

REPORT TO THE COMMUNITY

2023



Principal's Report

Dear Parents, Students, Staff, and Community Members,

I am delighted to present the Principal's Report for the Murri School's Annual Report to the Community. As we reflect on the past academic year, we express our gratitude for the dedication, resilience, and achievements of our students and staff despite the challenges we have faced.

Academic Opportunities: At the heart of our mission is the commitment to educational opportunities. I am proud to share that our students have demonstrated growth and achievement in their studies. Our curriculum continues to be enriched with culturally relevant content, empowering our students to connect with their culture, which creates a sense of belonging and pride. We have seen notable improvements in reading and Mathematics results, showcasing students' and educators' hard work and determination. In 2023, we also saw a high number of graduates, which we will continue to build on in the coming years.

Student Wellbeing and Support: Ensuring the holistic wellbeing of our students remains a top priority. We have implemented **various** programs and initiatives to promote mental health, resilience, and social-emotional development. Our dedicated support staff have provided invaluable guidance and support to students facing personal challenges, fostering a nurturing and inclusive school environment where everyone feels valued and supported. Initiatives such as The School Spirit Challenge, R U OK Day, Young Men's and Women's group, **and** extra counselling and therapy support have **made a significant difference, giving us confidence in our approach.**

Cultural Enrichment: The Murri School is deeply committed to celebrating and preserving our culture and heritage. Throughout the year, our students have participated in cultural activities, ceremonies, and events that have strengthened their connection to their identity and Community. From traditional dance performances to language revitalisation initiatives, these experiences have fostered a sense of pride and belonging among our students.

Community Engagement: We recognise the importance of collaboration and partnership with our broader Community. Our school has actively engaged with local elders, community leaders, parents and organisations to enrich our students' educational experiences. We have also welcomed community members into our school through various events and workshops, creating opportunities for intergenerational learning and knowledge sharing.

Infrastructure and Resources: The ongoing improvement of our school's infrastructure and resources is essential for creating a conducive learning environment. Over the past year, we have significantly invested in upgrading facilities, technology, and resources to enhance the educational experience for our students. These enhancements have included refurbishing classrooms, expanding our library collection, and integrating technology into our curriculum. We also began the exciting journey of refreshing the outdated master plan.

Looking Ahead: As we look ahead to the future, we remain committed to the ongoing growth and success of the Murri School. We will continue prioritising our students' academic achievement, wellbeing, and cultural enrichment while fostering strong partnerships with our Community. Some of our plans include extending future pathways such as the Junior Rangers Program. We will strive to create a brighter future for all our students, empowering them to reach their full potential and make meaningful contributions to our Community and beyond.

In closing, I want to express my heartfelt gratitude to our students, parents, staff, Board Members and community members for their unwavering support and dedication to the Murri School. Your contributions have been invaluable, and with continued collaboration and commitment, we will build an even brighter future for our school and Community.

Yours sincerely,



Tanya Saltner
Principal Murri School



Aboriginal & Islander Independent Community School Annual Report 2024 (Based on 2023 data)

"We acknowledge and respect the Yuggera and Turrabul people on whose land our school sits. We pay our respects to our elders' past, present and emerging and respect our people's continuing connection to land, sea, and sky."

Vision Statement

"In respect of our peoples, our cultures, our land, we foster an inclusive learning environment which promotes empowerment, identity and success through education."

Our Motto

Our Children, Our Culture, Our Future

Our Purpose

Maintain the sense of belonging and connection to community and provide a culturally safe and inclusive environment which promotes empowerment, identity and success through education for our students and families.

Our Values

At the Murri School we believe that Culture and Community are central to the academic and social development of our students. Our values guide how we go about our work and make decisions daily. They give long term direction; help set priorities and goals and create a shared sense of purpose and identity.

At the heart of our values are:

- Culture-Dance, storytelling, elders, camps, food and language.
- Community - Elders, parent engagement, P&C groups, social media, and history
- Staff - Respect for each other, check-in systems, health and wellbeing
- Students - new pathways, higher expectations, sport, health & wellbeing



