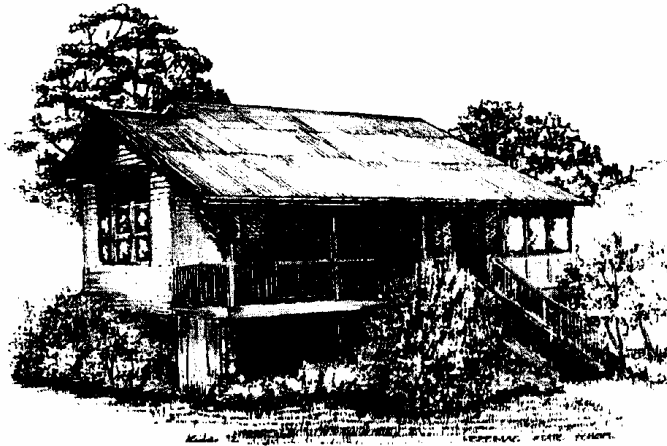


# Merrimac State School



School Report  
2005 – 2007/8

## School Community Information

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## **Introduction:**

This report provides an overview of the school's performance over the past three years. It highlights strengths and identifies areas for development and improvement.

It provides valuable information for members of the school community on the achievement of the school against declared systemic and school priorities as outlined in the current School Partnership Agreement.

This Report fulfils two functions:

- It provides the school community, through the School Council and the Parents and Citizens Association with information on the school's three year progress towards achieving the goals and priorities outlined in the school's current Partnership Agreement.
- It provides a base on which the school develops its next Three Year Partnership Agreement.

**Dr. Randall Pointing**  
**Principal**

## **Statement of Purpose:**

The School Community has developed a vision statement and statement of purpose for Merrimac State School. It was felt that our children are our future. As such the emphasis at Merrimac should be on:

**“Educating the Future”**

## **School Vision Statement:**

Merrimac State School's vision is to engage our students in life long learning through:

- developing self esteem in a supportive and caring environment
- an emphasis on each child's learning needs and interests
- the effective implementation of a quality curriculum
- the effective integration of learning technology
- a range of cultural, sporting and social activities
- a respect and appreciation for our natural surroundings
- the development of a range of resources and facilities to support quality student achievements
- active participation by students, staff, parents and community members



## School Profile (14-12-07)

### Location:

Merrimac State School is a state primary school located on the Queensland Gold Coast between Surfers Paradise and the Hinterland. The school was established in 1917 as a one-teacher school and has grown over the years to a school with an enrolment of 706 students covering Prep to Year 7. Merrimac is a coeducational school.



Original One Teacher School Building

### Physical Features:

The school is characterised by its original one teacher school building which is backdropped by a bush setting set amidst international level golf courses. All other buildings are relatively new and are of open plan design. The school has carried the slogan 'the country school in the city' as it has maintained a country image during recent urban development.

The learning environment is characterised by low set buildings with double classrooms and withdrawal rooms. Music lessons are currently conducted in a double classroom space. This is to be refurbished in 2008 as a purpose built music facility to cater for class music and instrumental music lessons. LOTE lessons are held in the original school building. The following school buildings are fully air conditioned: Administration, LOTE, Music, Instrumental Music, Library, MPC Conference Room, ICT Centre and Smart Board Rooms. The Year 7 Block was air conditioned in 2007. This is part of the P and C Association's plans to air condition all classrooms over the next few years.

### Staff:

Merrimac is staffed by 28 class teachers, specialist teachers in PE, Music, LOTE, Learning Support, Guidance, Reading Recovery and Library. Reading Recovery will cease at the end of the 2007 school year. The administration team consists of the Principal, Deputy Principal, Head of Curriculum, Registrar and two Administration Officers.

The school has eight teacher aides working in classrooms and in the learning support centre. A number of visiting specialists support the school including a Speech Therapist, Instrumental Teachers and Advisory Visiting Teacher (Intellectual Impairment and Physical Impairment). Four cleaners and a full time and a part time janitor groundsperson maintain the school facilities. School management is characterised by a School Council, various School Committees, Curriculum Coordinators and a Student Council. Senior teachers play an important role in management issues.

The majority of staff have been at the school for many years providing a relatively stable staffing mix. Staff include graduates through to senior teachers. There is a high ratio of female to male teachers. The majority of staff is active in pursuing professional development.

Teaching practices vary from cooperative teaching through to single classes with some composite classes. Cooperative planning and teaching is encouraged. The school staff is very supportive and professional in their approach and committed to the students and community.

### Students:

The student clientele is characterised by a mix of middle class and sole supporting families. The majority of the school population is stable with many families passing local schools to attend Merrimac.

