

Murgon State School Queensland State School Reporting 2014 School Annual Report



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Principal's foreword

Introduction

Welcome to Murgon State School's Annual Report for the 2014 school year. Our curriculum has a particular focus on English, Mathematics, Science, History, Geography, The Arts, Physical Education and Health, and Learning and Wellbeing, all delivered within a proactive, school-wide positive environment. For further information on our policies and programs visit our website at www.murgonss.eq.edu.au/

School progress towards its goals in 2014

Murgon State School made outstanding progress through 2014 and met each of its goals leading to a strong position moving into 2015. Curriculum programs are implemented with a focus on high achievement, and implicit and explicit understanding that all students can learn, and consistency of expert practice and programming as essential elements of a quality curriculum and learning environment. All staff take personal responsibility for the quality of the learning and achievement in their class and work areas.

Future outlook

STRATEGIC PLAN 2014-2017

School Priority: Reading

School Priority: Student attendance and engagement

School Priority: Using data effectively and analytically to inform planning and review

School Priority: Coaching, purposeful reflection and feedback for teachers

School Priority: Coaching, purposeful reflection and feedback for students

School Priority: Facilities improvement

Core Priority: Writing

Core Priority: Numeracy

Core Priority: Science

Core Priority: Closing the gap between attendance and outcomes of Indigenous and non-Indigenous students



2015 SCHOOL PRIORITIES

+ Positive Behaviours for Learning (PBL)

+ Writing

- ✓ Narrative and Persuasive Text
- ✓ 7 Steps to Writing
- ✓ Murgon Method Writing

+ Student attendance and engagement

- ✓ Every day counts
- ✓ Come to school every day, on time, and in uniform

+ Teachers, using data effectively and analytically to inform curriculum planning

+ Coaching, purposeful reflection and feedback for Teachers

- ✓ Classroom Profiling
- ✓ Peer Coaching
- ✓ Feedback, Coaching, Mentoring, Reflection conversations

+ Coaching, purposeful reflection and feedback for Students

- ✓ Data Walls
- ✓ Teacher to student reflection and feedback

+ Parent and community involvement

- ✓ Aboriginal Parents' Group membership
- ✓ P&C membership
- ✓ Volunteers and special events



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	226	117	109	86%
2013	220	118	102	89%
2014	237	126	111	85%

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

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 socio-economic. Family occupations range from unemployed, farming, business, tourism, 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 has the significant issue of student mobility.

Murgon State School provides a quality 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.

Through our involvement in School-wide Positive Behaviour Support and a strong values base, over 95% of students are working and learning with their class 100% of the time. This trend has been very evident. Murgon State School is a calm, focussed, productive and positive place to learn and to work.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	23	27
Year 4 – Year 7 Primary	22	23	29

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	38	77	163
Long Suspensions - 6 to 20 days	4	8	0
Exclusions [#]	1	1	3
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.



Curriculum offerings

Our distinctive curriculum offerings

An emphasis on valuing the strengths of the individual and supporting the individual to meet his/her potential.
 A strong emphasis on Literacy and Numeracy, and learning how to learn.
 Teacher Teams involved in a coordinated whole school approach to curriculum planning and delivery.
 'Ability Group' program, we call Accelerated Learning Groups or 'ALGie Groups', from Years 1 to 6 for DARE (Decoding and Reading Excellence) English and Mathematics
 A focussed, assessment based 'Student Services Program' across the whole school for students needing additional support, gifted and talented students and students with disabilities and learning difficulties.
 A full Science and Technology program from Prep to Year 6 (Primary Connections)
 Whole school focus on good nutrition and the importance of a healthy body and mind
 Twice weekly Playgroup – registered with Playgroups Queensland
 Early Childhood Development Program for children aged 0 to 6 years with suspected or diagnosed disabilities
 Providing opportunities for gifted students to follow their pathways.
 Health & Physical Education Program
 School Music Program
 Learning and Wellbeing:
 'Morning Welcome' Program involving School/Community Liaison Officers.
 Pathways to Peace© values taught, practiced and embedded across the curriculum, and across the campus
 Whole school 'Social Skills' program including 'You Can Do It'
 The Thinking Room (Wellness) Program - Teaching students how to make effective decisions and to take control of their own learning and actions