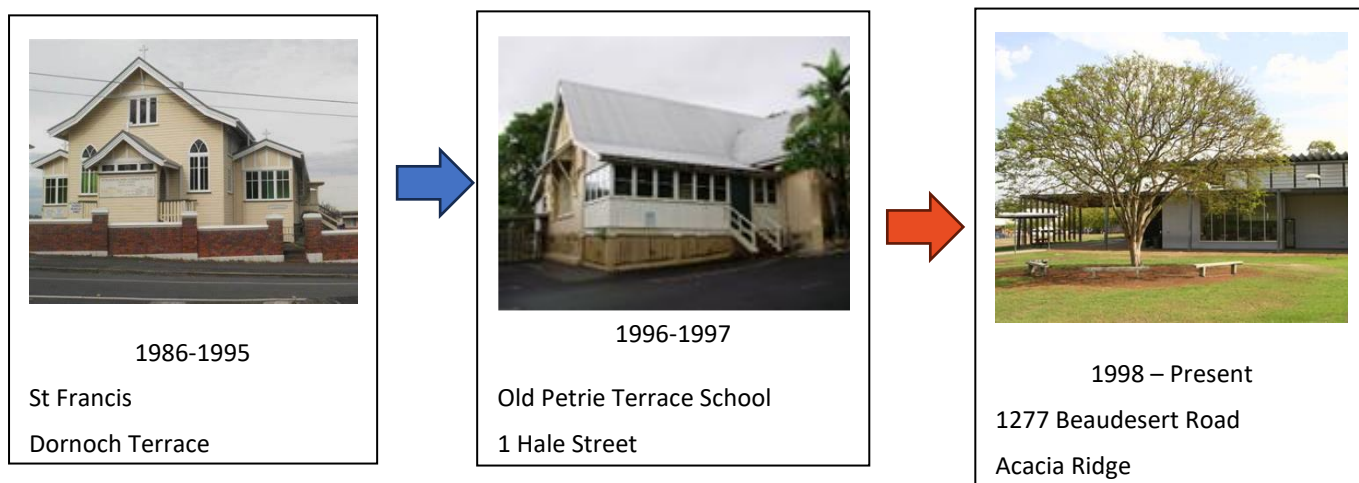
Contextual Information

This Annual Report for 2023 is published to provide only a 'snapshot' of the school for parents and other interested parties. Hard copies of this Report are available upon request from the school office. The Annual Report 2023 is posted on the school website (www.murrisschool.qld.edu.au). AIICS is an incorporated association under the Associations Incorporation Act 1985.

The Aboriginal and Islander Independent Community School (hereafter referred to as the Murri School) is a Prep to Year 12, community owned and controlled Independent School which sits on the unceded lands of the Yugera people in Acacia Ridge Queensland.

For the first ten years of operation, the school was located in a leased, disused Catholic primary school in Highgate Hill. This situation was not ideal as there were no playing areas for the children and access only to three classrooms. The school was asked to relocate during 1995 as the site did not meet Workplace Health and Safety standards and cost of upgrade was well beyond the means of the Parish Council. The school secured a two-year lease from Education Queensland on closed inner city school in Milton.

In 1997, the school was successful in its application to the Commonwealth to secure funds to purchase our current site at Acacia Ridge, which was the Acacia Ridge State School.



The school was established by community leaders in partnership with The Aboriginal and Islander Child Care Agency who could see that existing models of schooling were not working for our children.

In July 1984 a notice was distributed among the community announcing the child Care Agency's intention to initiate the process of establishing an independent community school and requesting feedback and participation from the community.

A community meeting on the 7 August in 1984 appointed a School Committee to represent children, parents and community in setting up the school. The Child care agency agreed to provide the working group and office resources for the committee.

In 1984 a school newsletter was distributed throughout the community with a questionnaire to evaluate the communities' feelings about establishing our own school.



From there members of the community worked tirelessly and faced many systemic barriers in the establishment of the school. One of those founding members Aunty Mary Graham, was integral in the lobbying of government departments for funding, support and compliance. We are very honoured to have Aunty Mary sit on the School Board as Co-Chair along with a past student Kaava Watson. This is a testament to the cultural integrity of the Murri School and the work and vision our elders had for the school.

Documents created in the establishment of the Murri School speak to Aunty Mary's belief that;

It is the right of every Aboriginal/Islander person to have an education system and curriculum which guarantees the integrity of their cultural life.

This is a belief we still hold today.

Board Members

All Board members currently hold suitability cards for child related employment from the Commission for Children and Young People and Child Guardian. The Current school's Board is comprised of respected senior members of the Brisbane Indigenous community and persons who have made long term commitments to the Indigenous community and issues that affect it. The Board is supported by a committee of community members.

The decision to re-elect the current board members at last year's AGM was a testament to their leadership, commitment to the school mission and values, and the trust and confidence they have earned from the community.

The current board consists of:

Co-Chairpersons: Kaava Watson and Dr Mary Graham

Member: Mundanara Bayles

Member: Karen Patterson

Member: Alf Davis

Member: Shane Williams

Member: Jamal Cannedy

Company Secretary: Cassie Lang



School Sector

The Murri School is an Independent Co-Educational Community School for Prep to Year 12 students.

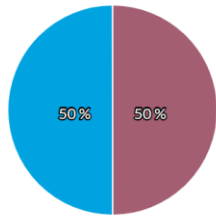
Characteristics of the Student Body:

90% of students attending The Murri School are Aboriginal & Torres Strait Islander. The student body comes from a wide area including Logan, Redbank, Wynnum, Inala, and Acacia Ridge. Most students are transported by bus to school daily. Each of our students brings their own strengths and talents, one of our strengths is to nurture this in our students.