The school services a wide area including the communities of Merrimac, Merridown, Cararra, Worongary, Nerang, Clear Island Waters, Robina, Mermaid Waters and Mudgeeraba. There are an increasing number of students from southern states and New Zealand. Thirteen students currently identify as Aboriginal and Torres Strait Islanders. Approximately 12% of the student population access a range of educational services and support

such as:- Learning Support; Year 2 Net Support and Year 5 Testing Intervention; Guidance Officer; Reading Recovery; Speech Language; Educational Adjustment Programs and Appraisalment; English as a Second Language.

An active Special Needs Committee caters for learning support students and students on Educational Adjustment Programs in the area of intellectual impairment, autistic spectrum disorder and speech and language impairment. A small group of students are supported by a visiting English as a Second Language Teacher.

At Merrimac State School we place a great deal of emphasis on student leadership. Whether it is at a class level, in the playground, at sporting activities or at a whole school level, we try to develop leadership skills and responsibility in all our students. Our student leader positions consist of four school captains, eight sports captains, Years 6 and 7 student council children, Years 4 to 7 class captains, Band Leaders and our Year 6 and 7 Playground Pals.

Our school's International Program is very well developed and supported by the whole school community. The program consists of an extended Japanese Program (Years 3 to 7), an extension Chinese Program (for eligible Years 6 and 7 students), our Japanese Sister School arrangement, International Fee Paying Students and ongoing study tours.

### **Curriculum Programs:**

Curriculum offerings include English, Mathematics, Science, Studies of Society and Environment, Art, Physical Education and Music. Japanese is taught to all students in Years 5, 6 and 7. Years 3 and 4 also took part in introductory Japanese lessons. Swimming is offered to all year levels with interschool sport and outdoor pursuits available to Years 5-7. The school is continuing to develop its curriculum framework with a focus on integrated outcomes planning.

Year 2 Net Intervention is provided for students in Years 2 and 3. Pep commenced in 2007 with a half cohort of children. In 2008 there will be a full intake of Prep students. All of our Prep enrolments from 2007 will continue onto Year One next year at our

school. The school has ample physical resources and a very well resourced school resource centre. Information Technology is a major systemic priority with a Local Area Network completed in 1999 and video conferencing facilities established in 2003. The internet is available in all classrooms. Our school has a purpose built ICT Centre featuring two computer labs and video teleconferencing facilities. Our computers are replaced every three years. This ensures the most up to date equipment possible for the students.

### **Supportive School Environment:**

The school's behaviour management program focuses on the provision of a safe and supportive environment. It encourages students to strive to improve their behaviour through rewarding and acknowledging positive behaviour.

Behaviour management procedures are common through all classrooms with a level system based on timeout and responsible thinking. Individual Behaviour Management Plans are implemented for children who need additional support.

Major priority areas include a focus on developmental learning, the development of student self esteem, the integration of learning technology, improved literacy skills, the provision of recreational programs and the enhancement of the physical environment.

### **Parent Involvement:**

Overall, parent support at Merrimac State School is very good. We believe strongly in parent involvement and parents are invited to develop a close link with the school. Good communication between home and school is essential. Communication is promoted through weekly newsletters, class newsletters each term, formal and informal parent/teacher interviews, parent/teacher nights, student folios and report cards, open days and special school activities.

It is the practice at Merrimac to invite parents and other interested community members to help as voluntary aides within the classroom. This is outlined at the parent/teacher evening early in the school year. Parents are also invited to be actively involved in the different parent bodies: P and C Association, Tuckshop Committee, Bookshop and

Uniform Shop Committee, Grounds Committee and the Outside Hours School Care Committee. Meetings of these committees are held on a regular basis.

**Finances:**

The school has a total annual budget in excess of \$400 000 comprising of funds from Education Queensland, parent contributions, P&C Bookshop, school tuckshop, the P&C Association and special purpose grants.

The P&C Association is active in the school with a Bookshop operating throughout the year. Income generated through the tuckshop and bookshop provides significant capital input into the school.

The formation of a Building Fund was undertaken at the beginning of the 2000 school year.

