

# Queensland State School Reporting – 2011

## Musgrave Hill State School (1678)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
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## Principal's foreword

### Introduction

This report provides important information on the achievement of this school's priorities and successes as outlined in the 2011 Operational Plan. The report highlights strengths and identifies areas for development to inform parents and members of the school community about this school's performance during 2011.

### School progress towards its goals in 2011

In 2011 we worked consistently on the following goals

Ensuring we had a comprehensive NAPLAN strategy that focussed firmly on school improvement and that targeted all students and aimed at moving them into higher bands. This was a whole school initiative that was planned to spread to years 2, 4, and 6 after the 3, 5, and 7's were covered.

Our indigenous students were closely monitored and strategies were put into place to ensure their needs were catered for with the overall view to improving their performance.

All staff completed an Individual Development Plan that was discussed with the Principal.

We utilised the skills of two teachers to perform in a HOC capacity to ensure that the staff were ready for the implementation of ACARA in 2012.

Marketing of the school continued throughout the year with the biggest increase in Prep numbers seen in many years.

Our various school teams met regularly to continue to move forward using recommendations from the previous year's audit.

### Future outlook

#### What are we on about?

At MHSS we are aiming to develop students who are independent life-long learners who are able to negotiate personal learnignn goals and work with teachers to achieve these goals. Classroom teachers and specialist support teachers collaborate to provide strong learning pathways for students.

Our teacher plan and structure their teaching to provide explicit learning opportunities that are scaffolded according to students personalised learning needs. We acknowledge that a structured approach and explicit instruction are essential in delivering a challenging curriculum, which in turn, encourages students to engage with learning.

We are committed to connecting with key community organisations that complement our work in developing independent and

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successful learners. This connection develops a sense of community and pride in the students and develops effective, authentic partnerships.

We are committed to building success for students by developing their proficiency in literacy and numeracy and establishing their confidence and knowledge to use their skills in a wide range of settings and applications.

Our use of ICT and eLearning tools will encourage and enhance personalised learning and enable our students to be life-long learners of the 21<sup>st</sup> Century.

### **2012 Strategic Objectives**

Teaching and learning audit recommendations actioned with explicit school strategies focussed on improvement.

Implementation of the Australian Curriculum and mandatory LOTE

Embrace and empower the system generated Curriculum in the Classroom to leverage consistency and renewal for classroom practice and expectations.

A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students.

Implementation of developing performance plans for administrators and teaching staff.

Consolidation of OneSchool as the operational environment for school data, plans and financial operations.

To market our school in the wider community through our school vision.

Engage students in 21<sup>st</sup> century learning through the use of iPads in classrooms.

## School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
359	173	186	91%

### Characteristics of the student body:

Our School students come from a range of socio economic backgrounds with a number being from housing commission homes in the local area. We have a number of students from overseas with their parent coming here to study at Griffith University. As well as international students we have students mainly from Japan, Hong Kong, Iran and New Zealand. 11% of our students are identified as ESL. We have 14 indigenous students.

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 needs program and our mainstream program.

Family composition varies greatly with a number of single parents 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 17%. These students are integrated into the mainstream classrooms.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	19
Year 4 – Year 10	23.5
All Classes	21.1

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	9
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

### Our distinctive curriculum offerings

A variety of extra-curricular activities including a performing arts focus throughout the year

A major focus on the effective use of technology as a tool to assist with learning

A very strong values based program throughout the school

An excellent inclusive program for SEP students

Two transition classes aimed at providing the very best learning outcomes for students who have trouble adjusting to a mainstream class.

A focus on cooperative learning in classrooms aimed at building positive relationships, effective teaching strategies and self-esteem in our students.

LIFT – reading program for all students to improve their reading comprehension (Key part of our NAPLAN strategy)

Boys and Girls programs 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 19% of students involved in the instrumental music program.

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### Extra curricula activities

Participation in the Active After School Program

Chaplaincy program in the school and EXTREME – a program run by the Chaplain and local youth from YWAM.

Instrumental music – strings and band

Lunchtime clubs for students to access

A games room for students to attend during lunch breaks. Structured play environment.

Senior leadership day at Tallebudgera

School camps and excursions that match curriculum offerings

A school dance spectacular

School FETE

Gold Coast Eisteddfod

Swimming and athletics

Visiting specialists eg Titans, Gold Coast Soccer, Gateball

Positive behaviour reward days

School disco's which are run by the P&C

Optiminds

UNSW competitions – maths, science, English, computing

Year 7 peace builders program

LEEP program for gifted and talented students

Chess club

LEO

Regular assemblies for students and student performances

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### How Information and Communication Technologies are used to assist learning

Our school classrooms are all equipped with interactive whiteboards that the teachers use everyday in their classrooms. At this point

## Our school at a glance

in time all teachers have been trained in the use of EasiTeach, 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. Teacher us the Lab to teach computer skills, complete classroom investigations and complete classroom assignments and activities.

All computers are networked and a number of classrooms have wireless connectivity. This is to be expanded in the near future.

A number of classes have virtual classrooms or EdStudios where students can access classroom resources and work.

### Social climate

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 know as the Peacebuilder Program. Students take the Peacebuilder program very seriously and we have a number of training sessions aimed at giving students appropriate training.

We have a Chaplaincy program and our Chaplain is also used to provide support for the students in the school. He also organises breakfast club and EXTREME that is a nondenominational activity for all students who choose to attend. Our Chaplain also helps with student in the LEO program and acts as a mentor for these students.