Total Enrolments: 2023 = 268

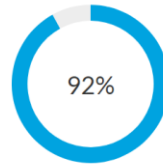
Total enrolments: 268

- Boys 133
- Girls 135



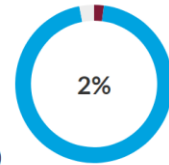
Full-time equivalent enrolments: 268.0

Indigenous students



Language background other than English

- Yes (2%)
- No (95%)
- Not stated (3%)

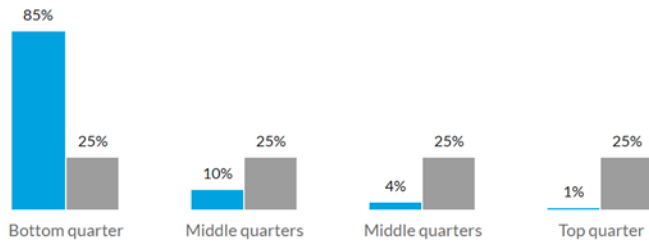


Student Background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	709
Average ICSEA value	1000
School ICSEA percentile	1

Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Workforce Information

The Murri School has taken pride in increasing its staff in recent years while maintaining a culture of stability and longevity. We understand the importance of providing our students with the best possible educational experience. To enhance the quality of education and support services offered at The Murri School, we have strategically increased staffing levels to ensure optimal support and expertise across all school areas.

We have actively sought out Indigenous staff members during recruitment. We acknowledge the invaluable contributions that Indigenous staff members make to our school community by bringing unique perspectives, cultural knowledge, and lived experiences to their roles. Despite adding new staff members, we remain committed to maintaining the stability and longevity that have been hallmarks of The Murri School.

Our recruitment efforts have aimed to diversify the expertise and backgrounds of our staff members better to meet the diverse needs of our student population. We have welcomed individuals with specialized skills in curriculum development, special education, Indigenous education, and allied health services, ensuring that we have a well-rounded team capable of addressing the multifaceted needs of our students.

New staff members are welcomed into our school community through comprehensive onboarding processes and ongoing professional development opportunities. They work collaboratively with existing staff members to share knowledge, exchange ideas, and enhance the overall effectiveness of our educational programs and support services.

Our Learning Support Team has experienced significant growth in recent years, reflecting our commitment to providing comprehensive support services to all students. This expansion has allowed us to better meet our students' diverse learning needs and deliver targeted interventions to support their academic progress and well-being.

The Allied Health Team at The Murri School works closely with teaching staff and the Learning Support Team to provide holistic student support. Through interdisciplinary collaboration and shared goal-setting, our allied health professionals collaborate with teachers to integrate therapeutic interventions into the classroom environment and tailor support services to meet the individual needs of each student.

As we continue to grow and evolve, we are dedicated to building a team of passionate, skilled, and dedicated professionals who share our commitment to providing our students with the highest education and support. We will continue to strengthen our school community and empower our students to succeed through strategic recruitment, ongoing professional development, and a collaborative approach to staffing.



Staff Composition, Including Indigenous Staff:

