



Meridan State College

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



Contact Information

Postal address:	PO Box 3908 Caloundra DC 4551
Phone:	(07) 5490 2666
Fax:	(07) 5490 2600
Email:	principal@meridansc.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Julie Kornmann, Executive Principal

School Overview

Meridan State College, an Independent Public School, is a co-educational P-12 state school which opened in January 2006 with classes from Prep to Year 6. Each year a new year level was opened until 2012, when the College opened Year 12 and had its full complement of year levels.

The College consists of three sub schools and provides a quality education for students from Prep to Year 6 in the Primary School, Year 7 to 9 in the Junior Secondary School and Year 10 to 12 in the Senior Secondary School. The Prep to Year 12 structure significantly enhances educational outcomes for students while facilitating the seamless transition through the different phases of learning. It also provides students with the opportunity to enrich their learning through access to the extensive range of facilities of a College.

The sub-school structure ensures that the design and delivery of learning experiences are relevant and appropriate for each age group of students. It is also based on sound research that supports the concept of smaller learning communities within a larger community. While the College is on one site, each of the three sub schools has its own campus with state of the art facilities.

A dense rainforest provides a natural boundary for the separation of the sub-schools and enhances the environmental appeal of the College. A boardwalk through the rainforest connects the Senior School with the Executive Centre and the shared facilities which are located through the centre of the College site. This boardwalk also provides the ideal outdoor environment for environmental education, Art and Science activities.

At Meridan our curriculum mission is to empower our students with the confidence and capacity to enrich the communities and cultures of the future. Students are provided with a variety of curriculum offerings presented in exciting and meaningful ways utilising real life experiences, contemporary resources and technology. Excellence in the teaching of literacy and numeracy is a major focus and the College has introduced

Master Classes for high achieving students and has established Programs of Excellence in Dance, Music, Italian and Sport. Students' learning is enriched through the use of an extensive range of electronic devices, such as iPod Touches, iPads, digital microscopes and interactive whiteboards are a feature of all Primary School classrooms.

The college supports its students to be connected in this digital age with a BYOx program for students in Years 5-12. An extensive range of extra-curricular activities is available to engage and extend our students' interests and abilities. Student learning is enhanced by the state of the art facilities at the College which include an ICT Resource and Multi Media Centre, extensive Hospitality kitchens and restaurant, Performing Arts Theatre, production unit and studios, Creative Design Technology workshops, Science laboratories, Computer and Robotics laboratories, Visual Arts studios and a double court indoor Sports Performance Centre.

While Meridan is very much a school of the future, we place great importance on 'old fashioned' values, such as good manners, considerate behaviour and pride in our College and ourselves. We believe that education is a partnership between the home and the school, and we greatly value parent involvement as fully as time and commitments allow. Our College vision is to 'Inspire Excellence in Diverse and Creative Learners' and we have an unrelenting focus on high expectations and students achieving their potential in a safe and happy environment as they transition through the years of schooling from Prep to Year 12.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Our AIP (Annual Improvement Plan) goals in 2016 were:

1. Implement targeted strategies to maximise student outcomes for high achieving student P-12 as part of building a high performance culture.
2. Build an authentic contemporary and best practice learning culture encompassing 21st century learning approaches
3. Close the feedback loop for students by providing consistent, timely and targeted feedback linked to learning goals to improve student learning outcomes.
4. Utilise workforce planning and flexible staffing models to build a capable and diverse workforce who are creative and innovative.
5. Build a high performance culture that is explicitly focused on best practice pedagogy.
6. Build a high performance culture with staff, students, parents/carers and the community.
7. Strengthen the 'Meridan Way' by building consistent understanding and implementation of College processes, practices, procedures and plans.
8. Build parent/carer understanding of teaching and learning practices to strengthen partnerships to promote student learning and high expectations for success.
9. Explore and establish the role and function of the College within the Meridan community.

Highlights of 2016

- The highlight of 2016 was celebrating Meridan's selection as QLD SCHOOL OF THE YEAR in the Jack Pizzey Awards at the Educational Excellence Awards Gala Event in Brisbane at the very end of 2015! We were delighted just to be nominated as one of the three finalists but to win was something we hadn't dared hoped for. This award is considered the most prestigious in education in our State and it acknowledges the commitment and dedication of our amazing teachers.