All teacher sare 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 Guidance Officer also runs self esteem programs, boy programs, girls groups and a cooking program.

The following table outlines our school improvements in the areas of

Safe at school, being treated fairly at school, school behaviour and discipline and if students are happy to go to this school.

School Opinion Survey dimension	2010	2011
Safe at school	67.9%	66.2%
Being treated fairly at school	63%	66.7%
School behaviour	26.3%	40.3%
Happy to go to this school	71.6%	76.9%

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

## Our school at a glance

Our parent, student and teacher satisfaction with the school is showing a small increase from the previous year. The most notable increase was with the students this year who recorded a significant increase in their satisfaction that they are getting a good education at the school (up from 68% in the previous year)

Staff were very happy with the overall morale in the school and throughout the year we invested a significant amount of time ensuring that parents were invited into the school as often as possible to see what was happening throughout the school.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	81%
Percentage of students satisfied that they are getting a good education at school	82%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	78%
Percentage of staff members satisfied with morale in the school	92%

DW – Data withheld

### Involving parents in their child's education

Communication is essential and we have continued to ensure that class teachers keep parents well informed with class newsletters. We also ensure that an electronic and hard copy of the newsletter go out to all families.

Parents regularly attend weekly assemblies, school awards ceremonies and parent teacher information nights. The school has continued with the practice of parent teacher meetings where the report card is given at the interview.

Parents were invited to be a part of our school review team for the QSR and were invited to attend various meetings.

We also implemented a Coffee and Chat morning where any parents can come to the school every 2<sup>nd</sup> Wednesday and participate in an activity/information session conducted by either the school or an outside agency. The school covered topics such as ACARA, LIFT while outside agencies spoke about topics including Cybersafety, Autism and Mental Health.

Parents have continued to be involved in P&C meeting, discos, sports days, Education week, book week and classroom activities.

### Reducing the school's environmental footprint

## Our school at a glance

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school made a conscious effort to reduce our environmental footprint with the new solar panels on the roof of C Block. Some classes also completed projects where they assessed the school's energy efficiency and monitored school electricity usage. The school uses tank water for all toilet cisterns.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	180,400	4,384
2010	168,098	3,021
% change 10 - 11	7%	45%

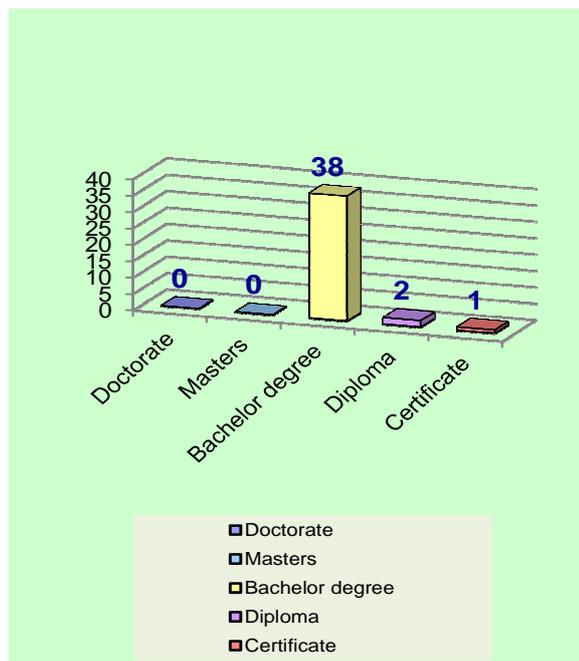
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	52	35	0
Full-time equivalents	41	24	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	38
Diploma	2
Certificate	1



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$13515.

The major professional development initiatives are as follows:

Collegial Coaching – Teachers released to participate in coaching sessions

One School

Participation in the developing performance framework

Code of conduct

ACARA

Cooperative Learning

Epi-pen training

Using iPads in the class

Early Learning records – Early years staff

Science Sparks – Note making and note taking. Mapping New Territory P-10 Australian Curriculum for Teachers

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

## Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 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 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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

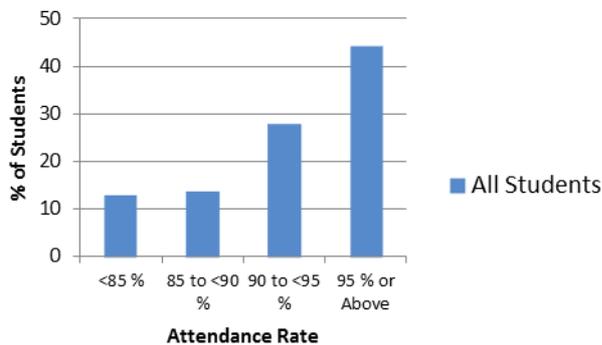
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92%	92%	92%	95%	91%	92%	93%					

### 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 and this is collected by the Behaviour management teacher aide in the afternoon and information is updated to 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 contact the parents. 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.**

## Performance of our students

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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## Achievement – Closing the Gap

Our school attendance for our indigenous students is no greater or less than non-indigenous students. Our records show no consistent trends in attendance or absenteeism. From year to year we consistently retain our indigenous students. Their results in NAPLAN tests are comparable and they are fully included in all the classroom programs.

The school has had difficulty in finding an indigenous aide to work in the school on a regular basis and this is something that we will continue to work on achieving.