Merinda State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This is the annual report for the 2015 school year. Throughout the year, the school worked co-operatively to revise and update Merinda State School's Responsible Behaviour Plan for students.

OUR VISION

Merinda State School strives to provide the best possible education for children in Prep to Year 6. We believe that schools are successful when they seek to involve the school community in the development of educational programs and decision making. By working in partnership with the community, responding to local needs and valuing social diversity we can create a learning environment that responds to student needs and development.

Our school's core priorities are to create an environment that enables all students to engage in life-long learning and to ensure that children reach their full potential. Staff members are committed to providing an education based on individual learning needs. This is achieved through a quality curriculum, small staff to student ratios and a commitment to ongoing professional development. All teachers are dedicated to the teaching of reading and literacy, embedding these within all of the Key Learning Areas and across all year levels.

School progress towards its goals in 2015

During 2015, Merinda State School worked towards achieving the goals and actions set out in the Annual Implementation Plan (AIP). These goals and actions focused around:

- Reading
- Writing
- Numeracy
- Science
- Attainment
- Closing the Gap
- Curriculum
- School and Community Partnerships
- Analysing and implementing data
- Leadership and school capability

In 2015, Merinda State School worked hard to provide optimum learning experiences and achieve the goals in the AIP. The goals were met at varying degrees of success. The majority of goals and actions in the AIP have been achieved or are in progress. Some goals were not achieved as priorities within the school shifting during the course of the year.

- Consistent curriculum, planning and implementation to improve learning
- High quality explicit teaching focused on the achievement of every student
- High levels of student, parent, staff and school community confidence
- Instructional leadership with the unrelenting focus on improvement
- Improve Reading, Writing and Numeracy outcomes on NAPLAN and within school assessment

- Accelerate Reading improvement through targeted and supported programs.

Future outlook

Key areas for improvement as identified in the school Annual Implementation Plan during 2016 are:

- Improved Reading outcomes.
- Continued implementation of the Australian Curriculum.
- Build leadership and staff capability.
- Improved attendance rates and outcomes of students.

In 2016, Merinda will utilize the funding from Invest For Success and other school funds to focus on:
- Australian Curriculum – continuing implementation and familarisation.
- Increased individual student support through learning support.
- Instructional leadership – support all staff to achieve high standards by engaging in quality teaching and learning practices.
- Increasing staff utilisation of OneSchool functionality for recording of student data and unit planning.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	69	30	39	7	93%
2014	90	36	54	15	91%
2015	87	36	51	15	89%

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 2015, 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:

Merinda State School's Primary and Prep enrolments are predominantly drawn from the suburbs of Merinda and Bowen. Enrolment numbers have slightly decreased from 2014. The student population is unique and there is a mix of socio-economic families.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	21	17
Year 4 – Year 7 Primary	9	24	
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	0	4
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.

Curriculum delivery

Our approach to curriculum delivery

At Merinda we have a very distinctive school and curriculum to match. Given the diverse make up of each multi-aged classroom our curriculum has been adapted to meet the needs of the students. Merinda has made Literacy and Numeracy a priority. Literacy and Numeracy blocks are timetabled across the school which gives students at least two hours, 5 days a week of intensive reading, writing and spelling and 1 hour of mathematics. Our school also follows the Speech Sound Pics (SSP) approach towards teaching reading and writing.

Extra curricula activities

Merinda State School has access to a specialist HPE teacher. Other activities that children at Merinda State School participate in include interschool sport (Cal Lynch), Reef Guardian School – green team and recycling, Skipping display team, various Bowen Sub District sporting teams and a homework centre.

How Information and Communication Technologies are used to improve learning

ICT is integral in our curriculum preparation and presentation. Merinda has access to interactive whiteboards, digital cameras, scanners and iPads. Each classroom also has access to a bank of XO laptops and laptops which can be used to support student learning.

Social Climate

Merinda State School has engaged in the Chaplaincy Program accessing a school based chaplain though the local program operated by Scripture Union QLD once a week. Students have been actively engaged in a range of physical and academic activities promoting self-esteem and other individual abilities. The school wide approach to behaviour at Merinda State School is that we believe that all people choose the behaviour they exhibit and must be responsible for the choices they make, be they appropriate or inappropriate choices. The first step in managing behaviour is to look for those behaviours we desire at Merinda State School and ensure that children are recognised for their displays of appropriate behaviours. There is a large range of suitable positive reinforcers which can be utilised to ensure that greater frequencies of appropriate behaviours occur. The small school environment of Merinda assists the development of a safe and supportive climate.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	100%	100%
this is a good school (S2035)	100%	100%	83%

Performance measure

Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child likes being at this school (S2001)	100%	100%	83%
their child feels safe at this school (S2002)	96%	100%	83%
their child's learning needs are being met at this school (S2003)	100%	83%	83%
their child is making good progress at this school (S2004)	96%	83%	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)	96%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	88%	100%	83%
they can talk to their child's teachers about their concerns (S2009)	96%	100%	100%
this school works with them to support their child's learning (S2010)	96%	83%	100%
this school takes parents' opinions seriously (S2011)	96%	83%	83%
student behaviour is well managed at this school (S2012)	96%	83%	67%
this school looks for ways to improve (S2013)	100%	83%	100%
this school is well maintained (S2014)	96%	83%	50%