- Once again Meridan achieved commendable Year 12 exit outcomes with 100% students achieving a Queensland Certificate of Education and 100% also receiving a Vocational Education Certificate. The Overall Performance (OP) results were 85.9% achieved OP 1-15 – a very commendable 7% increase on the year before - and 96% of eligible students received a Queensland Tertiary Admissions Centre (QTAC) offer. In 2016, approximately 60% of our graduating students continued in further education and training while a further 30% gained employment in the year they left school.
- Our whole College focus on Literacy and Numeracy in 2015 achieved significant improvement in a number of areas with the results of systemic testing showing continual improvement on previous years. Our unrelenting focus on enhanced academic outcomes was evidenced in the individual achievements of many of our students in the ICAS Maths, English and Science competitions.

- The International Competition and Assessment for Schools – ICAS – is an international competition conducted by the NSW University involving over 20 countries each year. A selection of our students participated this year in Maths, English and Science and while many of them achieved Credits and Merit Awards, 16 of them were awarded Distinctions and one student was awarded a High Distinction in Science which means he is in the top 1% of students internationally!
- In Science high performing students from Meridan were selected to participate in a range of exciting experiences including the Young Scientists of Australia competition in Sydney, the Conico Phillips Science Challenge in Brisbane and numerous science events at the Sunshine Coast and Brisbane Universities.
- With Excellence and Extension programs alongside our large range of extra-curricular programs, 2016 was highly successful for the Arts department at Meridian State College on many fronts. Our talented Dancers excelled first at the State Titles and then at the National Dance Titles winning Gold, Silver and Bronze again this year. Sixty-five of our talented dancers competed at National level and every one of them won a medal!
- Our Meridan instrumental musicians also excelled winning Gold and Silver Awards at the regional Fanfare competition. Our Italian students were not to be outdone and were also very successful winning Gold, Silver and Bronze at the Languages competition at the Sunshine Coast University in August.
- 2016 has been a triumphant year for our Sports program at Meridan with the launch of our Developing Excellence Program. Under this banner 25 new teams – 260 students! – participated in competitions across Queensland with two of our Oztag Girls Teams becoming Qld State Champions in July. This year Meridan won 12 premierships in interschool sport, 28 students were selected to represent our region and four selected to represent Queensland. And to top our sporting successes our first ever Australian Champion won Gold, Silver and Bronze at the National Titles in Darwin!
- The outstanding opportunities provided to students by our Technical Trade Training Centre was again a highlight of 2016 with an increase in the range of courses available and many of our graduating students being successfully offered apprenticeships and traineeships.
- Meridan's Contemporary Learning Hub which provides face to face and online professional development in digital and contemporary pedagogies for teachers across Queensland continued to develop as a popular and financially successful service provider. This innovative initiative continues to promote the profile of our College as a leader in 21st Century teaching and learning.
- A state of the art purpose built teaching block of 10 classrooms was constructed in readiness for the increase in enrolments with the 'Flying Start' - Year 7 in High School initiative in 2015.



Future Outlook

The following goals from Meridan's Strategic and Annual Implementation Plans were identified through a rigorous Quadrennial School Review conducted with staff, students, parents and the broader community. These goals were established during 2016 and will be further developed and embedded in the remaining two years of our Strategic Plan.

1. Implement targeted strategies to maximise student outcomes for high achieving student P-12 as part of building a high performance culture.
2. Build an authentic contemporary and best practice learning culture encompassing 21st century learning approaches
3. Close the feedback loop for students by providing consistent, timely and targeted feedback linked to learning goals to improve student learning outcomes.
4. Utilise workforce planning and flexible staffing models to build a capable and diverse workforce who are creative and innovative.
5. Build a high performance culture that is explicitly focused on best practice pedagogy.
6. Build a high performance culture with staff, students, parents/carers and the community.
7. Strengthen the 'Meridan Way' by building consistent understanding and implementation of College processes, practices, procedures and plans.
8. Build parent/carers understanding of teaching and learning practices to strengthen partnerships to promote student learning and high expectations for success.
9. Explore and establish the role and function of the College within the Meridan community.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2016: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	2300	1182	1118	55	95%
2015*	2425	1210	1215	69	94%
2016	2543	1253	1290	87	95%

