



School Improvement Unit Report

Musgrave Hill State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Musgrave Hill State School from 13 to 15 July, 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Nakina Street, Southport
Education region:	South East Region
The school opened in:	1963
Year levels:	Prep to Year 6
Current school enrolment:	460
Indigenous enrolments:	7 per cent
Students with disability enrolments:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1002
Year principal appointed:	January 2014
Number of teachers:	37
Nearby schools:	Labrador State School, Southport State School, Southport State High School
Significant community partnerships:	Story Dogs, Salvation Army, Cluster Learning Precinct
Unique school programs:	Story Dogs



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Deputy Principal/Head of Special Education Services, Prep to Year 2 Head of Curriculum, Year 3 to Year 6 Head of Curriculum
 - 31 teachers
 - 13 teacher aides
 - Ten parents
 - Business Services Manager
 - 20 students
 - Three administration officers
 - Southport State High School Deputy Principal
 - Parents and Citizens' Association president
 - School Chaplain

1.4 Review team

Lyal Giles	Internal reviewer, SIU (review chair)
Bernadette Hanna	External reviewer
Matthew Thompson	Peer reviewer



2. Executive summary

2.1 Key findings

- The school is highly valued within the community.

The tone of the school is positive and friendly. The school is widely acknowledged for its commitment and dedication to supporting the needs of students and their learning.

- There is a strong commitment to the direction of the school from staff and the community.

The school has a stated agenda to improve reading, number and attendance across the school. The leadership team is committed to using evidenced-based research to improve reading through the introduction of the Sheena Cameron reading program¹. This agenda has been well communicated and staff are united towards improving these priority areas and they share stories of student improvement.

- A strong leadership team is developing within the school.

A new team has recently formed to drive the school's improvement agenda. With recent changes to classified officers and acting positions, the structure of the leadership and administration team and the development of clear roles and responsibilities are continuing to evolve.

- The use of data is highly valued among the leadership team and the school is developing capability regarding data literacy and differentiation to enhance teaching and learning.

The consistent use of student data books to set goals and monitor student progress is highly valued. Systematic use of short-term performance data to inform teaching and learning is not evident across all classrooms. Targeted support and intervention is provided for identified students, although there was varying evidence of differentiation for high achieving students.

- Targeted coaching and feedback processes exist within some year levels.

A formal coaching program has recently commenced and informal classroom observations and feedback processes occur. A formal whole school approach to professional learning is not yet in place.

¹ Cameron, S. (2009) Teaching Reading Comprehension Strategies: A Practical Classroom Guide. New Zealand, Pearson.



- Teachers and school leaders are collaboratively adapting Curriculum into the Classroom units as the basis for the school's curriculum.

Major adaptations of the assessment tasks and the associated guides to making judgements are used as key assessment items. The curriculum structure includes an eight-week unit plan followed by a two-week reflection and review period.



2.2 Key improvement strategies

- Re-establish and further define clear and concise roles and responsibilities for school leaders and teams to drive the improvement agenda.
- Narrow and sharpen the focus of the improvement agenda further so that staff can readily identify short and long term targets for improvement.
- Develop and implement a staff professional learning model that includes coaching, mentoring, observation and feedback to focus on capability development for all staff.
- Review assessment processes and timelines aligned with the curriculum to ensure clarity and balance for both monitoring progress and establishing where students are at for reporting purposes to maximise student achievement.
- Build upon teachers understanding of and skills in differentiating learning for the full range of students, especially high achieving students.