Musgrave Hill State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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Principal's Forward

Contact Person:	Julie-Anne McGuinness

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.

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 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

Introduction

This Annual Report is intended to provided parents and the wider community with an insight into the achievements of Musgrave Hill State School during the 2016 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 2017.

School Progress towards its goals in 2016-:

2016 was a year of change and consolidation here at Musgrave Hill State School. We set about establishing and embedding our new Strategic Plan 2016 – 2019.

MHSS STRATEGIC PLAN- 2016 to 2019
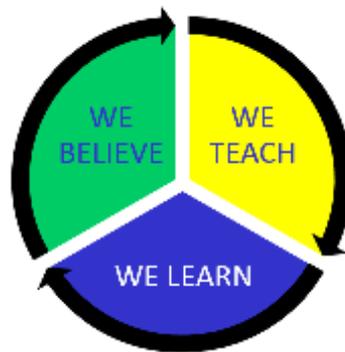
We believe in-:

- A strong Musgrave Hill Ethos
- Building a strong and positive culture
- Building Leadership capacity
- Strong communities ties
- The Health and Well-being of all

The Musgrave Way- "Whatever it takes"

We Teach-:

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

We Learn-:

- Through quality signature programs and personalised approach to supporting each individual.
- By ensuring that personalised learning is occurring in every classroom

Our specific Improvement agenda for 2016 focussed on delivering consistency in expectation, approach and language in the areas of Reading and Number. The agenda was of significant success for our students as our NAPLAN results exceeded all expectations. Our Year 3 students achieved outstanding U2B results with more than ½ the cohort in the U2Bs across all 5 strands of the NAPLAN tests. More than ½ our Year 5 cohort were in the U2B in Reading and they excelled in the Numeracy domains of NAPLAN.

The first year of our Strategic Plan has ensured our school continues to move positively forward in all aspects of school life. We enable students to be successful through a high quality and engaging curriculum which is delivered by dedicated and committed staff. We have ensured that the Musgrave Way of "Whatever it takes" continues to be embedded within the school and wider community.

2016 School Opinion Survey reflects the success of our school-:

Statement	Staff Response-% Agree or Strongly Agree	Student Response-% Agree or Strongly Agree	Parent Response-% Agree or Strongly Agree
This is a good School	97%	97%	94%
High expectation that students do their best	100%	99%	97%
Safe environment	100%	98%	95 %

Future Outlook-:

The key areas of focus in 2017 continues to be the implementation and execution of the strategies outlined in our 2016-2019 school Strategic Plan. We will undertake a rigorous process to establish a strong IPS status which we achieved at the end of 2016 and use this increased autonomy to drive our improvement agenda. Our priorities for next year and beyond include-:

- Maintain our Head of Differentiation (HOD) positions to ensure our commitment to excellence in teaching and learning continues.
- Create a Head of Well-Being Position (HOW) to ensure the health and well-being of all students are our highest priority and that all students are actively engaged in their learning.
- Continue our Signature Programs in Reading and Number while introducing our new Writing Program.
- Embed our already proven NAPLAN strategy (Literacy/Numeracy) that focuses firmly on school improvement across all year levels.
- Utilise all data available to improve the identification and referral processes to encompass all areas of student needs (learning Support, Indigenous, Gifted and social and emotion well-being)
- Strong focus on the early years oral language program and additional support and introducing the SSP Program
- Continue to strengthen our positive relationships and productive partnerships between school and the wider community
- Develop and implement a Health and Well-Being Framework
- Re-brand, Review, develop and implement consistent policies, practices and procedures that are conducive to optimal teaching and Learning
    - Behaviour
    - Attendance
    - Dress Code

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	487	218	269	36	92%
2015*	465	206	259	29	93%
2016	511	235	276	25	92%

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 2016, 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

Overview-:

In 2016 our total enrolment number was 511 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 SEP program 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	23	23
Year 4 – Year 7	24	24	26
Year 8 – Year 10			
Year 11 – Year 12			

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery-:

Throughout 2016 our school has continued to deliver the Australian Curriculum and an extensiveness range of additional programs to support our students. Of particular note-:

- NETTs (Number Explicitly Taught Through Skills) program.
- Students' readiness for school through a range of prep programs which focus heavily on early intervention, oral language development and speech language support.
- Whole School Reading Program with Guided Reading Lessons in every classroom.
- STEM Cluster Program
- Travelling iPad- timetabled for whole school access.
- BOP- (Building our Pedagogy) sessions for teacher to improve outcomes for students
- Mathletics, Reading Eggs - online programs to enhance learning for all

Co-curricular 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:

- Days of Excellence with local schools
- Coding
- G & T Programs
- The Lego Program
- Musgrave Ensemble
- Movers and Groovers dance group
- iPad club
- Peace Builders Program
- 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
- Athletics and Swimming

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How Information and Communication Technologies are used to Assist 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.