Extra curricula activities

Student leadership – Student Council, Leadership Program, Year Level partnerships, Public Speaking.
 EarlyAct
 School camps
 Whole school Spelling Competition / Spellathon
 Whole school play/musical with public performances – alternate years.
 Whole school dance and music module culminating in a school dance – alternate years
 Instrumental Music Program – School Band
 School Choir
 Carols by Candlelight Concert event each December
 Participation in and success at the district Eisteddfod
 Art Competitions
 National Academic competitions
 Arts Council performances
 School Sport opportunities ie. swimming, rugby league, basketball, netball, athletics, soccer, cricket, softball.
 School Guidance Service
 Occupational Therapy services
 Physiotherapy services

How Information and Communication Technologies are used to assist learning

Computers and interactive whiteboards are distributed across the classrooms and are used as an integral tool in the learning process. Computers and iPads 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

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:

Two School Community Liaison Officers
 School Chaplain
 School Guidance Officer
 Pastoral Care Programs involving School/Community Liaison Officers and School Chaplain – student support programs.



Programs that support a Positive School Climate:

A Wellness Centre
 Whole school Social Skills Program including 'Social Skill/Value of the Week'
 KldsMatter: You Can Do It program
 Daily class 'Class Meetings' – constructive problem solving
 An emphasis on student leadership, personal ownership of issues, and a 'solution focussed' approach

Our three school rules are:

- ** Be Safe
- ** Be a Learner
- ** Be a Peacemaker

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	91%	97%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	91%	87%
their child's learning needs are being met at this school* (S2003)	100%	100%	87%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	97%
teachers at this school motivate their child to learn* (S2007)	100%	100%	97%
teachers at this school treat students fairly* (S2008)	86%	95%	83%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	93%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	95%	76%
student behaviour is well managed at this school* (S2012)	100%	91%	86%
this school looks for ways to improve* (S2013)	93%	95%	90%
this school is well maintained* (S2014)	100%	95%	93%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	93%	100%	96%
they like being at their school* (S2036)	87%	95%	90%
they feel safe at their school* (S2037)	98%	95%	94%
their teachers motivate them to learn* (S2038)	94%	100%	95%
their teachers expect them to do their best* (S2039)	98%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	100%	95%
teachers treat students fairly at their school* (S2041)	89%	95%	91%



Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they can talk to their teachers about their concerns* (S2042)	94%	91%	90%
their school takes students' opinions seriously* (S2043)	89%	98%	90%
student behaviour is well managed at their school* (S2044)	87%	100%	91%
their school looks for ways to improve* (S2045)	98%	98%	100%
their school is well maintained* (S2046)	91%	100%	88%
their school gives them opportunities to do interesting things* (S2047)	94%	100%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		95%	88%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	88%
student behaviour is well managed at their school (S2074)		95%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	88%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	88%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Employment of two School Community Liaison Officers – proactive approach, home visits
 Active and enthusiastic Parents & Citizens Association
 Committed parents attending the Aboriginal Parents Group
 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 – February 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 and Cherbourg Town Councils
 Partnerships with key community groups ie Graham House Community Centre, Murgon and Cherbourg Health Teams, Qld Police, other government and community agencies
 Parent Volunteer Program
 Mentor Program
 Regular school newsletters/bulletins home.
 Class letters/bulletins home
 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	93,294	1,909
2012-2013	111,728	1,166
2013-2014	88,378	0

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.

