



Merrimac State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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## School Overview

Merrimac State School is a coeducational state primary school located on Queensland's Gold Coast between Broadbeach and the Hinterland. The school has an enrolment of around 810 students from Prep to Year 6. It is backdropped by a bush setting neighbouring international golf courses. Our school services a wide area with many families passing local schools to attend Merrimac. The school offers a balanced curriculum with a strong emphasis on literacy, numeracy, science, ICT, sporting and cultural pursuits. Japanese is taught from Pre to Year 6. The School Community has developed our vision statement based on the belief that our children are our future. The school's aim is to develop students who possess the necessary characteristics and skills in order to become successful and active members of the wider community. Merrimac's vision is to prepare our students for life long learning through developing self-esteem in a supportive and caring environment; an emphasis on addressing each child's learning needs and interests; the effective implementation of a quality curriculum; the effective integration of information and communication technologies; providing a range of cultural, sporting and social activities; promoting a respect and appreciation of our natural surroundings; the development of a range of resources and facilities to support quality student achievements; and active participation by students, staff, parents and community members. The school's behaviour management program focuses on a safe and supportive environment. It encourages students to strive to improve their behaviour through acknowledgement of positive behaviour. 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. Parent support at Merrimac 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 always promoted. Parents and community members are invited to help as volunteers within the classroom. An active Student Support committee caters for students with any special needs. The school provides opportunities for extending students in many academic, cultural and sporting endeavours and places an emphasis on developing student leadership. Children can take part in a wide range of extra curricula activities including camps, excursions, Canberra and Japan trips. Merrimac has an accredited International School Program with an established Japanese Sister School program and regular International Fee Paying Students. The school has ample physical resources and a very well equipped Resource Centre, an ICT Centre with teleconference facilities and two computer labs. All classrooms are air conditioned and fitted with Interactive White Boards. The school has a Multi Purpose Centre, a Performance Hall and Science Centre. Merrimac State School is an Independent Public School (IPS).

## Principal's Forward

### Introduction

#### Introduction

This report provides parents and members of the school community with information about the school's activities and performance during the 2016 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 2016 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 2016

Implemented the fourth 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  
Ongoing accreditation as an International Student Program School  
Continued to implement Closing the Gap initiatives.  
Implemented Smart Classrooms ICT initiatives  
Enhanced facilities and grounds  
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 second year of the new Annual Teacher Review process.  
Implemented the Investing for Success Agreement  
Continued implementation of the Early Start Program in Prep and Year 1  
Enhanced school autonomy as an Independent Public School since 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 with a focus on personalised learning processes focussing on goal setting and feedback.  
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  
To implement STEM initiatives across the school.  
Expanding the school's Japanese Program from Prep to Year 6.  
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

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	847	419	428	23	94%
<b>2015*</b>	752	361	391	23	95%
<b>2016</b>	790	369	421	30	96%

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

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

In 2016, there were no students enrolled in a pre-Prep\*\* program.

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

## Characteristics of the Student Body

### Overview

Merrimac State School is a state primary school located on Queensland's Gold Coast between Broadbeach 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 810 students covering Prep to Year 6. Merrimac is a coeducational school. The school has an Enrolment Management Plan in place.

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 a Special Education Program (SEP) and a purpose built Special Education building catering for 42 students across the following categories: ASD, Hearing Impairment, Intellectual Impairment and Speech-Language Impairment. Our school has well embedded inclusive practices to cater for our SEP students.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	25	23
Year 4 – Year 7	24	26	27
Year 8 – Year 10			
Year 11 – Year 12			

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Curriculum offerings include English, Mathematics, Science, Studies of Society and Environment, History and Geography, The Arts and Health and Physical Education. ICTs are embedded across the Curriculum. LOTE (Japanese) is taught to all students in Years P-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.

### Co-curricular Activities

During 2016 children were able to take part in a wide range of co-curricular 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, chess, cooking, art and drawing 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 Assist 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 2016 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 Alannah Madeline Foundation

One School reporting

STEM initiatives and Robotics Club

With the range of new technologies introduced in 2016 and the rapid uptake of ICTs, Merrimac continues to engage with professional development opportunities to grow the utilisation of Digital Technologies throughout our community.

## Social Climate

### Overview

#### 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 School 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 2016 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