- 20 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 Ipads were purchased to support our NETTs (Number Explicitly Taught Through skills) Program and for in class use.
- We have had another increase in the take up option of 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.
- 6 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 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 Peace Builders 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	95%	94%
this is a good school (S2035)	97%	95%	94%
their child likes being at this school* (S2001)	97%	98%	95%
their child feels safe at this school* (S2002)	97%	98%	95%
their child's learning needs are being met at this school* (S2003)	94%	98%	88%
their child is making good progress at this school* (S2004)	94%	95%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	95%
teachers at this school motivate their child to learn* (S2007)	94%	98%	95%
teachers at this school treat students fairly* (S2008)	94%	97%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	91%	98%	89%
this school takes parents' opinions seriously* (S2011)	97%	90%	91%
student behaviour is well managed at this school* (S2012)	94%	93%	94%
this school looks for ways to improve* (S2013)	94%	93%	92%
this school is well maintained* (S2014)	97%	90%	95%

Student opinion survey

Performance measure			
Percentage of students who agree[#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	98%
they like being at their school* (S2036)	94%	97%	96%
they feel safe at their school* (S2037)	97%	95%	98%
their teachers motivate them to learn* (S2038)	96%	98%	98%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	98%
teachers treat students fairly at their school* (S2041)	93%	93%	95%
they can talk to their teachers about their concerns* (S2042)	86%	90%	94%
their school takes students' opinions seriously* (S2043)	93%	94%	93%
student behaviour is well managed at their school* (S2044)	84%	83%	89%
their school looks for ways to improve* (S2045)	92%	97%	96%
their school is well maintained* (S2046)	97%	97%	94%
their school gives them opportunities to do interesting things* (S2047)	95%	98%	95%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree[#] that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	100%	98%
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)	93%	94%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	95%
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)	96%	98%	98%
staff are well supported at their school (S2075)	96%	94%	97%
their school takes staff opinions seriously (S2076)	91%	96%	95%
their school looks for ways to improve (S2077)	96%	98%	98%
their school is well maintained (S2078)	96%	98%	100%
their school gives them opportunities to do interesting things (S2079)	96%	92%	95%

* 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-:

Musgrave Hill State School has an 'Open Day' policy and welcomes parent involvement with the school and their child'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.

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, website, Q Schools, 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
- Science Week
- Mother's Day and Father's Day celebrations
- Book Week
- NAIDOC Week,
- Anzac Day
- P & C meetings
- Classroom volunteer helpers.

Respectful relationships 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 4 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
- Cybersafety
- Daniel Morcombe Day and Foundation
- Religious Education
- Shave for a Cure
- Story Dogs

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	34	28	23
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	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.

Environmental Footprint

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

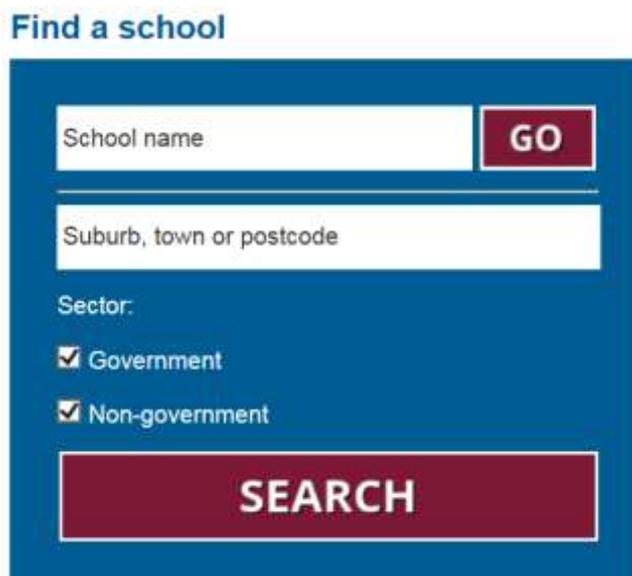| ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	188,917	4,609
2014-2015	194,930	3,496
2015-2016	202,269	5,119

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.

School Funding

School income broken down by funding source-:

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff-:

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	55	34	0
Full-time Equivalents	43	24	0

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Qualification of all teachers-:

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	2
Graduate Diploma etc.**	6
Bachelor degree	44
Diploma	3
Certificate	0

*Teaching staff includes School Leaders
**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 2016 were $60 568

The major professional development initiatives are as follows:

- The explicit teaching of reading
- Reading Comprehension
- Co-operatively planning all KLA in year levels assisted by Head of Curriculum
- 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 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

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Key Student Outcomes

As reported earlier in this report, 2016 was a hugely successful year for our school in NAPLAN.

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	91%	90%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.
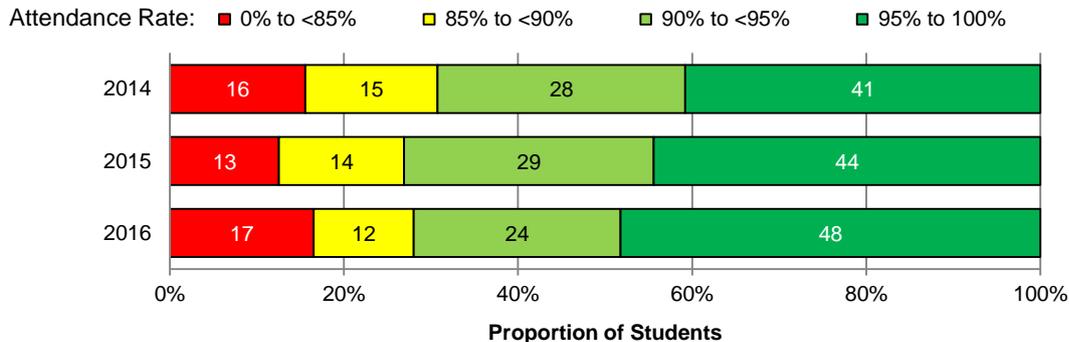
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	93%	91%	91%	91%	92%	90%	92%					
2015	94%	92%	93%	92%	93%	92%	93%						
2016	93%	92%	91%	93%	92%	94%	92%						

*Attendance rates effectively count 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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	16	15	28	41
2015	13	14	29	44
2016	17	12	24	48

Proportion of Students

Description of how non-attendance is managed by the school-:

Non-attendance is managed in state schools in line with the DET 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.

- Our teachers mark a role twice a day on One School.
- Same day messaging service- 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 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 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.**

Where it states **'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.

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