



Musgrave Hill State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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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 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

Principal's Foreword

Introduction

This School Annual Report provides a clear and concise summary of the achievements and activities of 2017 as well as aspirations for 2018 for Musgrave Hill State School. Information includes contextual information about who we are; summative information about some of our achievements for the 2017 school year and an outline of our future expectations.

Whilst we are proud of our academic performance, education at Musgrave Hill State School means so much more. Our exceptional teachers are professionals who are always willing to go the extra mile and do whatever it takes to ensure that all students are offered the opportunity to fulfil their potential both within and beyond the classroom. We are acutely aware of our obligation to prepare young people to make their way in the world as confident, caring and responsible citizens

The 2nd year of our 4 Year 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.

Our specific Improvement agenda for 2017 focussed on delivering consistency in expectation, approach and language in the areas of Reading and Number. One of our major priorities was to foster a culture of innovation learning through our quality signature programs that engage, challenge, connect and inspire students' creative thinking.

Our comprehensive and effective signature programs allow for a common and consistent approach by teachers and teacher-aides to improve student outcomes:-

- Rigorous Reading Comprehension Program- (every class has additional Adults to support program (TAs, HOC or HODs x 4 times a week)
- Building our Writing Pedagogy- (additional support given to Year 3 and 5 Semester 1 and 2, 4 and 6 Semester 2)
- NETTs Program- (Every class has additional Adult support)
- Jolly Phonics- Early Years
- Before School Reading Program
- Targeted invention programs (Year 3 and 5 Semester 1 and Years 2, 4 and 6 Semester 2 all classes have additional Adult Support (TAs, HOCs or HODs))

Our strong and persistent focus on this agenda allowed for significant success for our students as our NAPLAN results continue to exceed expectations. Our Year 3 and Year 5 student's results were similar to the Nation in all 5 strands of the NAPLAN performance measures. 51.7% of our Year 3 cohort were in U2Bs in Reading, 41.4% in Numeracy and 62.7% in Grammar and Punctuation. Our Year 5 students continue to show improvement within the U2Bs with 35% of students in the U2Bs of Reading and 28% in the Numeracy domain.

The key areas of focus in 2018 continues to be the implementation and execution of the strategies outlined in our 2016-2019 school Strategic Plan. Our specific Improvement agenda for 2018 will focus on delivering consistency in expectation, approach and language in the areas of Reading, Number and the addition of writing through our new signature program called "Big Writes". We will continue to embed a strong IPS status 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.
- Introduce a Digital Technology Teacher 2 days a week.

- Maintain our 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.
- Introducing our new signature Writing Program.
- Introduce the “Teach Like a Champion” philosophy and strategies.
- Create New BOPPV2 (Building Our Pedagogy and Practices version 2) teams to ensure our school priorities remain a focus and we have a clear line of sight with our Improvement Agenda. These teams include- Reading, Writing, Data, Teach Like a Champion and Numeracy.
- 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 emotional well-being).
- Strong focus on the Early Years-oral language program.
- Continue to strengthen our positive relationships and productive partnerships between school and the wider community.

Our School at a Glance

School Profile

Co-educational or single sex:	Co-educational
Independent Public School:	Yes
Year levels offered in 2017:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	465	206	259	29	93%
2016	511	235	276	25	92%
2017	492	217	275	26	92%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

In 2017 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 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 co-operation, 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	2015	2016	2017
Prep – Year 3	23	23	23
Year 4 – Year 6	24	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Throughout 2017 our school has continued to deliver the Australian Curriculum. There are strongly defined curriculum plans which define areas of explicit teaching. Musgrave Hill State School embraces information technology throughout the school with ICTs embedded across the curriculum encouraging students to adopt our BYOx program. We provide additional devices to help support this program. We operate 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.
- Travelling iPad- timetabled for whole school access.
- BOPPV2- (Building our Pedagogy and Practices version 2) sessions for teacher to improve outcomes for students
- Mathletics online programs to enhance learning for all
- Before school reading program.
- Year 5 and 6 LOTE- Chinese
- Year 6 Camp
- HPE, The Arts and Music

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:

- 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
- Leadership programs and Student council
- 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

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. 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.

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. We are continuing to use ICT in each classroom and to ensure it is purposeful, engaging and intrinsically linked to curriculum, best practice teaching, learning and positive student outcomes.

