



Murgon

STATE SCHOOL

Be a Learner, Be Safe, Be Respectful, Be Cooperative

Term 3, Week 10 • Friday 18 September 2026

At least 12 months growth for one year's schooling

Principal – Ms Karen Kliese

Belonging and Engagement: Growing Our Practice

At Murgon State School, we are committed to creating a school environment where every student feels a strong sense of belonging, is actively engaged in their learning and is supported to achieve success.

Recently, Ms Chloe Cremen and I attended the first of a three part Regional Workshop series focused on belonging and engagement. This professional learning provided an opportunity to reflect on our current classroom practices, processes and documentation, and consider how we can continue to strengthen our approach across the school.

A strong sense of belonging supports students to feel confident, connected and ready to engage in learning. As a staff, continuing to build our knowledge and capability is an important part of ensuring our practices respond to the needs of our students and are informed by current research and evidence.

This work will continue throughout Term 4 and into 2027 as we build on the practices already in place and identify opportunities for further improvement. I look forward to sharing more about this work with our school community as it progresses.

Staff Update: Term 4

As we prepare for Term 4, I would like to share an update regarding our leadership team.

I will continue as Principal, providing leadership and support across our school.

Ms Carly Lindbeck will join our leadership team as Acting Deputy Principal for 10 weeks. We look forward to welcoming Carly to Murgon State School and supporting her as she takes on this leadership opportunity.

Ms Chloe Cremen will continue to work alongside our leadership team, staff and students as Head of Department, Curriculum. Chloe's continued leadership of curriculum, teaching and learning will support the improvement work already underway across our school.

We are looking forward to Term 4 and to continuing the many learning opportunities, initiatives and areas of work underway for our students.

Enjoy the Holidays

As we reach the end of another busy term, I would like to thank our students, staff, families and wider school community for your continued support and commitment to Murgon State School.

I hope everyone enjoys a safe and relaxing holiday and has an opportunity to spend time with family and friends. We look forward to welcoming students and families back for Term 4 on **Tuesday, 6 October**.

Please continue to follow our Murgon State School Facebook page for updates, information and celebrations throughout the holidays.

Wishing everyone a wonderful break.



Ms Karen Kliese
Principal

Diary Dates

OCTOBER

Monday 5 October

King's Birthday Public Holiday

Tuesday 6 October

First day of Term 4

happy
holidays!

Every day
COUNTS!

School success starts
with attendance

SCHOOL
WATCH

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"Every day in every classroom every student is learning"

Acting Deputy Principal – Ms Chloe Cremen

At Murgon State School, our focus on educational achievement is underpinned by high expectations for every student to make progress in their learning. In Semester 2, our school improvement targets in English align with statewide targets: **80% of Prep to Year 2 students achieving a C or above, and 50% of Years 3 to 6 students achieving a B or above.** At the end of Semester 1, our achievement was 66% and 37% respectively.

In response to these targets, a key focus of my leadership of teaching and learning has been establishing a whole-school approach to pedagogy. This means developing a shared understanding of the **principles of pedagogy** and selecting pedagogical approaches, practices and teaching strategies appropriate to **the curriculum, the learning and the learner.**

In Term 3, we applied this approach to English Speaking and Listening, purposefully aligning learning with the Humanities and Social Sciences curriculum. Across Prep to Year 6, students developed and demonstrated their learning through increasingly complex spoken texts:

Prep: Retell an experience at a place.

Year 1: Recount an experience at a place.

Year 2: Express a preference for a place to peers.

Year 3: Express a preference and opinions about a place.

Year 4: Present an argument about how human choices, including needs and wants, impact environments.

Year 5: Deliver a speech to develop and expand ideas and opinions about how human choices impact environments for a particular purpose and audience.

Year 6: Create a podcast presenting an argument about how trade and resource management impact local and international decisions.

To maintain a clear focus on the learning and the learner throughout the term, classroom teachers worked with the Senior Leadership Team to identify three marker students in each class, including students learning English as an Additional Language or Dialect (EAL/D). Through targeted Bandscales professional learning supported by Regional Office, staff examined evidence of students' language use within curriculum learning to strengthen their understanding of EAL/D language development.

These marker students provided a consistent point of reference as teaching progressed. Each week, our Head of Special Education Services and I worked alongside classroom teaching teams to examine evidence of learning against the Australian Curriculum achievement standard. Together, we used this evidence to plan the next sequence of teaching and learning and quality assure opportunities for students to learn and demonstrate what was being assessed. We also reviewed and refined pedagogical approaches, practices, teaching strategies and adjustments in response to learner needs.