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

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

In 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 majority of students' families are mid socio-economic status with the trades being the most common occupational background. As Meridan is located in a rapidly growing area of Caloundra and is surrounded by new housing developments, many of the students have recently experienced a move from another location, whether from within Queensland, from other states or from overseas. The College has a range of programs in place to ensure the students experience a smooth transition into their new school environment. Due to an Enrolment Management Strategy which restricts the catchment area for enrolment, students generally live in relatively close proximity to the College.



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	24	23	24
Year 4 – Year 7	26	28	27
Year 8 – Year 10	25	24	24
Year 11 – Year 12	18	18	18

*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

Primary School:

- Comprehensive curriculum based on Australian Curriculum, and the P-12 Curriculum Assessment and Reporting framework
- Continuing to embed a robust drama/dance program through the use of an Arts/Drama specialist
- Curriculum plans developed in collaborative teaching teams termly to ensure consistency and excellence within all programs
- Signature practice of personalizing learning through learning goals, differentiated activities and extension activities embedded within units of work
- Creative use of ICTs within curriculum programs to develop 21st century learners and engagement in our Infinity lab
- Key focus on literacy and numeracy skills across all key learning areas.
- Consistency by teachers using the Meridan Way of teaching Reading, Word Study & Numeracy
- Showcase 2015 entry highlighting our Numeracy program
- Focus on personalized learning for students, precision in program implementation and professional teams working together to cater for our students' needs.



Secondary School:

- Comprehensive curriculum based on National Curriculum and P-12 Curriculum Assessment and Reporting Framework.
- Signature practice of 'flexi learning' involving team planning, collaborative teaching and differentiated learning.
- Multi layered diagnostic testing approach to provide short data cycles and inform targeted instruction for literacy and numeracy through integrated programs, explicit teaching blocks and literacy or numeracy rotations.
- Individual Curriculum Plans and Learning Enhancement Programs to support needs of different learners.
- 'Level Up' Gifted and Talent Conference
- Dance Immersion, and Music and Dance and or Italian Excellence and Master Classes to cater for high performing student in academics and performing arts.
- Multi-disciplinary Innovation Business and Technology Project-Based Learning (PBL) across Design and Digital Technology curriculum in Years 7 & 8.
- Blended learning which includes one Multi-disciplinary project (PBL) each term in year 7.

Senior Secondary School:

- A focus on personal, performance and career readiness pathways as essential to ensuring all students are achieving success.
- An individualised and multi-layered approach to planning, monitoring and tracking student achievement, performance and educational and career development.
- Comprehensive academic and vocational curriculum offerings resulting in relevant pathways and qualifications for all senior school students.
- Active partnerships with industry, community, business and external educational providers to maximize learning and vocational pathways for students including traineeships, school-based apprenticeships, university study and certificate courses.
- Performing Arts Program: Impact Dance Team, Drama Club, Choirs/Singing Groups, Instrumental Music Program, Fanfare, Media Club, TFT Dance Sport Championships, Programs of Excellence

- Sport Program: Year 7-9 Interschool Sport Program, Swimming/Cross Country/Athletics Carnivals, Participation in out of school competitions e.g. Netball, Touch Football, Rugby League, Basketball, Aerobics
- Academic: ICAS Competitions, Science Competitions, Public Speaking: Debating Competitions, Rotary, Lions Youth of the Year, Student Leadership, College Magazine, Scholarships, Tutorials, International Program



Co-curricular Activities

Primary Campus:

- Performing Arts Program: Year 6 Arts Elective Program, Choirs, Instrumental Music Program, Guitar.
- Sport: Year 6 Interschool Sport Program, Yr 1-6 Swimming Program, Year 5-6 Surf Skills, Year 5-6 Camping program
- Academic: ICAS Competitions, Optiminds, Voices on the Coast, Year 6 Arts elective program, Support & Extension Programs. Australia wide simultaneous storytelling



How Information and Communication Technologies are used to Assist Learning

Primary Campus:

- In the Primary Campus, Meridan has taken a blended approach when rolling out ICTs within our classrooms. Throughout their P-6 journey, students have access to a broad range of devices including interactive white boards, touch screen computers, laptops, iOS devices, robots and data collection devices. Students and teachers also have access to a large collection of high quality software

applications and online tools that support students to meet the demands of ACARA units as well as developing digital literacy and media authoring skills.

