



Murphy's Creek State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

Postal address:	49 Murphys Creek School Road Murphys Creek 4352
Phone:	(07) 4630 5167
Fax:	(07) 4630 5259
Email:	principal@murpcreess.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	The Principal

School Overview

Murphy's Creek State School is a friendly and inclusive community, where quality educational and social outcomes are our focus and where each and every student is important and valued.

The school was established in 1870 and services the village of Murphy's Creek and the surrounding community. Murphy's Creek is approximately 20 kilometres north east of Toowoomba at the foot of the Great Dividing Range. The traditional indigenous peoples of the area were the Kitable people who spoke the Yuggera dialect. They called the area Tamamareen, meaning 'where the fishing nets were burnt in a grass fire'.

In 2017, the school has an enrolment of approximately 65 students. We have a long and proud history of providing excellent educational opportunities and achieving positive learning outcomes for all students, through the dedicated and caring efforts of our highly experienced teaching and support staff.

Our focus on excellence in education is underpinned by our strong commitment to the achievement of quality relationships within our school. We encourage our students to participate actively, demonstrate responsibility and behave in a manner that shows respect for the rights of others.

Our school is a dynamic teaching and learning environment where quality, explicit instruction is used as the key to school improvement and data the key to inform strategy. Our behaviour support policy is grounded in the Positive Behaviour for Learning (PBL) framework which is based on the four values that guide our daily work:

BE SAFE – BE RESILIENT – BE RESPONSIBLE – BE RESPECTFUL.

Principal's Foreword

Introduction

The purpose of this report is to illustrate our school's strategic achievements for 2016 and outline our future directions and initiatives at Murphy's Creek State School.

It is hoped that you find this report informative in determining the quality of education outcomes and persuasive in considering our school and school community in the future.

School Progress towards its goals in 2016

The staff at Murphy's Creek State School were committed to the following priorities in relation to the school's Explicit Improvement Agenda and Annual Implementation Plan:

- **Kids Mater Framework** is our overarching platform from which we base every decision.
 - Create a sense of community
 - Developing children's social & emotional skills
 - Working with parents & carers
 - Helping children experiencing mental health difficulties.
- **Positive Behaviour for Learning (PBL)** sets the tone for our school and classrooms. Knowledge of this three-tiered process and proficiency in practice is essential as our school has a dynamic population with higher levels of Tier 2 & 3 students than the average small school.
- Knowledge and understanding of the **CAMS & STAMS, CARS & STARS** numeracy & comprehension program. This program is an integral part in our I4S Strategy.
- **Strong curriculum knowledge** and the ability to **analyse data** to inform teaching practice.
- **Mentoring & Coaching** experience. This is used as a key improvement strategy but also plays a key part in working with colleagues and parents
- **Explicit Teaching** including the use of frequent response and formative feedback to increase personal understanding & outcomes.

These highlighted points have been embedded aspects of our school culture for four years and they form the strength and foundation of our improvements and our continued growth.

Future Outlook

Murphy's Creek State School's Explicit Improvement Agenda (EIA) for 2017 is focussed on:

1. The Teaching of Reading – Prep to Year 3
2. The Teaching of Writing
3. The consistent enactment of Positive Behaviour for Learning across the school.

The strategies and actions articulated below outline how this will be achieved.

Curriculum, Pedagogy and Learning:

- Develop and document the school's Pedagogy and Curriculum Frameworks in relation to the Explicit Improvement Agenda (EIA) with a focus on Reading and Writing
- Develop and document the school's Assessment and Reporting Framework
- Apply the 14 parameters of School Improvement, particularly #1, #14 and #6 to 'Put Faces on the Data' to drive continuous improvement in teaching practice and student outcomes in relation to Reading and Writing
- Ensure consistent and timely Moderation processes occur

Leadership and Capability Development:

- Develop and document the School Professional Learning Plan to ensure alignment to Reading and Writing
- Align staff Annual Performance Develop Plans with EIA

- Facilitate Professional Conversations, Coaching and Feedback, and Professional Development to ensure quality teaching and learning practices that focus on Reading and Writing

School and Community Partnerships:

- Share and discuss the school's EIA with staff and community
- Consult with community on the achievement of strategic priorities, improved student outcomes and targets
- Provide comprehensive communication and information to all parents/care givers
- Continue to implement and fine-tune the Kids Matters program
- Consult with external agencies to support student learning, behaviour and welfare

School Culture that Promotes Learning:

- Review Responsible Behaviour Plan for Students
- Review and develop consistency of PBL across the school
- Develop a consistent process for intensive behaviour support and management
- Review and Respond to Internal Audit Requirements

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	65	34	31	16	92%
2015*	73	35	38	19	95%
2016	64	34	30	10	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Students are grouped and individual needs catered for in multi-age classroom settings. Developmental programs are offered as support for students with identified learning difficulties. Individual Curriculum Plans have been developed for students with special needs. Our school provides an inclusive setting for students with disabilities and behavioural

Students' family occupation backgrounds consist of a mixture of small farming, some small business owners and trade/professional. Our indigenous population fluctuates and in 2016 was 18% with no students identified as having English as a second language or dialect. There are 32% of students travelling to school by bus.

