



Musgrave Hill State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 2605 Southport 4215
Phone	(07) 5531 3919
Fax	(07) 5591 5830
Email	principal@musgravehillss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Julie-Anne McGuinness- Principal

From the Principal

School overview

Musgrave Hill SS has proudly been serving the Southport community for over 50 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. 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.

Our four core values-:

Respect
Responsibility
Compassion
Excellence

These values are used to guide decision making for the school and explicitly taught to children through the code of school behaviour. The Musgrave Hill State School implements "Behaviour Expectation Lessons" to ensure students understand the high expectations of our community. We explicitly teach anti bullying skills and utilise strategies to build students social and emotional health. We have high expectations for student behaviour and work with the community to ensure all students are safe and supported at school.

At Musgrave Hill State School, we are focussed on building literacy and numeracy skills and ensuring all students work at their appropriate level whether requiring additional support or extension. We use a range of strategies including ability groups, open-ended questions and tasks and extension programs to meet the needs of a wide range of abilities. Our programs provide the opportunity to differentiate the curriculum for different abilities.

School progress towards its goals in 2018

2018 Explicit Improvement Priorities and actions	Progress
<p><i>Improve Reading outcomes for students through-:</i></p> <ul style="list-style-type: none"> • Whole School comprehensive Reading Program • Model, Shared and Guided • Whole Class Complex texts • Improving pedagogical practices with the classroom • Standardised Diagnostic Testing • Before/During/After Reading Strategies • Invention/Prevention/Extension Programs • NAPLAN whole school Strategy 	Fully Achieved
<p><i>Improve Writing outcomes for students through-:</i></p> <ul style="list-style-type: none"> • Big Writes Program • VCOP- Vocabulary, Connectives, Openers and Punctuation • Criteria Ladders • Quick Writes- On demand writing tasks • Moderation • Invention/Prevention/Extension Programs • HOD of writing to support implementation of program and coach/model strategies 	Partially Achieved
<p><i>Improved numeracy outcomes for students through-:</i></p> <ul style="list-style-type: none"> • Whole School comprehensive Number Program- NETTs (Number Explicitly Taught Through Skills) <ul style="list-style-type: none"> • focusing on higher order critical and creative thinking • moderation of standard and setting goals • using a coaching model to improve pedagogy • providing professional development and support to staff • SPDC - See Plan Do Check Model • Maths Tool - Consistency in Judgement • NAPLAN whole school Strategy • Invention/Prevention/Extension Programs 	Fully Achieved

Future Outlook

The key areas of focus in 2019 continues to be the implementation and execution of the strategies outlined in our 2016-2019 school Strategic Plan. Our specific Improvement agenda for 2019 will focus on delivering consistency in expectation, approach and language in the areas of English, The Early Years and Inclusion all

stemming from our Musgrave Way (A positive Learning Culture) foundation. We will continue to embed a strong IPS status and use this increased autonomy to drive our improvement agenda.

Through Consistency of Expectations, Approach and a Common Language



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Early Childhood - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	511	492	510
Girls	235	217	247
Boys	276	275	263
Indigenous	25	26	23
Enrolment continuity (Feb. – Nov.)	92%	92%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018, our total enrolment number was 513 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 5% of our student population are A&TSI.

The school enrolment demands are steadily increasing. The school is enrolment managed and priority for enrolments are given to children within our catchment and siblings of current students. Parents have high expectations of our school in regards to their children's learning and behaviour. 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 a strong Student's with a Disability program with our current SWD school population sitting on approximately 10%. Our SWD students are fully inclusive 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	26	26	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Musgrave Hill State School offers a diverse range of learning opportunities for students.

