



# Musgrave Hill State School 2024 - 2027 SCHOOL STRATEGIC PLAN



## School profile, vision and values

Musgrave Hill State School was opened in 1963 and has a proud tradition of providing for the educational needs of students and yet is mindful of the need to prepare our students to face the future, confident of achieving success.

At the forefront of our strategic plan is an unwavering commitment to continue to empower all students to reach their true potential through focused and inclusive learning.

Our vision is to be:

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 school values are Respect, Responsibility, Compassion and Excellence.

All staff have a shared mission to ensure that every student leaving Musgrave Hill SS in year 6 is a competent and confident reader.

In pursuit of our vision and values, we recognise the critical importance of cultivating a strong sense of belonging. This sense of belonging is not only integral to the success of our strategic plan but also serves as a cornerstone of our collective ethos.

**ABORIGINAL & TORRES STRAIT ISLANDER PROFILE**  
Identified Indigenous students at Musgrave Hill State School:

36 students  
5.6%

**INCLUSIVE EDUCATION PROFILE**  
Students identified with a disability at Musgrave Hill State School:

Total: 14.1%  
Cognitive: 7.1% Physical: 0.9%  
Sensory: 0.4% Social/Em: 5.7%

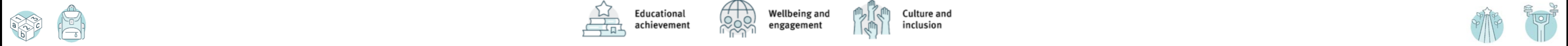
**ENGLISH AS A SECOND LANGUAGE/DIALECT PROFILE**  
Students at MHSS were born in 30 different countries around the world. Here are the top 5 student's countries:

1. Australia 2. New Zealand 3. Philippines 4. Vietnam 5. England

**CULTURAL REPRESENTATION**

**LANGUAGES SPOKEN @ MUSGRAVE HILL**

MHSS students speak 48 different languages at home.



## School review key improvement strategies

### Domain 1: Driving an explicit improvement agenda

- Prioritise the alignment of leaders' roles, responsibilities and initiatives with the Explicit Improvement Agenda (EIA) to strengthen shared ownership and clarity of how their work supports the sustainable implementation and monitoring of the EIA.

### Domain 8: Implementing effective pedagogical practices

- Collaboratively develop and systematically enact agreed observation and feedback processes to strengthen teaching practice across the school.

### Domain 3: Promoting a culture of learning

- Collaboratively develop a whole school wellbeing strategy to enhance staff and student wellbeing that promotes a positive school culture.

### Domain 7: Differentiating teaching and learning

Broaden staff understanding and capability of effective approaches for differentiation to cater for the full range of students including high achieving students.

### Domain 4: Targeting school resources

- Establish a vision for the use of technologies that enhances teaching and learning to support the strategic investment in the acquisition and deployment of devices and associated capability development for staff.

## School priorities

Implementation and quality assurance of the v9 Australian Curriculum, focusing on high impact pedagogies, differentiation strategies, and evidence-informed approaches.  
Create a positive culture of high expectations, sense of belonging, and a positive environment for teaching and learning

## School priority 1:

Implementation and quality assurance of the v9 Australian Curriculum, focusing on high impact pedagogies, differentiation strategies, and evidence-informed approaches.

[Curriculum Gateway](#)

## Strategies

- Revise and enhance school-wide moderation practices to guarantee consistency, rigour and alignment
- Establish an agreed school-wide approach to providing student feedback in differentiated ways, at appropriate times in the teaching sequence, to clarify for all students what actions they need to take for learning progression
- Build expert teams to embed our agreed, evidence informed approaches of the teaching of reading aligned to the Australian Curriculum [Education Queensland Reading Portal](#)
- Develop a shared understanding of what differentiation means – considering Culture and Inclusion, Academic Achievement and, Wellbeing and Engagement
- Collaboratively refine and embed whole school approaches to pedagogy to support effective differentiation
- Build staff capability to consistently implement agreed, high impact instructional practices and strategies to address the learning needs of every student.
- Strengthen teaching practices through a range of planned opportunities for intentional collaboration to ensure all teachers know their students, know their data and know their strategies
- Collaboratively develop and systematically enact agreed observation and feedback processes to strengthen teaching practice across the school

## Measurable/desired outcomes

- 100% of eligible students reported against v9 Australian Curriculum by the end of 2027.
- All teachers will know and understand what they are teaching, why they teach it the way they do, how to support the next steps for students if they have/ have not learned it
- All students will know what are they are learning, why they are learning, how they are doing and how to improve
- Increase the percentage of teachers embedding the school's agreed pedagogical practices
- All learning areas of v9 Australian Curriculum are delivered through identifiable and differentiated pedagogical practices
- Student feedback model and practices embedded across P-6
- Student LOA in English and Mathematics is at or exceeds like schools
- 95% students experience 1 year's growth in 1 year of teaching

English/ Mathematics	>C	A/B
P-2	90%	55%
3-6	90%	55%
First Nations	100%	

<p><b>School priority 2:</b></p> <p>Create a positive culture of high expectations, sense of belonging, and a positive environment for teaching and learning</p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Build expert team to embed our agreed, evidence informed approaches to classroom management</li> <li>• Review refine and embed the Musgrave Hill SS approach to behaviour, wellbeing and attendance ensuring agreed systems and processes are implemented with fidelity</li> <li>• Embed a multitiered system of support to help identify learning and wellbeing needs and access to supports to improve academic, wellbeing and engagement outcomes</li> <li>• Review and update classroom practices associated with BBL processes to reflect contemporary research that enhances a positive focus on supporting student behaviour</li> <li>• Create a tailored mentoring and coaching program to empower staff in implementing evidence-informed classroom management strategies</li> <li>• Review current wellbeing processes for across the school to identify strengths, opportunities and areas for improvement</li> <li>• Document and clearly communicate our whole school approach to wellbeing for staff and students</li> <li>• Arrange and conduct events aimed at bringing together staff, students, families and community partners, providing opportunities for face-to-face interactions to enhance involvement, strengthen relationships and nurture a positive perception of the school</li> </ul>	<p><b>Measurable/desired outcomes</b></p> <ul style="list-style-type: none"> <li>• 85% of staff feel that school morale is positive</li> <li>• 95% of students believe their teachers are interested in my wellbeing</li> <li>• Percentage of parents who agree that this is a good school and that they would recommend it to others, is at or above Like and state schools</li> <li>• Percentage of students who agree that this is a good school and that they would recommend it to others, is at or above Like and state schools</li> <li>• Percentage of staff who believe that this is a good school and that they would recommend it to others, is at or above Like and state schools</li> <li>• Percentage of students who believe that behaviour is well managed at our school is at or above Like and state schools</li> <li>• Reduce to less than 10% school-wide the proportion of students attending less than 85%</li> </ul>
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**Approvals**  
 This plan was developed in consultation with the school community and meets school needs and systemic requirements.

  
 Principal

  
 School Supervisor