



Meringandan State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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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.

'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.

School progress towards its goals in 2018

The 2018 School Annual Report outlines our achievements and progress in teaching and learning during 2018. The report also provides our community with information about our student profile, transitions and engagement, curriculum, as well as school satisfaction and student achievement.

2018 Priorities	Progress
<p>Maintain 40% of students in Years 3 and 5 in the upper two bands in reading in NAPLAN.</p> <p>Maintain the proportion of students achieving regional benchmarks in reading above 75% in Prep to Year 2.</p>	<ul style="list-style-type: none"> • 73% of Year 3 students and 30% of Year 5 students achieved in the upper two bands. This was an increase from 2018. • 75% of students achieved regional reading benchmarks in Prep to Year 2. • Continued focus on effective teaching of reading through school reading program that clearly articulates research based practices and strategies for the teaching of reading. • Whole school reading data wall to tracks each student's reading progress and inform next steps for continued improvement. • Case management, targeted at improving reading outcomes for individual students, occurred across five-week cycles. • 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. • The focus on reading improvement will continue and expand to addressing the literacy demands across the curriculum.
<p>Maintain parent, student and staff satisfaction with behaviour and wellbeing items in the annual school opinion survey above 80%.</p>	<ul style="list-style-type: none"> • The majority of parents expressed satisfaction with the management of behaviour and focus on wellbeing with 94% of parents expressing that teachers took an active interest in their child's wellbeing. Parents and staff were very satisfied that behaviour is well managed at Meringandan. The majority of staff were satisfied with the school's interest in staff wellbeing and identified that it was a school priority. More than 90% of students and parents felt that Meringandan was a good school.

	<ul style="list-style-type: none"> • Continued focus on the implementation of the wellbeing and learning framework through Positive Education strategies including the introduction of the 'Bounce Back' program for students. • Positive Education was launched with our school community during Education Week through open classrooms and a 'gratitude tree'. • Positive Behaviour for Learning school wide evaluation was conducted by the regional team with a rating of 98% across all systems. • Members of the Positive Behaviour for Learning team participated in professional learning offered through the Regional Positive Behaviour for learning team.
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Future outlook

Our 2019 school priorities include:

- Improve student A to C achievement by addressing the literacy demands across the curriculum.
- Improve student engagement and achievement in Science, Technologies, Engineering and Mathematics.
- Improve engagement and wellbeing for all members of the school community.
- .Strengthen networks and partnerships across the community.

The following strategies will be implemented:

- Extend reading and writing achievement across the curriculum by addressing the literacy demands of subject areas.
- Extend inclusive opportunities for students including: high achieving students; at risk students, students identified with specific needs and closing the gap for Indigenous students.
- Ensure best practice is informed by researched and evidence based strategies, including age appropriate pedagogies, a focus on Science, Technology, Engineering and Mathematics (STEM) and skills for the 21st century.
- Implement a whole school approach to Positive Education informed by the Department of Education 'Learning and Wellbeing Framework' and the PROSPER model.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	227	240	249
Girls	109	117	112
Boys	118	123	137
Indigenous	20	25	26
Enrolment continuity (Feb. – Nov.)	92%	93%	95%

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

The proportion of male to female enrolments is generally evenly split. Approximately 11% 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	20	19
Year 4 – Year 6	24	26	25
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

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, evidence based research informs our teaching and learning practices. Teachers adopt age appropriate pedagogies that address the Australian Curriculum and the Early Curriculum Guidelines. Focused teaching and learning episodes address core skills in early literacy and numeracy.

Other curriculum offerings include:

- Instrumental Music Program service.
- Sporting opportunities and competitions in Years 4 to 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.
- BOOST and IMPACT and STEM online learning opportunities through School of Distance Education.

Co-curricular Activities

Extra curricula activities include:

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

How Information and Communication Technologies are used to Assist Learning

Implementation and integration of technologies is informed by the Australian curriculum in Technologies including trialling the curriculum in some classes in 2018 prior to full implementation in 2019.

