


QUEENSLAND STATE SCHOOL REPORTING - 2010

Murgon State School (0871)

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Principal's foreword

Introduction

Welcome to Murgon State School's Annual Report for the 2010 school year. Murgon State School is a National Partnership school. We are also a Lead School for Indigenous education. Our curriculum has a particular focus on English, Mathematics, Science, The Arts, Physical Education and Health, and Social Emotional Learning, 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 2010

Murgon State School made outstanding progress through 2010 and met each of its goals leading to a strong position moving into 2011. 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 takes personal responsibility for the quality of the learning and achievement in their class and work areas.

Future outlook

STRATEGIC DIRECTIONS (2010-2013)

Literacy and Numeracy – creation of differentiated approach to delivering the teaching of English and Mathematics across the school, emphasis on teaching Science, ICTs and Social & Emotional Learning, leading to improved outcomes.

Developing and maintaining teacher quality – focussed professional development opportunities around school priorities; mentoring and coaching.

Closing the gap – halving the gap across the board of the outcomes for Indigenous students.

Improving attendance – every day counts!

Student well being – continued focus on home/school liaison, introducing KidsMatter; maintaining Wellness Centre program

Developing leadership capacity

Strong values focus, school and community – through Pathways to Peace program

2011 SCHOOL PRIORITIES

To achieve a High or Outstanding in each of the eight audit areas at the next Teaching and Learning Audit

Explicit focus on Reading – teaching and learning

Oral language

Phonological awareness

Letter knowledge

Decoding

Comprehension

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Readiness for implementing the National Curriculum in 2012
Further developing our partnership with the Qld Academies and the Young Scholars program
A Lead School in Indigenous education, including the I Dream Program, and Dynamic Deadlies Program
Implementing KidsMatters and StaffMatters Programs
School-wide Positive Behaviour support

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
258	118	140	81%

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. There are also students with Burmese, Bangladeshi and Hungarian backgrounds. Murgon area is considered rural and rated as low socio economic. Maximum enrolments have remained fairly steady from year to year with only a gradual increase. Family occupations range from 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 issue of small, however significant, 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 90% 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.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	100%	0%	0%
Year 4 – Year 10	24	100%	100%	0%	0%
All Classes	23	100%	100%	0%	0%

School Disciplinary Absences:

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	121
Long Suspensions - 6 to 20 days	10
Exclusions	1
Cancellations of Enrolment	0

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 7 for English and Mathematics

Our school at a glance

Additional Teacher Aides employed to support curriculum in each classroom

A focussed, assessment based 'Support and Intervention 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 7

Whole school focus on good nutrition and the importance of a healthy body and mind eg in school 'Fruit Break' program

Weekly Playgroup – registered with Playgroups Australia

Early Childhood Development Program for children aged 3 to 6 years

Providing opportunities for gifted students to follow their pathways.

LOTE (Language Other Than English) - Japanese

Health & Physical Education Program

School Music Program

Social Emotional Learning:

'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

The Thinking Room 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.

Whole school Spelling Competition

Whole school play/musical with public performances – alternate years.

Whole school dance and music module culminating in a school dance involving parents/carers – alternative year.

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

Our school at a glance

Advisory Visiting Teacher services

Speech Language Pathology 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 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 *School Wide Positive Behaviour Support Program* 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

Cluster Behaviour Management Teacher

School Guidance Officer

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

Programs that support a Positive School Climate:

The Thinking Room (Wellness Centre)

Whole school Social Skills Program including 'Social Skill/Value of the Week'

Daily class 'Class Meetings' – constructive problem solving

Girls Groups / Boys Groups

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 teacher satisfaction with the school

Parent feedback is positive and supportive. This is due to the model of delivery of our curriculum, teaching and learning across the school, implemented at the beginning of 2009. Parents and students are well informed regarding the learning process and the grades achieved. This has led to a consistency of high confidence in the school and the teaching and learning process. The level of the student feedback can be attributed to our expectation that each child will achieve to their potential. Teachers ensure that the students are engaged in their learning, that homework is completed, and that students are responsible for their own outcomes. This has been a challenge for some students. However parents have been unequivocal in their support of our programs and high expectations.

The teachers' satisfaction score reflects the enormity of the changes we have implemented, and continue to implement as we move towards the National Curriculum, and the very hard work teachers have done to ensure our programs is a success. Murgon SS has minimal staff changes from year to year. Staff have strongly indicated that they are passionately committed to our school and to our learning programs.

Performance measure	Result 2010
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Our school at a glance

Percentage of parents/caregivers satisfied that their child is getting a good education at school	89%
Percentage of students satisfied that they are getting a good education at school	69%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	50%
Percentage of staff members satisfied with morale in the school	78%

Involving parents in their child's education.

Employment of two School Community Liaison Officers – proactive approach, home visits, Neighbourhood Meetings

Active and enthusiastic Parents & Citizens Association

Committed parents attending the Aboriginal Parents Group

Playgroup affiliated with Playgroups Australia©

Parents invited to Class/Team unit culminating activities

3-Way Conferences process facilitates parent/teacher/student interviews

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 Murgon 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

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 has made significant decreases in water usage though access to the Community Water Grant by installing water use reduction devices. We have installed additional water tanks and have solar power installed.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$35,996	\$16,451	\$11,597	\$2,887	\$5,061	\$0	\$0	88,447	3,508	0
2009	\$32,111	\$14,740	\$0	\$0	\$14,635	\$0	\$2,736	961	1,018	0
% change 2009 - 2010	12%	12%	N/A	N/A	-65%	N/A	-100%	9104%	245%	N/A