We have a strong association with our community and have a culture of volunteering to assist the learning opportunities of our students.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	14	25	21
Year 4 – Year 7	21	22	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016, Murphy's Creek State School had three classes:

- Prep/1
- 2/3/4
- 5/6

All classes offered quality curriculum programs across the key learning areas, covering the Australian Curriculum. Some programs of note include:

- ✓ Student Leadership Program
- ✓ Japanese (Grade 5-6)
- ✓ Swimming Lessons
- ✓ Regular Smart Moves lessons
- ✓ Specialist PE and Arts (Music) lessons
- ✓ Weekly Playgroup (Early Years Learning)
- ✓ Combined choir opportunities
- ✓ Sporting competition between Caffey District Lockyer Small Schools
- ✓ Tallebudgera School Camp for students in Years 5 and 6
- ✓ Smart Classroom Strategies to integrate ICT's

Co-curricular Activities

- ✓ Alternative lunchtime activities. These include, tennis, soccer, and craft.
- ✓ Men's shed - Model making club once a week
- ✓ Girls craft group once a week
- ✓ Term 3 Swimming Program for all students
- ✓ Under 8s Day
- ✓ Year 6 Graduation and End of Year Celebration Night
- ✓ End of Year musical theatre performance
- ✓ Environmental Education Excursions for all students
- ✓ Opportunities to represent the school, regional or zone at sporting activities

How Information and Communication Technologies are used to Assist Learning

Each of our three classrooms have an interactive whiteboard, as well as between eight and ten computers for student use. This maintains a high student to computer ratio allowing frequent access to digital learning that compliments explicit teaching.

We facilitate eLearning opportunities for our students through platforms such as Brisbane School of Distance Education. iPads, document cameras, cameras & microphones are also used regularly in both teaching and assessment contexts. Teachers & teacher aides work in teams to find, model and gain experience in ICT to support our students learning. We



take ICT conduct, safety and responsibility seriously and explicitly teach expectations for ICT use at Murphy's Creek State School.

Learning is greatly enhanced by the use of the school's technologies through invigorated pedagogy, self-paced learning and differentiation opportunities and we are continuously modifying our digital approach to pedagogy to keep the learning intent intact and relevant.

Social Climate

Overview

Murphy's Creek is a small school and, as such, is able to foster a climate of cooperation between school and home. Our school is a happy, positive, learning space for our students. Benchmarks for student behaviour are set high and underpinned by the four values of **Being Safe, Being Resilient, Being Responsible and Being Respectful**.

We are a Positive Behaviour for Learning (PBL) School. PBL empowers teachers to change student behaviour through explicitly teaching expected school behaviour. Teachers in PBL schools explicitly teach all students expected school behaviour and acknowledge students for demonstrating them. This is a fundamental teaching principle. Reducing problem behaviour frees up more time for teacher instruction and student engagement in learning.

Staff ensure that parents/care-givers are well informed of their child's social skills and behaviours through opportunities for frequent meetings (formal and informal), written advice in feedback pages or KIT (Keeping in Touch) booklets, use of positive "High 5" Awards and Student of the Week and Principal awards on Parade.

We are also a Kids Matter school and we put a lot of energy into promoting a positive school community; embedding social & emotional learning; parent support and education and early intervention for students with mental health difficulties. The school accesses the services of a school chaplain who attends the school two days per week to assist in the achievement of this focus.

The P & C Committee and our whole school community raises both our school's profile in the local area and funds to support school development. A feeling of mutual respect exists between home and school, evidenced by the fact that parent satisfaction levels across all areas are high (Parent Opinion Survey Data). It is through a combination of community efforts and the provision of quality engaging learning experiences and resources that we continue to achieve great success.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	75%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	86%	100%	86%
their child is making good progress at this school* (S2004)	100%	100%	86%
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%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	86%	100%	83%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	88%	100%	100%
student behaviour is well managed at this school* (S2012)	86%	100%	86%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	88%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	100%	88%
they like being at their school* (S2036)	91%	94%	88%
they feel safe at their school* (S2037)	100%	83%	88%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	96%	94%	94%
their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	80%
teachers treat students fairly at their school* (S2041)	96%	78%	63%
they can talk to their teachers about their concerns* (S2042)	92%	88%	80%
their school takes students' opinions seriously* (S2043)	83%	72%	80%
student behaviour is well managed at their school* (S2044)	78%	53%	81%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	95%	88%	88%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	78%	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)	78%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	83%
students are encouraged to do their best at their school (S2072)	89%	100%	100%
students are treated fairly at their school (S2073)	89%	100%	100%
student behaviour is well managed at their school (S2074)	67%	100%	100%
staff are well supported at their school (S2075)	67%	100%	100%
their school takes staff opinions seriously (S2076)	78%	100%	94%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

Parent and community engagement

Communication is at the core of effective school – home partnerships. Being a small school, we are readily able to make contact face to face with parents about positive aspects of students' progress, as well as the areas of challenge. In addition to this personal contact we also publish items in the newsletter recognising students of the week and student achievement in academic, cultural, artistic and sporting challenges.