## **2005 – 2007/8 Annual Highlights**

Over the last three years a number of programs and events were introduced as part of the school enhancement and improvement scheme. The following is a summary of the major events and issues during this time:

- successful Year 6 Camps to Midginbil Hill
- continuation of the Year 4 Camping Program to the Sunshine Coast
- staging of very successful ‘Carols by Candlelight’ evenings
- staging of successful Year 7 Graduation Ceremonies
- continuation of a strong emphasis on Anzac Day celebrations
- improvement of school grounds with upgrades to the school environmental area
- continuation of parent and community surveys
- successful operation of a School Council
- very successful trips to Japan by teachers, parents and students to visit our Japanese Sister School (2005 & 2007)
- organisation and running of successful Athletics, Cross Country and Swimming Carnivals
- Student Leadership Program and Leadership Camps/days
- participation in the Australian English, Writing, Computer and Maths Competitions
- coordination and participation in Interschool Sports
- successful Band and Junior Choir participation in the Gold Coast Eisteddfod
- visits to Nursing Homes and Shopping Centre by the School Band and Choirs
- entertaining Magic of Music concerts by all our music students
- whole school Life Education Program
- learning technology in all classrooms
- internet connections to all classrooms
- successful lower school and upper school Talent Quests
- successful junior strings tours
- out of school hours Fits Kids, Aus Kick, tennis, tae-kwon-do and speech and drama lessons
- Year 4 Bike Education Program each year
- participation in cluster G and T days
- National Tree Planting Days

- successful school discos run by the Student Council
- popular social opportunities for students to participate in State of Origin, trivia and games nights
- educational and informative excursions to complement class units of study

These events characterise the commitment by administration and staff at Merrimac State School to develop a supportive school environment.

## State Wide Data

Numeracy were higher than the State averages. This was the case in 2005 and 2006 in the area of Writing.

### Year 2 Diagnostic Net Continua:

#### Reading

Yr/Phase	A	B	C	D	E
2005	3.4	31.5	62.5	0	0
2006	2.6	60.5	36.8	0	0
2007	7.6	64.8	27.6	0	0

Results over the last three years have shown a growing number of children operating in Phase B and a reducing number in Phase C.

#### Writing

Yr/Phase	A	B	C	D	E
2005	2.2	44.9	52.8	0	0
2006	3.9	65.8	30.3	0	0
2007	11.4	81.9	6.7	0	0

Results over the last three years have shown an increased number of students operating in Phase B and a reducing number in Phase C.

#### Number

Yr/Phase	A	B	C	D	E
2005	0	14.4	85.6	0	0
2006	0	36.8	63.2	0	0
2007	4.8	67.6	27.6	0	0

Results over the last three years have shown an increased number of students operating in Phase B and a reducing number in Phase C.

### Percentage of Year 2 Students Identified for Additional Support

Year	Area	School %	State %
2005	Reading	21.7	24.7
2005	Writing	17.4	15.1
2005	Numeracy	13.0	19.9
2006	Reading	19.5	24.2
2006	Writing	19.5	15.1
2006	Numeracy	16.9	19.1
2007	Reading	28.6	24.3
2007	Writing	17.1	15.2
2007	Numeracy	24.8	18.8

In 2007 the percentage of Year 2 students identified for additional support in Reading, Writing and

**Year 3 Testing:**

**Literacy - Reading and Viewing**

Year Level	Year	School Avg	State Avg
3	2005	523	548
3	2006	528	535
3	2007	521	527

**Literacy - Writing**

Year Level	Year	School Avg	State Avg
3	2005	492	509
3	2006	530	522
3	2007	516	523

**Literacy - Spelling**

Year Level	Year	School Avg	State Avg
3	2005	535	544
3	2006	524	533
3	2007	522	528

**Numeracy - Number**

Year Level	Year	School Avg	State Avg
3	2005	523	540
3	2006	524	526
3	2007	487	515

**Numeracy - Measurement and Data**

Year Level	Year	School Avg	State Avg
3	2005	533	544
3	2006	522	528
3	2007	503	522

**Numeracy - Space**

Year Level	Year	School Avg	State Avg
3	2005	529	543
3	2006	527	536
3	2007	496	522

**Numeracy - Overall**

Year Level	Year	School Avg	State Avg
3	2006	523	529
3	2007	499	521

An analysis of the 2005 to 2007 results shows Merrimac to be below the state average in a large majority of areas. Many areas however, were within the broad average range.

**2005 Year 3 National Schools Benchmark:  
% Students above the National Benchmark**

<b>Reading</b>	<b>92</b>
<b>Writing</b>	<b>75</b>
<b>Number</b>	<b>92</b>

**2006 Year 3 National Schools Benchmark:  
% Students above the National Benchmark**

<b>Reading</b>	<b>88</b>
<b>Writing</b>	<b>91</b>
<b>Number</b>	<b>89</b>

**2007 Year 3 National Schools Benchmark:  
% Students above the National Benchmark**

<b>Reading</b>	<b>95</b>
<b>Writing</b>	<b>90</b>
<b>Number</b>	<b>88</b>

**Year 5 Testing:****Reading and Viewing**

Year Level	Year	School Avg	State Avg
5	2005	620	614
5	2006	598	608
5	2007	604	606

**Literacy - Writing**

Year Level	Year	School Avg	State Avg
5	2005	626	606
5	2006	659	627
5	2007	581	600