- We have a well-developed core curriculum that focuses on eight learning areas – English, Mathematics, History, Geography, Science, The Arts, Technology, Health & Physical Education and Languages Other Than English (Mandarin).
- There are strongly defined curriculum plans, which define areas of explicit teaching.
- Specialist programs and staff are provided in performing arts, instrumental music, physical education, LOTE, intervention/prevention and extension programs.
- Musgrave Hill State School embraces information technology throughout the school with ICTs embedded across the curriculum utilising a BYOD iPad program Year 3 to 6.
- Variations to School Routine through camps (Year 6), excursions, incursions and visiting performances. These are planned to coincide with and enhance particular units of work.
- Chinese is taught to all students in Year 5 and Year 6. The emphasis is on cultural understanding and awareness and grows towards speaking and writing in Chinese as students' progress through the program.
- Swimming lessons as part of Health and Physical Education (HPE). Prep – Year 3 students participated in swimming lessons, which include a focus on technique in swimming and on water safety in Term 4.

Co-curricular activities

Musgrave Hill State School encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum. These include:

- Leadership programs and Student council
- Lunch time interest clubs

- The Lego Program
- Movers and Groovers dance group
- iPad club
- STEMS and Digital Technology programs
- Peace Builders Program
- Singing Club
- Concert Bands and String Ensembles
- Speech Choir
- Story Dogs
- Run Club
- Sporting Schools Program offering free after school supervised activities
- Specific programs organised by the School Chaplain
- Art Club
- Rugby League Program
- Athletics and Swimming

How information and communication technologies are used to assist learning

Musgrave Hill State School seeks to educate and engage students in real time – utilising the rapidly developing and changing world of technology. The school actively promotes, engages with and utilises ICT opportunities within the whole school structure. ICT use in each classroom at MHSS is purposeful, engaging and intrinsically linked to curriculum, best practice teaching, learning and positive student outcomes.

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. We operate a BYOx from Year 3 to Year 6 and each year we do see a slight increase in the number of students taking up this offer.

- We continue to upgrade our laptops and iPads to ensure students are provided with the most up to date equipment.
- 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 students can access classroom resources and work from home.
- Six iPads per class in Year Prep to 2.

Social climate

Overview

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 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 explicitly teach what we value here at Musgrave and support our students with proactive programs and strategies. Incidents are dealt with in a fair and consistent way, with reference to our Responsible Behaviour Plan for Students and in line with our 4 school values.

We continued the role of the Head of Well-being position in 2018 to ensure the health and well-being of all students and staff is our highest priority, and that all students are actively engaged in their learning.

We have a Chaplaincy program at Musgrave Hill and our Chaplain plays a pivotal role in providing support to students in the school.

The students are encouraged to become involved in making Musgrave Hill a safe and happy place to learn. Our Year 5 and Year 6 Peace Builders support younger children during playtime, 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. We also introduced Sport Peacebuilders in 2018 to assist referee the sporting games on the oval.

Our Student Council also plays a significant role in our school. We elect a Student Council President each year and they are joined by our School Captains, Sports Captains and 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	95%	100%
• this is a good school (S2035)	94%	93%	99%
• their child likes being at this school* (S2001)	95%	93%	100%
• their child feels safe at this school* (S2002)	95%	93%	100%
• their child's learning needs are being met at this school* (S2003)	88%	93%	98%
• their child is making good progress at this school* (S2004)	91%	96%	98%
• teachers at this school expect their child to do his or her best* (S2005)	97%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	90%	97%
• teachers at this school motivate their child to learn* (S2007)	95%	94%	99%
• teachers at this school treat students fairly* (S2008)	95%	90%	98%
• they can talk to their child's teachers about their concerns* (S2009)	98%	94%	99%
• this school works with them to support their child's learning* (S2010)	89%	94%	98%
• this school takes parents' opinions seriously* (S2011)	91%	93%	97%
• student behaviour is well managed at this school* (S2012)	94%	93%	97%
• this school looks for ways to improve* (S2013)	92%	92%	96%
• this school is well maintained* (S2014)	95%	93%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	99%	100%
• they like being at their school* (S2036)	96%	100%	97%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	98%	98%	97%
• their teachers motivate them to learn* (S2038)	98%	100%	97%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	98%
• teachers treat students fairly at their school* (S2041)	95%	97%	94%
• they can talk to their teachers about their concerns* (S2042)	94%	93%	92%
• their school takes students' opinions seriously* (S2043)	93%	97%	88%
• student behaviour is well managed at their school* (S2044)	89%	91%	87%
• their school looks for ways to improve* (S2045)	96%	98%	95%
• their school is well maintained* (S2046)	94%	96%	97%
• their school gives them opportunities to do interesting things* (S2047)	95%	98%	99%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	99%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
• they receive useful feedback about their work at their school (S2071)	94%	96%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	95%	85%
• 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)	98%	97%	98%
• staff are well supported at their school (S2075)	97%	97%	96%
• their school takes staff opinions seriously (S2076)	95%	97%	98%
• their school looks for ways to improve (S2077)	98%	100%	100%
• their school is well maintained (S2078)	100%	97%	95%
• their school gives them opportunities to do interesting things (S2079)	95%	96%	96%

