



Murarrie State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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.

Principal's Foreword

Introduction

The 2017 School Annual Report outlines key information and data relating to Murarrie's progress in 2017, following on from 2016. Murarrie prides itself on its commitment to improvement through focused professional development aimed at improving outcomes for all students.

School Progress towards its goals in 2017

In 2017, Murarrie took major steps towards its improvement agenda of Reading, from its development in 2016. The development of a Reading Framework to develop consistency across the school in language and practices. Professional development was prioritised in this area, as well as engagement with schools who had completed similar journeys.

This professional development and focus resulted in students across the entire school using a similar language and strategies. In 2017, Murarrie achieved its highest ever achievement in NAPLAN Reading for both Mean Scale Score and Upper Two Band achievement.

Future Outlook

For 2018, Murarrie's focus will still remain on Reading, embedding the practices of 2016 and 2017, whilst beginning to incorporate similar consistent practices in the area of Writing.

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	78	31	47	17	79%
2016	86	38	48	16	83%
2017	76	28	48	12	81%

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>).

Murarrie holds early years open days and transition days for future prep enrolments. Students from Murarrie also visit local care providers to read with the children there.

Characteristics of the Student Body

Overview

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	23	21	19
Year 4 – Year 6	24	24	22
Year 7 – Year 10			
Year 11 – Year 12			

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.

Social Climate

Overview

The school is currently re-developing its Responsible Behaviour Plan to ensure consistent practices across the school. The plan will be co-developed with student, staff and community.

The plan will clearly identify the school's expectations, positive rewards system and consequence system.

Murarie 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.

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%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	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)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	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%	83%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
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%	80%
this school takes parents' opinions seriously* (S2011)	100%	100%	80%
student behaviour is well managed at this school* (S2012)	75%	100%	100%
this school looks for ways to improve* (S2013)	100%	83%	100%
this school is well maintained* (S2014)	75%	83%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	92%	90%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	100%	90%	93%
teachers treat students fairly at their school* (S2041)	85%	90%	79%
they can talk to their teachers about their concerns* (S2042)	77%	90%	93%
their school takes students' opinions seriously* (S2043)	85%	100%	79%
student behaviour is well managed at their school* (S2044)	92%	56%	86%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	93%
their school gives them opportunities to do interesting things* (S2047)	100%	90%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
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%	100%	80%
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)	90%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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.

Respectful relationships 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.

Murrarrie SS participates in anti-bullying programs and promotion as it is committed to its No Bullying policy.

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

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	13	5	1
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 is implementing an environmental awareness program which primarily focuses on the reduce use of electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	6,964	1,002
2015-2016	27,238	218
2016-2017		337

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	9	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	6
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 \$18,000

The major professional development initiatives are as follows:

- Deepening teachers understanding of the Australian Curriculum
- Development and associated professional development related to formation of the school's Reading Framework.

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.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% 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).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	90%	86%

*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%.

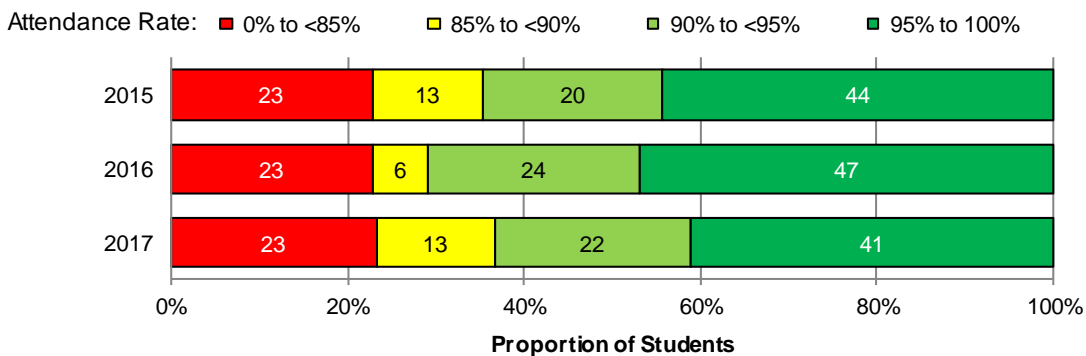
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	81%	96%	89%	91%	96%	88%	93%						
2016	91%	94%	88%	91%	94%	92%	88%						
2017	87%	88%	90%	93%	91%	92%	95%						

*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.

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**.

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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.