**Literacy - Spelling**

Year Level	Year	School Avg	State Avg
5	2005	608	599
5	2006	615	618
5	2007	598	603

**Numeracy - Number**

Year Level	Year	School Avg	State Avg
5	2005	612	610
5	2006	613	601
5	2007	582	579

**Numeracy - Measurement & Data**

Year Level	Year	School Avg	State Avg
5	2005	603	612
5	2006	584	598
5	2007	597	592

**Numeracy - Space**

Year Level	Year	School Avg	State Avg
5	2005	635	612
5	2006	585	602
5	2007	588	596

**Numeracy - Overall**

Year Level	Year	School Avg	State Avg
5	2006	596	599
5	2007	589	588

An analysis of the 2005 to 2007 results indicates Merrimac to be either above or just below the state averages in all areas. The areas slightly below the state averages are within the broad average range.

**2005 Year 5 National Schools Benchmark:  
% Students above the National Benchmark**

<b>Reading</b>	<b>85</b>
<b>Writing</b>	<b>97</b>
<b>Number</b>	<b>89</b>

**2006 Year 5 National Schools Benchmark:  
% Students above the National Benchmark**

<b>Reading</b>	<b>88</b>
<b>Writing</b>	<b>95</b>
<b>Number</b>	<b>91</b>

**2007 Year 5 National Schools Benchmark:  
% Students above the National Benchmark**

<b>Reading</b>	<b>76</b>
<b>Writing</b>	<b>93</b>
<b>Number</b>	<b>82</b>

**Year 7 Testing:**

**Reading and Viewing**

Year Level	Year	School Avg	State Avg
7	2005	677	689
7	2006	653	678
7	2007	669	672

**Literacy - Writing**

Year Level	Year	School Avg	State Avg
7	2005	762	746
7	2006	703	696
7	2007	695	681

**Literacy - Spelling**

Year Level	Year	School Avg	State Avg
7	2005	701	687
7	2006	666	684
7	2007	683	676

**Numeracy - Number**

Year Level	Year	School Avg	State Avg
7	2005	682	665
7	2006	665	656
7	2007	657	648

**Numeracy - Measurement and Data**

Year Level	Year	School Avg	State Avg
7	2005	679	668
7	2006	665	653
7	2007	666	651

**Numeracy - Space**

Year Level	Year	School Avg	State Avg
7	2005	672	670
7	2006	679	654
7	2007	647	648

**Numeracy - Overall**

Year Level	Year	School Avg	State Avg
7	2006	668	653
7	2007	653	648

An analysis of the 2005 to 2007 results indicates Merrimac to be above the state averages in the majority of areas. Where results are below the state averages they are within the broad average range.

**2005 Year 7 National Schools Benchmark:  
% Students above the National Benchmark**

<b>Reading</b>	<b>96</b>
<b>Writing</b>	<b>99</b>
<b>Number</b>	<b>93</b>

**2006 Year 7 National Schools Benchmark:  
% Students above the National Benchmark**

<b>Reading</b>	<b>84</b>
<b>Writing</b>	<b>96</b>
<b>Number</b>	<b>86</b>

**2007 Year 7 National Schools Benchmark:  
% Students above the National Benchmark**

<b>Reading</b>	<b>91</b>
<b>Writing</b>	<b>99</b>
<b>Number</b>	<b>87</b>

## School Based Data

### Numeracy Review:

The Numeracy Review aligns with the school's Mathematics Overview.

Yr 2005	Term 1	Term 4
Year 2	76	86.7
Year 3	73	77.9
Year 4	78	71
Year 5	69	73.7
Year 6	57	73.4
Year 7	61	67.5

Yr 2006	Term 1	Term 4
Year 2	84	81
Year 3	77	65
Year 4	74	74
Year 5	67	76
Year 6	64	65
Year 7	66	63

Yr 2007	Term 1	Term 4
Year 2	73	82
Year 3	67	65
Year 4	69	71
Year 5	66	65
Year 6	61	70
Year 7	68	67

### Number Facts Review:

The school undertakes a Number Facts review in Years 4, 5, 6 and 7 each year. The review involves both written and oral testing. This will be an ongoing review allowing results to be compared from one year to the next.

#### Oral Number Facts

	Yr 4	Yr 5	Yr 6	Yr 7
2005	87	88	94	96
2006	87	91	90	96
2007	81	91	95	97

#### Written Number Facts

	Yr 4	Yr 5	Yr 6	Yr 7
2005	86	88	95	98
2006	89	93	93	96
2007	88	91	96	99

### Take Home Readers Review:

All school Take Home Readers are levelled according to the Reading Recovery Program levels. This is to allow children to read at their appropriate reading age level. Each child's reading is analysed before they are allowed to move onto another level. A record is kept of each child's reading level. Such data over time shows both individual student progress as well as providing a guide for whole school achievements.

