



Meringandan State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Meringandan State School is a coeducational school providing an education for children from Prep to Year 6. We have a strong commitment to improved academic performance through nurturing each individual. A culture of caring and support, as well as high expectations, enables our students to keep pace with the ever changing world around them. Teachers do make a difference. We acknowledge that effective teaching is integral to maximising learning by adopting explicit and targeted teaching practices.

Our goal is for our students to be clever, creative, resilient, caring, compassionate and ethical citizens. We work closely with our school community to ensure that each and every child reaches her/his potential.

Principal's Foreword

Introduction

The 2016 School Annual Report outlines our achievements and progress in teaching and learning during 2016. The report also provides our community with information about our student profile, transitions and engagement, curriculum, as well as school satisfaction and student achievement.

'Igniting learning, shaping the BEST future together', our vision connects with our history and reflects our aspirations to ignite learning in each and every student. We believe that effective teaching is the shaping force that will ensure our students lead an informed, active, happy and successful future.

Janelle Groves

(Principal).

School Progress towards its goals in 2016

2016 Priorities	Progress
Increase students in the upper two bands in reading in NAPLAN.	<ul style="list-style-type: none">47.2% of Year 3 students and 52.2% of Year 5 students achieved in the upper two bands. This was an increase from 2015.School reading policy implemented that clearly articulates research based practices and strategies for the teaching of reading.Teachers' learning and development focused on responding to data to implement effective practices in the teaching of reading.Responsive targeted intervention program implemented to support identified students.Oral language program implemented in Prep to support language and phonic development. Ongoing intervention for identified students.Embedding strategies to support reading as a priority will be continued in 2017.
Increase students in the upper two bands in numeracy in NAPLAN.	<ul style="list-style-type: none">Identified students in Year 5 participated in the online 'Boost' program to support student learning in numeracy. Students in Year 6 participated in the 'Impact' online projects to extend and challenge learning in Science and numeracy.The Boost and Impact programs will be continued in 2017 for identified students.Responsive targeted intervention program implemented to support identified students.Teachers' learning and development focused on effective and responsive strategies to teach mathematics.
Implement Tier Two actions of Positive Behaviour for Learning Program.	<ul style="list-style-type: none">Implementation of Tier 2 is an ongoing process with an annual evaluation conducted each year.A positive school wide evaluation was conducted by the regional team with a rating of 98.2% across all systems.Members of the Positive Behaviour for Learning team participated in professional learning in Positive Education through the Positivity Institute. Whole staff professional learning in Positive Education will be a priority with the aim of implementing a whole school positive education program over the next 2 -3 years. This will be an integral aspect of our school's learning, wellbeing and engagement framework.

Future Outlook

Our 2017 school priority will be to:

- Embed consistent and effective pedagogy in the teaching of reading to improve student outcomes.

Reading Target:

- 95% of students above benchmark with 35% of students in the upper two bands in Years 3 and Year 5 NAPLAN.

The following strategies will be implemented:

- Build capability to respond to data for student improvement.
- Build and sustain effective collaborative practices; peer planning, observation, feedback, mentoring and coaching.
- Maintain Positive Behaviour for Learning priorities and focus on wellbeing and resilience.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	223	119	104	12	92%
2015*	234	117	117	11	92%
2016	227	109	118	20	92%

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

The proportion of male to female enrolments is generally evenly split. Approximately eleven per cent of our students identify as Indigenous.

Meringandan is in a growing area with the land sub divisions encouraging population growth. A small percentage of students come from farming backgrounds. The majority of parents' and carers' occupations occur outside of the township.

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	21	19
Year 4 – Year 7	25	28	24
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

Our approach to curriculum delivery

Our curriculum, across Prep to Year Six, aligns our teaching and learning programs with the Australian Curriculum and the Queensland Curriculum and Assessment Authority (QCAA). Our school curriculum framework is responsive to school, local, state and national agendas.

In Prep, in keeping with the Early Years Philosophy, teachers implement age appropriate curriculum experiences that address the Australian Curriculum and the Early Curriculum Guidelines. Focused teaching and learning episodes address core skills in early literacy and numeracy. The Early Years Curriculum Guidelines (EYCG) provide teachers with a framework for interacting

with children, as well as planning, assessment and reflecting on an effective Preparatory Year curriculum. The guidelines are based on active learning for children through real-life situations, investigation and play and teacher initiated focused learning.