- Students in P-3 receive specialist technology lessons which support them to develop their digital literacy and fluency. Students develop skills in the use of a broad range of tools and applications as part of this program. By year 3, students have had rich digital experiences including creating customised digital maps, making models in 3D modelling applications and authoring files and presentations in Office applications and iOS apps.
- Our Primary Campus has subscriptions to online learning and assessment platforms which enable our staff to differentiate learning for students and track student engagement and outcomes with these tools. Digital devices and pedagogies are used within our classrooms and LDC to support students with disabilities or learning difficulties.
- Through our collaborative unit planning model, opportunities for using digital pedagogies are identified by Year level teams with the support of our Heads of Curriculum. During and after planning, Year level teams and individuals identify skills with which they need further support. This support is provided through peer tutoring, our Primary ICT specialist teacher or through our onsite professional learning centre, the Contemporary Learning Hub.
- Each Year level has an online platform that students and parents can access information on Units of work, assessment tasks, homework. There is also information on how to understand and assist your child with their reading, numeracy and learning
- BYOx Programs in Year 6

Secondary Campus:

- BYOx Program in Years 7 – 12.
- One-to-one laptop program available to students in Years 9-12.
- Ipad, Ipod and Laptops used as accelerators of learning, embedded in rich pedagogy.
- Delivery of curriculum through a range of digital pedagogies including online learning spaces (virtual classrooms, blogs), applications (e.g. Ipod/Ipad Apps), software (e.g. CAD), global communication (wireless), email (staff/student dialogue).

Social Climate

Overview

Meridan State College's Vision, to "Inspire Excellence in Diverse and Creative Learners", and Values are clearly outlined in the College Statement of Purpose, and are embedded in the culture through a range of approaches and strategies.

Meridan's Responsible Behaviour Plan for Students outlines the values, standards of behaviour and responsibilities of all members of the College community in promoting positive behaviour and supporting student learning. It incorporates the College's positive and proactive approach to rewarding appropriate behaviour while ensuring the rights of all students to learn and feel safe. High expectations, equity, inclusiveness and respect for self and others are key features of schooling at Meridan. The effectiveness of the College's management of behaviour was recognised this year in the Report of the Discipline Audit with Meridan achieving 'Outstanding' or 'High' for all elements in the 5 domains (Compliance Medium).



Meridan is a FISH! Philosophy school. This program is considered to be particularly relevant for our adolescent students and is embedded in practice on the secondary campus. **The FISH! Philosophy is the key to promoting successful human relationships through the application of guidelines for behaviour and attitude.** It is a set of simple, interconnected principles that can be tailored to suit the individual and the context. They are: Play, Choose your Attitude; Make their Day and Be There and through practice these principles promote positive relationships at work, school and at home.

The FISH! Philosophy lives through a number of pastoral care programs provided by the College, such as You Can Do It, Rock and Water, Restorative Practices and the 5 C's – Courage, Compassion, Courtesy, Collaboration and Choice. These programs are designed to promote co-operative and harmonious relations leading to success in learning.

Our College has a 'Community' structure and all students and staff belong to one of the four Communities. The Communities are named after elite sports people (Bradman, Freeman, O'Neill and Rafter) who are known not only for their sporting prowess but also for their charity and humanitarian work. The Community structure provides vertical social groupings, a supportive environment and an enriched pastoral care program for students. It allows for greater staff, parent and student interaction and promotes positive relationship building across all sub schools for staff and students. This structure is supported by research which indicates that smaller groupings within a larger educational organisation have the potential to significantly enhance educational outcomes for students. It also promotes a deeper sense of belonging for all involved in our school community and pride in our College.

