



Murgon 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

## Contact Information

Postal address:	PO Box 213 Murgon 4605
Phone:	(07) 4169 8333
Fax:	(07) 4169 8300
Email:	principal@murgonss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Libby Meikle

## School Overview

With over 100 years of commitment to education excellence, Murgon State School is proud of its heritage and tradition. We are dedicated to the full development of every Prep to Year 6 student. The staff is empowered and invested; parents and community are valued and informed; and most importantly, students feel supported through their learning journey. Our mission, values and beliefs provide focus and direction to staff, students and parents as well as stakeholders throughout our communities.

Our vision is for all students to achieve their best; learning and accessing quality, differentiated curriculum through excellent, expert teaching practices. We are dedicated to our school values *Aspire . Believe . Challenge*, providing resources, a positive environment, and support for student learning that facilitates high levels of achievement for all students as well as excellence in instruction by teachers.

Murgon State School is a data driven school with an ongoing comprehensive assessment system in place to identify, target, monitor, and improve student performance as well as curriculum and teaching. Our curriculum is designed to include a strong emphasis on Literacy and Numeracy skills, and Learning and Wellbeing. These are considered to be the foundation upon which children are prepared for full participation in today's society regardless of gender, race, ethnicity, disability or socio economic status. Partnerships with parents, students, staff and community are valued and we welcome parent participation and the opportunity for families and communities to be involved in educating their/our children. Goals are set and met through a team effort and we are blessed to have a dedicated school staff and community who support our quest to educate all children.

It is our unequivocal belief that the 'child' is our core business. At Murgon State School we engage in professional dialogue. We embrace robust discussion. We share a common purpose. The following is a number of stand-out partnerships, teams and events: Academic and Sporting Awards; Sporting excellence; Teaching Excellence Teams; strong and comprehensive early years curriculum including Playgroup and ECDP; lunchtime, before and after school Clubs (e.g. EarlyAct (Junior Rotary); full Instrumental Music program; School Choir; annual Carols by Candlelight Christmas Concert; strong affiliations with local service Clubs (i.e. Rotary, Lions, Apex and QUOTA), local business communities, and government and non-government organisations.

## Principal's Foreword

### Introduction

Welcome to the Murgon State School Annual Report for the 2017 school year. This report documents general progress, achievement data, school profile and the future direction for Murgon State School. 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 2017

In 2017 Murgon State School focussed its attention to increasing the attendance rates for all children, reducing the number of behaviour incidents and delivering a consistent whole school curriculum plan. The School Improvement Unit reviewed our school in 2017. The key findings of this review acknowledge significant change in the prior 18 months.

Attendance for indigenous students increased by 4% from 86% to 90%. Attendance for all students increased to 92%.

The school published a whole school curriculum plan that is adapted from and references the Australian Curriculum through C2C and L4L resources using the BIDBIU framework. Curriculum Planning is collaboratively developed in teaching teams with the support of the Literacy Leader and leadership team.

The school has continued to develop the coaching and feedback process to ensure consistency of practice across the school.

Resourcing is targeted to the sharp and narrow explicit improvement agenda.

## Future Outlook

In 2018 Murgon State School will have a sharp and narrow focus on Reading. Specifically, all staff will focus on developing a consistent understanding and approach to teaching reading comprehension strategies using the Question Answer Response (QAR) framework using think alouds. Throughout Term 1 the Leadership team will Scan and Assess, and Prioritise the targeted strategies for inclusion into the reading program. Phase 2 will entail commencement of capability development of all staff and the introduction of the framework into planning and teaching episodes.

The Leadership team will act on the key improvement strategies from the whole school review.

