Murray River Upper State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Murray River Upper State School is 30km south west of Tully. It is nestled in a rural valley on the road to the Jumbun Community and Murray Falls. We have approximately 47 students in 2 classes. Our class structure is two multi-age classes. Twenty-seven of our students are Traditional Owners. Our aim is to nurture children who believe in themselves and value learning. We achieve this through the engaging delivery of a challenging curriculum. We have whole school reading and spelling programs that include daily peer tutoring, literacy circles and comprehension. Reading is a key priority and we engage with the community and parents as first teachers. We are a Reef Guardian school and we are engaged in a number of activities with the Ulysses Cluster of Schools in a variety of learning areas. We are engaged in the Promoting Healthy Schools Program and are working with Queensland Health to extend life expectancy and maximise learning outcomes for our students. Our key school rules focus on the goals of Positive Behaviour for Learning and incorporate the guidelines of I am Safe, I am Respectful and I am a Learner.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

- Documented cyclical curriculum plan
- All teachers accessing whole school curriculum plan - evident in planning documents.
- Whole school assessment plan - documented
- Targeted intervention linked to whole school assessment plan
- Whole school plan for observation, feedback and reflection across school
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Future Outlook

CARS & STARS Whole School Reading
- Training and use of CARS & STARS reading program to align with other cluster schools, including easy transition into high school.

Small School Cluster Planning and Moderation Cycle
- Working with Principals from small schools in our cluster, develop and implement a planning and moderation cycle which incorporates specific time set aside for these process to occur.

Special Education Support Working with HOSES, Special Education Teacher, Guidance Officer, Speech Language Pathologist
- Intervention programs for specific students.

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	43	24	19	23	94%
2015*	42	18	24	24	95%
2016	45	13	32	28	100%

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
Our student population comes from our local small rural farming area, where cane and banana farming are the main industries. Students also come from the local indigenous community, Jumbun.

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	23	20	15
Year 4 – Year 7			
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
ICT

Teachers have developed pedagogy which uses ICT effectively to improve education programs. Students are exposed to a range of technologies and a range of programs during

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our technology lessons. Students also participate in design and technology projects, which broaden their horizons and thinking.   All teachers have access to interactive whiteboards and ongoing in-class training and support.

Literacy / Numeracy improvement.

We run a Whole School approach to Intervention Programs. These programs are presented in a range of modes with various highly skilled support personnel. Data is used to inform and monitor progress. Our daily reading, spelling/grammar and maths mentals lessons are improving on student results.

Special Needs

Our school is part of the cluster special needs program. We actively participate in cluster meetings and access support services, when and where applicable. At a school, level we have high quality special needs programs that compliment class programs and are responsive to the specific needs of the student. High levels of professional collaboration occurs at planning, implementation, and, reporting stages.

Co-curricular Activities

Sports

Many Sporting opportunities are supported through our school. Such sports include football, netball, touch football, and softball. Staff are enthusiastic about training and coaching our sporting teams. We have had many successful players reaching regional and state levels.

Student Council

These meetings are run by school leaders organises social functions for students. Activities include Disco and fund raising activities. Our student leaders are also expected to organise lunchtime activities, maintain and distribute sporting equipment and raise/lower flags daily.

How Information and Communication Technologies are used to Assist Learning

Computers are used in all year levels to assist and enhance learning and teaching across all learning areas.

Students have access to two banks of 16 laptops, with one bank located in the classroom and another in the library, where teacher-directed technology skills lessons take place, along with regular teaching and learning using ICT based media.

Each classroom and the resource centre have access to interactive whiteboards, which are used to support the use of ICTs as a pedagogical tool across curriculum areas.

Our senior students also access their LOTE lessons via distance education utilising our school computer technology. We also access extension classes via distance education for students who are working above their age cohorts.

Social Climate

Overview

Our school prides itself on the warm and caring environment we have created here. Our school welcomes and supports students from a wide range of cultural and social backgrounds. Our students benefit from the rich learning and social environment this creates. This year we continue to incorporate the philosophies of Positive Behaviour in every aspect of learning, through the three key school rules of:

- ✓ I am safe
- ✓ I am respectful
- ✓ I am a learner

Through the use of the Positive Behaviour for Learning, classes implement explicit lessons on behavioural expectations. We take a proactive approach to behaviour concerns, meeting with parents and enabling the child to make amends and set realistic goals for changing their behaviour.

Another positive aspect of our school climate is the support personnel we have for our indigenous students. Student and family welfare is enhanced through these roles and programs.

Parent opinion surveys indicate that parents are satisfied or very satisfied with the behaviour of the students and that their child is safe and treated fairly at school. Student results were very positive in this area also.

The positive climate in our school is the result of a consistent and explicit whole school approach to responsible behaviour.