* 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

It is a widely held opinion that Musgrave Hill State School is well supported by our community and that the partnership with our parents is the special ingredient that makes our school great. Throughout 2018 we again provided parents with a vast number of opportunities to be involved in the life of our school and in their children's education.

- 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.
- Attendance at weekly assembly followed by community cuppa and playgroup.
- P&C Meetings – once a month interested parents are invited to meet and discuss the direction our school is progressing in, fund raising activities and to hear a report from the Principal.
- Parent/Teacher interviews.
- General and Prep Open Days.
- Prep Information Sessions.
- Education Week.
- Under 8s Day.
- Science Week.
- Mother's Day and Father's Day celebrations.
- Book Week.
- NAIDOC Week.
- Anzac Day.
- Classroom volunteer helpers.

Communication is of vital importance and in addition to class newsletters which are sent to parents each term, many teachers communicate to parents via Class Dojo or email, we also have the school newsletter, website, Q Schools, electronic noticeboard and a text message service to relay important messages and absences.

Respectful relationships education programs

Our school recognises that appropriate, respectful and healthy relationships are developed through the explicit teaching embedded within our Behaviour/Expectation Program. Students engage in fortnightly lessons focusing on our four school values of Respect, Responsibility, Compassion and Excellence. Additionally our students engage in a number of other educational programs to support their positive, respectful and healthy relationships. These include:-

- Life Education.
- Cyber safety.
- Daniel Morcombe Day and Foundation.
- Religious Education.
- Shave for a Cure.
- Story Dogs.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	23	18	22
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Each year all classes engage in learning activities relating to how individuals and groups of people can have a positive impact on their environment. Students engage in a variety of real-life and life-like learning activities, which enhance their knowledge and active citizenship in this area of global importance.

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 off 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. Our school has increased in student enrolments therefore, it was a high possibility that electricity and water usage would also increase...

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	202,269	188,722	188,468
Water (kL)	5,119	8,388	7,616

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

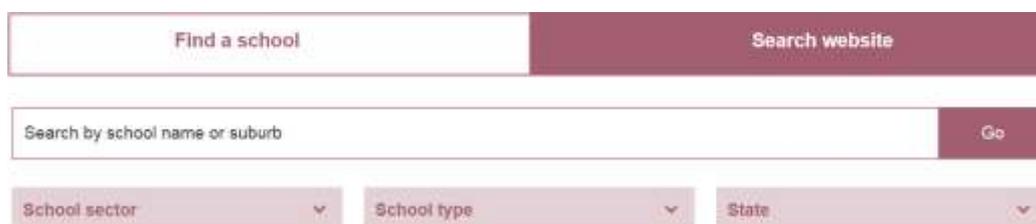
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	46	42	0
Full-time equivalents	39	31	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	5
Bachelor degree	35
Diploma	3
Certificate	

*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 2018 were \$75 000.