- Continuing to implement and review the whole school curriculum plan.
- Sharpen the focus of the explicit improvement agenda
- Continued coaching, modelling and feedback to embed high yield strategies
- Continue to support students to monitor their own learning by goal setting.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	210	105	105	93	82%
<b>2016</b>	218	105	113	102	83%
<b>2017</b>	239	123	116	126	85%

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

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, small and medium business, tourism, self-employed, viticulture through to Tertiary trained 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, speech language impairment, physical 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

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	22
Year 4 – Year 6	25	26	23
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Murgon State School delivers curriculum aligned to ACARA. Teachers produce formal written reports in Term 2 and 4 and parents are encouraged to attend the school in Term 1 and 3 for meetings with teachers. The formative assessment program is balanced. All teachers engage with the collection of diagnostic data using Progressive Achievement Test from ACER in Term 1 and 4. Additionally diagnostic running records are collected in 5 week cycles to provide targeted and early intervention for students who may be at risk of falling behind in reading. Every student in Prep-6 is required to perform an oral presentation every term as part of the speaking and listening component of the Australian Curriculum.
- Our signature pedagogy is Explicit Instruction. We are data driven and utilize the work of Sharratt and Fullan to guide our work in this area.
- In 2017 the school continued the implementation of the Language for Learners English units in Prep -4 using the BIDBIU Framework., and extended to include Years 5 and 6.
- 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 continuing 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 ACARA Digital Technology subject in its entirety.

### Co-curricular Activities

Academic Success Commitment Program

Student leadership – Student Council, Leadership Program, Public Speaking.

Early Act – Junior branch of Rotary

Annual Cluster Canberra Trip

Science Club

Coding, Programming and Aerial Drones Club

Instrumental Music Program – School Band

School Choir

Indigenous Dance Group

Carols by Candlelight Concert event each December

National Academic competitions

School Sport opportunities i.e. swimming, rugby league, basketball, netball, athletics, soccer, cricket, softball.

## How Information and Communication Technologies are used to Assist Learning

Murgon State School has made significant investments in the purchase of physical resources (mobile learning devices, Wireless outputs, fibre upgrade) to support the delivery of the Australian Curriculum. The school is rolling out the strategic capability development of all teachers to deliver digital pedagogies across all key learning areas. Each classroom now has a bank of mobile learning devices that are utilized across all key learning areas. The school is in its third full year where every child is explicitly taught Digital Technology from the Australian Curriculum.

## Social Climate

### Overview

Murgon State School has a very warm and friendly feel. Parents and community members hold the caring nature of all teachers in high regard. The school employs a reward process for positive behavior. Leadership deals directly with inappropriate and behaviours that are not in line with the expectations of Murgon State Schools Responsible Behaviour Plan. School Disciplinary Absence data is at a 6-year low in 2017. All staff are provided with ongoing PD using the essential Skills for Classroom Management (ESCM). Students are engaged in pastoral care programs provided by local community groups and include topics around bullying, domestic violence, health and Hygiene. Parents are regularly invited to events at the school, most notably in 2017 during the visits from NRL ambassadors involved in the Try for 5 attendance program. As evidenced by the 2017 School Review, Murgon State School is viewed as the school of choice in the cluster.

### 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%	95%	94%
this is a good school (S2035)	95%	95%	94%
their child likes being at this school* (S2001)	98%	90%	96%
their child feels safe at this school* (S2002)	89%	100%	98%
their child's learning needs are being met at this school* (S2003)	91%	85%	94%
their child is making good progress at this school* (S2004)	95%	95%	98%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	95%	96%
teachers at this school motivate their child to learn* (S2007)	93%	95%	98%
teachers at this school treat students fairly* (S2008)	81%	100%	96%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
this school works with them to support their child's learning* (S2010)	93%	95%	96%
this school takes parents' opinions seriously* (S2011)	86%	84%	90%
student behaviour is well managed at this school* (S2012)	75%	100%	92%
this school looks for ways to improve* (S2013)	90%	100%	98%
this school is well maintained* (S2014)	95%	100%	100%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	88%	98%	97%
they like being at their school* (S2036)	90%	93%	90%
they feel safe at their school* (S2037)	85%	90%	92%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their teachers motivate them to learn* (S2038)	97%	98%	98%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	95%	93%
teachers treat students fairly at their school* (S2041)	81%	88%	92%
they can talk to their teachers about their concerns* (S2042)	91%	90%	92%
their school takes students' opinions seriously* (S2043)	83%	85%	87%
student behaviour is well managed at their school* (S2044)	80%	93%	88%
their school looks for ways to improve* (S2045)	91%	93%	98%
their school is well maintained* (S2046)	81%	88%	94%
their school gives them opportunities to do interesting things* (S2047)	88%	85%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	89%	100%	100%
they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
they receive useful feedback about their work at their school (S2071)	78%	85%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	87%	89%
students are encouraged to do their best at their school (S2072)	88%	100%	100%
students are treated fairly at their school (S2073)	88%	100%	100%
student behaviour is well managed at their school (S2074)	82%	100%	100%
staff are well supported at their school (S2075)	83%	92%	100%
their school takes staff opinions seriously (S2076)	69%	88%	100%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	78%	96%	100%
their school gives them opportunities to do interesting things (S2079)	89%	100%	100%

