Post address  CMB Merinda Via Bowen 4805
Phone  (07) 4785 2193
Fax  (07) 4785 2204
Email  the.principal@merindass.eq.edu.au
Webpages  Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person  The Principal

Principal’s foreword

Introduction

Merinda State School strives to provide the best possible education for children in Prep to Year 7. 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.

Teachers and teacher aides are innovative in their endeavours to engage children in dynamic learning – ranging from the growing and cultivation of vegetables, to the importance of physical fitness. This School Annual Report reflects the school’s progress in achieving agreed upon goals during the 2012 school year.

School progress towards its goals in 2012

During 2012, Merinda State School was committed to reviewing practices and policies for Behaviour Management, continuing the establishment a whole of school curriculum plan with a focus on Literacy, Numeracy and Science.

Throughout the year, the school continued to successfully implement School Wide Positive Behaviour Management for Students. The school’s priorities ensured a focus on Reading, Writing (including spelling, grammar & punctuation), Numeracy, Science, Attendance, Differentiation and Staff Building Capacity. This was achieved through access to professional development for staff in implementing the Australian Curriculum.

The school continued its employment of additional teachers and teacher aides to drive student improvement. Merinda State School also continued its focus on gathering and analysing data which informed intervention and differentiation. As part of the school’s commitment to developing teacher performance, ‘Developing Performance Plans’ were reviewed and for all teachers and opportunities to build capacity.

Merinda State School was involved in a teaching and learning audit in November 2012. The school was assessed in 8 domains and received an excellent report. Details of the results of this audit are available on the school’s website.

Future outlook

In 2013, Merinda State School’s core learning priorities are;

- Reading – Whole school approach to the teaching of comprehension
- Writing including spelling, grammar & punctuation
- Attendance and Retention
- Closing the Gap
To do this we will...

Implement and assess the Australian Curriculum in English, Mathematics, Science and History using the provided C2C units.
Continue to review and align Whole School Curriculum, Assessment and Reporting with QCARF and the Australian Curriculum with the introduction of History.
Update Curriculum Snapshot which includes a whole-school curriculum, assessment and reporting plan.
Implement School-Wide Assessment and Internal Monitoring Schedule, Indicators and Targets for 2013 to assist in planning for improvement.
Continue documentation of school planning within the One School environment.
Continue implementation of Whole School Reading Program to attend to the core learning priorities.
Implement ‘Reading Link’ and ‘Cars and Stars’ to address reading improvement agenda.
Continue implementation of ‘Spelling Mastery’ to address spelling improvement agenda.
Monitor student performance in reading comprehension, spelling, grammar and punctuation.
Purchase additional teacher aide hours to assist students with disabilities.
Purchase and use Site licenses to support KLAs and children working at school and home.
Implement Closing the Gap Literacy and Numeracy improvement initiatives through additional teacher aide support.
Develop and implement EATSIPS Plan.
Develop cluster/local school plan including liaising with local State High Schools
Engage parents to consistently adhere to the North Queensland Region Attendance Policy.
Improve student attendance rates, consistently monitoring whole school attendance and targeting individual attendance below 95%.
Keep parents informed of school and community events by:
- Updating website continually to ensure compliance with EQ requirements and communicate improvement agenda.
- Encouraging all parents to attend Information Night.
- Encouraging parent engagement in school activities.
- Promoting of Merinda State School’s various partnerships via the newsletter, website and newspaper.
- Continuing to inform and engage whole school community in our journey into becoming an Earth Smart School.

Encouraging parents to be actively involved in their child’s education by:
- Communicating with all parents/caregivers to actively involve themselves with their children’s improvement by discussing and celebrating student targets with them.
- Ensuring parents access formal parent/teacher interviews each semester.
- Encouraging all students and parents in ‘Wakikiiri’ competition via dance/drama/music lessons.
- Encouraging and training more parents/volunteers to assist with whole school reading sessions.
- Involving parents in Ready Reader Parent Program.
- Encouraging P&C, children and wider community to be active citizens through identifying areas of school improvement and fundraising to meet these needs.
- Engaging the P&C association in school decision making.

Engaging Indigenous school community in school activities and decision making by:
- Forming Indigenous consultative committee to enact.
- Embedding Aboriginal and Torres Strait Islander Perspectives into Schools.
- Promoting NAIDOC Day and encourage Indigenous community members to be involved.
- Preparing learners to enter in ‘Generation One’ competition again to end Indigenous disparity.

Maintaining school involvement with community organisations by:
- Continuing partnership with Reef HQ to maintain our ‘Reef Guardian School’ status and develop 2013 project strategy.
- Maintaining community partnership with Woolworths, Xstrata and other local businesses.