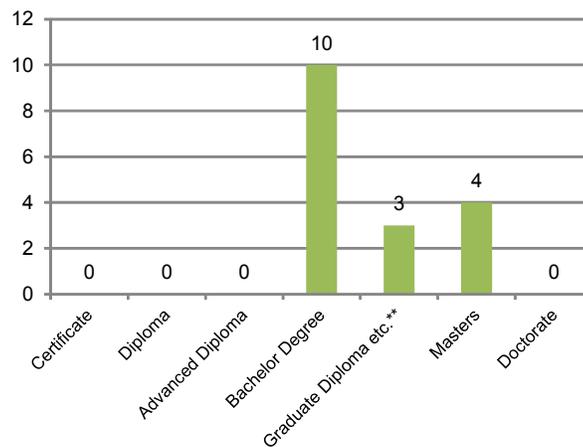
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	15	<5
Full-time equivalents	17	10	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	3
Masters	4
Doctorate	0
Total	17



*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 2014 were \$28,000

The major professional development initiatives are as follows:

Rehabilitation and Return to Work Coordinator Course
 7 Steps to Writing
 Classroom Profiling
 HPE Conference



Music Conference
 EduTech Conference
 Curriculum provision to Students with diverse Learning Needs using the Australian Curriculum
 Disability specific conferences
 ABCeDarian Conference and training (Early Language Learning)
 Core Modules 2, 4, and 5
 Fine Arts Workshops
 Curriculum Planning using Uncle Ernie's Framework
 ICT – Education – Technology
 Explicit use of data
 Professional Readings
 Explicit Teaching Regional agenda

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	86%	88%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

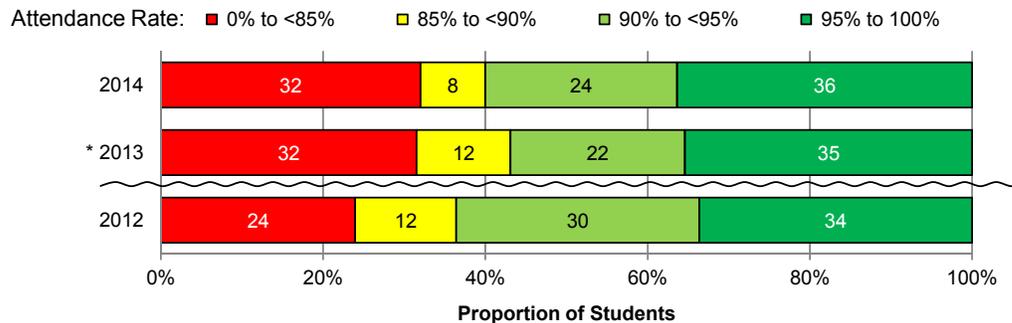
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	88%	90%	87%	90%	90%	88%	90%					
2013	87%	85%	90%	83%	87%	83%	84%					
2014	85%	91%	88%	92%	84%	88%	83%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

Class rolls are marked and delivered to the Office for data entry twice per day. If a student is absent the following procedures are followed:

- Contact made with home from the Office that day by phone. If contact cannot be made with home the School Community Liaison
- officer undertakes a home visit.
- Extended consecutive absence a letter is sent home as per Education Queensland Policy
- Students with regular but not consecutive absence – follow up by School Community Liaison Officers plus letter is sent home as per
- DETE policy.
- Could include referral to Dept of Child Safety, RAI Service, Graham House Community Centre, Police

Attendance at School is a major focus in the development of the School Community Partnership Agreement.

A comprehensive school policy has been developed in line with DETE policies. Available on our website.

Classes that have 100% attendance for 2 or more days each week receive a certificate and the class with the most days with 100% attendance for the year receives a reward. Any student with 100% attendance for the year receives an award.

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/>.

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Achievement – Closing the Gap

The overall performance of our Aboriginal students is improving, although the gap between Indigenous and non-Indigenous students is still evident. Attendance of Indigenous students has remained high and stable, with strategies in place to continue to improve. Mobility can be an issue.