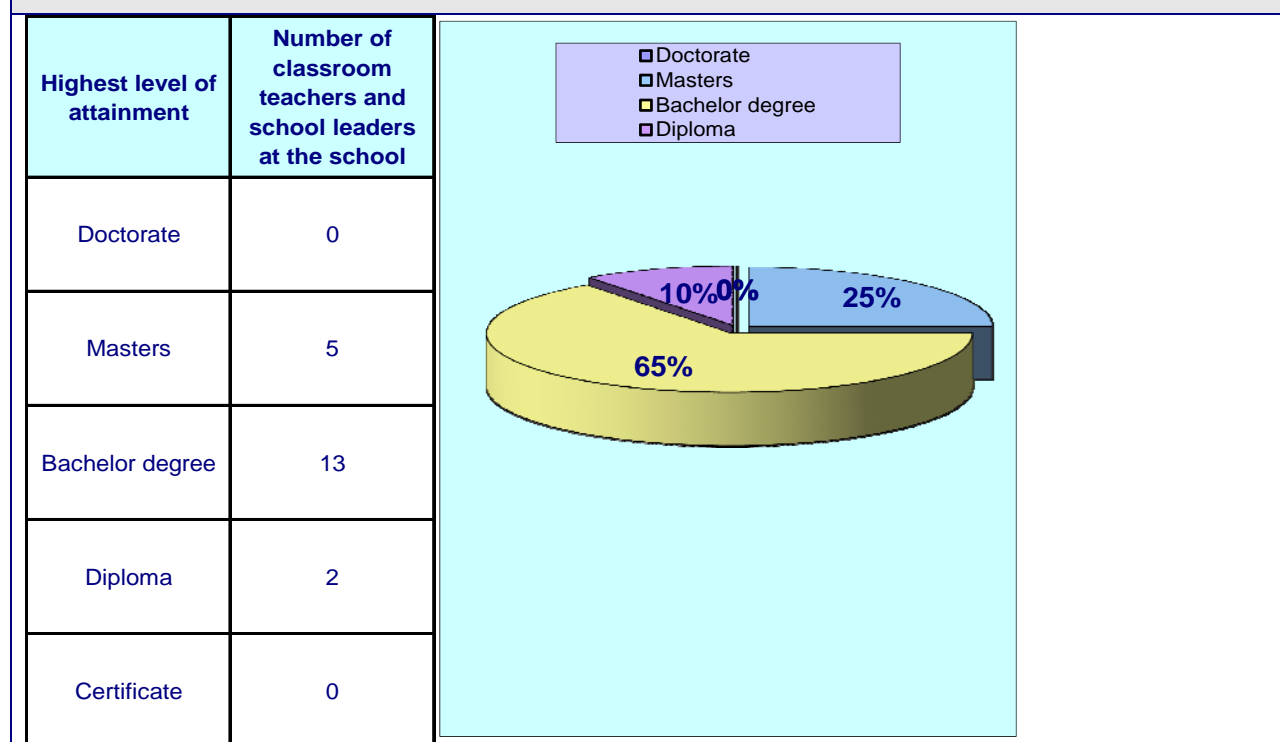


Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	24	30	<5
Full-time equivalents	23	18	<5

Qualifications of all teachers.



TEACHERS AT MURGON SS WITH PARTICULAR CURRICULUM / LEADERSHIP QUALIFICATIONS

- ✚ Judith Wessling = Masters of Special Education, Yrs 4-7 Literacy Facilitator, Functional Grammar Facilitator
- ✚ Tracy Flavel = First Steps in Maths–Number Facilitator
- ✚ Carmen Godbaz = Biology, ICT, Primary Connections Science [Current study = System Tech Orange Card]
- ✚ Wanita North = Librarianship, Primary Connections Science [Current study = Masters Guidance & Counselling]
- ✚ Leanne Gilmour = ICT
- ✚ Anne Hess = Classroom Profiling, Reading Recovery, Special Education, Learning Support, Masters of Educational Administration [Current study = Diploma of Animal Management]
- ✚ Kendall Seccombe = Yr 2 Net
- ✚ Sarah Halmarick = Yr 2 Net
- ✚ Libby Meikle = Classroom Profiling, Yr 2 Net
- ✚ Mark Smith = Aus Identities facilitator

Our staff profile

✚ Michael Reynolds = Masters of Educational Studies

✚ Pamela O'Loughlin = Librarianship, Special Education, Learning Support, Masters of Administrative Leadership

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$10,000

The major professional development initiatives are as follows:

Ruby Crane's Framework for Understanding Poverty

Code of Conduct

StaffMatters

Classroom Profiler Training

School-wide Positive Behaviour Support Universals Training

Leading Australia's Schools Program

Rehabilitation Coordinator Training

WH&S Investigation Training

Inspiring Women Mentoring Program

Austswim Swimming course

Dr Carol Christensen's Reading Links Program

ESL – Bandscales

Seven Steps to Writing Success

Encouraging Diversity

Functional Behavior Analysis

Prep Talk Project

Support-a-Reader

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 87% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 90%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
87%	86%	89%	91%	92%	91%	90%					

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

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 second day of absence – by phone or home visit. Staff involved in this process are Admin Officer and School Community Liaison Officers

Extended consecutive absence a letter is sent home as per Education Queensland Policy

Continued consecutive absence is contact with the Police and following the process as outlined in Education Queensland Policy

Students with regular but not consecutive absence – follow up by School Community Liaison Officers plus letter is sent home

Could include referral to Dept of Child Safety, RAI Service, Graham House Community Centre, Police



Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

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