Other curriculum offerings include:

- Instrumental Music Program (Years 3-6).
- Academic and sporting challenges with cluster schools in Years 5 and 6.
- District and regional sporting teams, as per state guidelines.
- Choir and performing arts; age appropriate.
- Student council and leadership program (Years 3 – 6).
- Artists and musicians in residence.
- GRIP leadership conference for Year 6 students.

Co-curricular Activities

Extra curricula activities include:

- Visiting artists, performers and authors.
- Arts Council performances.
- Meringandan State School choir.
- Meringandan State School Recorder band.
- Instrumental Music band competitions.
- Participation in UNSW competitions.
- Sporting programs and development clinics, such as Aussie Hoops, AusKick, TRAX South West Indigenous Network - Sports program, and other developmental programs when available.

How Information and Communication Technologies are used to Assist Learning

Digital technologies, tools and higher order thinking strategies are integrated across the curriculum. Integration of digital technology is supported by maintaining and purchasing appropriate devices. Computers are located in all classrooms as well as in a designated computer lab. Resources and infrastructure include the purchase of new devices and a replacement schedule for hardware, as well as a mobile laptop library, iPads, digital cameras, interactive whiteboards in classrooms and associated software. Students in Year 6 are also introduced to Lego Robotics. Future planning will be shaped by the department’s priorities in the areas of Science, Technology, Engineering and Mathematics (STEM) including coding.

Social Climate

Overview

We are a ‘Positive Behaviour for Learning’ (PBL) school aligning our school practices with the PBL philosophy and program. This commitment is reflected in our Students’ Responsible Behaviour Plan and corresponding behaviour expectations matrix. At Meringandan State School, high behaviour expectations exist across all aspects of teaching and learning. These expectations are explicitly taught through a schedule of lessons each week. Our school values underpin all behaviour expectations:

- Be respectful
- Enjoy learning
- Stay safe *and be*
- Totally responsible.

Our families and students respond positively to this commitment at Meringandan State School. In the 2016 School Opinion Survey students, parents and staff indicated that they were very satisfied with the learning and school environment and that Meringandan was a safe school. 100% of parents surveyed felt that their child was getting a good education, that their child felt safe, liked going to school and that Meringandan was a good school. 100% of students surveyed felt they were getting a good education and they liked being at our school.

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)	100%	92%	100%
this is a good school (S2035)	92%	92%	100%
their child likes being at this school* (S2001)	92%	92%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child’s learning needs are being met at this school* (S2003)	92%	85%	100%



Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is making good progress at this school* (S2004)	77%	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	92%	100%
teachers at this school motivate their child to learn* (S2007)	85%	92%	100%
teachers at this school treat students fairly* (S2008)	92%	92%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	100%
this school works with them to support their child's learning* (S2010)	92%	92%	100%
this school takes parents' opinions seriously* (S2011)	92%	83%	88%
student behaviour is well managed at this school* (S2012)	85%	85%	96%
this school looks for ways to improve* (S2013)	92%	83%	100%
this school is well maintained* (S2014)	92%	85%	100%

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%	100%
they like being at their school* (S2036)	96%	97%	100%
they feel safe at their school* (S2037)	100%	100%	99%
their teachers motivate them to learn* (S2038)	98%	100%	99%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	97%
teachers treat students fairly at their school* (S2041)	90%	97%	99%
they can talk to their teachers about their concerns* (S2042)	94%	90%	99%
their school takes students' opinions seriously* (S2043)	96%	100%	97%
student behaviour is well managed at their school* (S2044)	94%	95%	99%
their school looks for ways to improve* (S2045)	96%	100%	100%
their school is well maintained* (S2046)	100%	93%	100%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	95%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	95%
their school takes staff opinions seriously (S2076)	100%	100%	90%
their school looks for ways to improve (S2077)	100%	100%	95%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	86%	100%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents and carers within our school community are actively encouraged to participate in school life and celebrate our achievements through school assemblies, classroom helpers, school committees, open days, sporting events and special events. The school supports interested parent and community volunteers (with a Blue Card) in classroom programs so that they may assist students in classes.

A Community Connect meeting was held at Meringandan State School with a variety of members attending including representatives from Queensland Police Service – Goombungee branch, Child Youth Mental Health Service, LifeLine Rural Connect, Toowoomba Regional Council and Pre- Prep providers. The purpose of the meeting is to create connections between community groups.

Consultation occurs with parents, medical and support services to ensure that students with diverse needs are provided with effective and timely support.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The program is embedded across our curriculum as well as within our 'Positive Behaviour for Learning' program. Personal safety and awareness is taught through our Health curriculum and the Daniel Morcombe program with a focus on the strategies: recognize, react and report.