School staff

Teaching staff: 27

Full-time equivalent teaching staff: 26

Non-teaching staff: 39

Full-time equivalent non-teaching staff: 39

Total Number: 66

Indigenous staff: 44

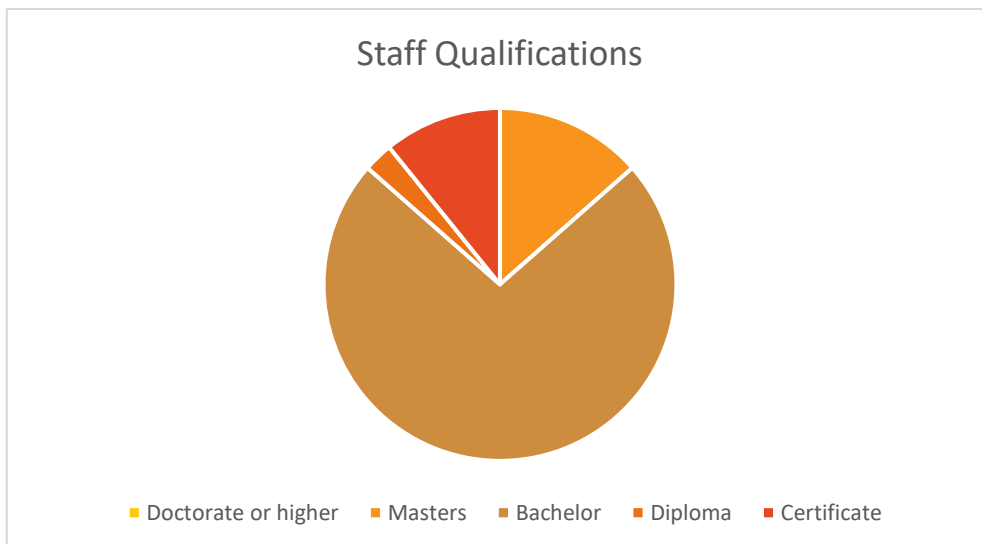
Teaching: 10

Non-teaching: 34



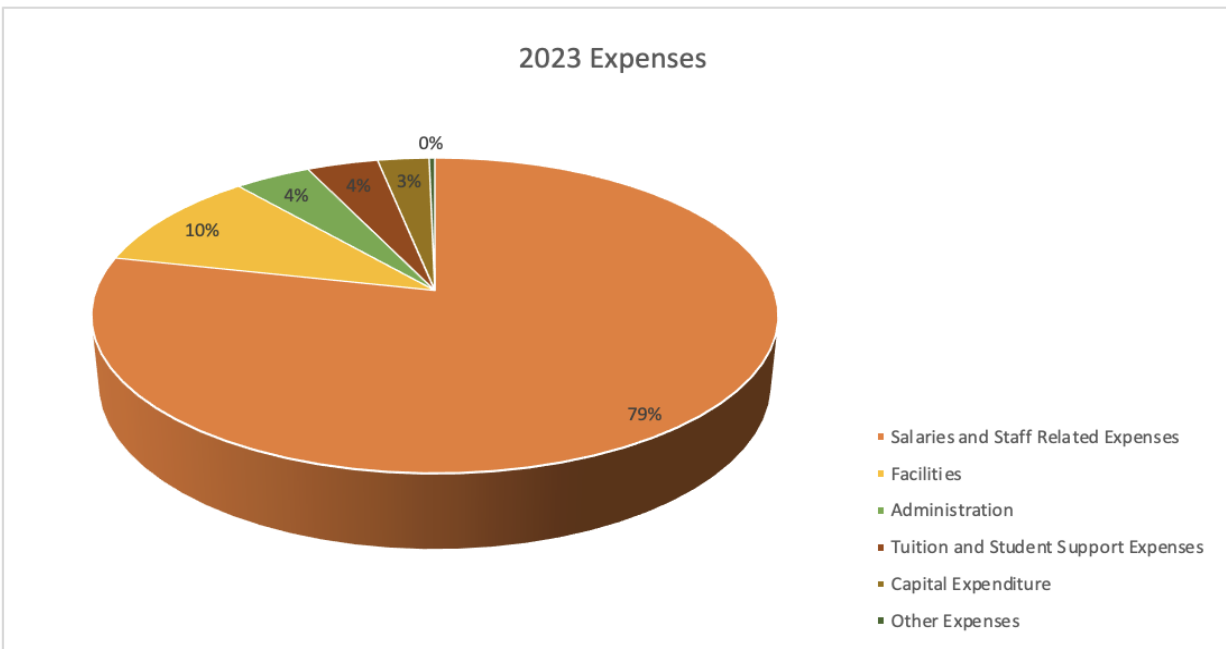
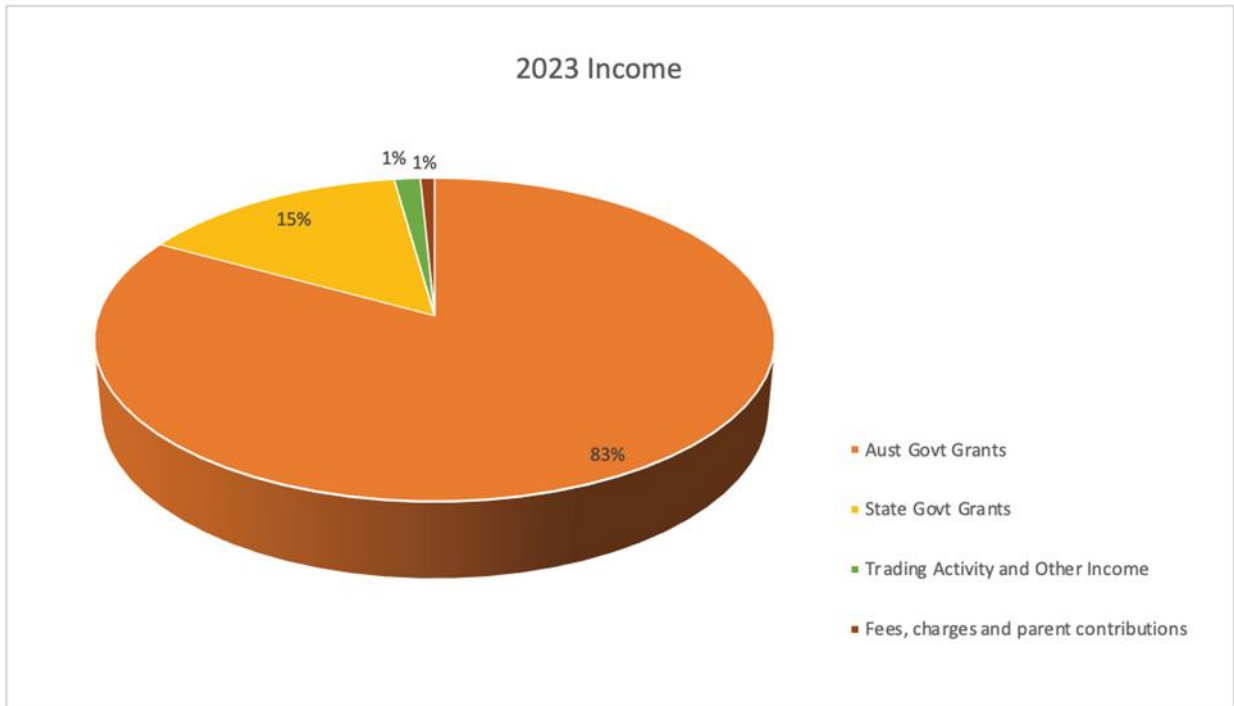
Qualifications of all Teachers

