



Merrimac State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

## Contact information

<b>Postal address</b>	2 Boowaggan Road Merrimac 4226
<b>Phone</b>	(07) 5569 1555
<b>Fax</b>	(07) 5569 1500
<b>Email</b>	principal@merrimacss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Dr Randall Pointing

## School overview

Merrimac State School is a coeducational state primary school located on Queensland's Gold Coast between Broadbeach and the Hinterland and has been providing quality education to its community since 1917. The school has an enrolment of around 790 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, STEM, sporting and cultural pursuits. Japanese is taught from Prep 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 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 Introduction

This report provides parents and members of the school community with information about the school's activities and performance during the 2018 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 2018 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 2018

Implemented the sixth year of Positive Behaviour Support

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

Embedded 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

Consolidated implementation of the Explicit Teacher Model

Implemented the Australian Curriculum in English, Mathematics, Science, Humanities and Social Sciences and Language - Japanese

Implemented comprehension strategies with Text Dependent Questioning to extend students' understanding of text

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

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

Developed a Pre to Year One Oral Language Program

Implemented Smart Classrooms ICT and STEM 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

Participated in year level moderation and cross school moderation

Implemented fourth year of the new Annual Teacher Review process

Developed a coaching and feedback model

Continued Learning Lounges to help build staff capacity

Developed and implemented a whole school Book Work Policy

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, Guided and Independent 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 and the Arts curriculums

To implement the Investing for Success Agreement

To implement STEM initiatives across the school

Implementing 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 a whole School Inclusion Program

To implement a whole school Well Being Program

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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	790	808	788
Girls	369	380	368
Boys	421	428	420
Indigenous	30	35	31
Enrolment continuity (Feb. – Nov.)	96%	96%	94%

Notes:

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

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

## Characteristics of the student body

### Overview

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 790 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 with 20% of students speaking another language as well as English. 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 45 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	24
Year 4 – Year 6	27	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

## Curriculum delivery

### Our approach to curriculum delivery

Curriculum offerings include English, Mathematics, Science, Humanities and Social Sciences, Digital Technology, Technology, 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 Australian Curriculum and the Queensland Curriculum, Assessment and Reporting Framework.

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 implemented from Prep to Year 6.

### Co-curricular activities

During 2018 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;

Music Camps;

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 Mathematics 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 Trip

Japan Trip (every second year).

These events and activities characterize 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 Information and Communication Technologies (ICT's). Classrooms continue to have shared banks of devices and in addition, students have access to a specialised lab. All school buildings are equipped with Interactive Whiteboards, Internet access and wireless capabilities. The school has invested in the acquisition of STEM resources for Robotics and Digital Technologies.

In summary the major achievements in 2018 included:

Continued implementation of the Managed Operating Environment

Continued implementation of the Oneschool Platform

Lap Top Computers for Teachers Program.

The ongoing integration of ICT's across the curriculum.

Full utilisation by all classes of our ICT Centre

Enhancement of the school's IPad program Prep-Year 2

Ongoing video conferences ( Skype), 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

Designated STEM teacher

STEM initiatives and Robotics Club

First Lego league Robotics Competition

With the range of new technologies introduced in 2018 and the rapid uptake of ICTs, Merrimac continues to engage with professional development opportunities to grow the adoption of Digital Technologies throughout our community.

## Social climate

### Overview

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 since 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 2018 our student leader positions consisted of four school captains, eight sports captains, six music leaders (choir, band and strings), two language leaders, student council representatives in Years 5 and 6, class captains in Years 4 - 6, sound technicians and playground pals.

### Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	100%	97%
• this is a good school (S2035)	98%	99%	97%
• their child likes being at this school* (S2001)	96%	99%	98%
• their child feels safe at this school* (S2002)	98%	99%	97%
• their child's learning needs are being met at this school* (S2003)	96%	99%	97%
• their child is making good progress at this school* (S2004)	98%	100%	94%
• teachers at this school expect their child to do his or her best* (S2005)	96%	99%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	99%	97%
• teachers at this school motivate their child to learn* (S2007)	93%	97%	95%
• teachers at this school treat students fairly* (S2008)	94%	96%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	97%
• this school works with them to support their child's learning* (S2010)	92%	97%	97%
• this school takes parents' opinions seriously* (S2011)	92%	94%	95%
• student behaviour is well managed at this school* (S2012)	98%	99%	89%
• this school looks for ways to improve* (S2013)	96%	96%	97%
• this school is well maintained* (S2014)	96%	99%	92%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	98%
• they like being at their school* (S2036)	96%	97%	97%
• they feel safe at their school* (S2037)	97%	93%	95%
• their teachers motivate them to learn* (S2038)	97%	95%	98%
• their teachers expect them to do their best* (S2039)	98%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	97%
• teachers treat students fairly at their school* (S2041)	92%	93%	89%
• they can talk to their teachers about their concerns* (S2042)	88%	89%	93%
• their school takes students' opinions seriously* (S2043)	88%	93%	91%
• student behaviour is well managed at their school* (S2044)	92%	93%	93%
• their school looks for ways to improve* (S2045)	98%	97%	98%
• their school is well maintained* (S2046)	97%	96%	98%
• their school gives them opportunities to do interesting things* (S2047)	98%	97%	97%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	98%	96%	98%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	95%	95%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	98%	100%	96%
• staff are well supported at their school (S2075)	99%	98%	97%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	96%	93%	97%
• their school looks for ways to improve (S2077)	100%	99%	98%
• their school is well maintained (S2078)	99%	100%	99%
• their school gives them opportunities to do interesting things (S2079)	96%	99%	99%