The major professional development initiatives are as follows:

- Big Writes Program.
- VCOP.
- The explicit teaching of reading.
- Complex Texts.
- Co-operatively planning all KLA in year levels assisted by Head of Curriculum.
- Data Analysis of our Diagnostic Tests and Reading levels.
- Moderation of assessment tasks in year level teams on a termly basis.
- Team curriculum planning.
- Mandatory staff online modules.
- Student Wellbeing.
- Work Place Health and Safety.
- Engaging in collegial processes with peers.
- Engaging with school leaders in supervision and professional development discussions.
- Undertaking to complete a Professional Learning Plan.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire of 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	92%
Attendance rate for Indigenous** students at this school	90%	88%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

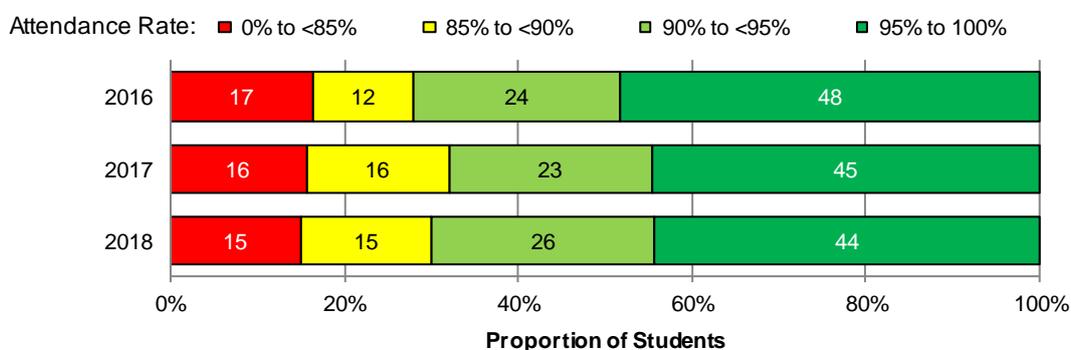
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	94%	93%	Year 7			
Year 1	92%	94%	92%	Year 8			
Year 2	91%	92%	93%	Year 9			
Year 3	93%	92%	92%	Year 10			
Year 4	92%	91%	91%	Year 11			
Year 5	94%	89%	91%	Year 12			
Year 6	92%	91%	90%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

At Musgrave Hill State School, attendance is considered to be of great importance. We regularly circulate the message that if children are not at school we cannot teach them. The research behind attendance and achievement is discussed and shared with parents and we encourage parents to ensure their children are at school every day of the school year. We also monitor lateness and early leavers as these account for large numbers of interruptions to learning every day.

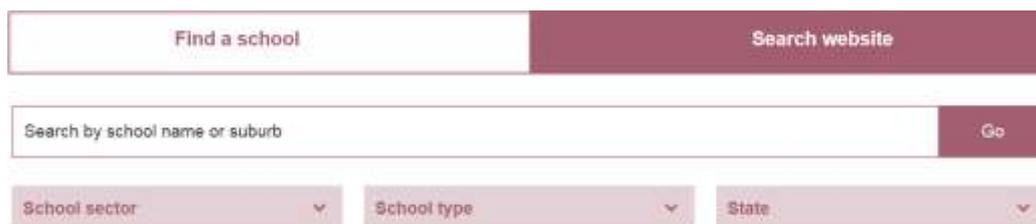
- Our teachers mark a role twice a day on One School.
- Same day messaging service- After the morning roll marking, a SMS message is sent to every parent of students who have unexplained absences on that day, reminding the parents to contact us.
- Our Attendance Officer checks attendance data.
- Teachers 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 Attendance Officer.
- 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. It features a top navigation bar with 'Find a school' and 'Search website' buttons. Below this is a search input field labeled 'Search by school name or suburb' with a 'Go' button. Underneath the search field are three dropdown menus for 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.