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	5
Bachelor	27
Diploma	1
Certificate	4



Funding Information

Will be available on the My School website <http://www.myschool.edu.au/> after June 30.



Social Climate

A profound sense of community, inclusivity, and cultural pride characterises the social climate at The Murri School. As an educational facility committed to honouring and celebrating Indigenous culture, heritage, and identity, our school fosters an environment where students, staff, and families feel a deep sense of belonging and support.

The supportive relationships between students, staff, and families are central to our social climate. Our dedicated team of educators and support staff foster caring, nurturing relationships with students, providing mentorship, encouragement, and guidance to help them thrive academically, socially, and emotionally. Additionally, our school community values open communication and collaboration, ensuring that the needs of all students are met effectively.

The Murri School's social climate prioritises our students' holistic well-being, recognising mental, emotional, and spiritual health interconnectedness. We provide comprehensive support services, including counselling, mentoring, and cultural enrichment activities, to promote our students' well-being and empower them to overcome challenges and reach their full potential.

Parental Involvement:

Parental involvement is fundamental to the success and vibrancy of The Murri School's community. We recognise parents and caregivers as essential partners in their children's education journey and actively encourage their participation in various aspects of school life. At The Murri School, we view parents as partners in education and believe collaboration between home and school is crucial for student success. The

School – Parent/Carer – Community Engagement:

At The Murri School, we believe in maintaining open and transparent communication channels with parents. We inform them about their child's progress, academic achievements, and school events through newsletters, parent-teacher conferences, and communication platforms. This ensures parents remain actively involved in their child's educational journey and provides them with the necessary information to support their child's learning.

To foster connections between families and the school community, we organise parent engagement activities yearly. These activities include family fun days, cultural celebrations, workshops on parenting and education, and opportunities for parents to volunteer in classrooms or school events. These initiatives create a sense of belonging and community pride, strengthening family and school relationships.

We encourage parents and carers to help in our classrooms, whether assisting with reading groups, art activities, or accompanying classes on excursions. We use several tools to keep parents informed, such as our website, social media, regular reports and feedback, newsletters, class newsletters, teacher contact, Speech Day, and other school events.

The Elders Room is a significant space at The Murri School. It's a central gathering space for meetings and lunches or just a space for staff, students, and community members. Our Elders, Uncle Cheg and Aunty Fran, are integral members of the Murri School community. They enrich the school environment by sharing their wisdom, guiding staff, students, and families, and leading cultural activities.

In 2023, The Murri School hosted several events, such as the Athletics Carnival, Year 6 Student Graduation, school graduation, Swimming Carnival, NAIDOC Celebrations, and ANZAC Day Celebrations, which parents and community members supported.



