

Musgrave Hill State School (1678)
Queensland State School Reporting
2012 School Annual Report



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Queensland State School Reporting

2012 School Annual Report



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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 2012 Annual Implementation 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 2012.

School progress towards its goals in 2012

Our school's goals for 2012 were as follows

Teaching and learning audit recommendations actioned with explicit school strategies focussed on improvement. We continued our focus on developing our curriculum plans and documents. For the first time we allocated funds to employ a HOC to facilitate the development of the national curriculum and the implementation of C2C units of work.

Implementation of the Australian Curriculum and mandatory LOTE. We used our HOC position and school funding to release teachers to work through a planned implementation of the National Curriculum.

Embrace and empower the system generated Curriculum into the Classroom to leverage consistency and renewal for classroom practice and expectations. Throughout the year our teachers all had weekly planning sessions to ensure consistency of curriculum, judgement and assessment was taking place within year levels and between year levels.

A comprehensive, transparent and focussed NAPLAN strategy to improve specific student cohorts inclusive of A&TSI students. We used our NAPLAN strategy outline from the previous year and expanded on it to involve the whole teaching staff and their expertise in analysing the data to ensure that our programs were effective in catering for the students needs. Our NAPLAN strategy was focussed heavily on improving our reading, spelling and grammar areas of NAPLAN.

Implementation of developing performance plans for administrators and teaching staff. All staff had meetings throughout the year with the Principal in relation to their performance plan. Initial discussions were collaboratively arranged with peers and this was followed by a discussion with the administration. From the performance plans, professional development was identified as well as discussions around the outcomes of students within teachers classrooms.

Consolidation of OneSchool as the operational environment for school data, plans and financial operations. One school was used extensively by the teachers for roll marking, reporting and recording behaviour incidents.

To market our school in the wider community through our school vision. We continued to market our school through the part time employment of a teacher. We held various events to highlight the school and our unique offerings. Through our marketing we were successful in enrolling 61 Prep students by day 8.

Engage students in 21st century learning through the use of ipads in classrooms. This initiative continued to grow throughout the year with the school being recognised as one of the leading schools using iPads in classrooms in the Gold Coast area. Our program extended to a number of classrooms and we developed our own Bring Your Own Device Policy (BYOD) to allow students to access school internet and network through their individual iPads to be used in the classroom.

Future outlook

The future outlook for our school is focussed around the following agenda items

Improvement in students writing and spelling skills by explicitly teaching writing through the use of the Seven Steps of

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Writing in order to increase the number of students in the upper 2 bands.

Improvement in numeracy through the development and use of a school wide problem solving strategy.

Attendance – promotion of ‘Every day at school counts’ across all year levels and cultures.

Continue to develop links with the high school and local primary schools as part of the Flying Start Initiative

Refinement and understanding of all aspects of the Pedagogical Framework

Continue to market our school in the wider community to strengthen enrolments

Feedback – providing effective feedback to students and encouraging them to take a role in collecting and collating their own feedback

Differentiation – continue our focus on differentiation through various school programs (Temperament types) .

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	369	180	189	91%
2011	359	173	186	92%
2012	375	177	198	90%

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

Characteristics of the student body:

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 4% 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 17%. Our SEP students are integrated into the mainstream classrooms.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	19	13
Year 4 – Year 10	27	24	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	51	9	33
Long Suspensions - 6 to 20 days	2	1	1
Exclusions	1	0	1

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

A variety of extra-curricular activities including a performing arts focus through 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

A transition class 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)

Programs run by the GO 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 17% of students involved in the instrumental music program

3 classes using iPads every day to access the curriculum

All teachers participating in formal meetings organised by the HOC. These meetings address assessment, planning, feedback and general classroom issues.

Extra curricula activities

Participation in Travel Smart

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

Speech choirs

Optiminds

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

Leadership day at Tallebudgera

iPad club at lunchtimes

School Art Auction

Gold Coast Eisteddfod

Swimming and Athletics

Visiting specialists eg Gateball, Titans

Positive behaviour reward days

School disco's

UNSW competitions

Year 7 peace builders program

LEO

Assemblies and class performances.

Our school at a glance

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 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 a number of classrooms have wireless connectivity. Nearly 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.

Three classrooms are running an iPad trial. They applied to have iPads for use each day in a 1 to 2 arrangement. This ensured maximum exposure and use.

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 known 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 which is a non-denominational activity for all students who choose to attend. Our Chaplain also helps with students in the LEO program and acts as a mentor for these students.

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.

Our school guidance officer also runs self esteem programs, boy programs, girls groups and a cooking program.

