

Merrimac State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

This report provides parents and members of the school community with information about the school's activities and performance during the 2015 school year. It highlights strengths and identifies areas for development and improvement.

The School Annual Report is a public document required for the school's and Education Queensland's accountability and improvement purposes. It provides valuable information for Education Queensland and members of the school community on the achievement of the school in relation to declared systemic and school priorities as outlined in the 2015 School Implementation Plan.

The School Annual Report fulfils two key functions:

It provides the school community, through the School Council and the Parents and Citizens Association, with information on the school's progress towards achieving the goals and priorities outlined in the School Implementation Plan. It helps to guide discussions about both the school's progress towards achieving organisational goals and the priorities of the school.

It provides a base on which the school develops its next Annual Implementation Plan.

Dr. Randall Pointing

Principal

School progress towards its goals in 2015

Implemented third year of School - Wide Positive Behaviour Support.

Implemented Kids Matter as part of school's Well Being Framework.

Developed a Pedagogical Framework aligned with school vision and evidence based practices.

Explored and Implemented strategies to improve student outcomes in Upper 2 bands in NAPLAN

Embedded whole school Curriculum, Assessment and Reporting Framework

Developed and implemented the Explicit Teacher Model

Implemented the Australian Curriculum in English, Mathematics, Science, Geography and History.

Embedded the practices of Reciprocal Reading, Reading Fluency and Consistent Comprehension strategies across the school.

Embedded the explicit teaching of the Seven Steps to Writing Success strategies.

Reviewed the Problem-solving model in Mathematics

Focused on personalised learning including goal setting and feedback and Individual Curriculum Plans.

Reaccredited as an International Student Program School

Continued to implement Closing the Gap initiatives.

Implemented Smart Classrooms ICT initiatives.

Enhanced facilities and grounds

Upgraded the Special Education Program with a modern stand alone facility

Involvement in Cluster and Community initiatives

Undertook professional development for all staff in Literacy, Numeracy, Australian Curriculum, Higher Order Thinking, Behaviour Management, Assessment, Differentiation, ICT and Social Moderation

Implemented first year of the new Annual Teacher Review process.

Implemented the Great Results Guarantee Agreement

Implemented the Early Start Program in Prep and Year 1

Enhanced school autonomy as an Independent Public School in 2015.

Future outlook

To continue a Literacy and Numeracy focus for all year levels

To improve student learning outcomes in Reading through the whole school implementation of consistent strategies and practices - Reciprocal Reading, Reading Fluency and Active Comprehension processes, Modelled, Shared and Guided Reading

To improve student learning outcomes in Writing through the implementation of the 'Big Six' in Reading: Oral Language, Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension and Seven Steps to Writing

To improve Teacher Pedagogy through coaching and mentoring support for teachers.

To enhance the school's middle management and focus on instructional leadership.

To improve student learning outcomes in Numeracy by basing explicit instruction and numeracy block structure around the enquiry model of learning.

To improve student learning outcomes in Science by adopting the enquiry model of learning for explicit teaching of concepts and skills. Particular emphasis will be placed on the embedding the pedagogy of the 5Es model of investigation.

To improve Student Learning Outcomes with a focus on personalised learning processes focussing on goal setting and feedback.

To continue to implement Kids Matter as part of school's Well Being Framework.

To continue to implement the Positive Behaviour for Learning Program and ongoing review of the School's Responsible Behaviour Plan

To continue to implement Closing the Gap initiatives

To continue to Implement Smart Classrooms ICT initiatives

To implement the Quality School Inclusive Leaders (QSIL) Action Plan

To further enhance facilities and grounds

To further Cluster and Community of Schools involvement

To undertake professional development for all staff in key priority areas

To continue to implement the Annual Teacher Review Process

To continue the implementation of the Developing Performance Framework for all non-teaching staff

To continue to implement Early Start Assessment in Prep and Year One

To further enhance School Autonomy and Innovation as an Independent Public School

To familiarise staff with Digital Technologies, Languages and Health and Physical Education curriculums

To implement the Investing for Success Agreement

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	845	428	417	20	94%
2014	847	419	428	23	94%
2015	752	361	391	23	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Merrimac State School is a state primary school located on Queensland's 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 752 students covering Prep to Year 6. Merrimac is a coeducational school. The school implemented the Enrolment Management Plan. In 2015 Merrimac State School catered for students from Prep to Year 6.

