



Murgon State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 7 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 mission, We Care We Share We Learn, 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: Clontarf Barambah Academy ; Academic and Sporting Awards; Sporting excellence; Teaching Excellence Teams; strong and comprehensive early years curriculum including Playgroup and ECDC; lunchtime, before and after school Clubs (e.g. EarlyAct (Junior Rotary), Chaplaincy Program; 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. "We're here to help children succeed. It's that simple." Elaine Collins

School progress towards its goals in 2018

In 2018 Murgon State School had a sharp and narrow focus on Reading. Specifically, all staff focussed on developing a consistent understanding and approach to teaching reading comprehension strategies using the Question Answer Response (QAR) framework using think alouds. Staff capability development focussed on the continuing development of data literacy and implications for planning for learning through a case management framework.

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.

Future outlook

In 2019 Murgon State School will have a sharp and narrow focus on Reading. Teachers will consolidate guided, shared and independent reading across KLA's applying pedagogies to writing as part of a Literacy Block. 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 of writing episodes.

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- Continuing to implement and review the whole school curriculum plan.
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Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	218	239	242
Girls	105	123	118
Boys	113	116	124
Indigenous	102	126	119
Enrolment continuity (Feb. – Nov.)	83%	85%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Murgon State School draws its enrolments from Murgon, Cherbourg and the surrounding farming areas. Approximately 55% of the students identify as Aboriginal and/or Torres Strait Islander background. The 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	20
Year 4 – Year 6	26	23	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to 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 2018 the school continued the implementation English units from P-6 using the BIDBIU Framework.,
- 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. 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

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

Early Act – Junior branch of Rotary

Annual Cluster Canberra Trip

Science Club

Coding, Programing and Club

Instrumental Music Program – School Band

School Choir

Indigenous Dance Group

Clontarf Barambah Academy

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 fourth 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 behaviour. Leadership deals directly with inappropriate and behaviours that are not in line with the expectations of Murgon State Schools Responsible Behaviour Plan. 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 2018 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. Clontarf Barambah academy has extended to have a campus at Murgon State School. This offers support to indigenous boys enrolled in Years 4-6.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	94%	98%
• this is a good school (S2035)	95%	94%	95%
• their child likes being at this school* (S2001)	90%	96%	95%
• their child feels safe at this school* (S2002)	100%	98%	95%
• their child's learning needs are being met at this school* (S2003)	85%	94%	98%
• their child is making good progress at this school* (S2004)	95%	98%	98%
• 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)	95%	96%	93%
• teachers at this school motivate their child to learn* (S2007)	95%	98%	95%
• teachers at this school treat students fairly* (S2008)	100%	96%	91%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
• this school works with them to support their child's learning* (S2010)	95%	96%	95%
• this school takes parents' opinions seriously* (S2011)	84%	90%	93%
• student behaviour is well managed at this school* (S2012)	100%	92%	93%
• this school looks for ways to improve* (S2013)	100%	98%	95%
• this school is well maintained* (S2014)	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	97%	96%
• they like being at their school* (S2036)	93%	90%	84%
• they feel safe at their school* (S2037)	90%	92%	91%
• their teachers motivate them to learn* (S2038)	98%	98%	93%
• their teachers expect them to do their best* (S2039)	98%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	93%	91%
• teachers treat students fairly at their school* (S2041)	88%	92%	87%
• they can talk to their teachers about their concerns* (S2042)	90%	92%	84%
• their school takes students' opinions seriously* (S2043)	85%	87%	78%
• student behaviour is well managed at their school* (S2044)	93%	88%	84%
• their school looks for ways to improve* (S2045)	93%	98%	98%
• their school is well maintained* (S2046)	88%	94%	96%
• their school gives them opportunities to do interesting things* (S2047)	85%	95%	89%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• 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)	85%	100%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	89%	83%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	97%
• student behaviour is well managed at their school (S2074)	100%	100%	97%
• staff are well supported at their school (S2075)	92%	100%	100%
• their school takes staff opinions seriously (S2076)	88%	100%	93%
• their school looks for ways to improve (S2077)	96%	100%	100%
• their school is well maintained (S2078)	96%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	97%

* 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

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

Well supported 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 education 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. This is an area that has been identified for review in 2019.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	74	71	132
Long suspensions – 11 to 20 days	1	1	3
Exclusions	2	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			87,152
Water (kL)			2883KL

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	21	23	<5
Full-time equivalents	21	15	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	
Diploma	
Certificate	

*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 2018 were \$57994.07

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 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	92%	92%
Attendance rate for Indigenous** students at this school	86%	90%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	90%	92%	91%
Year 1	89%	93%	91%
Year 2	90%	91%	94%
Year 3	93%	92%	93%
Year 4	91%	93%	91%
Year 5	89%	92%	92%
Year 6	93%	95%	92%

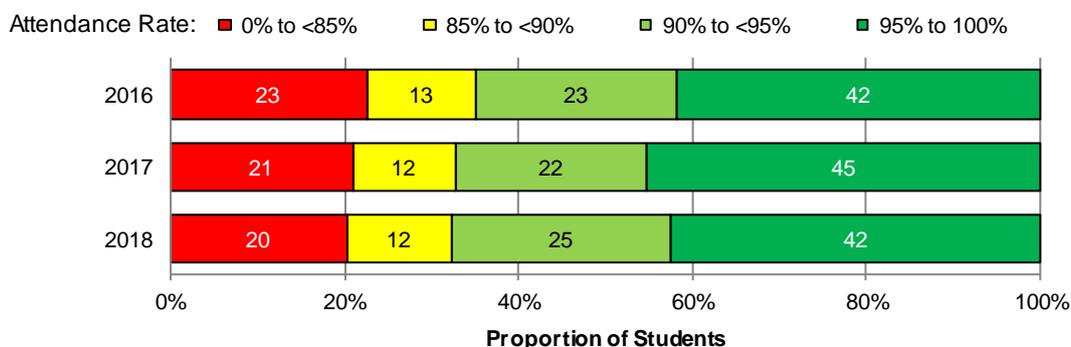
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 has been 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.