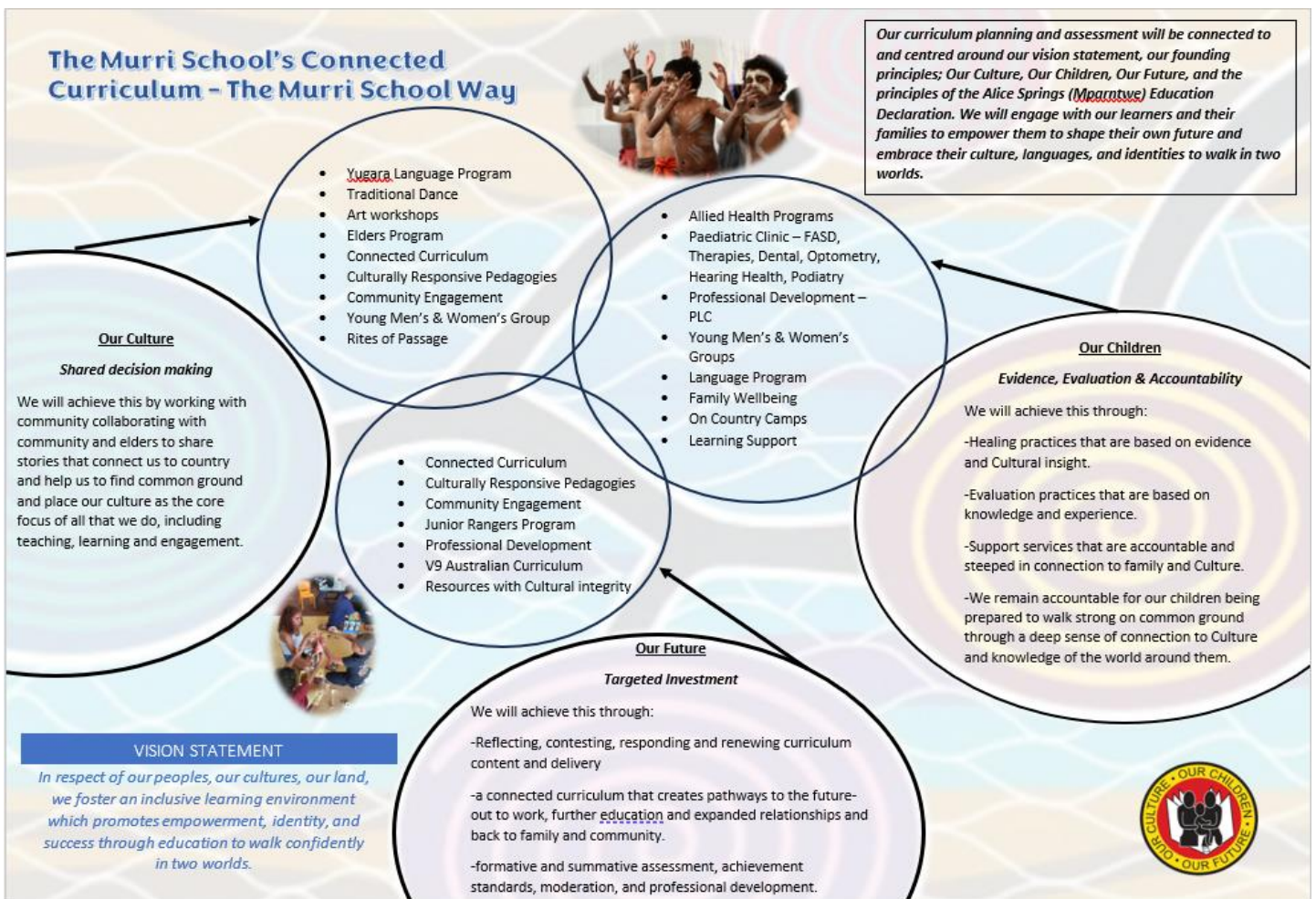
Student Outcomes

Class Structure:

Our school has a single-stream class structure, with one multi-aged class designed to assist students in accessing the curriculum successfully. The curriculum is differentiated, and students are grouped according to their abilities for some parts of the day. We can respond to students' educational and emotional needs and adjust the timetable accordingly.

Curriculum Offerings:

Our curriculum planning and assessment align with the Australian Curriculum and QCAA Senior Subjects and our vision statement and founding principles: Our Culture, Our Children, and Our Future. We know and are aware of the principles of the Alice Springs (Mparntwe) Education Declaration and aim to engage learners and their families, empower them to shape their future and embrace their culture, languages, and identities to walk in two worlds. Our Connected Curriculum honours the school's three core values: Our Children, Our Culture, Our Future. It values Indigenous knowledge, supporting children's sense of identity and belonging.



The Murri School's Connected Curriculum – The Murri School Way

Education Program

At the Murri School Indigenous knowledge systems, values, perspectives, and understandings are the foundation. Our core focus is teaching through culture. We implement the Australian Curriculum for students in years Prep – Year 10 and QCAA senior subjects in Years 11 and 12. They are the basis for our connected curriculum model that is the learning experience of our students.

The education program for in Year Prep – Year 10 consists of the following learning areas: English, Mathematics, Science, Humanities and Social Science, Technologies, The Arts, Health and Physical Education, Languages

The Murri School has developed planning templates that record:

- the content descriptions from the learning area that are being taught in the unit of work.
- the relevant section of the achievement standard describing the learning expected of the student during the unit of work.