The reading level data is collected at the end of Term 3 in each year.

#### Take Home Reader Levels 1-30

	2005	2006	2007
1	7.13	8.62	7.31
2	21.1	20.9	16.34
3	23.8	23.6	22.32
4	28.9	26.4	26.88
5	28.6	29.8	28.74
6	29.5	29.8	29.59
7	29.9	30.0	30.0

### Developmental Readers Review:

All school readers are levelled according to the Reading Recovery Program levels. In class children are placed on appropriate developmental reading levels. A record is kept of each child's developmental reading level. Such data over time shows both individual student progress as well as providing a guide for whole school achievements.

The reading level data is collected at the end of Term 3 in each year. The results for the last five years have been included

	2005	2006	2007
1	8.5	10.7	8.83
2	23.9	23.7	18.21
3	26.5	26.3	24.34
4	32.1	30.4	31.07
5	32.5	34.8	34.73
6	36.8	37.4	37.44
7	37.9	37.2	37.86

### Reading Ages

During Terms 1 and 4 all students in Years 1 to 7 undertake the Burt Reading Test. Results of the Burt tests allow the school to make comparisons with

previous years results and also to gauge overall reading progress.

**Burt Reading Levels (Year 2005)**

	Feb 2005		Nov 2005	
	RS	RA	RS	RA
<b>Yr 1</b>	-	-	27	6.08
<b>Yr 2</b>	35	7.04	46	8.03
<b>Yr 3</b>	46	8.03	60	9.09
<b>Yr 4</b>	59	9.07	68	10.09
<b>Yr 5</b>	72	11.03	77	12.00
<b>Yr 6</b>	77	12.02	83	12.6+
<b>Yr 7</b>	86	12.6+	93	12.6+

**Burt Reading Levels (Year 2006)**

	Feb 2006		Nov 2006	
	RS	RA	RS	RA
<b>Yr 1</b>	-	-	27	6.08
<b>Yr 2</b>	31	7.00	45	8.02
<b>Yr 3</b>	49	8.06	57	9.04
<b>Yr 4</b>	58	9.05	69	10.10
<b>Yr 5</b>	69	10.10	76	11.10
<b>Yr 6</b>	82	12.06	87	12.6+
<b>Yr 7</b>	87	12.06+	93	12.6+

**Burt Reading Levels (Year 2007)**

	Feb 2007		Nov 2007	
	RS	RA	RS	RA
<b>Yr 1</b>	-	-	29	6.10
<b>Yr 2</b>	29	6.10	43	8.01
<b>Yr 3</b>	42	7.11	56	9.02
<b>Yr 4</b>	57	9.04	66	10.06
<b>Yr 5</b>	67	10.07	76	11.10
<b>Yr 6</b>	81	12.06	87	12.06+
<b>Yr 7</b>	88	12.06+	94	12.06+

**Spelling Ages**

During Term 3 all students in Years 4 to 7 undertake the Waddington Diagnostic Spelling Test. This test is implemented each year to compare with previous years and gauge spelling progress.

The Waddington Spelling test has a highest spelling age level of 11.

**Year 4-7 Spelling Ages**

	Yr 4	Yr 5	Yr 6	Yr 7
<b>2005</b>	9yrs 4mths	9yrs 7mths	9yrs 9mth	10yrs 5mths
<b>2006</b>	9yrs 5mths	10yrs 0mths	10yrs 1mth	10yrs 5mths
<b>2007</b>	9yrs 5mths	9yrs 10mths	10yrs 2mths	10yrs 1mths

**PAT R Reading**

2005	Term One	Term Four	Mean	Stand Dev
<b>Year 4</b>	22.32	6.65	24.57	5.41
<b>Year 5</b>	21.12	7.29	23.77	6.4
<b>Year 6</b>	20.03	7.27	24.11	7.72
<b>Year 7</b>	16.53	6.45	19.17	6.42

2006	Term One	Term Four	Mean	Stand Dev
<b>Year 4</b>	22.29	7.30	25.7	6.3
<b>Year 5</b>	22.64	6.04	25.1	6.8
<b>Year 6</b>	21.80	7.61	23.6	8.1
<b>Year 7</b>	16.78	6.00	20.2	6.8

2007	Term One	Term Four	Mean	Stand Dev
<b>Year 4</b>	21.4	6.50	24.6	6.9
<b>Year 5</b>	21.1	7.0	23.8	7.1
<b>Year 6</b>	21.5	7.0	25	7.4
<b>Year 7</b>	17.9	7.3	19.8	7.1