Following summative assessment, our multidisciplinary teaching teams engaged in whole-school moderation. Together, we co-marked marker students' responses, matched evidence of achievement to the relevant aspects of the achievement standard, made on-balance judgements and reached consensus. This process calibrated and confirmed teacher judgements, building a consistent understanding of student achievement across Prep to Year 6.

Our Term 3 Speaking and Listening results show improvement across both cohorts, with achievement now exceeding both statewide targets.

In Prep to Year 2, the proportion of students achieving a C or above increased from 70% in Term 1 to 88% in Term 3, exceeding the statewide target of 80%. The proportion achieving an A or B increased from **36% to 61%**, while the proportion achieving below a C reduced from **30% to 12%**. (See Prep-Year 2 Graph on the next page)

In Years 3 to 6, the proportion of students achieving a B or above increased from 46% in Term 1 to 67% in Term 3, exceeding the statewide target of 50%. The proportion achieving an A increased from **13% to 29%**, while the proportion achieving below a C reduced from **12% to 2%**. (See Years 3-6 Graph on the next page)

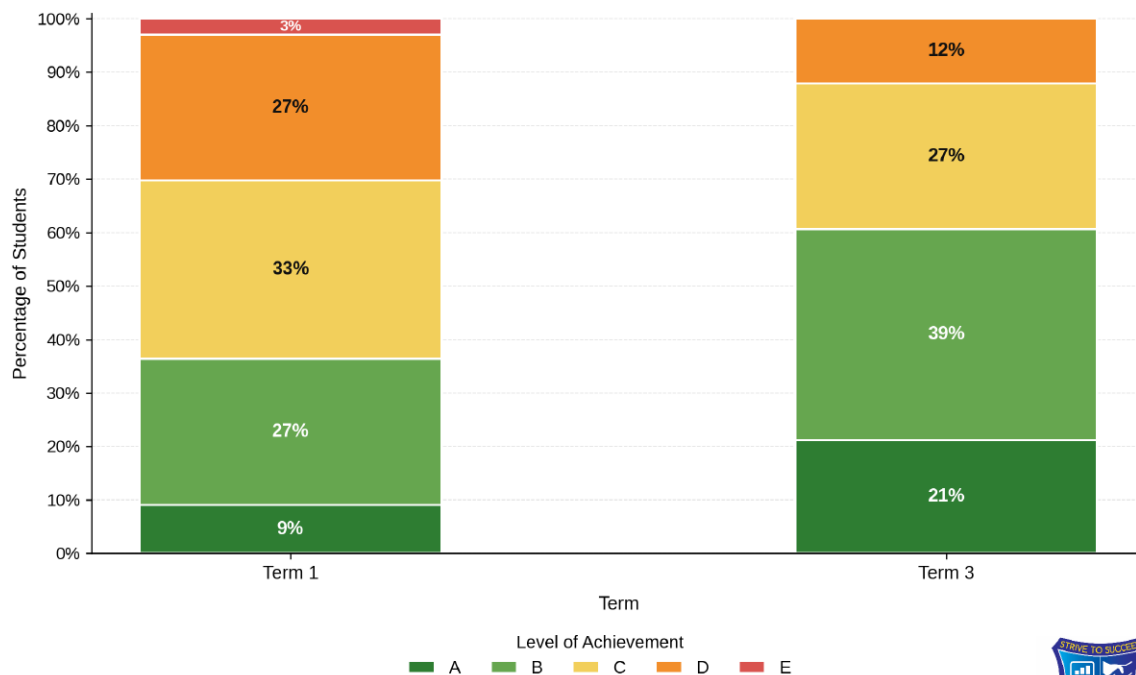
These results are a credit to the work of our students and the staff who know them, teach them and respond to their learning each day. Most importantly, they show what is possible when we hold high expectations for every student and work together to help them progress and achieve.