The student clientele represent a broad range of cultural and socio-economic backgrounds. 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, Carrara, Worongary, Broadbeach, Nerang, Clear Island Waters, Robina, Mermaid Waters and Mudgeeraba. There is an increasing number of students from southern states and overseas, in particular, New Zealand, attending Merrimac SS. In addition, our school caters for a growing number of International Fee Paying students from such countries as Japan, Korea, China and Taiwan.

The school has ample physical resources and a very well equipped School Resource Centre. All classes are air conditioned and fitted with Interactive White Boards. The school has a Computer Lab with videoconferencing facilities, a Multi-Purpose Centre, a Performance Hall and Science Centre and Special Education building.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	22	24
Year 4 – Year 7 Primary	27	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	27	11	15
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Curriculum offerings include English, Mathematics, Science, Humanities, Technology, The Arts and Health and Physical Education. ICTs are embedded across the Curriculum. LOTE (Japanese) is taught to all students in Years 3, 4, 5, and 6. Swimming is offered to all year levels and interschool sport is available for students in Years 4-6. Instrumental Music (Strings and Multi) is available to students from years 3 - 6. Children are also able to participate in Choir from Years 2-6. The school is implementing the Curriculum Framework in line with the Queensland Curriculum, Assessment and Reporting Framework and the Australian Curriculum

The Annual Teacher Review Framework will continue to be implemented to develop teacher pedagogical knowledge and skill. The Explicit Teaching Model of curriculum delivery has been adopted from Prep to Year 6.

Extra curricula activities

During 2015 children were able to take part in a wide range of extra curricula activities. The major events and activities available to our students during this period included:

Year level excursions to complement class units of study;

Year 4 Camp to Currumbin Valley Farm School;

Year 5 Camp to Runaway Bay Sports Super Centre;

Athletics, Cross Country and Swimming Carnivals;

Breakfast and Fitness Club;

Student leadership activities;

Under Eights Day;

Education Week Activities;

Arts Council;

Participation in the Australian English, Computer and Maths Competitions;

Interschool Sports;

Cluster Lightning Carnivals;

Band and Choir participation;

Eisteddfods;

School discos and talent quests;

Japanese Speaking Competitions;
 Life Education Program;
 Wipe Out Waste Program;
 Environmental activities;
 Out of school hours activities such as speech and drama, tennis, Fit Kids and Auskick;
 Cluster Gifted and Talented days;
 Harmony and Well Being Day;
 Lunch time clubs;
 Year level social activities and
 Canberra and Japan Trips (alternate years).

These events and activities characterise the commitment by administration and staff at Merrimac State School to develop a supportive school environment and offer a broad range of learning opportunities.

How Information and Communication Technologies are used to improve learning

Merrimac continued to build on its successes with ICT. Classrooms continue to have shared banks of devices and in addition, students have access to a specialised lab with video conferencing capabilities. All school buildings are equipped with Internet access and wireless capabilities.

In summary the major achievements in 2015 included:

Continued implementation of the Managed Operating Environment

Continued implementation of the Oneschool Platform

Lap Top Computers for Teachers Program.

The ongoing integration of ICTs across the curriculum.

Full utilisation by all classes of our ICT Centre.

Enhancement of the school's iPad program.

Ongoing video conferences, primarily with Katsuragi Elementary School in Japan.

Interactive Whiteboards installed in all classrooms.

Involvement in the National Cyber Safety Program – eSmart Pilot with Allannah Madeline Foundation

One School reporting

With the range of new technologies introduced in 2015 and the rapid uptake of ICTs, Merrimac continues to be a leading school within the Queensland educational community

Social Climate

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 acknowledgement and reward for positive behaviour. In 2015, a Student Engagement Officer position was created to further enhance our supportive school environment.

Behaviour management procedures are consistent through all classrooms and play areas with a level system based on responsible thinking and reflective practices. Individual Behaviour Management Plans are implemented for children requiring additional support.