\* 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

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

Parents are integral in the consultation and development of Individual Curriculum Plans (ICP's) with classroom teachers and the HOSES

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 South Burnett Regional Council

Partnerships with key community groups i.e. Graham House Community Centre, Family and Child Connect, Intensive family Support, 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 message

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Murgon State School utilizes the Barambah Health Team who present to classes on a weekly basis. Topics covered through this program are year level specific and include: Personal Safety and awareness, identifying and responding to domestic violence, Health and Hygiene as well as issues that are relevant in our local context.

## 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	125	74	71
Long Suspensions – 11 to 20 days	1	1	1
Exclusions	0	2	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### 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. The school is also fitted with solar panels on the roof of the School Library. The school has rainwater tanks that feed the drinking fountains for students.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	92,434	
2015-2016		
2016-2017		

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

GO

Sector:

Government

Non-government

SEARCH

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	22	19	<5
Full-time Equivalents	20	12	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	19
Diploma	
Certificate	

\*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 \$29098.26

The major professional development initiatives are as follows:

- Professional Learning Workshops
- Peer Observation
- Coaching and Feedback
- Mentoring Beginning Teachers Program.
- Curriculum Planning and Moderation.
- Anita Archer Explicit Instruction

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.	96%	97%	98%

### 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 2017.

## Performance of Our Students

### Key Student Outcomes

#### 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).	89%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	86%	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 2017 for all Queensland Primary schools was 93%.

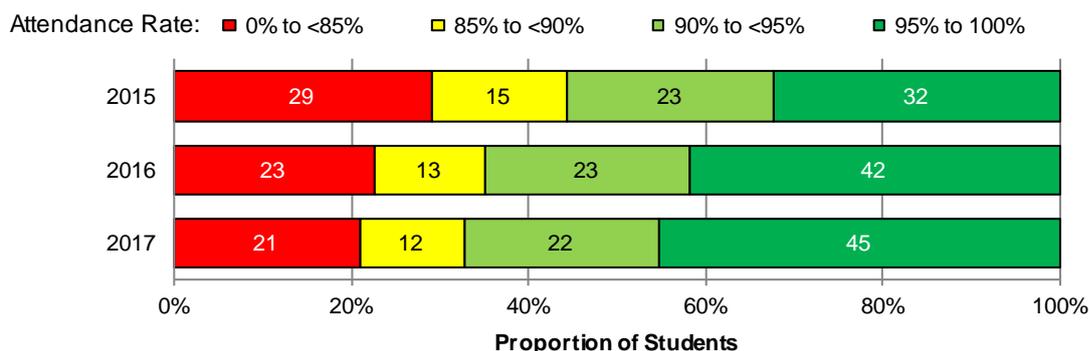
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	88%	91%	88%	89%	91%	88%						
2016	90%	89%	90%	93%	91%	89%	93%						
2017	92%	93%	91%	92%	93%	92%	95%						

\*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 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. SACCO requests explanation for absence and follows up with medical certificates if required.
- 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 through the Academic Success Commitment Program and the Try for 5 Attendance Program

Murgon State School is participating in the Cherbourg attendance pilot. The Cherbourg attendance pilot recognises the critical importance of school attendance, and the need for schools to continue to work with communities and families to encourage and support children going to school regularly. The pilot aims to improve the school attendance rate of Aboriginal and Torres Strait Islander students in rural and remote schools through a community and consultative approach.

This will be carried out through school consultation and collaboration with a Local Community Body (LCB) of members comprising Community Elders, Queensland Police Service (QPS), Youth Justice, Authorised School Officers, the LCB Attendance Coordinator (LCBAC) and other relevant support agencies. A main function of the Cherbourg LCB is to conduct mediation sessions with students and families through a restorative justice framework.

## 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.

## Conclusion