

# Musgrave Hill State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Musgrave Hill SS has proudly been serving the Southport community for over 53 years. We are proud of our school's achievements and its high standing in the local community. Musgrave Hill SS has enjoyed very strong enrolment growth in the last few years with new families citing our exceptional reputation in the local community, as well as providing the best learning opportunities available for our students, as their main reasons for choosing Musgrave Hill State School.

#### 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 provide parents and the wider community with an insight into the achievements of Musgrave Hill State School during the 2015 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 2016.

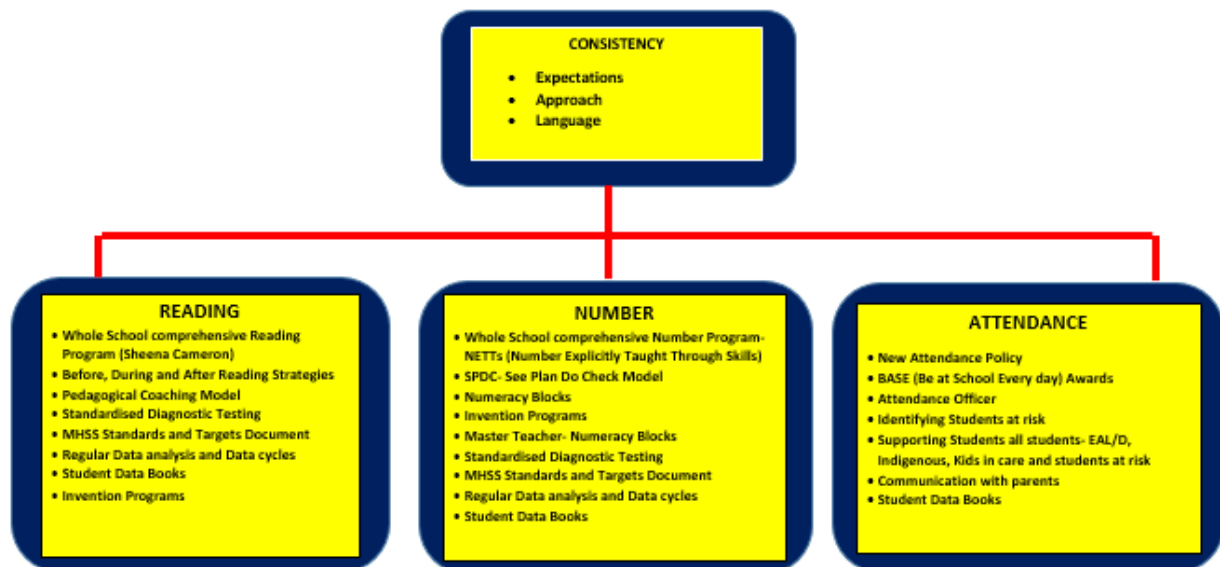
## School progress towards its goals in 2015

In 2015 we set about establishing a teaching and learning environment with an explicit improvement agenda.

# Musgrave Hill State School

## Explicit Improvement Agenda

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.



### This was achieved through:

- Implementing a Whole School “Sheena Cameron- Reading Program”
- Developed a more comprehensive and effective number program- NETTs (Number Explicitly Taught Through skills) to ensure gaps in students number skills are identified and rectified
- Employing additional Intervention Teachers and Teacher Aides to assist implementing the Reading Program
- 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 levels 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
- Improve teacher practice through whole school implementation of the and NETTs (Number Explicitly Taught Through skills) program
- Utilise Early Start and diagnostic data across Prep to Year 2 to inform teaching, learning and resourcing and to track progress of students
- Implement an Oral Language Program across Prep and Year 1
- Utilise the Master Teacher role to build capacity of teachers to implement effective and productive Numeracy blocks
- Delivery of more comprehensive and targeted support programs
- Earlier identification of students in Prep and Year 1
- Implement new Attendance Policy
- Introduce fortnightly rewards program for both parents and students to promote regular attendance
- Employ attendance officer 1 day per week to monitor attendance

- Implement new behaviour process
- Develop the Non-negotiable school routines
- Common language across P to 6
- All students have an attendance goal
- Monitoring student attendance and identifying students at risk and devising a support plan

**Future outlook**

In 2015, Musgrave Hill State School underwent a significant School Improvement Review as well as a Quadrennial School Review (QSR). Both of these processes provided the school with detailed feedback on how we were progressing with the goals we had set and helped determine those we should focus on for the next 4 years.

**CONSISTENCY IN-:**

- Expectations
- Approach
- Language



In-:

- A strong Musgrave Hill ethos
- Building a strong and positive culture
- Building leadership capacity
- Strong community ties
- The health and well-being of all



- High expectations and standards (Behaviour, Attendance and Dress Code)
- Explicit Instruction and strong execution of delivery through a well grounded and research based Pedagogical Framework
- Data driven and evidence based instruction

**In the Musgrave Way- “whatever it takes.”**



Through quality signature programs and a personalised approach to supporting each individual.