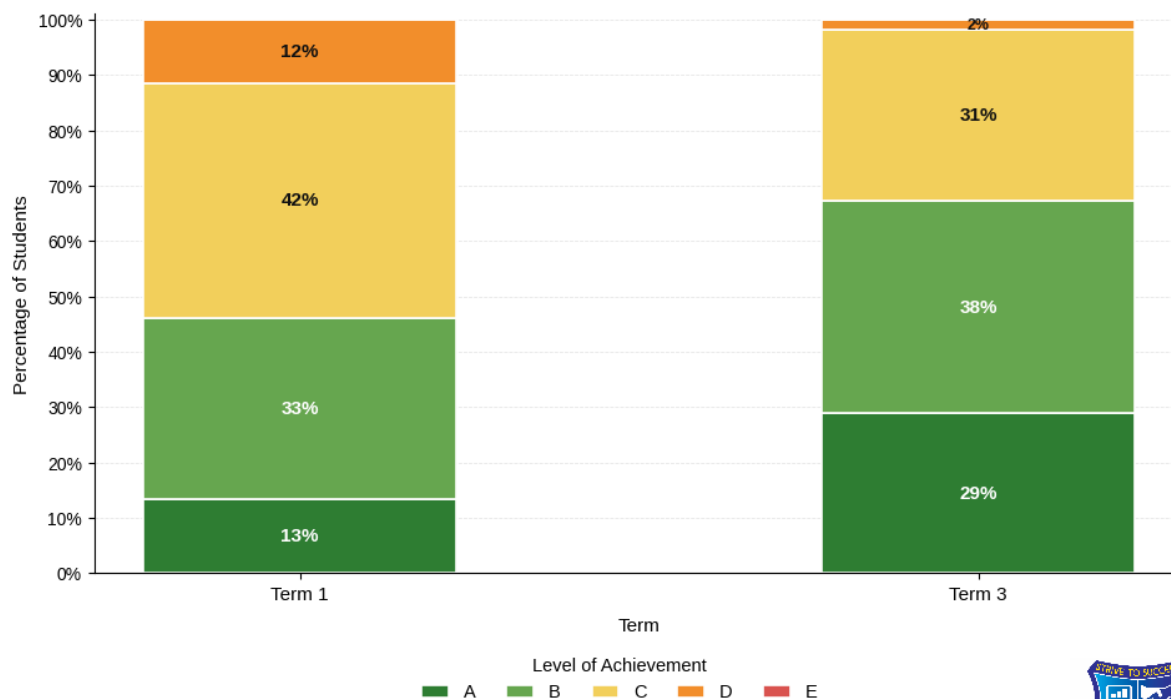
Ms Chloe Cremen
Acting Deputy Principal

Deputy Principal (Acting) – Ms Chloe Cremen (continued)

Prep–Year 2 English (Speaking and Listening) Achievement



Years 3–6 English (Speaking and Listening) Achievement



Prep – Ms Kaitlyn Carter

What an amazing term it has been in Prep! It is hard to believe that there is only one term left until our students have completed their first year of school. Our students have been developing new skills, growing in confidence and working super hard throughout the term.

Here is what we have been up to in Prep this term:

In English, students explored three different places: **the farm, beach and city**. We explored a range of books and videos to help deepen our understanding of each place. Students then chose one of these places and shared an experience with their peers. It was wonderful to listen to the students share their experiences and make connections with one another.

In Mathematics, students explored addition, subtraction and equal-sharing stories up to 20, developing their number sense through hands-on activities. We also explored 2D shapes, creating and identifying shapes using a range of materials. Students then investigated measurement, comparing objects by length, weight and capacity through hands-on experiences.

We are so proud of the amazing work our Prep students have accomplished this term. They have worked incredibly hard, and it has been wonderful to see their learning and confidence continue to grow.



We are looking forward to another exciting term with our Prep students!

Miss Kaitlyn Carter



Year 1 – Ms Danielle Murphy

Hello families,

What an incredible Term 3 we have had in Year 1! This term, we have become travellers and adventurers, exploring some of the amazing places across Queensland, including the Bunya Mountains, Sunshine Coast and Daintree Rainforest. We have used our adventures and learning experiences to develop our English skills, creating and sharing our own retells of adventures with the class. In Mathematics, we have continued to build our number knowledge while exploring shape and measurement. We have discovered how measurement is all around us and how we use it in our everyday lives. In Science, we have travelled beyond our classroom to explore Earth and Space, learning about how these affect the seasons of summer, autumn, winter and spring. We have even taken on the important role of weather reporters, tracking and recording the weather each week!



Throughout Term 3, we have celebrated so many wonderful achievements, both inside and outside the classroom. It has been fantastic to see our Year 1 students grow in confidence, try their best, celebrate their successes and support one another along the way. We are so proud of everything they have accomplished this term and are excited to see what wonderful things we can achieve together in Term 4. Thank you for another fantastic term of learning, laughter and adventure. Have a safe and relaxing holiday break, and we look forward to seeing everyone refreshed and ready for another exciting term in Term 4!

Ms Danielle Murphy



Year 2/3 – Mr Chris Davis

As we come to the end of another busy and rewarding term, I would like to take a moment to celebrate the wonderful achievements of our students. It has been fantastic to see the growth, development and confidence that each child has shown across all learning areas throughout the term.

Our classroom has been filled with curiosity, perseverance and enthusiasm as students have challenged themselves, developed new skills and continued to build on their learning. Whether it has been through reading, writing, mathematics, science, HASS or our many extra-curricular opportunities, students have embraced new experiences and worked hard to achieve their goals.

