Principal’s foreword

Introduction

Murphys Creek State School is a co-educational government school located in the Lockyer Valley Regional Council in the Darling Downs South West District.

The school was established in 1870 and services the village of Murphys Creek and the surrounding community. Murphys Creek is approximately 20 kilometres north east of Toowoomba.

The Murphys Creek staff is experienced in addressing the needs of learners in a multi-age setting. Effective teaching ensures students are actively engaged in learning. Teachers at Murphys Creek State School adopt the elements of the Productive Pedagogies, Information Communication Technologies, Multiple Intelligences, and Blooms Taxonomy as they structure explicit learning activities.

The school’s Curriculum Framework is aligned with the Australian Curriculum. Integration of Information Communication Technologies across the curriculum is
central to the teaching and learning at Murphys Creek. Visiting Music, Physical Education and LOTE (Japanese) specialists enrich the learning activities at this school. The school is involved in various zone level sports days, attends Singout and is part of community events.

The school is working hard to reduce its environmental footprint. The students have composting, a vegetable garden, chickens and waste reduction methods in place. The school also has solar panels mounted on the rooves.

The community is supportive of the school and the P&C take an active role in funding improvement projects. This school has been through a devastating year in 2011 with floods, so community support has been an essential factor in its resilience and recovery.

School progress towards its goals in 2011

Reaching our school goals for 2011 has proved difficult. The year was so badly sabotaged by the floods that school days were often disrupted, families were in trauma and survival took the place of improvement. Our areas that we were strongest in were Year 3/5 Grammar & Punctuation and Year 3 Spelling and Numeracy.
Future outlook

Our future is looking brighter and we have clear directions. Our key priorities for 2012 are:

- Attendance
- Reading
- Writing
- Quality Teaching & Leadership
- Purposeful use of data
- Review & overhaul Behaviour Management Policy & processes
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59</td>
<td>2</td>
<td>61</td>
</tr>
</tbody>
</table>

Enrolment Continuity (Feb 2011 – Nov 2011)

Characteristics of the student body:

The students who attend this school are from diverse backgrounds. Our Index of Community Socio-Educational Advantage is lower than the average.

School ICSEA value 926
Average ICSEA value 1000

Our families live in rural to semi-rural environments. Their cultural backgrounds are mixed and their occupations diverse. We embrace children in care and students with disabilities in our student body.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>19</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>19</td>
</tr>
</tbody>
</table>
## Our school at a glance

<table>
<thead>
<tr>
<th>Year 11 – Year 12</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Classes</strong></td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:
Physical Education, Music and Japanese lessons
Sporting competition between Caffey District Lockyer Small Schools
Tallebudgera School Camp for students in Years 6 and 7
Year 7 school leaders participate in a range of leadership activities
Problem solving activities
Smart Classroom ICT Strategies

Extra curricula activities:
Term 4 Swimming Program for all students
Arts Council performances
Year 7 Graduation
Tennis coaching for 4 to 7
End of Year Performance
End of year excursions

How Information and Communication Technologies are used to assist learning.
ICT strategies that are used to assist learning:

• Inquiring with ICT
• Creating with ICT
• Communicating with ICT
• Ethics, Issues and ICT
• Operating ICT

Social climate

The social climate at the school is one of acceptance and support.

We have a chaplain on a weekly basis. He works on social programs during the lunch times and focuses on classroom support in the session times.

We actively promote our school rules Respect, Responsibility, Safety, and Resilience.
Our school at a glance

Parent, student and teacher satisfaction with the school

The overall satisfaction of our parents, students and teachers is good.
Parents are completely satisfied that the school is providing a good education for their child.
Students are very satisfied that this school is providing them with a good education.
Staff morale is very high and they would like more access to professional development.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

Parents have been encouraged through the newsletter to volunteer for classroom reading. The research behind the effects parents in the schools have was shared and explained. We started the year with no volunteers and now have 5 regular helpers. Volunteer celebrations regularly thank the parents for their dedication. Teachers have reported an improvement in the reading of the students getting support from the volunteers.

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

We are trying to reduce our carbon footprint by having solar panels fitted, solar hot water system, sensor lights in rooms and outside, tanks to collect rainwater for drinking and irrigation.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>22,183</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>22,902</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-3%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

## Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $11,621.74.

The major professional development initiatives are as follows:

- One School
- ICT

The proportion of the teaching staff involved in professional development activities during 2011 was 60%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 72% of staff was retained by the school for the entire 2011 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.my.school.edu.au/](http://www.my.school.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.
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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>89%</td>
<td>92%</td>
<td>91%</td>
<td>86%</td>
<td>94%</td>
<td>95%</td>
<td>89%</td>
</tr>
</tbody>
</table>

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 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.

If students are absent from school for more than 3 days, the parents are contacted to explain the reason for the absence.
Performance of our students

Newsletter items are always reinforcing the importance of attendance and the benefits of being at school.
End of semester awards are given out for 100% attendance & those with 95% attendance are acknowledged on parade.

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/](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.

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
During 2011 we have 11 Indigenous students enrolled at the school.

- Our Indigenous student’s attendance rate is close to but not as good at the Non-Indigenous students.
- Our Indigenous students have a gap in achievement in Reading & Writing but no gap in Numeracy.