## Our school at a glance

### School Profile

**Co-educational or single sex:** Co-educational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	413	182	231	26	92%
2014	487	218	269	36	92%
2015	465	206	259	29	93%

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 2015, 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>).

### Characteristics of the student body:

In 2015 our total enrolment number was 483 students from Prep to Year 6. 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. Approximately 6% 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 10%. 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		
	2013	2014	2015
Prep – Year 3	18	17	19
Year 4 – Year 7 Primary	26	24	22

\*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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	55	34	28
Long Suspensions - 6 to 20 days	3	1	0
Exclusions	1	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.

## Curriculum delivery

### Our distinctive curriculum offerings

- NETTs (Number Explicitly Taught Through Skills) program
- Specialist teachers provide instruction in LOTE, PE, Music, Visual Art, Dance and Drama
- 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
- HOC (Head of Curriculum) and Year Level teams engage in joint curriculum planning to ensure consistency and quality programs across all year levels
- Whole School Reading Program with Guided Reading Lessons in every classroom
- We seek to enhance our students' readiness for school through a range of prep programs which focus heavily on early intervention, oral language development and speech language support
- Mathletics, Reading Eggs - online programs to enhance learning for all
- 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
- Data Notebooks

### 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 organised by the School Chaplain
- Art Club
- Rugby League Program
- Optiminds

- Peace Builders program
- Gold Coast Eisteddford
- Dance Program
- Swimming and Athletics
- 

### **How Information and Communication Technologies are used to improve learning**

At Musgrave Hill State School teachers and students use information technologies to enhance teaching and learning. Computers and mobile devices are integrated as part of school life. Whilst the school has a designated computer lab, the most powerful way that ICTs are used in the school context is in the classroom, at the point of learning.

- 28 new Laptops were purchased for our computer lab to ensure students are provided with the most up to date equipment and the best skill possible.
- 12 additional I pads were purchased to support our NETTs (Number Explicitly Taught Through skills) Program.
- We have had a 15% increase in our BYOX Program.
- Our school classrooms are all equipped with interactive whiteboards that the teachers use every day in their classrooms.
- 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.
- 6 I pads per class in Year Prep to 2.

### **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.

The students are encouraged to become involved in making Musgrave Hill a safe and happy place to learn. Our Year 5 and Year 6 Peacebuilders support younger children during play time, assist students to play safely, and assist teachers while they are on playground duty. The students receive a badge and wear coloured vests for easy identification. These students are regarded as important role models for their younger peers.

Our Student Council also plays a significant role in our school. We elect a Student Council President and Vice President each year and they are joined by our School Captains, Sports Captains and a Class Captain representatives from Year 3 to 6. The Student Council hold regular meetings, where students make decisions on raising funds for needy causes or for a specific school need that will benefit the student body.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	97%	95%
this is a good school (S2035)	97%	97%	95%
their child likes being at this school (S2001)	91%	97%	98%
their child feels safe at this school (S2002)	91%	97%	98%
their child's learning needs are being met at this school (S2003)	94%	94%	98%
their child is making good progress at this school (S2004)	94%	94%	95%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	86%	94%	95%
teachers at this school motivate their child to learn (S2007)	94%	94%	98%
teachers at this school treat students fairly (S2008)	94%	94%	97%
they can talk to their child's teachers about their concerns (S2009)	94%	100%	100%
this school works with them to support their child's learning (S2010)	91%	91%	98%
this school takes parents' opinions seriously (S2011)	91%	97%	90%
student behaviour is well managed at this school (S2012)	97%	94%	93%
this school looks for ways to improve (S2013)	97%	94%	93%
this school is well maintained (S2014)	94%	97%	90%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	98%	97%
they like being at their school (S2036)	92%	94%	97%
they feel safe at their school (S2037)	87%	97%	95%
their teachers motivate them to learn (S2038)	98%	96%	98%
their teachers expect them to do their best (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	91%	96%	98%
teachers treat students fairly at their school (S2041)	82%	93%	93%
they can talk to their teachers about their concerns (S2042)	81%	86%	90%
their school takes students' opinions seriously (S2043)	86%	93%	94%
student behaviour is well managed at their school (S2044)	77%	84%	83%
their school looks for ways to improve (S2045)	93%	92%	97%
their school is well maintained (S2046)	93%	97%	97%



Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2047)	86%	95%	98%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	96%	100%
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%	93%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	97%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	94%	96%	98%
staff are well supported at their school (S2075)	94%	96%	94%
their school takes staff opinions seriously (S2076)	94%	91%	96%
their school looks for ways to improve (S2077)	97%	96%	98%
their school is well maintained (S2078)	97%	96%	98%
their school gives them opportunities to do interesting things (S2079)	100%	96%	92%

# '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

Very early in the year, the school hosts Parent Information Sessions, where parents have the opportunity to meet the teachers, find out about the curriculum and educational trends, look at resources and learn about teaching strategies.

