

Murgon State School

Queensland State School Reporting

2015 School Annual Report



Note 1. To assist with the development of the 2015 School Annual Report (SAR), this prepopulated template has been provided so schools can insert required information. Depending on your school type and year levels offered, you may choose to remove some non-applicable sections.

Note 2. Careful consideration should be given to the nature of reporting where there are fewer than five people in a group, cohort or reporting field, or where all persons in a particular group have achieved identical results.

Note 3. The completed SAR is to be posted to your school's website by 30th June 2016 and left on the website for a minimum of 12 months. The SAR must be located no more than '1 click' away from the school's home page.

Note 4. Schools are to make arrangements to provide the information (e.g. a copy of the completed SAR), on request, to a parent, carer or a person who is responsible for a student at the school and is unable to access the School Annual Report on the internet.

Note 5. Please ensure that all RED text is deleted before converting to PDF and publishing on the web.



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Principal's foreword

Introduction

Welcome to the Murgon State School Annual Report for the 2015 school year. Our school is the largest primary school in the Barambah Cluster, providing an educational service for prep to year six students. We encourage you to explore our website to learn more about our quality educational programs. We are extremely proud of our school, our students, our staff team and collectively, our achievements.

Murgon State School seeks to create the environment for success for all our students. To do this, our school has a culture of setting high expectations for student learning, professional accountabilities of the teaching and learning process and creating intentionally inviting classrooms.

At Murgon State School, we proudly recognise our indigenous cultures and traditions and seek to embed indigenous perspectives across all aspects of the schooling experience.

We further seek to actively communicate and engage with parents and carers to empower them to better contribute to their children's education. In essence, our priority is to do whatever it takes to ensure:

'Every day, in every classroom, every student is learning and succeeding'

School progress towards its goals in 2015

The 2015 school year saw a change of Principalship at Murgon State School. During the course of the year the school realigned and narrowed its focus utilizing the 2014-2017 Strategic Plan as a base guide. The school made progress towards the development and implementation of a whole school reading program as well as identifying major factors influencing school attendance and engagement. The school spent significant time and effort planning a restructure and overhaul of all school operations including but not limited to: school priorities, behavior management processes, curriculum offerings, timetables, class structures, meetings and the function of various school committees,

Future outlook

Define your school's explicit improvement agenda for 2016 ensuring that you have articulated a sharp and narrow focus. Please indicate how you have been successful including targets and timelines. As above, this information could also be presented in a table format.

In 2016 Murgon State School will an ABC approach to education which will also be reflected at the neighbouring Cherbourg State School.

A = Attendance. Through the provision of a School Attendance and Community Connect Officer (SACCO) Murgon State State School will target a core group of students and families which have been identified through school data whils simultainiously offering support across then entire school to every student.

B = Behaviour. Collaboration and consultation to redefine behavior management flow chart as well as behavior expectations and the whole school rewards process.

C = Curriculum. Murgon State School will undertake a whole school focus on the teaching of reading. Teachers will use reading data from multiple data sets to inform the teaching and learning cycles. The school will make a substantial commitment to the purchase of a whole school reading program to support teachers in the delivery of the schools reading program.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	220	118	102	87	89%
2014	237	126	111	109	85%
2015	210	105	105	93	82%

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 2015, 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:

Murgon State School draws its enrolments from Murgon, Cherbourg and the surrounding farming areas. Approximately 50% of the students identify as Aboriginal and/or Torres Strait Islander background. Murgon area is considered rural and rated as low socioeconomic.

Family occupations range from farming, business, tourism, self employed, unemployed, viticulture through to professional. Murgon is an established town of over 100 years. There are a significant number of children whose parents and grandparents attended the school. The school also experiences significant levels of student mobility and transience.

Murgon State School provides an inclusive program for students with special needs. Programs and support are provided for students with intellectual impairment, vision and hearing impairment and autism. Also, through our model for teaching and learning, gifted and bright students are given opportunities to extend their talents and skills.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	27	21
Year 4 – Year 7 Primary	23	29	25
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	77	163	125
Long Suspensions - 6 to 20 days	8	0	1
Exclusions	1	3	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.

Curriculum delivery

Our approach to curriculum delivery

- Murgon State School delivers curriculum aligned to ACARA.
- In 2016 the school will roll out phase 1 of the implementation of the Language for Learners English units in Prep -2.
- All students undertake diagnostic assessments twice yearly to determine progress against Regional Benchmarks. Diagnostic reading data is captured in 5 week data sets.
- Murgon State School is beginning to implement the STEM agenda through Digital Technologies and a newly refurbished Science Lab. The program is being delivered by a specialist Science/ICT teacher. We are the only primary school in the cluster to deliver the new Digital Technology subject.