Major priority areas include a focus on developmental learning, the development of student self-esteem, the provision of recreational programs, the enhancement of the physical environment and the ongoing review of our school's Behaviour Management Program. The school has implemented the Positive Behaviour for Learning program and Kids Matter program in 2015.

At Merrimac State School we place a great deal of emphasis on developing 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. In 2015 our student leader positions consisted of four school captains, eight sports captains, student council representatives in Years 5 and 6, class captains in Years 4 - 6, choir and band leaders, sound technicians and playground pals.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	94%	94%
this is a good school (S2035)	97%	99%	96%
their child likes being at this school (S2001)	100%	93%	96%
their child feels safe at this school (S2002)	100%	96%	96%
their child's learning needs are being met at this school (S2003)	100%	91%	92%
their child is making good progress at this school (S2004)	100%	91%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	88%	94%
teachers at this school motivate their child to learn (S2007)	100%	90%	96%
teachers at this school treat students fairly (S2008)	100%	88%	92%
they can talk to their child's teachers about their concerns (S2009)	97%	93%	92%
this school works with them to support their child's learning (S2010)	94%	90%	92%
this school takes parents' opinions seriously (S2011)	100%	85%	85%
student behaviour is well managed at this school (S2012)	97%	87%	94%
this school looks for ways to improve (S2013)	100%	90%	94%
this school is well maintained (S2014)	97%	97%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	98%	100%
they like being at their school (S2036)	96%	96%	100%
they feel safe at their school (S2037)	93%	98%	99%
their teachers motivate them to learn (S2038)	98%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	98%	100%	97%
teachers treat students fairly at their school (S2041)	89%	93%	96%
they can talk to their teachers about their concerns (S2042)	90%	86%	97%
their school takes students' opinions seriously (S2043)	93%	98%	98%
student behaviour is well managed at their school (S2044)	87%	96%	93%
their school looks for ways to improve (S2045)	97%	99%	100%
their school is well maintained (S2046)	97%	99%	99%
their school gives them opportunities to do interesting things (S2047)	98%	97%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	99%	97%	99%
they feel that their school is a safe place in which to work (S2070)	99%	97%	99%
they receive useful feedback about their work at their school (S2071)	92%	92%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	89%	91%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	99%	98%	100%
student behaviour is well managed at their school (S2074)	99%	98%	100%
staff are well supported at their school (S2075)	95%	97%	95%
their school takes staff opinions seriously (S2076)	92%	92%	88%
their school looks for ways to improve (S2077)	99%	97%	97%
their school is well maintained (S2078)	99%	98%	100%
their school gives them opportunities to do interesting things (S2079)	96%	95%	97%

'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

Parent Involvement:

Overall, parent support at Merrimac State School is very good. We believe strongly in family involvement and parents are invited to develop close links with the school. Good communication between home and school is essential. Communication is promoted through weekly newsletters, school website, 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, International Committee and the Outside School Hours Care Committee. Meetings of these committees are held on a regular basis.

Merrimac State School has a School Council in place and became an Independent Public School in 2015.

Reducing the school's environmental footprint

With increasing student numbers, growing school infrastructure, including new buildings, ICT resources and air conditioning, systems to support resource management are imperative. There are procedures for managing classroom electricity and air conditioner use. Solar panels have been installed on the Year 6 teaching block and the roof of the Performing Arts Centre. In addition many water tanks have been installed in the school grounds. Merrimac State School is continuing to look at ways to reduce the school's environmental impact. In 2011 the school developed a School Environment Management Plan aimed at reducing the school's environmental footprint. A lower school and upper school environmental student group was formed to actively undertake various environmental projects within the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	242,511	2,157
2013-2014	248,694	1,326
2014-2015	252,988	1,730