Developing the leadership skills of our students is a focus for the College. At Meridan we believe that all students have the potential for leadership and each of the sub-schools have leadership programs and structures to promote leadership aspirations and potential. Leadership camps and programs conducted by external leadership consultants are a feature of our annual leadership development program and provide a platform for the selection of sub school and College leaders for the following year. In Junior Secondary students explore leadership through a 'Steps to Success' Program and our Senior students engage in a 'Pathways to Success' program which provides them with the study skills and independent work practices to prepare them for tertiary study or employment.

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)	90%	92%	86%
this is a good school (S2035)	87%	89%	89%
their child likes being at this school* (S2001)	88%	93%	87%
their child feels safe at this school* (S2002)	94%	91%	87%
their child's learning needs are being met at this school* (S2003)	84%	88%	84%
their child is making good progress at this school* (S2004)	83%	92%	86%
teachers at this school expect their child to do his or her best* (S2005)	96%	98%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	88%	85%
teachers at this school motivate their child to learn* (S2007)	86%	91%	87%
teachers at this school treat students fairly* (S2008)	84%	82%	86%
they can talk to their child's teachers about their concerns* (S2009)	85%	95%	93%
this school works with them to support their child's learning* (S2010)	84%	90%	89%
this school takes parents' opinions seriously* (S2011)	81%	83%	81%
student behaviour is well managed at this school* (S2012)	75%	74%	74%
this school looks for ways to	88%	88%	85%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
improve* (S2013)			
this school is well maintained* (S2014)	97%	96%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	97%	98%
they like being at their school* (S2036)	91%	94%	95%
they feel safe at their school* (S2037)	96%	97%	94%
their teachers motivate them to learn* (S2038)	88%	95%	93%
their teachers expect them to do their best* (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	96%	97%
teachers treat students fairly at their school* (S2041)	82%	88%	89%
they can talk to their teachers about their concerns* (S2042)	80%	87%	86%
their school takes students' opinions seriously* (S2043)	81%	87%	85%
student behaviour is well managed at their school* (S2044)	80%	88%	79%
their school looks for ways to improve* (S2045)	93%	95%	95%
their school is well maintained* (S2046)	94%	92%	95%
their school gives them opportunities to do interesting things* (S2047)	89%	94%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	95%	93%
they feel that their school is a safe place in which to work (S2070)	98%	99%	98%
they receive useful feedback about	81%	92%	91%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their work at their school (S2071)			
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	90%	90%
students are encouraged to do their best at their school (S2072)	97%	98%	95%
students are treated fairly at their school (S2073)	99%	94%	96%
student behaviour is well managed at their school (S2074)	82%	80%	79%
staff are well supported at their school (S2075)	74%	84%	84%
their school takes staff opinions seriously (S2076)	76%	83%	81%
their school looks for ways to improve (S2077)	91%	94%	95%
their school is well maintained (S2078)	99%	99%	99%
their school gives them opportunities to do interesting things (S2079)	83%	89%	90%

* 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

The importance of parents and teachers working together is strongly supported throughout the College. We believe that when parents express confidence and are involved in the College, their children are more likely to be happier and perform better in the classroom.

The following are some of the ways that parents are invited to be active participants in their child's education:

- Parent/Teacher meetings and student performance interviews
- Classroom/College volunteer programs
- College Introduction meetings
- P&C Meetings and social functions
- Parent Forums and surveys
- Assemblies
- Parent Education sessions
- Class celebrations of learning
- Guest Speaker evenings
- Communication – newsletters, emails, text messages, facebook, twitter.

Respectful relationships programs

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

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	230	246	277
Long Suspensions – 6 to 20 days	2	0	6
Exclusions	0	0	0
Cancellations of Enrolment	0	0	3

* 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

While costs have increased considerably in recent years, the actual usage of water and other usage rates is in line with the significant increases in student enrolment and the opening of new facilities. The College has a School Environment Management (SEMP) committee which monitors and plans for energy conservation and sustainability education.

Through the Primary Campus environmental club awareness raising of environmental issues is crucial. It also promotes the use of a litter free lunch box in the College.

ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
2013-2014	846,933	38,785
2014-2015	855,759	22,997
2015-2016	878,228	13,482

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**.

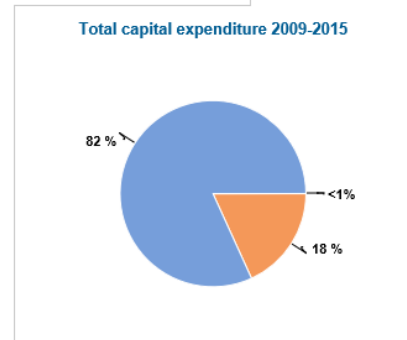
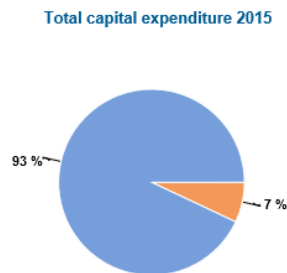
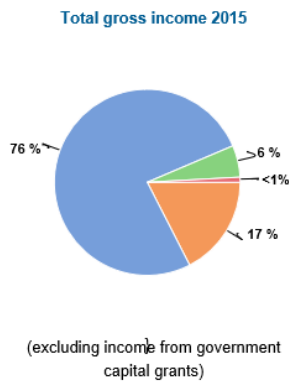
Full-time equivalent enrolments relating to recurrent income and capital expenditure:

2452

Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

	\$ Total	\$ Per student
Net recurrent income 2015		
Australian Government recurrent funding	4,861,785	1,983
State/territory government recurrent funding	21,202,701	8,647
Fees, charges and parent contributions	1,538,368	627
Other private sources	246,464	101
Total gross income (excluding income from government capital grants)	27,849,318	11,358
Less deductions	0	0
Total net recurrent income	27,849,318	11,358
Capital expenditure 2015		
Australian Government capital expenditure	252,783	5,784,021
State/territory government capital expenditure	3,363,070	26,014,040
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	7,050
Total capital expenditure	3,615,853	31,805,111



Percentages are rounded and may not add to 100%.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	189	88	<5
Full-time Equivalents	176	59	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	18
Graduate Diploma etc.**	12
Bachelor degree	168
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 \$115,996.05

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- Data Analysis and Application
- Coaching
- e-Learning Strategies & Use of Digital Devices
- Literacy
- Mathematics
- Academically Talented
- Early Phase of Learning
- Student Wellbeing
- Subject specific training/conferences/seminars

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, 90% 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%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	89%	88%

*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 P-10/P-12 schools was 90%.

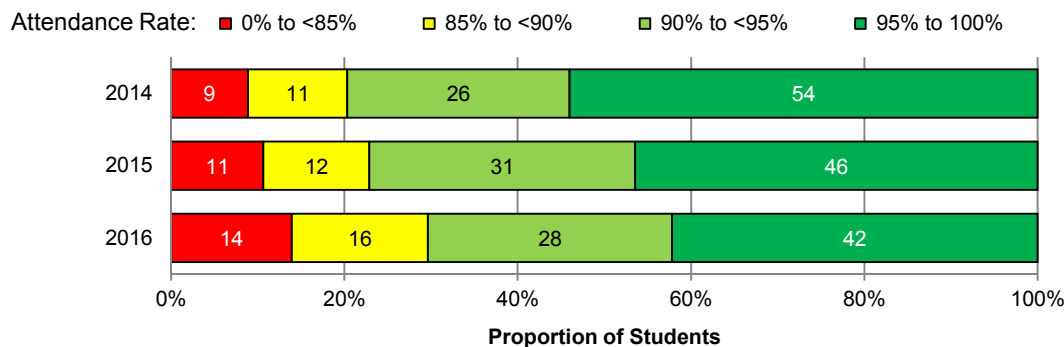
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	95%	95%	95%	95%	94%	95%	94%	93%	93%	92%	90%	89%
2015	95%	94%	94%	94%	94%	94%	93%	94%	93%	92%	93%	89%	90%
2016	93%	94%	93%	94%	94%	91%	93%	93%	91%	90%	90%	88%	89%

*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. Meridan State College uses SMS text messages for same-day absence notification through ID attend. Rolls are marked twice daily in the primary sub school and for every lesson in the secondary sub-school. Processes are in place to ensure students attend school regularly through the enforcement of attendance process. Dedicated absentee officers process daily absences, alert teachers to class attendance inconsistencies, follow up unmarked rolls and monitor consecutive unexplained absences. Regular communication with parents in newsletters highlight the importance of regular school attendance supporting the “Every Day Counts” initiative.