We invite parents to participate in our school community through:

- ✓ volunteering in the classrooms
- ✓ attending goal setting meetings with their child and teacher
- ✓ encouraging parents to be active participants in the P and C
- ✓ attending special parades recognising students' effort and achievement
- ✓ attending a range of activities throughout the year, including: Meet and Greet, End of Year Celebration Night, Athletics Carnivals, Weekly Parades, ANZAC Commemoration, Under 8s Day
- ✓ inviting parents to be active partners in finding solutions for students who are finding school life challenging
- ✓ inviting parents and community members to attend weekly Playgroup
- ✓ engaging with fortnightly newsletters
- ✓ encouraging positive use of the school's Facebook page and Website

Consultation with parents of students with diverse learning and social needs is at the core of our work at Murphy's Creek State School. In foregrounding this communication, we engage with parents to:

- ✓ discuss adjustments as part of Individual Curriculum Planning (ICPs)
- ✓ negotiate behavior goals as part of Individual Behaviour Support Planning (IBSPs)
- ✓ promote the need for positive attendance patterns
- ✓ liaise with medical professionals to optimise a student's opportunities at school
- ✓ consult with specialist support staff to ascertain and customise students' learning profiles and accommodations
- ✓ liaise with external support agencies to support student and family wellbeing

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Murphy's Creek State School is a KidsMatter School. KidsMatter is a flexible, whole-school approach to improving children's mental health and wellbeing as part of a Respectful Relationships focus. It is tailored to meet our schools' local needs.

Our focus is on taking action towards creating a positive community; one that is founded on **respectful relationships** and a sense of belonging and inclusion and that promotes:

- ✓ the best interests of the child
- ✓ diversity being respected and valued
- ✓ the role of parents and carers as the most important people in the children's lives
- ✓ students as active participants
- ✓ the school, health and community agencies working together with families.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	4	14	14
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school's electricity usage rose during 2015-2016, as the school adjusted to the use of air conditioners in all classes, and the increased use of portable technological devices which require regular recharging. Practices have been put into place to minimise the school's energy needs.

The school uses bore and tank water, and as yet usage is not metered. However, the school strives to conserve water through controlled irrigation of the school oval, the use of tank water where feasible, and the use of efficiency devices.

The school continued to develop garden areas and plant more trees to reduce its carbon footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	34,119	0
2014-2015	7,942	
2015-2016	42,864	

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.

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 <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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	9	0
Full-time Equivalents	5	5	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	5
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total expenditure on teacher professional development in 2016 was \$ 6 430.00

The major professional development initiatives are as follows:

- ✓ Anita Archer - Explicit teaching
- ✓ Positive Behaviour for Learning Modules
- ✓ Coding Workshops
- ✓ Trauma Informed Practice
- ✓ Coaching and mentoring – peer observations
- ✓ Strategies for working with students with complex needs
- ✓ Working with children with medical conditions or disabilities
- ✓ First Aid

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	90%	96%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

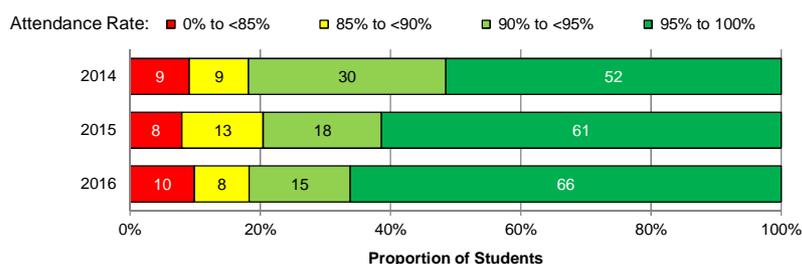
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	93%	87%	95%	96%	95%	90%	96%					
2015	91%	97%	91%	96%	94%	93%	97%	100%					
2016	89%	94%	97%	93%	92%	98%	98%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 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.

Class teachers mark the class roll twice a day, in the morning and the afternoon. Unexplained student absences are reported to the school office, and parents are contacted to ascertain the reasons for these absences. Concerns about a student's attendance are reported to the principal, and also monitored through school student absence data. The Principal follows these concerns up by contacting the parents of the student to seek an explanation for the child's absence, and to develop strategies to avoid absences in the future.

Students who may be absent from school for a period longer than ten days must apply for an exemption from schooling.

The school is working with parents to ensure all students maintain very high levels of attendance. We believe that "Every Day Counts" when it comes to student learning and this is advertised around our school as well as published in our newsletters and Facebook page. Importantly, we ensure that our curriculum and pedagogical practices are engaging, making our school a pleasurable and exciting place for students to be.

NAPLAN

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/>.

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

The Annual Report for 2016 is provided to the community of Murphy's Creek State School as an account of the school's operations and achievements throughout the year. Personal contact is welcomed if additional detail or information is requested. Please make contact through the school office to arrange an appointment with the Principal.