**PAT R Vocabulary**

	Yr 2005
<b>Year 4</b>	65
<b>Year 5</b>	58
<b>Year 6</b>	57
<b>Year 7</b>	37

	Yr 2006
<b>Year 4</b>	66
<b>Year 5</b>	56
<b>Year 6</b>	47
<b>Year 7</b>	41

	Yr 2007
<b>Year 4</b>	66
<b>Year 5</b>	56
<b>Year 6</b>	52
<b>Year 7</b>	39

**Technology****2005 to 2007 Student/Computer Ratios**

Year	Years 1-3	Years 4-7
2005	1:7.3	1:3.4
2006	1:5	1:5.1
2007	1:5.5	1:5.5

**ICT Year Level Testing Averages**

	Yr 2007
Year 1	75
Year 2	94
Year 3	91
Year 4	92
Year 5	88
Year 6	95
Year 7	89

**2005 Satisfaction Levels****With Access To Computers/Technology**

Parents	62.1%
Students	53.4%

**2006 Satisfaction Levels****With Access To Computers/Technology**

Parents	71.8
Students	70.8

**2007 Satisfaction Levels****With Access To Computers/Technology**

Parents	73.5
Students	68.1

**ICT Year Level Testing Averages**

	Yr 2005
Year 1	69
Year 2	71
Year 3	70
Year 4	81
Year 5	85
Year 6	84
Year 7	99

**ICT Year Level Testing Averages**

	Yr 2006
Year 1	75
Year 2	83
Year 3	86
Year 4	67
Year 5	76
Year 6	89
Year 7	84

## Behaviour Management

Over the last three years the school was able to manage the majority of student misbehaviour within the lower levels of the management system (Levels 1-3) with students being placed on Levels 4-9 as follows:

### 2005 Behaviour Levels

Level	Total
4 - one session timeout	519
5 - two sessions timeout	56
6 - three session timeout	11
7 - one days timeout	2
8 - internal suspension	1
9 - external suspension	4
10 – exclusion	0

### 2006 Behaviour Levels

Level	Total
4 - one session timeout	841
5 - two sessions timeout	68
6 - three session timeout	9
7 - one days timeout	3
8 - internal suspension	2
9 - external suspension	4
10 – exclusion	0

### 2007 Behaviour Levels

2007 Levels	Total
4 - one session timeout	698
5 - two sessions timeout	69
6 - three session timeout	10
7 - one days timeout	6
8 - internal suspension	5
9 - external suspension	4
10 – exclusion	0

Many of these consequences apply to only a small percentage of children at our school.

### Excellence in Behaviour Awards:

At the end of each term children who display a high standard of behaviour are awarded Excellence in Behaviour Certificates. To achieve this award, children will not have received more than two Level 2's or above for inappropriate behaviour. For the

last three years over 70% of our children receive these certificates at the end of every term.

Also privilege cards are given to children for very outstanding behaviour. Only children, who receive no levels or only one level one in any given term, will receive these cards. For the last three years over 50% of our children receive these certificates at the end of every term. Overall the standard of behaviour at Merrimac is very good.

### Student Disciplinary Absences:

In 2005 four students were suspended for between 1 and 5 days for behaviours including offensive language, disobedience and misconduct.

In 2006 two students were suspended for between 1 and 5 days and two students were suspended for between 6 and 20 days for behaviours including offensive language, disobedience and misconduct.

In 2007 two students were suspended for between 1 and 5 days for behaviours including offensive language, disobedience and misconduct.

## Student Enrolments

### Student Enrolment Trends:

Enrolment Trends (Pre/Prep to Year 7)	
Year	Enrolment (Census)
2005	706
2006	700
2007	706

### School Enrolment Surveys:

Each year all families of new Prep children or Year One children were surveyed after approximately six weeks of attendance at Merrimac State School. A similar survey is also given to all new enrolments in Years 2 to 7 after about six weeks of schooling at Merrimac. The feedback from these surveys helps to provide information to the school on how the children have settled into their new school life and also how happy the parents have been with the services they received at the school.