Primary Campus

When students are absent parents will receive email message that requests they contact the school to explain the student’s absence. By the 3rd day the Deputy will make contact. We strive for 0% unexplained absences in Primary. We also contact parents if their child is consistently late so that we can ensure they have maximum time engaged in positive learning.

Secondary Campus

Student attendance is a key priority for the secondary campus. A number of key practices are in place to address student attendance and maximize school participation including:

- Mentor Class and Session roll marking.
- Same day text message to parents/carers of absent students.
- Afternoon report issued to class teachers to identify anomalies and follow-up non-attendance.
- Implementation of year level student managers focused on supporting wellbeing, attendance and performance (Community Leaders, Year Level Mentors).
- 3 day absence reports issued to community leaders/year level managers to follow-up non-attendance.

- Issuing of 3 day absence letters to parents/carers.
- Late to school and late to class procedures.
- Exemption from Schooling processes.
- Articulated processes for absences for assessment in line with QCAA guidelines.
- Discussion with parents/carers and students as part of Student Performance and Pathway Interview conversations.
- Tracking and celebration of positive attendance data – Attendance Club.
- Focus on the importance of attendance in newsletters, emails to parents, College website information, Facebook and information sessions.
- Formal absentee/truancy process.
- Professional Development for staff.

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

School name

Suburb, town or postcode

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 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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	150	171	195
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	0
Number of students receiving an Overall Position (OP)	80	62	68
Percentage of Indigenous students receiving an Overall Position (OP)	50%	50%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	27	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	150	171	195
Number of students awarded an Australian Qualification Framework Certificate II or above.	149	168	194
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	150	169	195
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	73%	77%	85%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	96%	94%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	8	23	27	21	1
2015	9	23	16	12	2
2016	9	28	21	10	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	120	149	38
2015	109	166	68
2016	87	192	85

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

Meridan State College offers and supports a variety of Nationally Recognised Training courses to students from Year 10, ranging from Certificate I through to Certificate IV.

Certificate I in Hospitality
Certificate II in Skills for work and vocational pathways
Industrial Technology Skills/Cert I in Furnishing
Certificate II/III in Visual Arts
Certificate II in Engineering Pathways
Certificate II in Hospitality/Kitchen Operations
Certificate III in Fitness
Certificate II/III in Information, Digital Media & Technology
Certificate II/III in Dance
Certificate II/III in Business
Certificate II in Business/Tourism
Certificate III in Community Services (Children's Services)
Certificate II in Active Volunteering

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	76%	78%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	25%	43%	100%	

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September. The report will be available at: <https://meridansc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Annualreports.aspx>

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are important for all.

The majority of early school leavers depart Meridan State College for either another school, work or further learning. In each individual case, Meridan State College provides an extensive support and information service to all early school leavers to ensure that students transition successfully to the next phase of their learning. This approach also ensures that students who are identified as being at risk are assisted to maximise their opportunities to secure either employment pathways, traineeships, apprenticeships, and/or placement in courses associated with the Sunshine Coast Technical Trade training Centre, based at Caloundra, East coast TAFE, Schools of Distance Education or local private training providers. In doing so, Meridan State College ensures that the requirements of both the compulsory and the post compulsory participation phases of schooling are being fulfilled by all students

Conclusion

2016 was an amazing year for Meridan State College! Not only did we celebrate the honour of being selected as 'Queensland's School of the Year', it was also our Tenth Anniversary since opening in 2006! This event provided us with many opportunities to celebrate not only the outstanding achievements of our staff and students during 2016, but also to reflect with great pride on our journey over the previous decade. However, ten years is very young for a school and we know that, despite how far we have come, we have the potential to achieve even more in coming years. The future is bright for Meridan!