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	1	0	1
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

Water saving devices, solar energy and monitoring mechanisms are installed. As our school enrolment increases we consciously monitored energy usage and implemented strategies to encourage efficient and sensible use of energy and water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	59,906	359
2014-2015	65,568	



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	16,439	

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	20	12	<5
Full-time Equivalent	14	7	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	19
Diploma	0
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 \$ 27 292

The major professional development initiatives were as follows:

- Darling Downs Leading Learning Collaborative with Dr Lyn Sharratt.
- Positive Education, with Dr Suzy Green and the Positivity Institute.
- High yield strategies in the teaching of reading.
- Pedagogies in the early years.
- Cluster workshops: Effective teaching practices in Mathematics.
- Cluster and like schools moderation
- Positive behaviour for learning workshops for school staff and training for behaviour coach.
- Instructional and curriculum leadership
- Middle leadership capability development
- Understanding diversity
- Staff wellbeing
- Observation, feedback and coaching for improvement in teaching and learning.
- First Aid and Safety training.
- Cohort collaboration for professional learning
- Building teacher capability with responding to data.

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.	97%	97%	97%

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).	95%	95%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	91%

*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%.

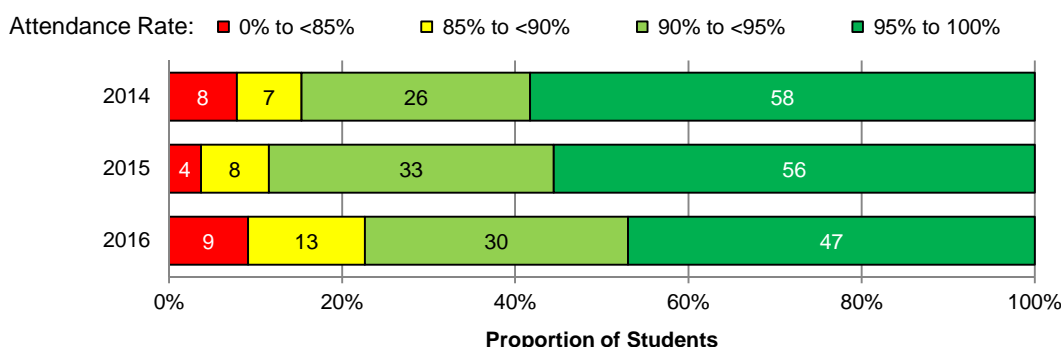
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	94%	94%	94%	96%	95%	96%	95%					
2015	95%	93%	96%	95%	94%	96%	96%						
2016	93%	93%	92%	94%	94%	93%	94%						

*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 Meringandan State School attendance is regularly monitored for patterns of absences including regular and persistent absences and absences without explanation. This data is collected through OneSchool daily attendance records and is monitored by teachers and administrative staff and reviewed regularly. Students who have a pattern of absences are placed on absence alert notifications through OneSchool, enabling administration to closely monitor attendance patterns.

Concerns about attendance are addressed through:

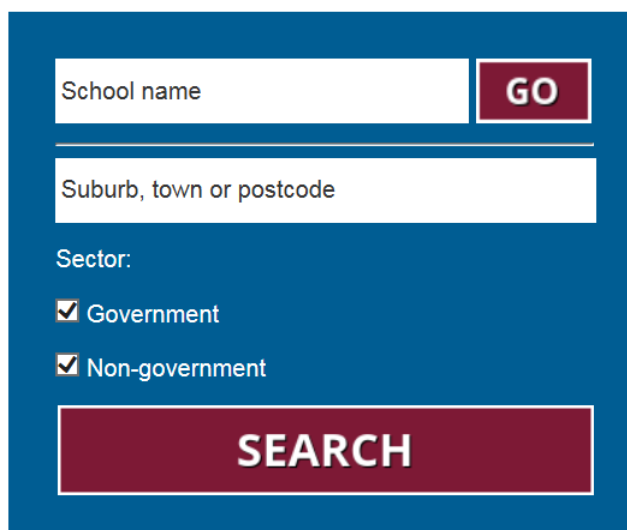
- Teacher interviews with parents/carers.
- Principal interview with parents/carers.
- Letters advising parents/carers about our concerns.
- Guidance Officer support.
- DET process including official warnings.

NAPLAN

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



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 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.

Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.

Number of students awarded an International Baccalaureate Diploma (IBD).

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

As at 3rd February 2017. The above values exclude VISA students.