



Murarrie State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Murarrie State School is a small school situated in Brisbane. The learning environments are rich and stimulating in their capacity to provide open and varied learning contexts. Our staff is currently focusing on improvement of literacy and numeracy learning of students, with long-term goals to sustain student success and progress across the primary years. Murarrie State school students are positive in their attitude to learning, and respond well to the variety of rich learning programs, and the positive feedback from staff. Through the school's Social Code, students are developing the understandings of resilience, tolerance and respect. Aboriginal and Torres Strait Islander perspectives are being embedded in our curriculum programs.

Murarrie State School has a defined and explicit improvement agenda, which continually works towards improving. Our school engages with a highly proficient Curriculum coach and cluster of similar schools to enhance each others processes and practices.

School progress towards its goals in 2018

- In 2018, Murarrie had a dual focus on Reading and Writing. Steps that were taken to record the excellent growth in Reading were applied to Writing and the essential connection between the two became a focus. Staff engaged with the Australian Curriculum and our Curriculum Coach to deepen their understanding of the Writing demands within the curriculum.
- Across our network of small schools, staff participated in moderation and planning days highlighting the intentional collaboration and collective efficacy across the schools.

Future outlook

In 2019, Murarrie will sharpen its focus around writing, building upon the works commenced on 2017. Murarrie will continue to engage a Curriculum Coach to support this.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	86	76	82
Girls	38	28	30
Boys	48	48	52
Indigenous	16	12	14
Enrolment continuity (Feb. – Nov.)	83%	81%	87%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Murarrie is an inclusive school and welcomes a range of students with diverse backgrounds, including religious, cultural and disability.

Murarrie accesses a range of supports from within the region, as well as external organisations to assist with support the students of the school.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	19	18
Year 4 – Year 6	24	22	28
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Murarrie's Curriculum developed from the Australian Curriculum and utilizes C2C resources to support this. Our school engages with a curriculum coach to further enhance our understanding of the Australian Curriculum along with our moderation and reporting processes.

Co-curricular activities

Murarrie offers the following activities:

- Instrumental Music
- Resilience based clubs
- Reading groups (visiting local care providers)

STEM opportunities through local high school programs

How information and communication technologies are used to assist learning

Students have access to a range of ICTs to enhance their learning. Students regularly use Reading Eggs to support their reading as well as the Scratch Program to develop their coding skills. Integrating ICTs into the everyday work of the students is a focus for teaching staff.

Social climate

Overview

The school is currently planning towards becoming a Positive Behaviour for Learning school in 2019. The plan will clearly identify the school's expectations, positive rewards system and consequence system. Murarrie already offers a range of programs to help support student behaviour and well-being including, Rock and Water programs, structured play opportunities and end-of-term behaviour rewards.

Murarrie is a fully inclusive school, supporting students with a range of needs, engaging regional and outside supports to do so.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	90%
• this is a good school (S2035)	100%	100%	90%
• their child likes being at this school* (S2001)	100%	100%	90%
• their child feels safe at this school* (S2002)	100%	100%	90%
• their child's learning needs are being met at this school* (S2003)	100%	100%	90%
• their child is making good progress at this school* (S2004)	100%	100%	90%
• 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)	83%	100%	80%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	90%
• teachers at this school treat students fairly* (S2008)	100%	100%	90%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	90%
• this school works with them to support their child's learning* (S2010)	100%	80%	90%
• this school takes parents' opinions seriously* (S2011)	100%	80%	90%
• student behaviour is well managed at this school* (S2012)	100%	100%	90%
• this school looks for ways to improve* (S2013)	83%	100%	90%
• this school is well maintained* (S2014)	83%	100%	90%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	93%
• they like being at their school* (S2036)	100%	100%	96%
• they feel safe at their school* (S2037)	90%	100%	89%
• their teachers motivate them to learn* (S2038)	100%	100%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	93%	93%
• teachers treat students fairly at their school* (S2041)	90%	79%	76%
• they can talk to their teachers about their concerns* (S2042)	90%	93%	86%
• their school takes students' opinions seriously* (S2043)	100%	79%	87%
• student behaviour is well managed at their school* (S2044)	56%	86%	79%
• their school looks for ways to improve* (S2045)	100%	100%	97%
• their school is well maintained* (S2046)	100%	93%	90%
• their school gives them opportunities to do interesting things* (S2047)	90%	100%	93%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	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)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	80%	DW
• 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%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	83%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	83%

* 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

Regular parent and community engagement opportunities are identified at Murarrie. The whole school community was engaged to develop the current three year strategic plan, as well as the current development of the whole school behaviour plan.

P&C are updated each meeting with relevant happenings within the school including financial status and curriculum updates.

The school's P&C is very healthy with positive engagement from a number of regular attendees.

Each term, Murarrie hosts a family breakfast, inviting a range of stakeholders for the morning.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs include Rock and Water, which helps to develop resilience and conflict resolution skills amongst students. In conjunction with this, a structured playroom is also utilized to help support student behaviour and foster friendships amongst the students.

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

Murarrie SS participates in anti-bullying programs and promotion as it is committed to it's No Bullying policy.

Murarrie prides itself on maintaining a strong connection with its families, maintaining regular contact and many community engagement events.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	5	1	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school is implementing an environmental awareness program which primarily focuses on the reduce use of electricity.

Murrarrie also participates in the 'Containers for Change' recycling program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	27,238		20,803
Water (kL)	218	337	

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	10	9	0
Full-time equivalents	6	5	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	6
Diploma	
Certificate	

*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 2018 were \$[INSERT VALUE].

The major professional development initiatives are as follows:

- Deepening the understanding of the Australian Curriculum, planning, moderation.
- Writing Professional Development
- Leadership Professional Development

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 63% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	90%	86%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	87%	90%
Year 1	94%	88%	93%
Year 2	88%	90%	86%
Year 3	91%	93%	87%
Year 4	94%	91%	91%
Year 5	92%	92%	92%
Year 6	88%	95%	94%

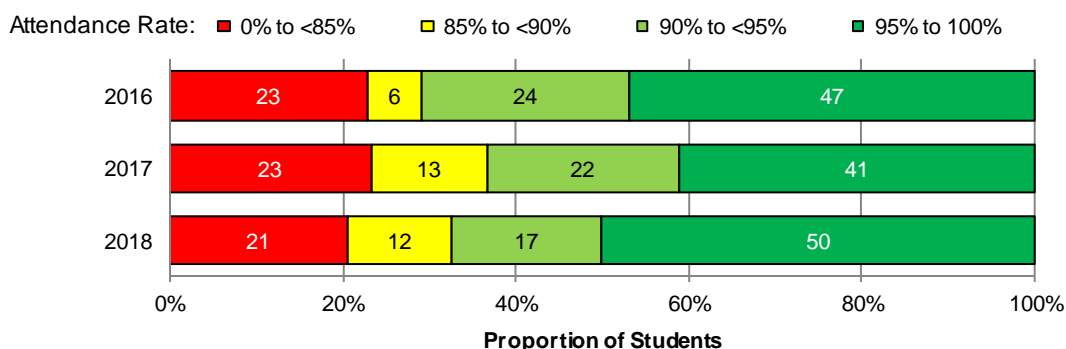
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

Murrarrie State School aligns its Absentee Policy with the departments. Same day absence process are under way. A student noted to have 3 unexplained days absent in a row are contacted by the school. Absentee data is looked at regularly and contact with families/carers are organised where necessary.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.