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| Webpages | Additional reporting information pertaining to Queensland state schools is located on the [*My School*](http://www.myschool.edu.au/) website and the Department’s [Right to Information site](http://deta.qld.gov.au/right-to-information/published-information/about-us/schools.html). |
| Contact Person | Julie Kornmann |

# Principal’s foreword

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| Introduction |
| Welcome to the School Annual Report for Meridan State College. The intention of this report is to provide parents, staff, students and the community with a comprehensive but concise picture of our College and the progress we have made towards achieving our goals for the past year.  In 2011, our sixth year of operation, our goal continued to be the establishment of our College as a safe, supportive and stimulating learning environment in which our students can achieve their potential as creative, active and respected citizens in an evolving global society. The success of our progress towards achieving this goal is evidenced by the continued rapid growth of the College, the results of the systemic testing of student learning outcomes, the outstanding results of our Student, Parent and Staff School Opinion Surveys and the reputation we are already achieving for providing excellence in education. |

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| School progress towards its goals in 2011 | |
| The whole of College focus on improved student outcomes in literacy and numeracy was successful with the results of systemic testing showing continual improvement on previous years. The success of the Early Years Program, embedded from prep to year 2, was evidenced in the Year 2 Net results with Meridan achieving significantly above State and Like Schools in Reading, Writing and Number. The excellence of the Meridan Early Years Program was officially acknowledged when it was awarded the Showcase Award for innovative programs that significantly improve the learning outcomes of students.  In 2011 Meridan State College was selected as one of only twenty schools across Queensland to be a Year 7 Pilot School in 2013. The outstanding Middle School program with its flexible model of learning was a key factor in this selection.  The Sunshine Coast Technical Trade Training Centre was officially opened in 2011 with students from Meridan’s Senior School accessing a range of TAFE and University courses. Meridan State College is one of the four founding schools that successfully secured Federal funding and constructed this centre the previous year.  The content of the National Curriculum in Maths, English and Science was a focus of the professional development program for the year, at the conclusion of which teaching staff felt fully prepared for the introduction of these subjects in 2012.  A highlight of 2011 was the opening of the next stage of our Senior School facilities. These facilities have been designed to incorporate all of the features that have been identified in the research as most conducive for teaching and learning for this age group of students. The attractive buildings have also been designed to suit the context and the climate and are separated from the junior school by a rainforest belt. A board walk through the rainforest connects the Senior School with the Executive Centre and the shared facilities on the Junior School side of the campus. The Senior School accommodated Year 11 in 2011 and will accommodate Year 12 in 2012.  Meridan State College is rapidly achieving its reputation as a ‘school of the future’. | |
| Future outlook |
| The Key Areas for Improvement as defined in the 2012 Operational Plan are to:   * Continue with Whole of College focus of improving student learning outcomes in literacy and numeracy * Support the implementation of the Australian Curriculum * Implement Whole College Programs: Literacy Strategy; Numeracy Strategy; Mathematics Program; Early Years Strategy * Embed eLearning across the curriculum through the implementation of the Meridan ICT Scope and Sequence * Establish a data driven culture across all phases of learning * Create innovative and efficient organisational, physical and resource structures that are responsive to the needs of a new and growing P-12 school context * Develop and implement strategies for increasing community partnerships in 2012 * Promote the teaching of Science through a Whole College Science Program * Whole of College commitment to the achievement of ICT Certificate or Pedagogical Licence for teaching staff |