Students in Year 6 were supported to enter the Premier's Coding Challenge. Future planning will be shaped by the department's priorities in the areas of Science, Technology, Engineering and Mathematics (STEM) including coding.

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.

Social climate

Overview

Our school values underpin all behaviour expectations:

- Be respectful
- Engaged learning
- Stay safe and be
- Totally responsible.

Our families and students respond positively to this commitment at Meringandan State School. 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 and reinforced through recognition and encouragement.

In the 2018 School Opinion Survey students, parents and staff indicated that they were satisfied with the learning and school environment and that Meringandan was a safe school. The majority of parents surveyed felt that their child was getting a good education that their child felt safe, liked going to school, their child was treated fairly and that Meringandan was a good school. At least 90% of students surveyed felt they were getting a good education, they liked being at our school and that Meringandan was a good school. Students indicated that their teachers motivated them to learn and expected them to do their best. The majority of parents and staff, 82% of parents and 96% of staff, felt that behaviour was well managed at Meringandan State School. The majority of staff (92%) enjoy working at Meringandan.

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)	100%	81%	85%
• this is a good school (S2035)	100%	85%	91%
• their child likes being at this school* (S2001)	100%	96%	94%
• their child feels safe at this school* (S2002)	100%	96%	94%
• their child's learning needs are being met at this school* (S2003)	100%	85%	82%
• their child is making good progress at this school* (S2004)	100%	85%	85%
• teachers at this school expect their child to do his or her best* (S2005)	100%	89%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	85%	82%
• teachers at this school motivate their child to learn* (S2007)	100%	89%	88%
• teachers at this school treat students fairly* (S2008)	100%	85%	85%
• they can talk to their child's teachers about their concerns* (S2009)	100%	85%	91%
• this school works with them to support their child's learning* (S2010)	100%	81%	79%
• this school takes parents' opinions seriously* (S2011)	88%	77%	77%
• student behaviour is well managed at this school* (S2012)	96%	85%	82%
• this school looks for ways to improve* (S2013)	100%	85%	73%
• this school is well maintained* (S2014)	100%	100%	91%

* 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)	100%	100%	93%
• they like being at their school* (S2036)	100%	96%	89%
• they feel safe at their school* (S2037)	99%	98%	96%
• their teachers motivate them to learn* (S2038)	99%	100%	95%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	95%
• teachers treat students fairly at their school* (S2041)	99%	96%	81%
• they can talk to their teachers about their concerns* (S2042)	99%	88%	81%
• their school takes students' opinions seriously* (S2043)	97%	96%	89%
• student behaviour is well managed at their school* (S2044)	99%	94%	78%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	96%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	84%

* 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)	95%	100%	92%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	88%
• they receive useful feedback about their work at their school (S2071)	100%	100%	83%
• 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%	96%
• students are treated fairly at their school (S2073)	100%	100%	92%
• student behaviour is well managed at their school (S2074)	100%	100%	96%
• staff are well supported at their school (S2075)	95%	100%	83%
• their school takes staff opinions seriously (S2076)	90%	100%	92%
• their school looks for ways to improve (S2077)	95%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	88%

Parent and community engagement

In 2018, the school held our first Under Eights event as a strategy to improve engagement within and across our community. The morning was well attended and included community and volunteer services, businesses, day care providers and sporting associations.

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.

Staff members actively connect and network with community groups and services including local and neighbouring primary and secondary schools, Queensland Police Service – Goombungee branch, Local Fire Service, Child Youth Mental Health Service, LifeLine Rural Connect, Toowoomba Regional Council and Pre-Prep providers.

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

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This focus is embedded across our curriculum through the Health curriculum, 'Positive Behaviour for Learning' program and Positive Education focus through the implementation of the 'Bounce Back' program. The 'Bounce Back' program includes a focus on respectful relationships and valuing differences. 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

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	1	5	11
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

Water saving devices, solar energy and monitoring mechanisms are installed to reduce our environmental footprint. Students are encouraged to minimise waste through litter less lunches.