Continue implementation of School-Wide Positive Behaviour system and further development of SWBPM by painting SWPBM logo in school grounds.
Implement ‘Kids Matter’ as part of the school’s Learning and Wellbeing Framework.
Employ a chaplain 1 day a week through the use of chaplaincy grant funding.
Continue incorporation of ‘Smart Moves’ into daily programs.
Continue implementation of pedagogical framework based on DOTL and Explicit Teaching.
Refine and embed the high quality curriculum planning, assessment and teaching and learning practices.

Collaboratively construct ‘best practice teaching placemats’ for each KLA.

Review and amend Intervention Document in consultation with all teaching staff each term to identify and implement early whole school, small group and individual intervention required.

Achieve differentiation by:
- Training learning support teacher to implement speech language program to identified children.
- Liaising with Learning Support Teacher, Special Needs Teacher, AVTs and peers to adjust curriculum to meet the needs of students with disabilities.
- Planning timetable to be streamlined across whole school to facilitate differentiation.
- Continuing Resource Levy to equip children with correct learning tools for differentiation.

Continuing implementation of a Gifted and Talented Framework including access to instrumental music.

Collecting and analysing student data using a variety of devices to planning and teaching.

Implement 5 week data cycles in the areas of reading, spelling, grammar and punctuation.

Class teachers to regularly give feedback to students.

Develop ‘Student to Teacher’ feedback document.

Teach learners to set personal and academic and targets with teachers providing regular feedback and assistance to attain these goals.

Continued implementation of the Developing Performance Framework by conducting conversations and creating plans with all staff and reviewing them each term.

Implement Professional Development Plan based on Staff Developing Performance Framework and school priorities.

Provide Professional development to staff in analysing and interpreting data to effect change and inform planning.

Provide staff member with professional development to enable them to become a Gifted and Talented Mentor.

Schedule regular meetings with staff to plan the implementation of curriculum to improve learning.

Provide teaching staff with professional development in giving and receiving feedback, using feedback to inform practice and goal setting to inform feedback.

Commence staff critiquing each other’s teaching and providing detailed feedback using recorded footage.

Drive and facilitate moderation of common tasks and assessment across school and like-size cluster schools.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>34</td>
<td>12</td>
<td>22</td>
<td>88%</td>
</tr>
<tr>
<td>2011</td>
<td>36</td>
<td>15</td>
<td>21</td>
<td>89%</td>
</tr>
<tr>
<td>2012</td>
<td>50</td>
<td>19</td>
<td>31</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:
Merinda State School concluded the 2012 school year with an enrolment of 50 children. This enrolment consisted of 31 boys and 19 girls from Prep to Year 7. The school maintained 91% of its enrolment throughout the year. 10% of the student body was Indigenous.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>15</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>17</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

At Merinda we have a very distinctive school and a 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 State School has made literacy and numeracy a priority. Literacy and Numeracy blocks are timetabled across the school which gives students at least two hours, 4 days a week of intensive reading, writing and spelling and 1 ½ hours of mathematics, 4 days a week, in very small groups with a qualified teacher or teacher aide.

Children at Merinda State School are guaranteed 30 minutes of Smart Moves daily.

On Friday we have specialists who teach Dance, Drama, Music and HPE.

Extra curricula activities

- Inter school sport (Cal Lynch)
- Reef Guardian School – Green Team, Recycling Team
- Skipping Display Team
- Various Bowen Sub District Sporting teams
- Homework Centre

How Information and Communication Technologies are used to assist learning

ICT is integral in our curriculum preparation and presentation. Our upper class currently operates a 1 to 1 laptop program meaning that children have ready access to online and digital learning opportunities. Merinda also possesses a computer lab featuring 10 desktop computers that all students can access.

Year 7 students have also shared their experiences with ICTs with teachers in an attempt to maximise the effective use of ICTs in our classrooms.

Each classroom at Merinda is equipped with an interactive whiteboard, digital cameras, scanners with the P-3 class also having ready access to 2 iPads.

Social climate

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 individual abilities.

The small school environment of Merinda assists the development of a safe and supportive climate. Students are well known by all staff, and issues are dealt with promptly, if and when they arise. Parents are involved in the process of developing solutions and have indicated a high level of satisfaction with these aspects of school management. The school expects students to demonstrate a high standard of behaviour and every effort is made to assist them to develop appropriate relationships with each other and all members of the school community.
**Parent, student and staff satisfaction with the school**

Merinda State School continues to engage parents in the school through regular communication about student performance, academic delivery and extra-curricular offerings. A system of constant, student feedback was also developed.

