Merinda State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Merinda State School has provided education to the students of Merinda, Bowen and surrounding areas since opening in 1898. The school has a long tradition of providing quality education, excellent sporting opportunities and strong community engagement. Located 10 kilometres north of Bowen, Merinda State School strives to provide quality education for children in Prep to Year 6 in three multi-age classes. This is achieved through a quality curriculum, small staff to student ratios and a commitment to ongoing professional development. Our school's core priorities are to create an atmosphere that enables all students to engage in life-long learning and assist them to reach their full potential. Our highly educated staff are committed to delivering an education based on individual learning needs. We believe that schools are successful when they seek to involve the school community in the development of educational programs and decision making. Merinda works in partnership with the community, responding to local needs and valuing social diversity to create a learning environment that responds to student needs and development.

School progress towards its goals in 2018

Merinda State School's Explicit Improvement Agenda for 2018 was focused on three key areas for improvement. The key areas for improvement as identified in the School Annual Implementation Plan during 2018 were:

- Improved writing outcomes by ensuring consistency and a whole school pedagogical approach based on High Impact Teaching Strategies in P-6.

- Continued implementation of the Australian Curriculum by continuing to review and align the Whole School Curriculum, Assessment and Reporting with the Australian Curriculum (AC) Version 8.

- Analysing and implementing data with a focus on continuing to build staff literacy skills.

In 2018, Merinda State School 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.

In 2018, 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 achieved. 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 2019 is focused on three key areas for improvement. The key areas for improvement as identified in the School Annual Implementation Plan during 2019 are:

- Improved writing outcomes by ensuring consistency and a whole school pedagogical approach based on High Impact Teaching Strategies in P-6.

- Continued implementation of the Australian Curriculum by continuing to review and align the Whole School Curriculum, Assessment and Reporting with the Australian Curriculum (AC) Version 8.

- Analysing and implementing data with a focus on continuing to build staff literacy skills.

In 2019, Merinda State School will utilize the funding from Invest for Success and other school funds to focus on:

- Continuing to develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching.
- Continuing to develop teacher knowledge and understanding of the P-10 Australian Curriculum content descriptions and achievement standards by implementing Quality Teaching and Learning practices.
- Continuing to monitor early phase literacy and numeracy, and providing opportunities for professional conversations regarding student progress and strategies for intervention.

Our school will improve student outcomes by:

- Continuing to upskill teachers in the use of OneSchool so that all teachers are using the developmental maps markbook, Individual Curriculum Plans, differentiation placemat, literacy continuum and dashboard functionality.
- Employing a classroom teacher.
- Providing TRS to enable teachers/leaders to engage in Quality Teaching and Learning practices, data gathering, collation and analysis on English, especially focusing on improving writing outcomes.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	86	77	55
Girls	37	34	20
Boys	49	43	35
Indigenous	25	18	9
Enrolment continuity (Feb. – Nov.)	82%	93%	72%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 decreased since 2017. The student population is unique and there is a mix of socioeconomic families.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	20	16
Year 4 – Year 6	22	15	20
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	86%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	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)	86%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	43%	80%	100%
• student behaviour is well managed at this school* (S2012)	57%	80%	100%
• this school looks for ways to improve* (S2013)	86%	100%	100%
• this school is well maintained* (S2014)	43%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	95%	94%	95%
• they feel safe at their school* (S2037)	95%	97%	95%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	87%	100%
• teachers treat students fairly at their school* (S2041)	90%	94%	95%
• they can talk to their teachers about their concerns* (S2042)	100%	84%	100%
• their school takes students' opinions seriously* (S2043)	100%	90%	86%
• student behaviour is well managed at their school* (S2044)	95%	94%	91%
• their school looks for ways to improve* (S2045)	100%	97%	95%
• their school is well maintained* (S2046)	100%	97%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	87%	95%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	67%	67%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	75%	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%	83%
• student behaviour is well managed at their school (S2074)	100%	67%	80%
• staff are well supported at their school (S2075)	100%	83%	50%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	100%	83%	33%
• their school looks for ways to improve (S2077)	100%	100%	67%
• their school is well maintained (S2078)	86%	83%	100%
• their school gives them opportunities to do interesting things (S2079)	83%	83%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	11	2	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 reduction in energy consumption was due to the installation of new air conditioners in 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	50,198	40,467	39,238
Water (kL)	793	514	781

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go

| School sector ∨ | School type ∨ | State ∨ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	6	<5
Full-time equivalents	5	3	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	4
Diploma	0
Certificate	0

*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 2018 were $10,775.01

The major professional development initiatives are as follows:

- Professional development of teachers in Age Appropriate Pedagogies.
- Professional Learning Community.
- Australian Curriculum Implementation.
- Principal business meetings.
- Face to face school moderation with other small schools.
- Professional development in Students with Special Needs.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 58% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	94%	91%
Attendance rate for Indigenous** students at this school	90%	92%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	88%	96%	93%
Year 1	90%	91%	90%
Year 2	94%	96%	93%
Year 3	90%	92%	92%
Year 4	90%	94%	94%
Year 5	93%	95%	89%
Year 6	85%	93%	88%

Year level	2016	2017	2018
Year 7		100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
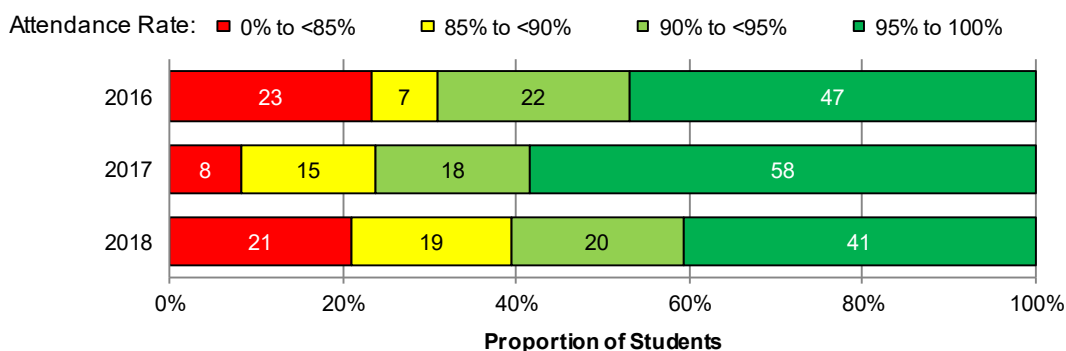
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.
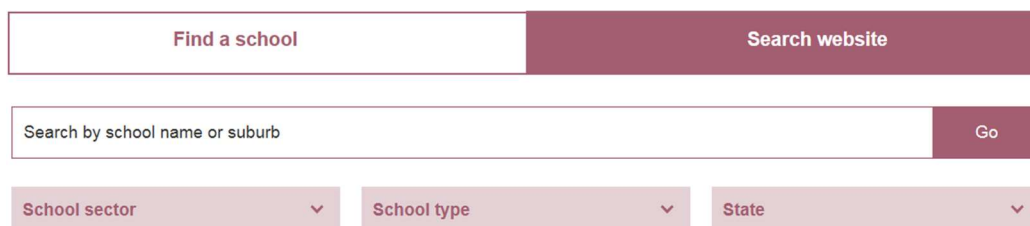
Merinda State School recognizes that every day at school counts. Non-attendance of students at Merinda State School is an issue that the school takes seriously and attempts to minimize. This is achieved by regularly monitoring of absences trends. This data is obtained by daily marking of class rolls 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.