\* 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

Overall, parent support at Merrimac State School is very good. Merrimac State School has an active School Council and P&C who support the strategic direction of the school. 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 education 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 Positive Behaviour for Learning (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, in the school newsletter 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	10	6	18
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

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. In 2018 the school started using recycled water in conjunction with the Gold Coast City Council to water our oval.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	222,220	205,985	220,143
Water (kL)	4,044	2,902	19,882

Note:

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

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

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

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

Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	65	35	0
Full-time equivalents	53	21	0

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	2
Graduate Diploma etc.*	9
Bachelor degree	49
Diploma	4
Certificate	0

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$38498.00.

The major professional development initiatives were as follows:

- Australian Curriculum – Languages
- QASSP State Conference
- QASELCON18
- Meditation Capsules
- Regional Coaches
- DP Core Business
- QASSP State Conference
- APPA Conference
- Putting Faces on the Data
- SWD – Planning for teaching
- Learning and assessment
- Cultural Exchange
- Principal Breakfast Meeting

- SE Early Career Teachers
- Symposium
- Mental Health First Aid
- QTU Education Leaders Conference
- Beginning Teachers Workshop
- Get Your Geek On
- DP Core Business Day
- Prep Reading & Writing
- PBL Coach Network
- IPS Conference
- Flourish Project
- APPA Conference
- Positive Practices for Wellbeing
- Mentoring Beginning Teachers
- First Aid
- SMBAQ Membership
- PFD Catering
- Tennis Hot Shots
- Petris Lapis – Maintaining Wellbeing
- Peaceful Kids Facilitator Training
- PBL Coaches Network Meeting
- QASSP Levy
- Naplan Writing Marking
- Guided Reading Course
- Understanding Autism & Practical Strategies
- Understanding Autism & Practical Strategies
- Access Training
- SCIS
- Working with Screenagers
- EQI Accredited Officers Training
- IPS Alliance Membership
- First Aid Course
- Targeted Reading Workshop 2
- DP Core Business Day
- Overcoming School Refusal
- Cert IV WH&S
- IPS Conference
- QASSP Conference
- Management of children with Type 1 Diabetes at School
- SMBAQ Membership
- Union Rep Training
- SER Early Years Priorities

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	92%	88%	86%

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

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

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

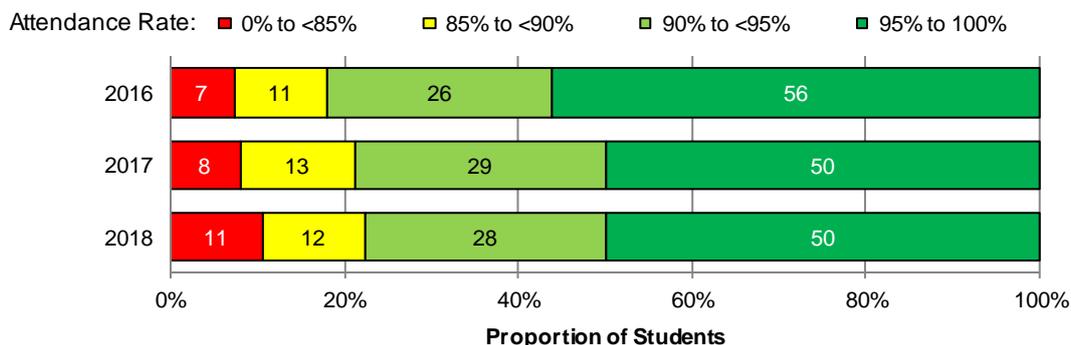
Year level	2016	2017	2018
Prep	94%	94%	94%
Year 1	94%	94%	93%
Year 2	94%	94%	93%
Year 3	95%	94%	93%
Year 4	93%	94%	92%
Year 5	94%	92%	94%
Year 6	94%	94%	92%

Notes:

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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 (at 9.30am 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. Students can achieve a Silver or Gold Award in recognition of their good attendance. Those achieving 100% attendance for the year are invited to a morning tea with the Principal.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.