As our school enrolment increases, we consciously monitored energy usage and implemented strategies to encourage efficient and sensible use of energy and water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	16,439		75,084
Water (kL)			

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter dropdown menus: 'School sector', 'School type', and 'State'.

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

The screenshot shows a single button labeled 'View School Profile'.

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

The screenshot shows a navigation menu with several options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' option is highlighted with a dark background.

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	20	12	<5
Full-time equivalents	15	8	<5

*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	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	14
Diploma	
Certificate	

*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 \$ 22 000.

The major professional development initiatives are as follows:

- The BIG 6 of reading with Dezlea Konza
- High yield strategies in the teaching of reading.
- Darling Downs Leading Learning Collaborative with Dr Lyn Sharratt.
- Professional texts and subscriptions in effective pedagogical practices and Positive Education.
- Pedagogies in the early years.
- Cluster workshops: curriculum and effective teaching practices
- Cluster and like schools moderation
- Wellbeing and engagement
- Positive behaviour for learning workshops for school staff and training for PBL team members.
- Instructional and curriculum leadership
- Understanding diversity
- Staff wellbeing

- Observation, feedback mentoring and coaching for improvement in teaching and learning.
- First Aid and Safety training.
- Cohort collaboration on problems of practice, funded through Investing for Success.
- Building teacher capability: responding to data.

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.	97%	97%	95%

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	93%	94%	94%
Attendance rate for Indigenous** students at this school	91%	93%	92%

* 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	93%	93%	95%
Year 1	93%	94%	93%
Year 2	92%	95%	94%
Year 3	94%	94%	95%
Year 4	94%	93%	94%
Year 5	93%	93%	94%
Year 6	94%	93%	93%

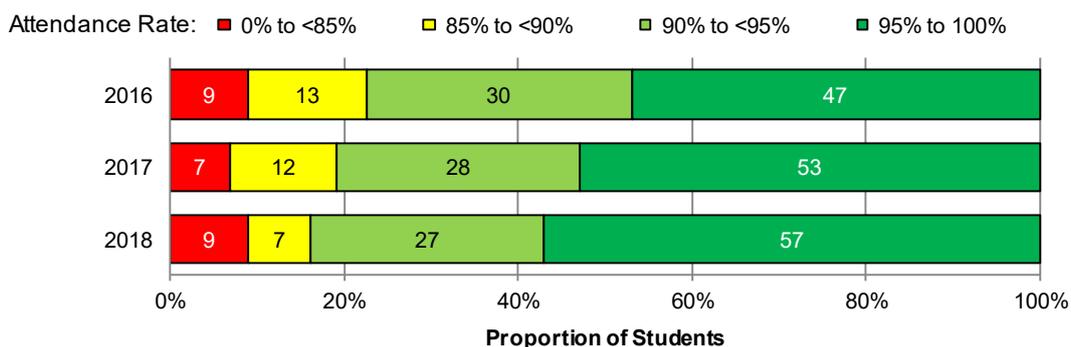
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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 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:

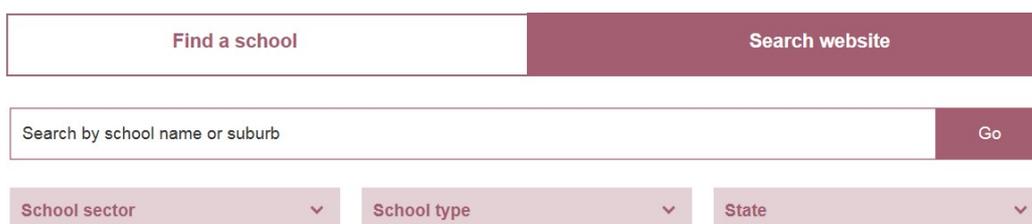
- Teacher interviews with parents/carers.
- Principal interview with parents/carers.
- Letters advising parents/carers about our concerns.
- Guidance Officer support.
- DET process including official warnings.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.