Such data is collated and shared with the relevant school staff and school community. It is interesting to note that each year:

- Almost 50% of new enrolments come about through personal recommendations, visiting the school's website and actual school visits
- 99% of new enrolments say they would recommend Merrimac State School to a friend

### 2005 Data From The New Enrolments Survey

Service Provided By Office and Administration				
Excellent 52	Good 41	Average 7	Poor 0	Unsatis 0
Relationship Between Your Child and their Teacher				
Excellent 40	Good 50	Average 10	Poor 0	Unsatis 0
The School's Weekly Newsletter				
Excellent 41	Good 49	Average 10	Poor 0	Unsatis 0

### 2006 Data From The New Enrolments Survey

Service Provided By Office and Administration				
Excellent 52	Good 41	Average 7	Poor 0	Unsatis 0
Relationship Between Your Child and their Teacher				
Excellent 40	Good 50	Average 10	Poor 0	Unsatis 0
The School's Weekly Newsletter				
Excellent 41	Good 49	Average 10	Poor 0	Unsatis 0

### 2007 Data From The New Enrolments Survey

Service Provided By Office and Administration				
Excellent 52	Good 41	Average 7	Poor 0	Unsatis 0
Relationship Between Your Child and their Teacher				
Excellent 40	Good 50	Average 10	Poor 0	Unsatis 0
The School's Weekly Newsletter				
Excellent 41	Good 49	Average 10	Poor 0	Unsatis 0

### Student Destination Data:

#### 2005 Student Destinations

- Merrimac State High School – 54%
- Robina State High School -8%
- Other State High Schools – 13%
- Total to State High Schools – 75%
- Total to Private Schools – 25%
- 100% of Merrimac Prep students enrolled in Year 1 at Merrimac State School

#### 2006 Student Destinations

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- Robina State High School -8%
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#### 2007 Student Destinations

- Merrimac State High School – 54%
- Robina State High School -8%
- Other State High Schools – 13%
- Total to State High Schools – 75%
- Total to Private Schools – 25%
- 100% of Merrimac Prep students enrolled in Year 1 at Merrimac State School

## Student Data

### Student Opinion Survey Data:

#### 2005 Year 5 Student Satisfaction Ratings

Goals	School	State
Student Outcomes	3.16	3.22
Curriculum	3.01	3.08
Pedagogy	2.92	3.00
Learning Climate	3.24	3.23
School Climate	2.58	2.86
Resources	2.92	2.95
<b>Overall</b>	2.99	3.07

#### 2006 Year 5 Student Satisfaction Ratings

Goals	School	State
Student Outcomes	3.33	3.20
Curriculum	3.22	3.07
Pedagogy	2.92	3.01
Learning Climate	3.42	3.22
School Climate	3.09	2.88
Resources	3.22	2.97
<b>Overall</b>	3.22	3.08

#### 2007 Year 5 Student Satisfaction Ratings

Goals	School	State
Student Outcomes	3.39	3.22
Curriculum	3.27	3.09
Pedagogy	3.38	3.03
Learning Climate	3.50	3.25
School Climate	3.06	2.90
Resources	3.22	3.01
<b>Overall</b>	3.32	3.10

#### 2005 Year 7 Student Satisfaction Ratings

Goals	School	State
Student Outcomes	3.05	3.04
Curriculum	2.87	2.90
Pedagogy	2.72	2.85
Learning Climate	3.10	3.03
School Climate	2.98	2.73
Resources	2.68	2.75
<b>Overall</b>	2.93	2.90

#### 2006 Year 7 Student Satisfaction Ratings

Goals	School	State
Student Outcomes	3.08	3.04
Curriculum	3.02	2.91
Pedagogy	2.97	2.87
Learning Climate	3.06	3.04
School Climate	2.85	2.77
Resources	3.06	2.80
<b>Overall</b>	3.02	2.92

#### 2007 Year 7 Student Satisfaction Ratings

Goals	School	State
Student Outcomes	3.07	3.05
Curriculum	2.98	2.93
Pedagogy	2.88	2.87
Learning Climate	3.13	3.08
School Climate	2.83	2.78
Resources	2.83	2.80
<b>Overall</b>	2.96	2.93

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## Parent Data

### Parent Opinion Survey Data:

#### 2005 Parent Satisfaction Ratings

Goals	School	State
Student Outcomes	3.03	2.94
Curriculum	3.19	3.01
Pedagogy	3.12	2.85
Learning Climate	3.27	2.99
School Climate	3.18	2.88
School-Community Relations	3.24	2.96
Resources	2.69	2.80
<b>Overall</b>	<b>3.10</b>	<b>2.92</b>

#### 2006 Parent Satisfaction Ratings

Goals	School	State
Student Outcomes	3.17	2.92
Curriculum	3.41	2.99
Pedagogy	3.09	2.84
Learning Climate	3.24	2.98
School Climate	3.18	2.88
School-Community Relations	3.20	2.96
Resources	3.02	2.80
<b>Overall</b>	<b>3.19</b>	<b>2.91</b>

#### 2007 Parent Satisfaction Ratings

Goals	School	State
Student Outcomes	3.13	2.92
Curriculum	3.22	2.97
Pedagogy	3.08	2.82
Learning Climate	3.31	2.96
School Climate	3.13	2.85
School-Community Relations	3.21	2.94
Resources	2.86	2.82
<b>Overall</b>	<b>3.13</b>	<b>2.90</b>

## Staff Data

### Staff Opinion Surveys:

Education Queensland implements School Staff Opinion Surveys each year on a Statewide basis. The data collected is broken down into Teaching and Non Teaching Staff.