Staff continue to be let through the Developing Performance Framework process and funds continue to be committed to professional development.

We have achieved excellent results across all stakeholders in the 2012 School Opinion Surveys. Our results are above or equal to those of the state and like schools across all areas. Our school community has worked hard in 2012 to achieve these excellent results.

### Performance measure (*Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>95.5%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>95.5%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>100.0%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>95.5%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>86.4%</td>
</tr>
</tbody>
</table>

### Performance measure (*Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>85.7%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>85.7%</td>
</tr>
</tbody>
</table>
Our school at a glance

- their teachers motivate them to learn* 100.0%
- their teachers expect them to do their best* 100.0%
- their teachers provide them with useful feedback about their school work* 100.0%
- teachers treat students fairly at their school* 100.0%
- they can talk to their teachers about their concerns* 100.0%
- their school takes students' opinions seriously* 100.0%
- student behaviour is well managed at their school* 100.0%
- their school looks for ways to improve* 100.0%
- their school is well maintained* 100.0%
- their school gives them opportunities to do interesting things* 100.0%

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>88.9%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>98.2%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education


They were also involved and consulted about important decisions, in particular the design of the school’s new uniform, through the processes of the Parents’ and Citizens’ Association and the School Newsletter.

In 2013 Parents and Community member will be consulted and involved in the Quadrennial School Review to be completed in Semester 2. Parents and the Community will be involved as part of the school team and consulted for feedback as we set our school’s plan for the next four years.

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 school’s annual utilities return and is reliant on the accuracy of these returns.

Solar panels were installed as part of the National Solar Scheme. Future reductions are being planned in the school’s Annual Implementation Plan:
- Maintain community partnership with Xstrata and Coal Stream
- Continue partnership with Reef HQ to maintain our ‘Reef Guardian School’ status and develop 2012 project strategy
- Reduce paper usage through the purchase of texts and site licenses

Consciously attempt to reduce school’s electricity use through awareness

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>48,284</td>
<td>0</td>
</tr>
<tr>
<td>2010-2011</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2011-2012</td>
<td>22,081</td>
<td>2,143</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>5</td>
<td>5</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2.5</td>
<td>3.4</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>5</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $6000.

The major professional development initiatives are as follows:

- Professional development of teachers in Explicit Teaching to align with the school’s Pedagogical Framework through visits to Wonga Beach SS.
- Development of Professional Performance Plans for all teachers
- Whole School Reading
- Professional Learning Community
- Principal Business Meetings
- Australian Curriculum Implementation
- Cluster School Moderation

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.
Our staff profile

Average staff attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>99.2%</td>
<td>98.8%</td>
<td>97.6%</td>
</tr>
</tbody>
</table>

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 2012 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 ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage).

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>97%</td>
<td>88%</td>
<td>95%</td>
<td>87%</td>
<td>95%</td>
<td>88%</td>
<td>95%</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>2011</td>
<td>92%</td>
<td>93%</td>
<td>90%</td>
<td>93%</td>
<td>85%</td>
<td>92%</td>
<td>81%</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
<tr>
<td>2012</td>
<td>97%</td>
<td>96%</td>
<td>98%</td>
<td>95%</td>
<td>99%</td>
<td>88%</td>
<td>95%</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>16%</td>
<td>25%</td>
<td>64%</td>
<td>3%</td>
</tr>
<tr>
<td>2011</td>
<td>15%</td>
<td>25%</td>
<td>64%</td>
<td>6%</td>
</tr>
<tr>
<td>2012</td>
<td>16%</td>
<td>25%</td>
<td>64%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Merinda State School recognises 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 minimise. 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/student/teacher meetings. ‘Everyday Counts’ is discussed in every newsletter and at every assembly. The North Queensland Attendance Policy is uploaded onto Merinda State School’s website. 100% attendance is rewarded via a certificate mailed home to parents each term.
Performance of our students

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Merinda State School’s enrolments include four students who identify themselves as being Aboriginal or Torres Strait Islander. The attendance of our Indigenous students is 94.9 % as compared to 92.6% for our Non-Indigenous students.

In 2013 our efforts will continue to focus on closing the gap between Indigenous and Non-Indigenous students in Reading, Writing, and Number through the employment of an extra teacher aide. Merinda State School celebrates NAIDOC Day and liaises with Indigenous members of the community to support us in conducting a culturally appropriate ceremony. Also, Merinda State School once again participated in Generation One, working together to end Indigenous disparity.

In 2013 Merinda State School will continue on its EATSIPS journey.