Extra curricula activities

Student leadership – Student Council, Leadership Program, Year Level partnerships, Public Speaking.
 EarlyAct – junior branch of Rotary
 Annual Cluster Canberra Trip
 Science Club
 Coding and Programming Club
 Instrumental Music Program – School Band
 School Choir
 Indigenous Dance Group
 Carols by Candlelight Concert event each December
 National Academic competitions
 School Sport opportunities ie. swimming, rugby league, basketball, netball, athletics, soccer, cricket, softball.

How Information and Communication Technologies are used to improve learning

Laptops and interactive whiteboards are distributed across the classrooms and are used as an integral tool in the learning process. Laptops are used by students for word processing, project layout, curriculum based developmental activities, research ie web based, and internal through links to the school library data base and multimedia projects eg student power point development and presentation, interactive whiteboard tools and Learning Place projects. The Science Lab has a full class set of Laptops for the delivery of Digital Technology There is a 1:1 ratio of XO devices in P-2. All students utilise ICT to access their personal VIVO account.

Social Climate

As a Pathways to Peace© school we believe that **no form of violence is acceptable**. Pathways to Peace© provides a **strong set of values** from which students and staff can build and maintain relationships and encourage personal growth. All staff walk, talk, model, teach and practice this belief.

Our programs incorporate this belief at every level.

The school participates in the *Positive Behaviours for Learning Program (PBL)* that provides a framework through which a school evaluates the extent and effectiveness of its processes and procedures. This has reinforced how appropriate are our current practices.

We are seeing significant improvements in our student attendance, and continued involvement in their learning. The major changes to our model of facilitating teaching and learning across the school has had a significant and positive impact on the participation of students in their learning and with their class. The following personnel support our Positive Learning Environment:

School Attendance and Community Connect Officer

School Chaplain

School Guidance Officer

Teacher Aides

Indigenous Elder

Our three school rules are:

** Be Safe

** Be a Learner

** Be a Peacemaker

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	95%
this is a good school (S2035)	91%	97%	95%
their child likes being at this school (S2001)	100%	100%	98%
their child feels safe at this school (S2002)	91%	87%	89%
their child's learning needs are being met at this school (S2003)	100%	87%	91%
their child is making good progress at this school (S2004)	100%	100%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	97%	84%
teachers at this school motivate their child to learn (S2007)	100%	97%	93%
teachers at this school treat students fairly (S2008)	95%	83%	81%
they can talk to their child's teachers about their concerns (S2009)	100%	93%	93%
this school works with them to support their child's learning (S2010)	100%	100%	93%
this school takes parents' opinions seriously (S2011)	95%	76%	86%
student behaviour is well managed at this school (S2012)	91%	86%	75%
this school looks for ways to improve (S2013)	95%	90%	90%
this school is well maintained (S2014)	95%	93%	95%

Performance measure

Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	96%	88%
they like being at their school (S2036)	95%	90%	90%
they feel safe at their school (S2037)	95%	94%	85%
their teachers motivate them to learn (S2038)	100%	95%	97%
their teachers expect them to do their best (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	100%	95%	92%
teachers treat students fairly at their school (S2041)	95%	91%	81%
they can talk to their teachers about their concerns (S2042)	91%	90%	91%
their school takes students' opinions seriously (S2043)	98%	90%	83%
student behaviour is well managed at their school (S2044)	100%	91%	80%
their school looks for ways to improve (S2045)	98%	100%	91%
their school is well maintained (S2046)	100%	88%	81%
their school gives them opportunities to do interesting things (S2047)	100%	99%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	89%
they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
they receive useful feedback about their work at their school (S2071)	95%	88%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	88%
students are treated fairly at their school (S2073)	100%	88%	88%
student behaviour is well managed at their school (S2074)	95%	100%	82%
staff are well supported at their school (S2075)	100%	100%	83%
their school takes staff opinions seriously (S2076)	100%	88%	69%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	88%	78%
their school gives them opportunities to do interesting things (S2079)	100%	100%	89%