### 2005 Teaching Staff Satisfaction Ratings

Goals	School	State
Physical Work Environment	2.95	2.63
Relationships	3.24	3.00
School Operations	3.14	2.79
Staff Morale	3.19	2.95
Support/Resources/Training	2.84	2.52
Work Roles	3.03	2.87
Work Value/Recognition	2.90	2.82
<b>Overall</b>	<b>3.03</b>	<b>2.78</b>

### 2006 Teaching Staff Satisfaction Ratings

Goals	School	State
Physical Work Environment	3.13	2.66
Relationships	3.32	3.00
School Operations	3.29	2.79
Staff Morale	3.35	2.96
Support/Resources/Training	2.96	2.54
Work Roles	3.17	2.89
Work Value/Recognition	3.10	2.83
<b>Overall</b>	<b>3.17</b>	<b>2.79</b>

### 2007 Teaching Staff Satisfaction Ratings

Goals	School	State
Physical Work Environment	2.76	2.69
Relationships	3.15	3.02
School Operations	2.79	2.77
Staff Morale	2.98	2.96
Support/Resources/Training	2.77	2.56
Work Roles	2.86	2.87
Work Value/Recognition	2.75	2.83
<b>Overall</b>	<b>2.86</b>	<b>2.79</b>

### 2005 Non-Teaching Staff Satisfaction Ratings

Goals	School	State
Physical Work Environment	3.04	2.85
Relationships	3.22	3.05
School Operations	3.06	2.86
Staff Morale	3.13	3.03
Support/Resources/Training	2.91	2.82
Work Roles	3.31	3.09
Work Value/Recognition	3.13	3.02
<b>Overall</b>	<b>3.10</b>	<b>2.95</b>

### 2006 Non-Teaching Staff Satisfaction Ratings

Goals	School	State
Physical Work Environment	3.03	2.86
Relationships	3.19	3.03
School Operations	2.97	2.84
Staff Morale	3.18	3.01
Support/Resources/Training	2.84	2.81
Work Roles	3.08	3.07
Work Value/Recognition	2.84	3.00
<b>Overall</b>	<b>3.01</b>	<b>2.94</b>

### 2007 Non-Teaching Staff Satisfaction Ratings

Goals	School	State
Physical Work Environment	2.92	2.87
Relationships	3.14	3.05
School Operations	2.80	2.86
Staff Morale	2.97	3.03
Support/Resources/Training	2.76	2.82
Work Roles	3.02	3.07
Work Value/Recognition	2.90	3.03
<b>Overall</b>	<b>2.92</b>	<b>2.95</b>

**Professional Development Data:**

**2005 Professional Development**

- 15% of general component of school grant budget expended on learning and development for school staff
- 83.9% of workforce engaged in learning and development opportunities
- 85.9% of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives
- 70.1% of school workforce satisfied with their professional competencies and opportunities to engage in educational reform

**2006 Professional Development**

- 15% of general component of school grant budget expended on learning and development for school staff
- 72% of workforce engaged in learning and development opportunities
- 78% of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives

**2007 Professional Development**

- 15% of general component of school grant budget expended on learning and development for school staff
- 90.2% of workforce engaged in learning and development opportunities

**Staff Absenteeism:**

**2005 Staff Absenteeism**

Days Absent	Teaching	Non Teaching
0	2	2
1	2	3
2	2	0
3	3	1
4	3	1
5	3	2
6	3	2
7	1	1
8	6	1
9	4	0
10	5	1
11	3	
12	1	
18	3	
24	1	
<b>Average</b>	<b>7.7</b>	<b>4.1</b>

**2006 Staff Absenteeism**

Days Absent	Teaching	Non Teaching
1	2	3
2	5	3
3	2	3
4	1	
5	4	
6	3	2
7	3	
8	4	2
9	4	1
10		1
11	2	
12	1	1
13	1	
14	2	
15	1	
16		
17	1	
20+	3	
<b>Average</b>	<b>9.0</b>	<b>4.8</b>

**2007 Staff Absenteeism**

Days Absent	Teaching	Non Teaching
1	2	3
2	5	3
3	2	3
4	1	
5	4	
6	3	2
7	3	
8	4	2
9	4	1
10		1
11	2	
12	1	1
13	1	
14	2	
15	1	
16		
17	1	
20+	3	
<b>Average</b>	<b>9.0</b>	<b>4.8</b>

