



# Murphy's Creek State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## Contact Information

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## School Overview

Murphy's Creek State School is a friendly and inclusive community, where quality education and social outcomes are our focus and where each 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'.

Our school has 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.

Murphy's Creek State 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**

Murphy's Creek has an active and supportive P&C who are involved in decision making processes at our school.

## Principal's Foreword

### Introduction

The purpose of this report is to illustrate our school's strategic achievements for 2017 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 2017

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:

Priorities	Progress
Curriculum, Pedagogy and Learning	<ul style="list-style-type: none"> <li>Development of school's Pedagogical and Curriculum Frameworks in relation to the Explicit Improvement Agenda with a focus on Reading and Writing</li> <li>Investing for Success plan implemented to improve achievement in Reading and Writing</li> </ul>
Leadership and Capability Development	<ul style="list-style-type: none"> <li>Development of School Professional Learning Plan</li> <li>Facilitated Professional conversations</li> <li>Coaching and Feedback</li> <li>Professional Development in relation to Explicit Improvement Agenda</li> </ul>
School and Community Partnerships	<ul style="list-style-type: none"> <li>Shared and discussed the school's Explicit Improvement Agenda with staff and community</li> <li>Provided comprehensive communication and information to all parents/care givers</li> </ul>
School Improvement Process	<ul style="list-style-type: none"> <li>Reviewed Responsible Behaviour Plan for Students</li> <li>Reviewed and developed consistency of Positive Behaviour Learning across the school</li> </ul>

## Future Outlook

In 2018, Murphy's Creek State School will continue its commitment to provide a quality engaging curriculum. Improving student outcomes in key learning areas with a focus on writing and reading. We will continue to closely monitor student progress and provide support and extension where necessary to improve student achievement. Resources will be allocated to maximise student outcomes.

Key areas for improvement as defined in the Annual Implementation Plan include:

Priority	Strategies	Timeline
Capability Development	<ul style="list-style-type: none"> <li>Develop data literacy skills of all staff members</li> <li>Coaching and Feedback</li> <li>Develop Professional Learning Plan, aligned to school's priority areas</li> <li>Establish Professional Learning Community</li> </ul>	Ongoing
Collaborative Work	<ul style="list-style-type: none"> <li>Collaboratively review schools pedagogical framework</li> <li>Co-construct the schools vision for literacy</li> <li>Develop collaborative planning processes</li> <li>Develop a school-wide approach to provide timely feedback</li> </ul>	Term 3
Consistency of Practice	<ul style="list-style-type: none"> <li>Develop a school curriculum-tracking tool</li> <li>Develop scope and sequence of literacy demands</li> <li>Whole school approach to effectively manage student behaviour (PBL)</li> <li>Develop a statement of roles and responsibilities</li> <li>Expand the use of formal moderation processes</li> <li>Embed the whole-school approach to developing student learning goals</li> </ul>	Term 3
Community Engagement	<ul style="list-style-type: none"> <li>Liaise with families regarding student attendance</li> <li>Provide opportunities for parents to be genuine partners in their child's education</li> <li>Develop professional networks with surrounding schools</li> </ul>	Ongoing

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	73	35	38	19	95%
<b>2016</b>	64	34	30	10	92%
<b>2017</b>	52	25	27	7	78%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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. Students' family occupation backgrounds consist of a mixture of small farming, some small business owners and trade/professional.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	21	19
Year 4 – Year 6	22	25	24
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Murphy's Creek State School offers a full range of key learning areas including; Mathematics, English, Geography, History, Science, The Arts, Technology, Health & Physical Education, Language Other than English (Japanese)

At Murphy's Creek State School we strive to deliver a curriculum that has flexibility and capacity to meet the needs of all students.

Murphy's Creek State School develops and implements a curriculum that is inclusive and responsive. Our unit plans include strategies for supporting, enriching and extending students, as we acknowledge that 'one size does not fit all'.

### Co-curricular Activities

- School camps
- Student Leadership program
- District and Regional sporting activities
- Excursions linked to curriculum
- Swimming lessons
- Weekly playgroup (Early Years Learning)

### How Information and Communication Technologies are used to Assist Learning

Desktop and laptop computers are used extensively throughout the school in all areas of the curriculum on a daily basis. This maintains a high student to computer ratio allowing frequent access to digital learning that compliments explicit teaching.

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 "Shamrock Awards and Student of the Week and Principal awards on Parade.