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

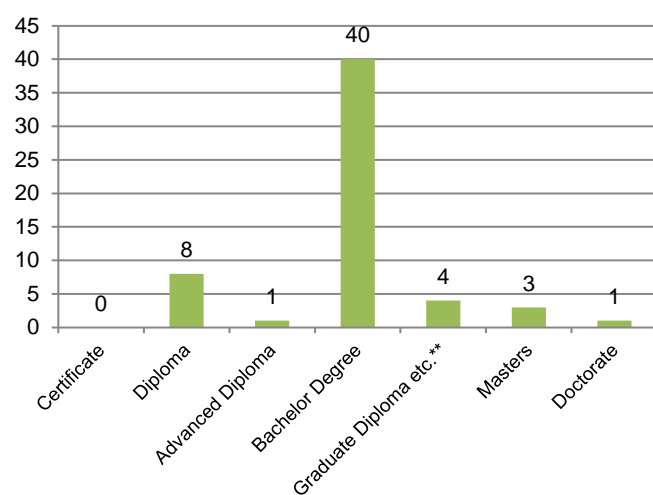
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	57	33	0
Full-time equivalents	49	20	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	1
Bachelor Degree	40
Graduate Diploma etc.**	4
Masters	3
Doctorate	1
Total	57



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 56 602..00.

The major professional development initiatives were as follows:

Implementing the Australian Curriculum

Mentoring and Coaching

Effective Classroom Practices

Autism Training

Leadership and Curriculum Teams

Mental Maths, SER Maths Assessment Tool

Reading Assessment, Challenging Texts

Extending capable readers

Extending capable mathematicians

Higher Order Thinking

Assessment and Reporting

Cyber Safety
 Developing Performance Framework
 Explicit Teaching Model
 Personalised Learning, Catering for Students with disabilities, Diverse Learners
 Maximising Learning Potential of Indigenous Students
 Effective Leadership development
 Promoting Well being in staff and students
 Behaviour Management
 Growth Midset
 Medical and therapeutic assessments and treatments
 Health and Physical Education and Coaching sporting teams
 Pre-Prep- Koala Joeys Program

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

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

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

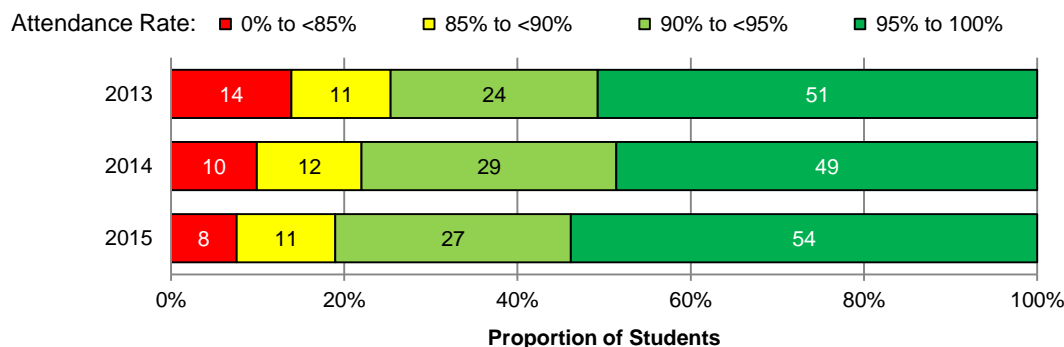
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	92%	93%	92%	93%	92%	92%	92%					
2014	94%	93%	93%	93%	94%	93%	91%	93%					
2015	94%	94%	95%	93%	94%	94%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Merrimac State School parents/caregivers are required to notify the school for any student absence. An Absence Notification Letter is sent home by the class teacher whenever there is an unexplained absence. Teachers are to inform the school office

when a student is absent from school for three or more days without an explanation. This absence is then followed up by a member of the school's administration.

Children arriving late to school must report to the school office for a late slip. Teachers are required to mark the class roll twice a day (just before the morning tea break at approximately 10.55am and straight after the main lunch break at 1.45pm). Electronic roll marking was introduced at Merrimac in 2012. Daily attendance and enrolment trends is monitored by the school's Administration.

Student absence is reported each semester on the student's report card.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

The image shows a search form titled 'Find a school'. It has a dark blue background. At the top, there is a white input field labeled 'School name' with a red 'GO' button to its right. Below this is another white input field labeled 'Suburb, town or postcode'. Underneath that, the text 'Sector:' is followed by two checkboxes: one for 'Government' and one for 'Non-government', both of which are checked. At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.