The Murri School uses tracking documents to record and monitor the coverage of the content and expected learning of the students over a year, or band of years. These documents provide a developmental sequence of learning and the skills and understanding expected of students as they progress through Prep to Year 10.

The Cross-Curriculum Priorities and the Seven General Capabilities are integrated in the learning experiences of the learning areas and recorded in planning documents.

The Senior School offers the QCAA senior secondary subjects: Essential Mathematics, Science in Practice, Information and Communication Technology, Visual Arts in Practice, Sport, and Recreation.

Senior students complete subject-based assessments for the Queensland Certificate of Education. These assessments include internally developed assessments and external assessments.

Assessment

At the Murri School, we place a strong emphasis on knowing the learner and providing differentiated teaching and learning in the classrooms, as well as small group and individual support, based on student need. The assessment data is used to determine starting points for teaching and informs differentiation of the curriculum by adjusting the teaching and learning sequence to meet the needs of all students.

The Murri School uses assessment and reporting data to engage in professional conversations and sharing in Professional Learning Community (PLC) groups to identify and reflect on professional practice and inform next steps in teaching and learning.

Data includes:

- **formative assessment data** – formal and informal monitoring that track student progress during a cycle of learning; and diagnostic and standardised assessment that informs differentiation of teaching and learning. The school invests in programs that provide formative assessment data in English – writing and creation of texts (**Brightpath**) and in Mathematics (**Maths Pathway**). This use of this data is reflected in planning documents.
- **summative assessment data** – levels of achievement for student responses to summative assessment (using a five-point scale) against learning area and/or subject achievement. The assessments include a task sheet, which specifies the context, conditions, relevant section of the achievement standard and the marking guide. The cumulative summative assessments provide overall levels of achievement (using a five-point scale) against the achievement standard with evidence collated in the student portfolio for each learning area and/or subject at the end of each semester.

Time Allocation

The school provides approximately 39 weeks of teaching weeks each year and the time provisions are in line with the QCAA recommendations.

In line with the school's strategic priorities, the Murri School acknowledges that a strong foundation in literacy and numeracy underpins engagement in all other learning areas. The first two lessons each day across Year Prep to Year 12 are dedicated to English and mathematics subjects.

Primary School

In the primary school, the literacy focus continues with the reading program for all students in Year Prep to Year 6 which is provided over four lessons each week. The primary school takes an integrated approach to the delivery of the learning areas of Science, HASS, Technologies, Health, and The Arts.

Learning Area	Lessons per week
English	9
Mathematics	5
Integrated Studies	10
Languages	1
Physical Education	2

Secondary School

The students in Year 7 to Year 10 are offered the following subjects:

Learning Area	Lessons per week
English	5
Mathematics	5
Science	3
History/Geography	3
Languages	1
The Arts	3
Technologies	1 and integrated in other learning areas
Health & Physical Education	2

The Senior students are offered the following subjects:

Learning Area	Lessons per week
Essential English	5
Essential Mathematics	5
Science in Practice	3
Information and Communication Technology	3
Visual Arts in Practice	3

Primary:

- English
- Maths
- HASS
- Art
- P.E
- Languages
- Design and Technology (Year 5)
- Digital Technologies (Year 6)

Junior Secondary:

- English
- Maths
- Science
- HASS
- Art
- P.E
- ICT
- Indigenous Studies

Senior Secondary:

- Essential English
- Essential Maths
- Science in Practice
- Sport and Recreation
- ICT Studies
- Visual Art in Practice

Attendance

The table below shows the student attendance rate and student attendance level for students from Year 1 to Year 10 at this school, by Indigenous status.

Student attendance rate	Percent
All students	76%
Indigenous students	76%
Non-Indigenous students	77%

Student attendance level (proportion of students attending 90% or more of the time)	Percent
All students	24%
Indigenous students	25%
Non-Indigenous students	15%

Average student attendance rate (%) for the whole school in 2023:

Year levels	Average attendance rate for each year level as a percentage in 2023
Prep	77%
Year 1	82%
Year 2	80%
Year 3	77%
Year 4	82%
Year 5	72%
Year 6	77%
Year 7	68%
Year 8	67%
Year 9	70%
Year 10	55%
Year 11	58%
Year 12	59%

The Multi-Age class numbers are counted in the year levels above.



How the school manages non-attendance:

The Attendance officers continued to monitor the school database for student attendance and followed up with text messages, phone calls, and home visits for students who had extended unexplained absences.

The school procedures for monitoring attendance have improved, including formal letters to parents/carers of students with extended unexplained absences. Home visits are necessary when there has been difficulty contacting the family. Families receive an initial letter advising them of their obligations to ensure their child/children attend school. When families suffer hardship and require support, our officers connect them with our Family Support team or external agencies. The Officers minimise any limitations the families perceive regarding access to school, such as providing access to the second-hand clothing repository and advising of the school bus runs and breakfast program.