[#] '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

School Attendance and Community Connect Officer
Active and enthusiastic Parents & Citizens Association
Elders Meetings
Playgroup affiliated with Playgroups Queensland©
Parents invited to Class/Team unit culminating activities
3-Way Conference process facilitates parent/teacher/student interviews twice per year – Feb and July
Individual Student Support Groups convened involving parents/carers for students needing additional assistance for academic or behaviour issues – proactive, partnership and resolution focussed
School is actively involved in local events through the Sth Burnett Regional Council

Partnerships with key community groups ie Graham House Community Centre, CTC, Murgon and Cherbourg Health Teams, Qld Police, other government and community agencies
 Regular school newsletters/bulletins home.
 Class letters
 School notice board utilised for key messages

Reducing the school's environmental footprint

Murgon State School is ever conscious of the impact of the way we do business, and the use of resources, on our environment. The increasing use of technology in teaching and learning has had a significant impact on the use of electricity. In 2016 the school will invest in window tinting of classrooms and administration buildings to reduce the dependency on heating and cooling to regulate temperature. The school is also fitted with solar panels on the roof of the School Library.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	111,728	1,166
2013-2014	88,378	0
2014-2015	92,434	

*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.

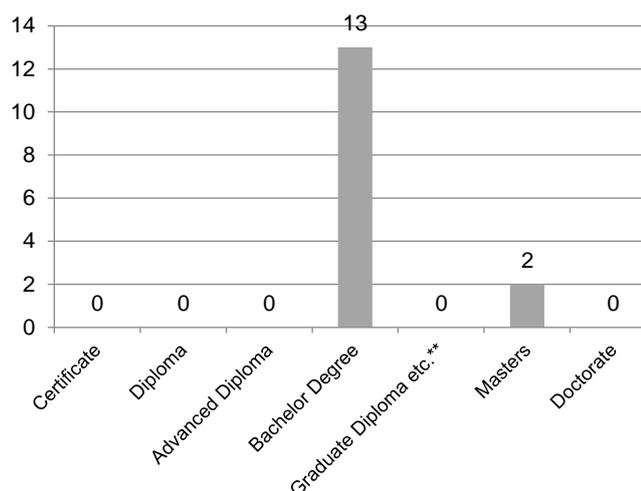
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	15	15	<5
Full-time equivalents	15	10	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	13
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	15



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 26597.16

The major professional development initiatives are as follows:

- Coaching and Feedback
- Mentoring Beginning Teachers
- Work Place Health and Safety
- Explicit Instruction – pedagogical approach
- Whole School Spelling Program
- Financial Management
- More Support for Students with Disabilities
- Whole School approach to Writing

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	81%	85%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

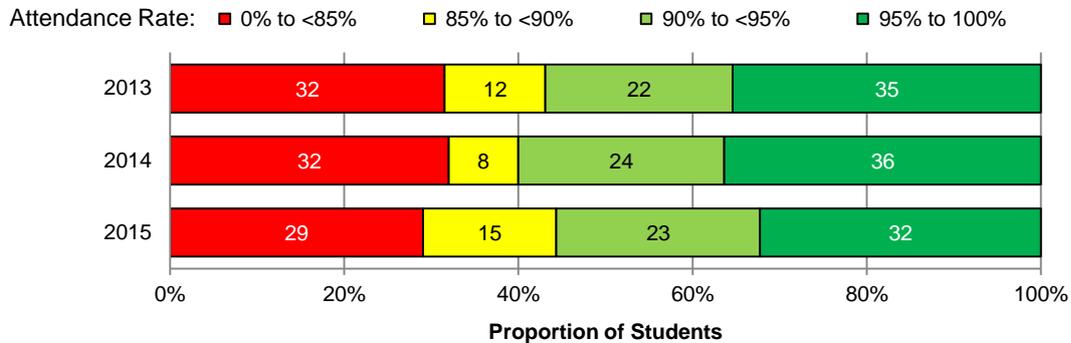
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	87%	85%	90%	83%	87%	83%	84%					
2014	90%	85%	91%	88%	92%	84%	88%	83%					
2015	88%	88%	91%	88%	89%	91%	88%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

At Murgon State School we believe that EVERY DAY COUNTS, therefore:

Class rolls are marked electronically twice per day using ONESCHOOL. If a student is absent the following procedures are followed:

- Contact made with parents by the School Attendance and Community Connect Officer.
- Extended consecutive absence a letter is sent home as per Education Queensland Policy
- Could include referral to Dept of Child Safety, RAI Service, Graham House Community Centre, Police, CTC Services
- Murgon State School celebrates student attendance on parades with personal and class achievements including the 100% club.

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.

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.

Find a school

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Government

Non-government

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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.