The school has a very successful 3 Way Interview Process which involves the Student, Parent and Teacher. The student is the one who hosts the interview. Parents are encouraged at all times, through an open door policy, to discuss issues of concern with staff.

Communication is of vital importance and, in addition to class newsletters which are sent to parents each term, we have the school newsletter (E newsletter and hard copy), website, Coffee and Chat sessions for parents, a new electronic noticeboard and a text message service to relay important message and absences.

Parents play a critical role in our teaching and learning program and are involved in several ways including:

- 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



## 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	181,605	3,076
2013-2014	188,917	4,609
2014-2015	194,930	3,496

\*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.

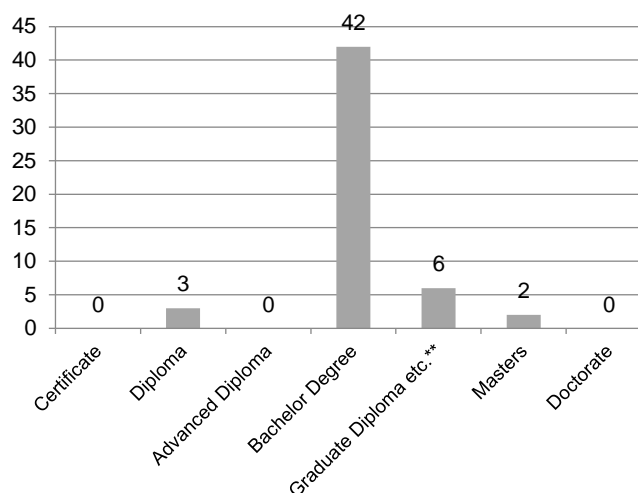
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	53	36	0
Full-time equivalents	42	25	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	42
Graduate Diploma etc.**	6
Masters	2
Doctorate	0
<b>Total</b>	<b>53</b>



\*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 2015 were \$ 56 268

The major professional development initiatives are as follows:

- The explicit teaching of reading

- Reading COmprehension
- Data Analysis of our Diagnostic Tests and Reading levels
- Temperament Types
- Moderation of assessment tasks
- Team curriculum planning
- Mandatory staff online modules
- Problem solving
- Student Wellbeing
- Work Place Health and Safety

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	95%

### 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 2015 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

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	88%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

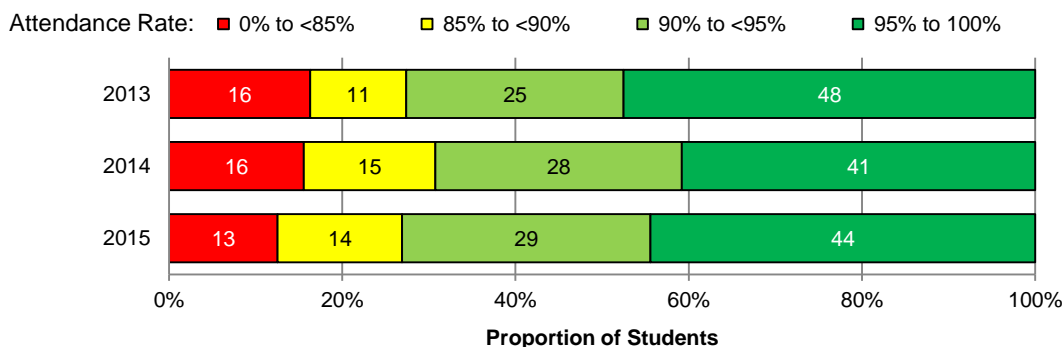
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	91%	92%	94%	91%	90%	92%	93%	NA	NA	NA	NA	NA
2014	91%	93%	91%	91%	91%	92%	90%	92%	NA	NA	NA	NA	NA
2015	94%	92%	93%	92%	93%	92%	93%	NA	NA	NA	NA	NA	NA

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

### Student attendance distribution

The proportions of students by attendance range.



### 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.
- After the morning roll marking an SMS message is sent to every parent of students who have unexplained absences on that day, reminding the parents to contact us.
- Attendance data is checked by our Attendance Officer.
- Teachers maintain regular contact with parents around student absences.
- If, after three days, there has been no contact relating to the absence, the parents / caregivers are contacted by a Deputy Principal.
- Formal letters from the school are sent once students have repeated unexplained absences.
- The importance of school attendance is regularly published in the school newsletter.
- Meetings with parents of poor attending students are supported by the Guidance Officer, Chaplain, Head of Special Education Services and other administration staff. Underlying reasons are addressed collaboratively where appropriate.

### 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.

#### Find a school

The image shows a search interface for finding schools. It includes a text input field for 'School name' with a 'GO' button to its right. Below this is another text input field for 'Suburb, town or postcode'. Underneath, there is a 'Sector:' label followed by two radio button options: 'Government' (which is checked) and 'Non-government' (which is also checked). At the bottom of the form is a large, prominent 'SEARCH' button.

Where it says '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 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.