Performance measure

Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	96%	100%
they like being at their school (S2036)	100%	85%	90%
they feel safe at their school (S2037)	93%	92%	94%
their teachers motivate them to learn (S2038)	100%	96%	97%
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%	89%	94%
teachers treat students fairly at their school (S2041)	93%	85%	90%
they can talk to their teachers about their concerns (S2042)	93%	85%	94%
their school takes students' opinions seriously (S2043)	87%	96%	94%
student behaviour is well managed at their school (S2044)	93%	86%	87%
their school looks for ways to improve (S2045)	100%	96%	97%
their school is well maintained (S2046)	100%	85%	97%
their school gives them opportunities to do interesting things (S2047)	87%	92%	90%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	88%	70%
they feel that their school is a safe place in which to work (S2070)	100%	100%	90%
they receive useful feedback about their work at their school (S2071)	100%	63%	70%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	90%
student behaviour is well managed at their school (S2074)	100%	88%	100%
staff are well supported at their school (S2075)	100%	75%	80%
their school takes staff opinions seriously (S2076)	100%	88%	80%
their school looks for ways to improve (S2077)	100%	100%	80%
their school is well maintained (S2078)	100%	88%	60%
their school gives them opportunities to do interesting things (S2079)	100%	100%	90%

# '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

Parents were involved at Merinda State School through interactions with their students on a range of annual events: Under Eight's Day, NAIDOC Day, Harmony Day, ANZAC Day, National Walk to School Day, Inter-house and Interschool Athletics Carnivals, School Disco, Cal Lynch Shield and Award Night Celebrations.

Parents were formally invited to meet with teachers at an introductory class meeting at the beginning of the year and at the end of each semester. An informal invitation to meet with class teachers or the Principal was offered throughout the year. Other opportunities for involvement included classroom support for small groups and work at the weekly tuckshop. Parents are welcome at Merinda State School and are respected members of our school community.

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Merinda has actively continued its partnership with Reef HQ to maintain our 'Reef Guardian School' status. Through the purchase of site licenses and texts we reduced our paper usage across the school. We are continuing to receive electricity savings through the use of the solar panels in our administration building. Smaller projects led by our Green team such as gardening days and school clean-up have helped to minimize the school's environmental footprint. The rise in water consumption was due to the maintaining of our school gardens along with some maintenance issues with our water pipes.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	22,465	433
2013-2014	31,846	227
2014-2015	29,014	1,079

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	8	<5
Full-time equivalents	5	5	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**7**
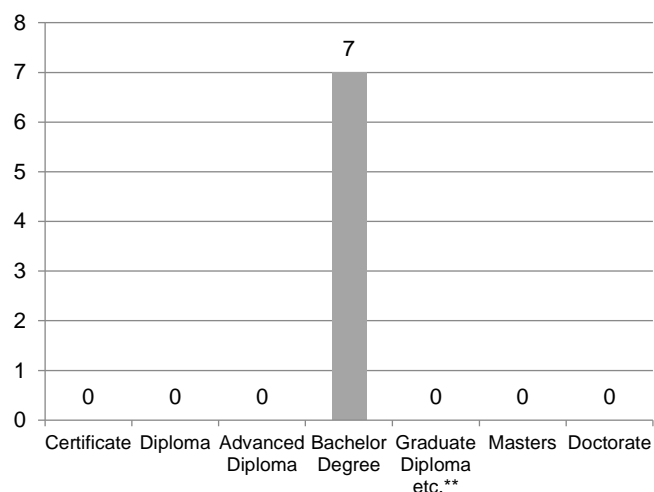
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $4690.34

The major professional development initiatives are as follows:

Professional development of teachers in Explicit Teaching

Professional Learning Community

Australian Curriculum Implementation

Principal Business Meetings

Online School Moderation

Professional development in Speech Sound Pics (SSP)

Professional development in Science

Professional development in Students with Special Needs

Professional development in Technology

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 62% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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 says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	95%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

## Student attendance rate for each year level (shown as a percentage)

	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
2013	92%	97%	94%	95%	91%	90%	96%	88%					
2014	95%	93%	94%	95%	90%	89%	91%	96%					
2015	91%	93%	90%	88%	93%	91%	85%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
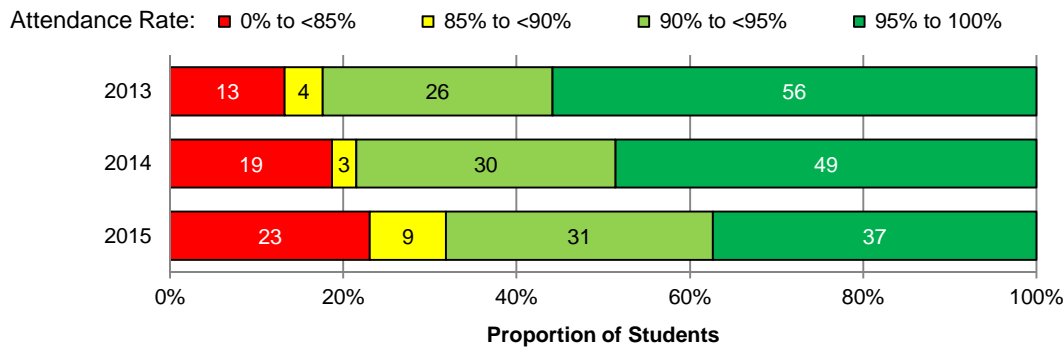
Description of how non-attendance is managed by the school

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.

Merinda State School recognizes that every day at school counts. Non-attendance of students at Merinda State School is an issue that the school takes seriously and attempts to minimize. This is achieved by regularly monitoring of absence trends. This data is obtained by daily marking of class rolls in the morning and afternoon. Phone contact is made with parents immediately when unexplained absences occur. Unexplained absences are minimal and the majority of absences of students are due to illness. Absence data is discussed with parents twice a year at least during parent/teacher meetings plus class attendance rates were included in the newsletters. The North Queensland Attendance Policy is uploaded onto Merinda State School's website.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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 | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.