- 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.
- 6 iPads per class in Years 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 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 have created a Head of Well-being position this year 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 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 Representative from Years 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:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	94%	95%
this is a good school (S2035)	95%	94%	93%
their child likes being at this school* (S2001)	98%	95%	93%
their child feels safe at this school* (S2002)	98%	95%	93%
their child's learning needs are being met at this school* (S2003)	98%	88%	93%
their child is making good progress at this school* (S2004)	95%	91%	96%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	90%
teachers at this school motivate their child to learn* (S2007)	98%	95%	94%
teachers at this school treat students fairly* (S2008)	97%	95%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	98%	94%
this school works with them to support their child's learning* (S2010)	98%	89%	94%
this school takes parents' opinions seriously* (S2011)	90%	91%	93%
student behaviour is well managed at this school* (S2012)	93%	94%	93%
this school looks for ways to improve* (S2013)	93%	92%	92%
this school is well maintained* (S2014)	90%	95%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	98%	99%
they like being at their school* (S2036)	97%	96%	100%
they feel safe at their school* (S2037)	95%	98%	98%
their teachers motivate them to learn* (S2038)	98%	98%	100%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	100%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
teachers treat students fairly at their school* (S2041)	93%	95%	97%
they can talk to their teachers about their concerns* (S2042)	90%	94%	93%
their school takes students' opinions seriously* (S2043)	94%	93%	97%
student behaviour is well managed at their school* (S2044)	83%	89%	91%
their school looks for ways to improve* (S2045)	97%	96%	98%
their school is well maintained* (S2046)	97%	94%	96%
their school gives them opportunities to do interesting things* (S2047)	98%	95%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	98%	99%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	94%	94%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	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)	98%	98%	97%
staff are well supported at their school (S2075)	94%	97%	97%
their school takes staff opinions seriously (S2076)	96%	95%	97%
their school looks for ways to improve (S2077)	98%	98%	100%
their school is well maintained (S2078)	98%	100%	97%
their school gives them opportunities to do interesting things (S2079)	92%	95%	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 2017 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.

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, some 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.

Parents play a critical role in our teaching and learning program and are involved in several ways including:

- 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
- 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
- Cyber safety
- 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	2015	2016	2017
Short Suspensions – 1 to 10 days	28	23	18
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the 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 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
2014-2015	194,930	3,496
2015-2016	202,269	5,119
2016-2017	188,722	8,388

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	51	35	0
Full-time Equivalents	43	26	0

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	40
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 2017 were \$ 71 588

The major professional development initiatives are as follows:

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
- Moderation of assessment tasks in year level teams on a termly basis
- Team curriculum planning
- Mandatory staff online modules
- Problem solving
- 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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

Performance of Our Students

Student Attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	88%

*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 2017 for all Queensland Primary schools was 93%.

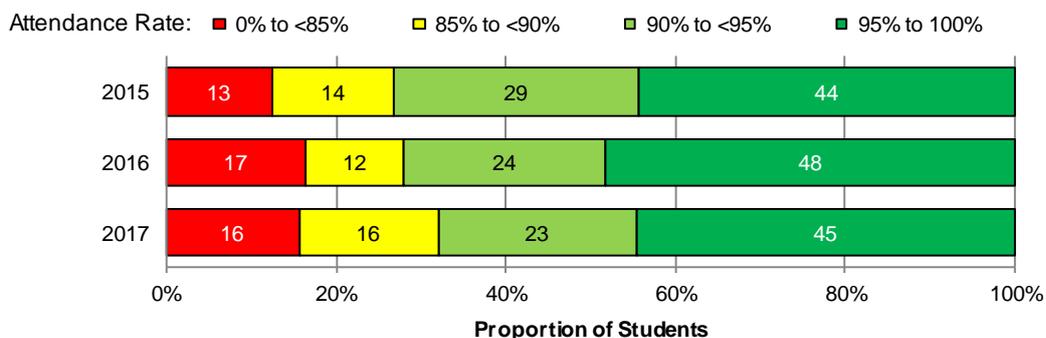
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	92%	93%	92%	93%	92%	93%						
2016	93%	92%	91%	93%	92%	94%	92%						
2017	94%	94%	92%	92%	91%	89%	91%						

*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:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 can't 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 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**.

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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