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	94%	96%
this is a good school (S2035)	99%	96%	98%
their child likes being at this school* (S2001)	93%	96%	96%
their child feels safe at this school* (S2002)	96%	96%	98%
their child's learning needs are being met at this school* (S2003)	91%	92%	96%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	91%	94%	98%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	94%	91%
teachers at this school motivate their child to learn* (S2007)	90%	96%	93%
teachers at this school treat students fairly* (S2008)	88%	92%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	92%	96%
this school works with them to support their child's learning* (S2010)	90%	92%	92%
this school takes parents' opinions seriously* (S2011)	85%	85%	92%
student behaviour is well managed at this school* (S2012)	87%	94%	98%
this school looks for ways to improve* (S2013)	90%	94%	96%
this school is well maintained* (S2014)	97%	98%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	100%	98%
they like being at their school* (S2036)	96%	100%	96%
they feel safe at their school* (S2037)	98%	99%	97%
their teachers motivate them to learn* (S2038)	100%	100%	97%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	96%
teachers treat students fairly at their school* (S2041)	93%	96%	92%
they can talk to their teachers about their concerns* (S2042)	86%	97%	88%
their school takes students' opinions seriously* (S2043)	98%	98%	88%
student behaviour is well managed at their school* (S2044)	96%	93%	92%
their school looks for ways to improve* (S2045)	99%	100%	98%
their school is well maintained* (S2046)	99%	99%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	99%	98%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	99%	99%
they feel that their school is a safe place in which to work (S2070)	97%	99%	100%
they receive useful feedback about their work at their school (S2071)	92%	96%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	91%	93%
students are encouraged to do their best at their school (S2072)	98%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	98%	100%	98%
staff are well supported at their school (S2075)	97%	95%	99%
their school takes staff opinions seriously (S2076)	92%	88%	96%
their school looks for ways to improve (S2077)	97%	97%	100%
their school is well maintained (S2078)	98%	100%	99%
their school gives them opportunities to do interesting things (S2079)	95%	97%	96%

\* 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

### 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.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

At Merrimac State School students from Prep to Year 6 children engage in the PBL supported practice of the explicit teaching of expected behaviours through weekly focus lessons that have been identified through behaviour data analysis. These lessons are delivered by classroom teachers and are positively reinforced on parade and on school signage.

In addition to this, students who have been identified as requiring additional behaviour support are given opportunities to improve on their behaviour choices through participation in school based social skills programs. Such identification of students comes from both teacher observation and data analysis. From Prep to Year 1, students are given the opportunity to develop skills through focused play sessions that aim to develop specific skills. From Year 2 to Year 6 students are introduced to the Respectful Relationships Education Program developed by the Queensland Government. This program emphasises the need to develop and maintain positive and respectful relationships, respect for self and gender equality.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	11	15	10
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

## Environmental Footprint

### Reducing the school's environmental footprint

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. The school developed a School Environment Management Plan aimed at reducing the school's environmental footprint. The school is investigating the use of recycled water in conjunction with the Gold Coast City Council.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	248,694	1,326
2014-2015	252,988	1,730
2015-2016	222,220	4,044

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

Sector:  
 Government  
 Non-government

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	63	35	0
Full-time Equivalent	52	21	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Graduate Diploma etc.**	4
Bachelor degree	47
Diploma	8
Certificate	0

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$46 515.54.

The major professional development initiatives are as follows:

Implementing the Australian Curriculum

Mentoring and Coaching

Effective Classroom Practices

Autism Training

Leadership and Curriculum Teams

Reading Assessment, Challenging Texts

Extending capable readers

Extending capable mathematicians

Higher Order Thinking

Assessment and Reporting

Cyber Safety

Developing Performance Framework

Explicit Teaching Model

Differentiation and Personalised Learning

Maximising Learning Potential of Indigenous Students

Effective Leadership development

Promoting Well-being in staff and students  
 Behaviour Management  
 Medical and therapeutic assessments and treatments  
 Health and Physical Education and coaching sporting teams  
 Pre-Prep- Koala Joeys Program  
 Leadership Development  
 Effective Leadership Teams  
 Independent Public Schools Conference  
 Education Queensland International Conference

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	92%

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

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

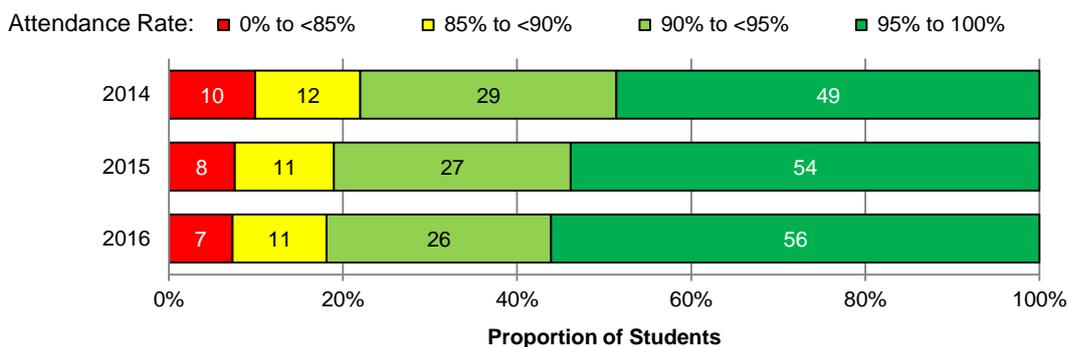
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	93%	93%	94%	93%	91%	93%					
2015	94%	94%	95%	93%	94%	94%	95%						
2016	94%	94%	94%	95%	93%	94%	94%						

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

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### 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. A Same Day Notification system has been established via SMS text messaging. If an absence remains unexplained after the SMS message is sent, an Absence Notification Note is sent home by the class teacher. If an absence is still unexplained, then an Unexplained Absence Letter through the OneSchool application is generated. These letters are generated twice per term. 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 are monitored by the school's Administration.

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

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.

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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.