



Merinda State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

This is the annual report for the 2016 school year.

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.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

During 2016, 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 2016, Merinda State School worked hard to provide optimum learning experiences and achieve the goals in the AIP. The goals were met with varying degrees of success. The majority of goals and actions in the AIP have been or are in progress. Some goals were not achieved as priorities within the school shift during the course of the year.

Future Outlook

Merinda State School's Explicit Improvement Agenda for 2017 is that 85% of students achieve a 'C' or above in English in every year level. During 2017 Merinda State School will be undergoing a full school review that will determine our School Strategic Plan for the next four years.

Key areas for improvement as identified in the school Annual Implementation Plan during 2017 are:

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

In 2017, Merinda will utilize the funding from Invest For Success and other school funds to focus on:

- Australian Curriculum – continuing implementation and familiarisation.
- 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 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	90	36	54	15	91%
2015*	87	36	51	15	89%
2016	86	37	49	25	82%

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

Merinda State School's Primary and Prep enrolments are predominantly drawn from the suburbs of Merinda and Bowen. Enrolment numbers have slightly decreased since 2015. The student population is unique and there is a mix of socio-economic families.

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	21	20	21
Year 4 – Year 7	24	24	22
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

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.

Co-curricular Activities



Merinda State School has access to specialist HPE, Music and Instrumental Music teachers. Other activities that children at Merinda State School participate in include interschool sport (Cal Lynch), various Bowen Sub District sporting teams, access to specialist coaches in a variety of sports through the School Sporting Grants program and being a Reef Guardian School – green team and recycling.

How Information and Communication Technologies are used to Assist 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 laptops which can be used to support student learning.

Social Climate

Overview

Merinda State School has engaged in the Chaplaincy Program accessing a school based chaplain through 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

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%	100%
this is a good school (S2035)	100%	83%	86%
their child likes being at this school* (S2001)	100%	83%	100%
their child feels safe at this school* (S2002)	100%	83%	100%
their child's learning needs are being met at this school* (S2003)	83%	83%	100%
their child is making good progress at this school* (S2004)	83%	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%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	83%	86%
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)	83%	100%	100%
this school takes parents' opinions seriously* (S2011)	83%	83%	43%
student behaviour is well managed at this school* (S2012)	83%	67%	57%
this school looks for ways to improve* (S2013)	83%	100%	86%
this school is well maintained* (S2014)	83%	50%	43%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	100%	100%
they like being at their school* (S2036)	85%	90%	95%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they feel safe at their school* (S2037)	92%	94%	95%
their teachers motivate them to learn* (S2038)	96%	97%	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)	89%	94%	100%
teachers treat students fairly at their school* (S2041)	85%	90%	90%
they can talk to their teachers about their concerns* (S2042)	85%	94%	100%
their school takes students' opinions seriously* (S2043)	96%	94%	100%
student behaviour is well managed at their school* (S2044)	86%	87%	95%
their school looks for ways to improve* (S2045)	96%	97%	100%
their school is well maintained* (S2046)	85%	97%	100%
their school gives them opportunities to do interesting things* (S2047)	92%	90%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	88%	70%	100%
they feel that their school is a safe place in which to work (S2070)	100%	90%	100%
they receive useful feedback about their work at their school (S2071)	63%	70%	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%	90%	100%
student behaviour is well managed at their school (S2074)	88%	100%	100%
staff are well supported at their school (S2075)	75%	80%	100%
their school takes staff opinions seriously (S2076)	88%	80%	100%
their school looks for ways to improve (S2077)	100%	80%	100%
their school is well maintained (S2078)	88%	60%	86%
their school gives them opportunities to do interesting things (S2079)	100%	90%	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

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 tuck-shop. Parents are welcome at Merinda State School and are respected members of our school community.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This ongoing work occurs throughout Health, the 'Change of Mindset' approach implemented in classrooms and 'Who's the Man' and 'Rock and Water' Programs.

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	4	11
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 the school's annual utilities return and is reliant on the accuracy of these returns. 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 energy consumption was due to the increasing use of computers and other technological devices, along with air conditioners being used more in classrooms. The age of some of our bigger air conditioners units across our school and having box units in some areas means that they are not as energy efficient as they could be.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	31,846	227
2014-2015	29,014	1,079
2015-2016	50,198	793

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

GO

Sector:

Government

Non-government

SEARCH

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	7	6	<5
Full-time Equivalent	6	4	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	7
Diploma	0
Certificate	0

*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 \$5,985.18.

The major professional development initiatives are as follows:

- Professional development of teachers in unpacking the curriculum
- Professional Learning Community
- Australian Curriculum Implementation
- Principal business meetings
- Face to face school moderation with other small schools
- Professional development in Speech Sound Pics (SSP)
- Professional development in Students with Special Needs

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.	97%	96%	98%

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

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).	93%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	90%	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 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	95%	93%	94%	95%	90%	89%	91%	96%					
2015	91%	93%	90%	88%	93%	91%	85%						
2016	88%	90%	94%	90%	90%	93%	85%						

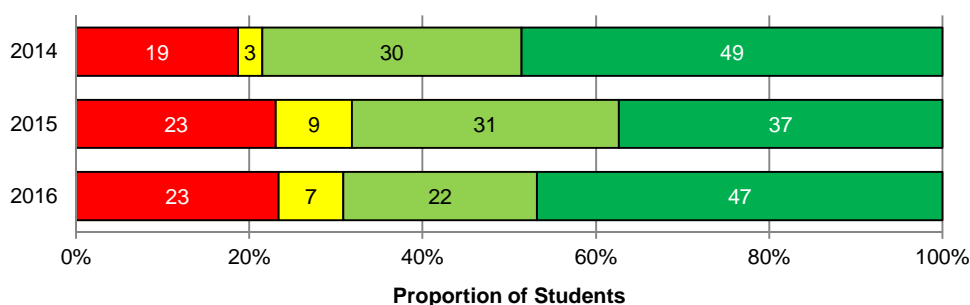
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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 or appointments out of town. Absence data is discussed with parents twice a year at least during parent/teacher meetings. At every parade we celebrate attendance with the 'Merinda Cup' which is awarded to the class with the highest average attendance for the week, plus we publish all our weekly class and school attendance data in every newsletter. The North Queensland Attendance Policy is uploaded onto Merinda State School's website.

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.

Find a school

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