Through Skills)**
- **SPDC- See Plan Do Check Model**
- **Master Teacher- Numeracy Blocks**
- **Standardised Diagnostic Testing**
- **MHSS Standards and Targets Document**
- **Regular Data analysis and Data cycles**
- **Student Data Books**

ATTENDANCE
- **New Attendance Policy**
- **BASE (Be at School Everyday) Awards**
- **Attendance Officer**
- **Identifying Students at risk and Supporting Students at Risk**

- **Communication with parents**
- **Student Data Books**

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Early Childhood - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	375	177	198	90%
2013	413	182	231	92%
2014	487	218	269	92%

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

Characteristics of the student body:

In 2014 our total enrolment number was 487 students from Prep to Year 7 which was an increase of approximately 15%.   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 12%. 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

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	13	18	17
Year 4 – Year 7 Primary	19	26	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	33	55	34
Long Suspensions - 6 to 20 days	1	3	1
Exclusions#	1	1	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- NETTs (Number Explicitly Taught Through Skills) program
- Specialist teachers provide instruction in LOTE, PE, Music, Visual Art, Dance and Drama
- Our school offers all Key Learning Areas: English, Mathematics, Science, History, Geography, Languages Other than English (Years 5, 6 and 7), Technology, The Arts, and Health and Physical Education
- 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
- Travelling ipads- timetabled for whole school access
- Strong focus on Explicit Instruction and Feedback
- WALT and WILF embedded into all classrooms
- 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

The school assists students to reach their full potential in all areas. To achieve this, the school offers a balanced program of academic, social, physical and cultural activities. Many of our students are actively involved in extra curricula activities facilitated by the school.

The activities and programs include the following extra curricula activities:

- Singing Club
- Concert Bands and String Ensembles
- Speech Choir
- Story Dogs
- Run Club
- School Camps Program
- Specific programs organized by the School Chaplain
- Art Club
- Rugby League Program
- Optiminds
- Peace Builders program
- Gold Coast Eisteddford
- Active After School Program
- Swimming and Athletics

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 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.
- We have specific designated Ipad classrooms where the ratio is 1 to 2.
- We have a Bring Your Own Device Program which has seen an increase in the take up over the past 12 months

Social Climate

Our School Opinion Survey indicates that the vast majority of our parents and students are very satisfied with the school and the quality of education that is being provided. Our teachers are friendly, approachable and of extremely high quality. They go above and beyond to ensure the students at Musgrave Hill have the best learning opportunities available. The morale amongst the staff is exceptionally high and positivity and commitment transfers through to each and every one of our classrooms. Our students are highly engaged in their learning and regularly demonstrate the school's core values of Respect, Responsibility, Compassion and Excellence.

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

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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	93%	94%	97%
this is a good school (S2035)	97%	97%	97%
their child likes being at this school* (S2001)	97%	91%	97%
their child feels safe at this school* (S2002)	100%	91%	97%
their child's learning needs are being met at this school* (S2003)	97%	94%	94%
their child is making good progress at this school* (S2004)	93%	94%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	86%	94%
teachers at this school motivate their child to learn* (S2007)	97%	94%	94%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school treat students fairly* (S2008)	97%	94%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	94%	100%
this school works with them to support their child's learning* (S2010)	100%	91%	91%
this school takes parents' opinions seriously* (S2011)	100%	91%	97%
student behaviour is well managed at this school* (S2012)	100%	97%	94%
this school looks for ways to improve* (S2013)	100%	97%	94%
this school is well maintained* (S2014)	97%	94%	97%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	91%	92%	98%
they like being at their school* (S2036)	89%	92%	94%
they feel safe at their school* (S2037)	88%	87%	97%
their teachers motivate them to learn* (S2038)	92%	98%	96%
their teachers expect them to do their best* (S2039)	97%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	91%	96%
teachers treat students fairly at their school* (S2041)	85%	82%	93%
they can talk to their teachers about their concerns* (S2042)	70%	81%	86%
their school takes students' opinions seriously* (S2043)	82%	86%	93%
student behaviour is well managed at their school* (S2044)	79%	77%	84%
their school looks for ways to improve* (S2045)	95%	93%	92%
their school is well maintained* (S2046)	90%	93%	97%
their school gives them opportunities to do interesting things* (S2047)	84%	86%	95%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	96%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	93%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		94%	96%
staff are well supported at their school (S2075)		94%	96%
their school takes staff opinions seriously (S2076)		94%	91%
their school looks for ways to improve (S2077)		97%	96%
their school is well maintained (S2078)		97%	96%

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Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
heir school gives them opportunities to do interesting things (S2079)		100%	96%

Involving parents in their child's education

Parents play a critical role in our teaching and learning program and are involved in several ways including:
- Parent Information sessions offered at the beginning of the year
- 3 Way Interviews with Teacher, Parent and Student. The student being the one running the interview
- General and Prep Open Days-
- Education Week
- Under 8s Day
- Mother's Day and Father's Day celebrations
- Book Week
- NAIDOC Week,
- Anzac Day
- P & C meetings
- Classroom volunteer helpers.
- Volunteer training program

Communication with our school community is valued and we keep parents informed through fortnightly electronic school newsletters, Facebook and classroom information brochures.