If students' unexplained absences continue, the parent/carer is required to attend a meeting with a deputy principal to develop an Attendance Improvement Plan.

Our Attendance officers have implemented attendance incentives, such as play in the park, for the primary school class with the highest weekly attendance.

NAPLAN

Australia's Education Ministers made the following changes to NAPLAN in 2023.

1. **Proficiency Standards:** NAPLAN results are now reported using proficiency standards instead of the previous ten reporting bands. These standards are meant to provide a more detailed view of student performance.
2. **Earlier Testing:** NAPLAN tests were conducted in March instead of May for the first time.
3. **New Scales and Time Series:** New scales for all test domains and new time series for future longitudinal comparisons were created due to the transition to online testing and the shift in testing timing.



NAPLAN results for Years 3, 5, 7 and 9 in 2023

The table below shows the average student results at this school for the selected year.

The cell colour shows how the school's results compare to those of students with a similar background.

Please note in 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means you can't compare NAPLAN achievement prior to 2023 to that from 2023 onwards.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	312	326	310	302	295
Year 5	389	333	393	380	356
Year 7	402	385	460	418	401
Year 9	464	451	503	470	461

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

NAPLAN participation for this school is 89%
NAPLAN participation for all Australian students is 95%

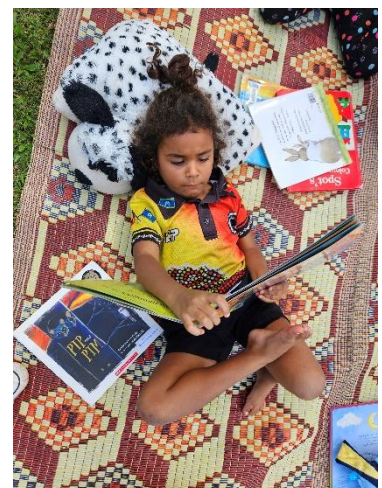
A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

NAPLAN At the Murri School:

NAPLAN (National Assessment Program – Literacy and Numeracy) is widely used in Australia to assess student performance in literacy and numeracy. However, it's essential to recognise that NAPLAN results provide only a partial picture of a student's abilities and do not reflect what our children are capable of. Some key points to consider:

- 1. Limited Scope:** NAPLAN focuses on a narrow skill set and measures performance on a specific day. It doesn't capture the full range of a student's abilities or growth over time.
- 2. Quality and Time Factors:** NAPLAN results may not account for factors like student readiness, fatigue, or preparation.
- 3. Cultural Context:** The tests need to be culturally responsive; they do not reflect the progress in schools such as ours.
- 4. Frequency of Assessment:** NAPLAN is once a year, which limits its ability to provide continuous insights into student progress.

While NAPLAN offers some valuable information, we use various assessment tools and teaching strategies to support student learning and engagement. We have included data that better represents our children's growth over the year. The following is Reading and Numeracy Data from both Primary and High School



Senior Schooling

In 2023, the Senior School introduced two innovative subjects: Arts in Practice and Social and Community Studies. These additions were instrumental in facilitating four students' achievement of a Queensland Certificate of Education (QCE). By broadening the curriculum to encompass diverse areas of study, the school empowered students to pursue their passions and interests, ultimately enhancing their academic outcomes.

Moreover, establishing a dedicated Senior Hub marked a significant initiative to promote student engagement and readiness to transition to post-secondary education and the workforce. The Senior Hub was a focal point for delivering Vocational Education and Training (VET) courses and facilitated access to practical, real-world experiences such as obtaining driving licenses. This holistic approach to education enriched students' learning experiences and contributed to the retention of Year 11 and Year 12 cohorts in 2023.

Year 12 Outcomes:

Certification

Number of students who received a Senior Education Profile (SEP)	8
Number of students awarded a Queensland Certificate of Education (QCE)	4
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	4
Number of students awarded one or more VET qualifications	2
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	3
Number of students awarded a VET qualification:	
Certificate I	1
Certificate II	1
Certificate III	1
Certificate IV	0
Diploma	0
Advanced Diploma	0

Student VET Qualification Enrolments:

Qualification	Status
CHC30113 - Certificate III in Early Childhood Education and Care	Continuing
HLT23215 - Certificate II in Health Support Services	Awarded
HLT33015 - Certificate III in Allied Health Assistance	Continuing
CPC10120 - Certificate I in Construction	Awarded
MEM20413 - Certificate II in Engineering Pathways	Continuing
TLI21315 - Certificate II in Rail Infrastructure	Continuing
HLT33115 - Certificate III in Health Services Assistance	Awarded