The school accesses the services of a school chaplain who attends the school two days per week to assist in the achievement of a positive school community, embedding social and emotional learning.

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. It is through a combination of community efforts and the provision of quality engaging learning experiences and resources that we will achieve great success.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	83%
this is a good school (S2035)	100%	100%	67%
their child likes being at this school* (S2001)	100%	100%	83%
their child feels safe at this school* (S2002)	100%	100%	33%
their child's learning needs are being met at this school* (S2003)	100%	86%	100%
their child is making good progress at this school* (S2004)	100%	86%	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%	83%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school treat students fairly* (S2008)	100%	83%	50%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	83%
this school takes parents' opinions seriously* (S2011)	100%	100%	33%
student behaviour is well managed at this school* (S2012)	100%	86%	17%
this school looks for ways to improve* (S2013)	100%	100%	60%
this school is well maintained* (S2014)	100%	100%	67%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	88%	82%
they like being at their school* (S2036)	94%	88%	91%
they feel safe at their school* (S2037)	83%	88%	81%
their teachers motivate them to learn* (S2038)	100%	100%	95%
their teachers expect them to do their best* (S2039)	94%	94%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	80%	86%
teachers treat students fairly at their school* (S2041)	78%	63%	64%
they can talk to their teachers about their concerns* (S2042)	88%	80%	77%
their school takes students' opinions seriously* (S2043)	72%	80%	81%
student behaviour is well managed at their school* (S2044)	53%	81%	67%
their school looks for ways to improve* (S2045)	100%	100%	81%
their school is well maintained* (S2046)	88%	88%	77%
their school gives them opportunities to do interesting things* (S2047)	94%	94%	77%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	89%
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)	100%	100%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	83%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	89%
their school takes staff opinions seriously (S2076)	100%	94%	89%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	89%
their school gives them opportunities to do interesting things (S2079)	100%	100%	89%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## 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

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, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	14	14	15
Long Suspensions – 11 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 2016-2017, as the school opened an additional demountable classroom with air conditioners. Students and staff are conscious of power usage and are encouraged to turn off lights and air conditioners during breaks and other times the buildings are not in use.

The school uses bore and tank water, which is at present 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
2014-2015	7,942	
2015-2016	42,864	
2016-2017	118,929	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	8	0
Full-time Equivalents	4	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 funds expended on teacher professional development in 2017 were \$7719.66

The major professional development initiatives are as follows:

- ✓ PBL training
- ✓ Coaching and mentoring – peer observations
- ✓ First aid training
- ✓ Trauma Informed Practice
- ✓ Finance Training
- ✓ Early Start Training
- ✓ Planning and Accountability Finance workshop
- ✓ Lyn Sharratt – Leading Learning Collaboratively
- ✓ Data roadshow
- ✓ QELi workshop

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 49% of staff was retained by the school for the entire 2017.

# 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	96%	80%

\*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 2017 for all Queensland Primary schools was 93%.

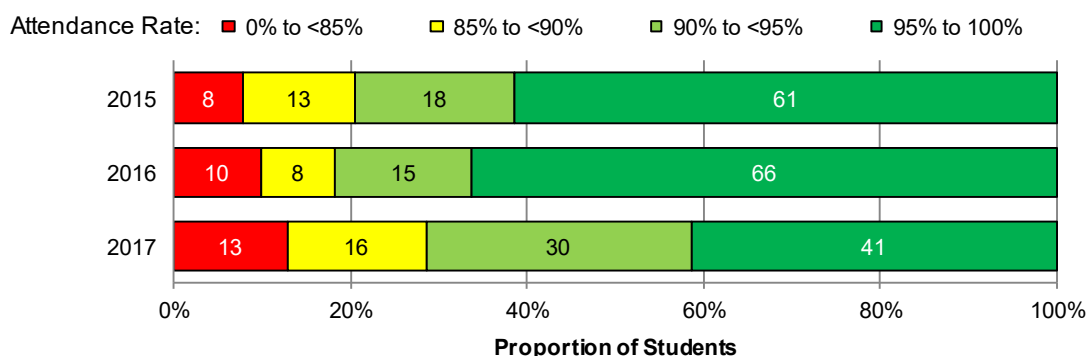
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	97%	91%	96%	94%	93%	97%	100%					
2016	89%	94%	97%	93%	92%	98%	98%						
2017	92%	90%	94%	97%	89%	92%	90%						

\*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 Department of Education 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

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 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 2017 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.