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	
Years	Electricity kWh	Water kL
2011-2012	169,778	4,263
2012-2013	181,605	3,076
2013-2014	188,917	4,609

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	57	36	0

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Full-time equivalents	46	25	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Bachelor Degree	52
Graduate Diploma etc.**	3
Masters	2
Doctorate	0
Total	**57**
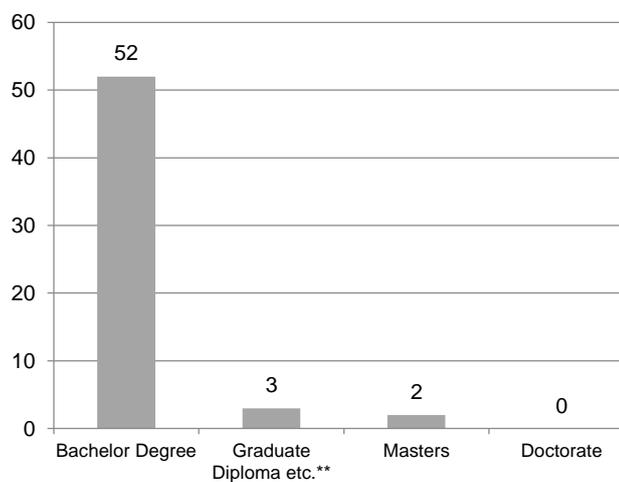
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $17 303. 00.

The major professional development initiatives are as follows:

- Data Analysis
- Temperament Types
- Moderation
- Diagnostic Testing Processes and Procedures
- Personalised Planners
- Differentiation
- Behaviour- 10 Essential Skills
- Pedagogical Coaching
- Oneschool

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2014 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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
☑ Non-government

SEARCH

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 webpage.

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

Performance of our students

Key student outcomes

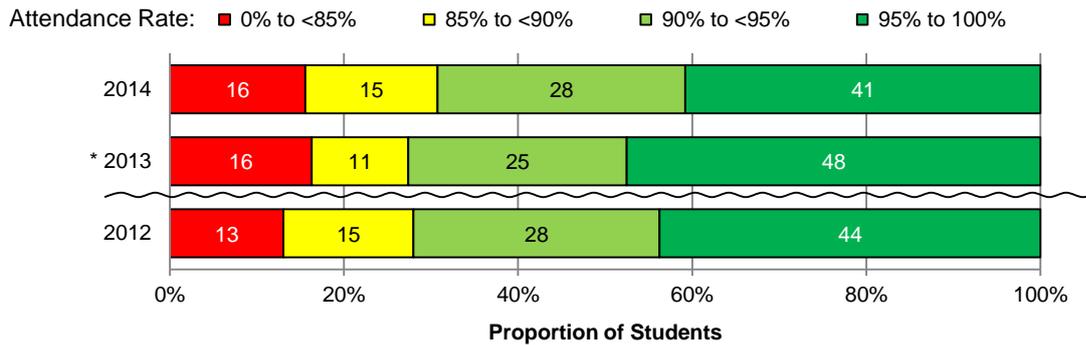| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%

The overall attendance rate in 2014 for all Queensland 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
2012	91%	92%	92%	92%	92%	92%	92%					
2013	91%	92%	94%	91%	90%	92%	93%					
2014	93%	91%	91%	91%	92%	90%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

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	16	15	28	41
* 2013	16	11	25	48
2012	13	15	28	44

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 contracted. 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.

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.

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Achievement – Closing the Gap

Musgrave Hill State School attendance for our indigenous students in 2014 has seen a 3.1% increase compared to 2013, however there is still slight gap in attendance between non-indigenous and indigenous students. This gap has decreased but still more work needs to be done. From year to year we have been able to consistently retain our indigenous students. Our Indigenous students in Year 5 and Year 7 out-performed our Non-Indigenous students in reading, grammar and punctuation and spelling. There were no Indigenous students sitting the Year 3 Tests. Individual Student Profiles were established for all Indigenous students and all Indigenous students took part in a 7 week Deadliest Choices program for 1 ½ hours per week.