Parent, student and staff satisfaction with the school

The overall satisfaction of parents, students and staff is steadily improving each year. Some of the biggest changes have been in the students and parents satisfaction in the area of behaviour and how it is dealt with. Parents and students generally are very satisfied that the teachers help them (students) to do their best. Staff morale is steadily improving however we need to deal better with the area of professional development for staff.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.3%
this is a good school	96.6%
their child likes being at this school*	96.7%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	96.6%
their child is making good progress at this school*	93.3%
teachers at this school expect their child to do his or her best*	100.0%

Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work*	96.7%
teachers at this school motivate their child to learn*	96.7%
teachers at this school treat students fairly*	96.7%
they can talk to their child's teachers about their concerns*	96.7%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.7%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	90.5%
they like being at their school*	89.2%
they feel safe at their school*	87.5%
their teachers motivate them to learn*	91.9%
their teachers expect them to do their best*	97.3%
their teachers provide them with useful feedback about their school work*	91.7%
teachers treat students fairly at their school*	85.1%
they can talk to their teachers about their concerns*	70.4%
their school takes students' opinions seriously*	81.7%
student behaviour is well managed at their school*	78.9%
their school looks for ways to improve*	94.5%
their school is well maintained*	90.1%
their school gives them opportunities to do interesting things*	83.6%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	86.8%
with the individual staff morale items	100.0%

Our school at a glance

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 regularly attend our school assemblies as well our fortnightly Coffee and Chat mornings. These mornings allow parents to hear what is happening in the school as well as listening to guest speakers in the school such as child youth mental health, Life without Barriers etc.

We held a Mothers day afternoon tea and a fathers day breakfast. Both of these events were very well attended.

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

Reducing the school's environmental footprint

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

We have made a conscious effort to ask teachers to turn off power points and lights when they are not in the room. New water saving toilet cisterns have been installed throughout the school.

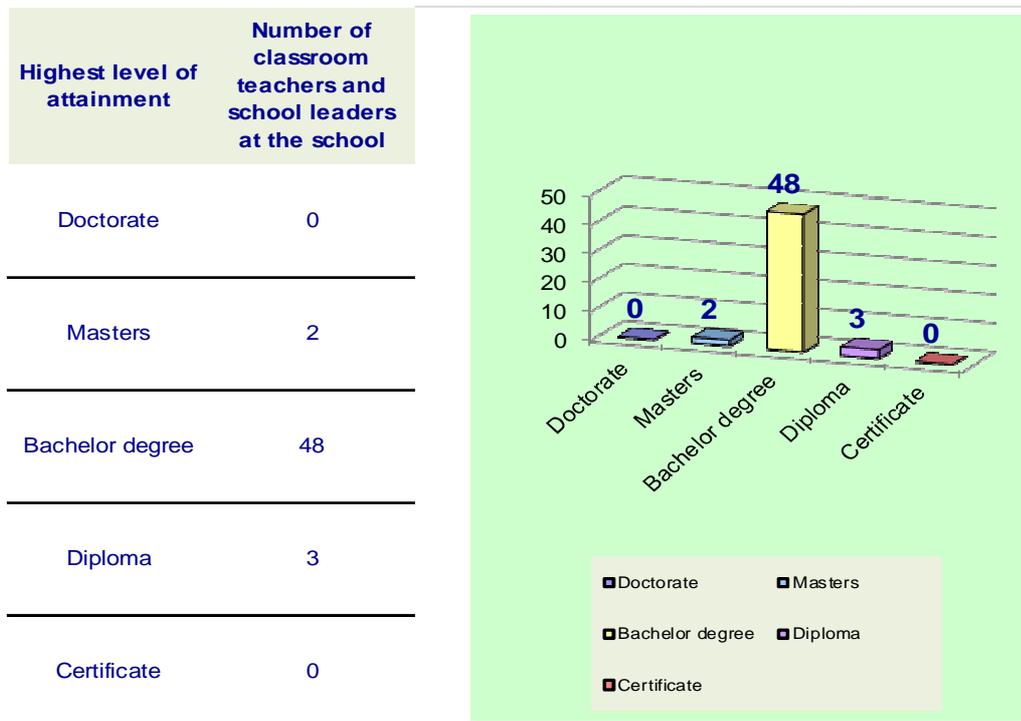
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	168,098	3,021
2010-2011	180,400	4,384
2011-2012	169,778	4,263

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	53	33	0
Full-time equivalents	42.1	22.7	0

Qualifications of all teachers



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$12408.

The major professional development initiatives are as follows:

Professional development throughout the year included

Collegial coaching

Data Note Books

Our staff profile

Cooperative Learning
Data analysis
Differentiation
Moderation
Planning using C2C and Australian Curriculum
Temperament types
ICT Certificates
Pedagogical framework
Feedback
iPads in learning

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.4%	95.7%	96.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86.7% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector Government
 Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

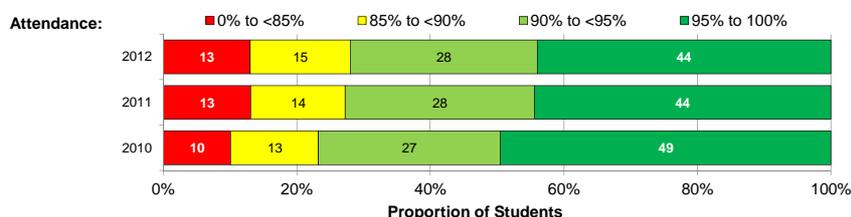
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	93%	94%	93%	91%	94%	91%					
2011	92%	92%	92%	95%	91%	92%	93%					
2012	91%	92%	92%	92%	92%	92%	92%					

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 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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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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. No indigenous aide was employed as there were no suitable candidates.