I am incredibly proud of the progress every student has made. It has been especially pleasing to see students becoming more independent learners, showing resilience when faced with challenges and supporting one another in the classroom. The positive attitude and effort displayed by our class each day has contributed to a productive and enjoyable learning environment.

Thank you to our families for your ongoing support throughout the term. Working together helps create the best possible learning opportunities for our students. I hope everyone enjoys a well-deserved break, and I look forward to seeing what our students can achieve next term.



Mr Chris Davis



Year 4/5 – Mrs Kirsty van der Lugt

Dear Parents and Caregivers,

What a fantastic Term 3 we have had in 4/5V! It has been a busy term filled with lots of learning, creativity and opportunities for students to grow in confidence and independence.

In English, students have developed their persuasive writing and speaking skills, learning how to share opinions, use persuasive language and support their ideas with reasons and evidence. In Maths, we have explored fractions, decimals, percentages, angles, area and perimeter, with a strong focus on problem-solving and explaining our mathematical thinking.

In Science, students have investigated the water cycle and erosion through practical activities, observations and fieldwork. They have enjoyed exploring how water and weather can change our environment.

A wonderful highlight this term has been the Premier's Reading Challenge.

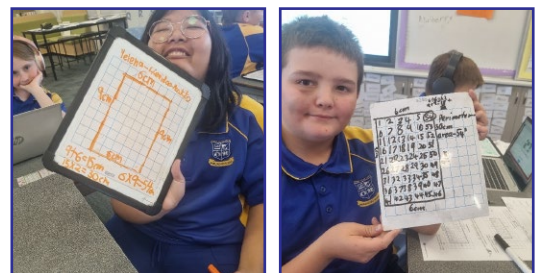
As a class, 4/5V has read over 400 books! This is an amazing achievement and reflects the effort students have put into developing their reading and enjoyment of books.



It has been wonderful to see students continue to develop their resilience, independence, teamwork and confidence throughout the term.

Thank you to all parents and caregivers for your continued support with your child's learning. I hope everyone has a safe and relaxing break, and I look forward to another great term ahead!

Mrs Kirsty van der Lugt



Year 6 – Ms Eleanor Stuart

What an incredible term it has been in Year 6! Students have worked hard, challenged themselves, and developed new skills across a range of subjects.

In English, students focused on persuasive writing. They learned how to create strong arguments, support their opinions with evidence, and convince their audience through carefully chosen language. From discussing international trade to environmental issues, students practised using persuasive techniques such as emotive language, rhetorical questions, and high modality. Students presented their final piece of work to the class as a podcast series, with only a few nervous laughs along the way.

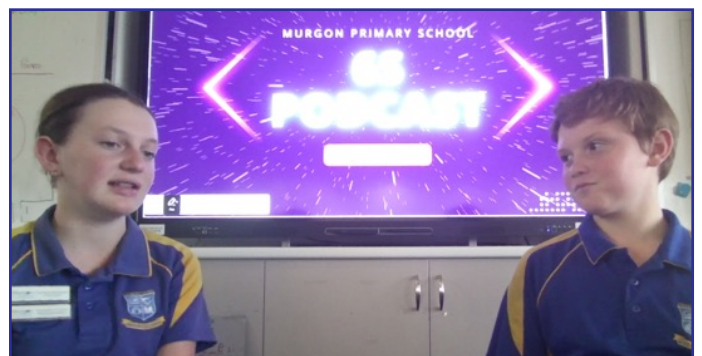
In Mathematics, students developed their understanding of angles, area, measurement and percentages through a variety activities and problem-solving tasks. They learned to identify, measure and compare different types of angles, calculate the area of shapes using appropriate formulas, and apply number skills to unit conversions. Students also explored percentages and their connections to fractions and decimals. Next time your child is shopping, see if they can remember how to apply a discount! Finally, students planned and created their own board game to demonstrate all their number skills.

During Science, students investigated our solar system and learned about the Sun, planets, moons, asteroids, and other celestial phenomena. Students discovered fascinating facts about each planet, compared their sizes and distances from the Sun, and explored the moon phases. After research and class discussions, students created models of the solar system using physical resources, coding software or video editing programs. The class solidified their knowledge by presenting to 2/3D and 4/5V. The discussions were wonderful to listen to and demonstrated the enormous effort of the Year 6s.

On top of the regular classroom academics, students have been attending transition days to Murgon State High School, running the Science Fair activities and having a wonderful time during Book Week. What a wonderfully busy term we have had!