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%	83%
this is a good school (S2035)	100%	100%	83%
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%	83%
their child is making good progress at this school* (S2004)	100%	100%	83%
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%	83%
teachers at this school treat students fairly* (S2008)	100%	100%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	83%
this school works with them to support their child's learning* (S2010)	100%	100%	83%
this school takes parents' opinions seriously* (S2011)	100%	100%	83%
student behaviour is well managed at this school* (S2012)	100%	100%	83%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school looks for ways to improve* (S2013)	100%	100%	67%
this school is well maintained* (S2014)	100%	100%	67%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	95%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	95%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	95%
they can talk to their teachers about their concerns* (S2042)	100%	100%	95%
their school takes students' opinions seriously* (S2043)	92%	100%	90%
student behaviour is well managed at their school* (S2044)	100%	96%	75%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	90%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	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%	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%	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

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Parents are encouraged to participate in their child's education through:

- Involvement in class programs.
- School Information sessions
- Reading group support
- Volunteering to assist at Sports Day, School Camps and Excursions
- Share their expertise for special occasions/class activities
- Parents and Citizen's Association
- Involvement in Strategic Planning – Triennial School Review
- Participation in Playgroup
- Class meeting and teacher interviews
- Yearly Parent and child meetings to discuss schooling and opportunities for their child's learning
- Home visits for parents who don't have access to the school
- Reconciliation and Cultural days, involving elders and community members
- Garden Club – parents are encourage to assist with this weekly program
- Social Events – like discos, movie nights and BBQs out in the local community

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We do this through our Virtues program and our positive behaviour program – focusing on student interactions, dealing with student behaviour and proactively focusing on a Virtue weekly. All staff talk this language with the students, parents and within the wider-community including through the fortnightly newsletters.

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	0	0	12
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

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

Our school is in the early phase of setting up programs and routines to attend to this, we ensure our air-conditioners, fans and lighting are used to minimal requirements. In the meantime recycling bins are in use and students are practising power and water reduction strategies. Our school continues to value the extra solar panels we were able to access via a grant two years ago, to ensure the school becomes more energy efficient.

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We also have a food recycling for our worm farm and our garden club, which also encourages reusing and reducing waste.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	30,307	0
2014-2015	14,529	
2015-2016	26,605	

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.**

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	4	7	<5
Full-time Equivalents	3	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	3
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 2016 were $ 6 500.00.

The major professional development initiatives are as follows:

- CARS & STARS Whole School Reading
- Small School Cluster Planning and Moderation Cycle
- Special Education Support – targeted intervention

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.	99%	98%	97%

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

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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).	86%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	88%	88%

*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	88%	82%	86%	84%	88%	91%	88%	74%					
2015	94%	94%	85%	96%	91%	87%	97%						
2016	96%	90%	92%	88%	96%	91%	91%						

*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:
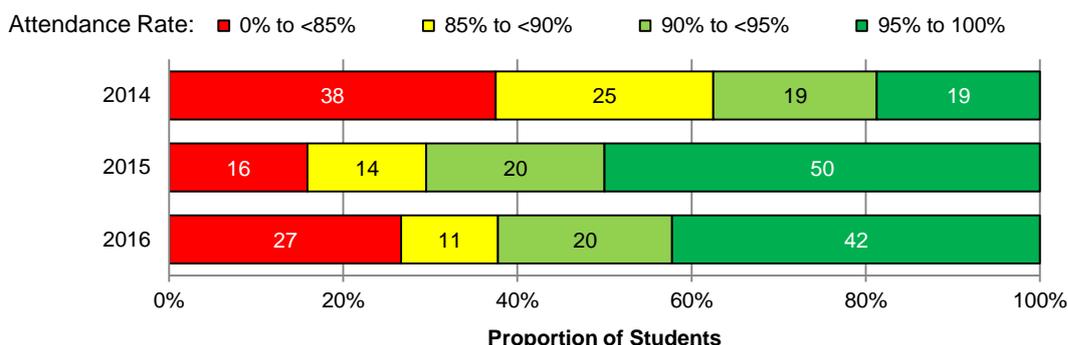
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.
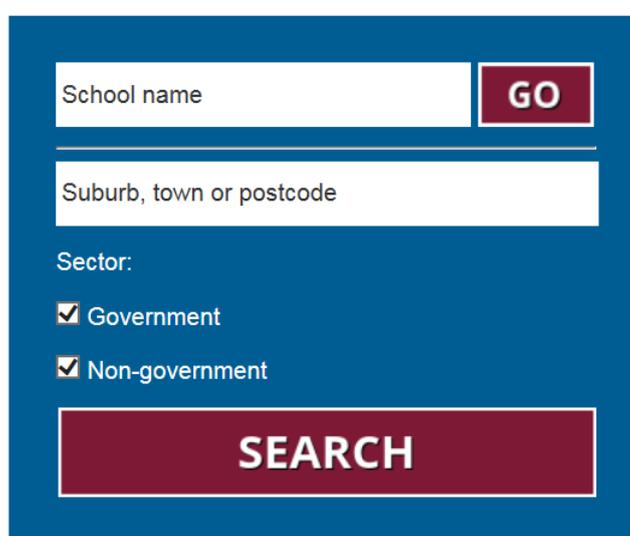
Daily attendance is marked on the One School roll system every morning before 9:15am and every afternoon by 2:00pm. Student absence is then checked daily by 10:00am by Administration officer and parents are contacted via phone to check about absences. Students are also handed an attendance slip the day after returning from an absence, especially if their parents aren't contactable on the previous day.

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.**

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

Murray River Upper State School prides itself on providing a quality education in a rural setting for all of its students and providing opportunities that are usually difficult for students not living in a large city. We value every child achieving their potential and we work with families to ensure this is a reality.