Ms Eleanor Stuart



Humanities and Social Sciences – Mrs Angela Thorpe

Oh! The Places We Have Been and Seen in HASS

What a wonderful journey our classes have been on during HASS this term.

Our Prep/Year 1 students have been investigating different places and learning about the features of places, including natural, constructed and managed features. Each week, students have engaged in and enjoyed hands-on activities, games, picture books and writing tasks. The students also enjoyed a wonderful **Picnic in the Park** excursion on Wednesday, where they shared afternoon tea of fairy bread, watermelon and strawberries, followed by time to play together.

The Year 2/3 class is nearly finished its assessment task of creating a classroom map. Students have applied a range of mapping skills, including using symbols, creating legends and keys, and using positional language to help others read and navigate maps. Throughout the term, students have also enjoyed many hands-on games and activities that have helped build their understanding. I can't wait to see the completed maps and the creative ways students have represented our classroom.

The Year 4/5 students have been busy investigating, researching and learning all about Murgon to complete their assessment task, **DISCOVER MURGON: A Wonderful Place to Live, Work and Explore!** Students have uncovered many fascinating facts about Murgon and the surrounding area and have enjoyed sharing their discoveries with their classmates.

Year 6 students have travelled the world through investigation and research, exploring China, Brazil and Indonesia as part of their learning journey this term. They have discovered many connections between Australia and these countries and have begun creating a dodecahedron display to inform others about their chosen nation. Once completed, these displays will be showcased in the Year 6 classroom.

Next term, HASS lessons will focus on the environment and the role we all play in caring for our world. Students will explore how individuals and communities can act as responsible stewards of the beautiful environment in which we live.

Mrs Angela Thorpe

Health and Physical Education – Mrs Sarah Scanlan

It has been a busy Term 3 in HPE, with students across the school developing their understanding of healthy choices, movement skills and respectful participation.

Prep and Year 1 explored the difference between everyday and sometimes foods, while practising fundamental movement skills. Students particularly enjoyed the challenge of balancing a ball on a racquet while walking and had plenty of opportunities to practise and develop their skills.

Year 2/3 used the Australian Guide to Healthy Eating to create healthy lunchboxes and plan a healthy menu for the day. They also developed their dribbling, kicking and passing skills through a range of games and activities, with a focus on teamwork and cooperation.

Years 4–6 planned a balanced menu using the Australian Guide to Healthy Eating and developed kicking, dribbling and passing skills through basketball and soccer activities. Students were encouraged to persevere with skills that were challenging and to keep having a go.

A highlight across HPE this term has been our compliment circles. At the end of lessons, students have had the opportunity to recognise something positive about a classmate. It has been lovely to hear some thoughtful comments and see students practising respect, kindness and encouragement towards one another.



Thank you to all students for their efforts throughout Term 3. There have been plenty of opportunities to learn, practise new skills and work on supporting others. Well done on completing another busy term of HPE!

Yours in Sport,

Mrs Sarah Scanlan

Wakka Wakka Language and Culture – Mrs Carmen Godbaz

Ngara yumbin (Hello everyone)

Students in Prep and Year 1 have learnt to understand, say and read Wakka Wakka words for key landscape features of Country. They have worked together to brainstorm the things they might see, hear, smell, and touch when visiting the landscape features they have investigated. Students have also explored different ways they can move their bodies to the sounds of landscape features. They are working collaboratively to create large, labelled representations of landscape features of Wakka Wakka Country.

Students in Year 2/3 have reviewed their understanding of the language of landscapes in Wakka Wakka and have worked collaboratively and independently to identify the types of living and on-living things they may observe when visiting different landscapes on Wakka Wakka Country. They will be working in pairs to design and create representations of landscape features including text and symbol labels to present to the class.

In Year 4/5, students have investigated and analysed the Bunya Murri Rangers Seasonal Calendar to collect and collate data relating to observations of Country that they will include in their own seasonal calendars. They have begun to design their calendar and the text features they will include in their representation.

Students in Year 6 have viewed and analysed a range of First Nations Seasonal Calendars to collect data they will include in their own multimodal representation of seasons on Wakka Wakka Country. They are collecting, collating and translating data they will include in their text in a digital format and will begin to design the mode and format for their multimodal text.



Until next time,

Galang gooey (Goodbye)

Mrs Carmen Godbaz, Language Teacher

Picture 1: Year 6 students work collaboratively to analyse, collect and collate data about seasons from the Bunya Murri Rangers Seasonal Calendar.

Picture 2: Students in Year 2/3 work independently to brainstorm things they might observe on mountains and in caves on Wakka Wakka Country and create appropriate symbols to represent each observation.