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| School Profile |
| Meridan State College is a co-educational state school which opened in January 2006 and which will cater for students from Prep to Year 12 by 2012.  The College currently provides a quality education for students from Prep to Year 6 in Junior School, Year 7 to 9 in the Middle School, Year 10 to 11 in Senior School and will open Year 12 in 2012. The College will consist of three subschools, Junior: Prep-6; Middle: Years 7-9; and Senior: Years 10-12. The College has experienced continual growth since it opened and the total enrolment as of 30 June 2011 is 1821 an increase in growth of approximately 300 students since this time last year.  Each subschool has its own campus within the site but is aligned with the direction and focus of the College entity. A dense rainforest divides the site creating an attractive environment and providing a separation of the subschools.  The rationale behind the subschool structure is embedded in a body of research which indicates that small schools within a larger school have the potential to significantly enhance educational outcomes for students while facilitating the transition through the different phases of learning. The subschool structure also enhances the positive aspects of a small school while increasing access to the extensive facilities and resource efficiencies of a large school.  While Meridan is very much a College 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. Please help us in our endeavours to provide the very best education possible for our children, in a safe, secure and happy environment. Coeducational or single sex: CoeducationalYear levels offered: Prep to Year 11Total student enrolments for this school:  |  |  |  |  | | --- | --- | --- | --- | | Total Enrolment | Girls | Boys | Enrolment Continuity (Feb 2010 – Nov 2010) | | 1821 | 916 | 915 | 94% |  Characteristics of the student body:  |  | | --- | | 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, 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. |   Class sizes – Proportion of school classes achieving class size targets in 2011:   |  |  | | --- | --- | | Phase | Average Class Size | | | Prep – Year 3 | 23.5 | | Year 4 – Year 10 | 25.0 | | Year 11 – Year 12 | 18.3 | | All Classes | 23.3 |   School Disciplinary Absences:   |  |  | | --- | --- | | Disciplinary Absences | Count of Incidents | | Short Suspensions - 1 to 5 days | 107 | | Long Suspensions - 6 to 20 days | 8 | | Exclusions | 0 | | Cancellations of Enrolment | 0 | |

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| Curriculum offerings |
| CRW_0230At 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 to ensure students have the opportunity to achieve to their potential.  Our curriculum is designed around the Queensland Curriculum, Assessment and Reporting Framework (QCARF) and expressed through the 8 Key Learning Areas. Excellence in the teaching of literacy and numeracy is a major focus for Meridan and distinctive curriculum offerings include an emphasis on Information and Communication Technology and Gifted Education. In the Teaching and Learning Audit the excellence of our curriculum programs and delivery was recognised with an ‘Outstanding’ rating. Meridan achieved 6 ‘Highs’ and 1 ‘Medium’ for the other domains.  CRW_0042Our College is particularly fortunate in having state of the art facilities and resources, particularly in relation to technology. Information and Communication Technologies, (ICTs), are an integral part of the teaching and learning in all subject areas and the College is continually increasing its range of technical devices. The College is particularly fortunate in having interactive whiteboards as a feature of every classroom from prep to middle school. Every teacher has a laptop computer as part of Education Queensland’s Laptops for Teachers program. These wonderful resources not only engage and enhance our students’ learning but have also revolutionised the way teachers plan and teach.  Facilities such as the junior / middle Performing Arts Centre, Research and Discovery Centre, Design Technology Centre, ‘Blue Room’, and editing suite in our Information Communication Technology Centre will enable the school to achieve its goal of becoming a school of excellence in the creative industries.  Our recently completed Sports Performance Centre, with its double courts, gymnasium and kinesiology laboratories, sets a new standard for sporting facilities on the Sunshine Coast.  IMAGE_736 smallMSC Swim Team - smallOur teachers work collaboratively in teams to design, plan, implement and assess the units of study to ensure consistency of practice and judgement across all year levels. |
| Extra curricula activities |
| A range of extra curricular activities are available to engage and extend our students’ interests and abilities:   * Choirs and vocal groups * DSCF9366a smallMaths club * Dance troupe * Art Extension club * Surf Skills * Musical, Dinner Restaurant * Multi media productions * Kids on Keyboards * Rock band * Instrumental Music * Animalia * Science Enrichment * Girls Grooming and Job application * Optiminds * Kitchen Garden Project * Masterchef, and * A wide range of sporting activities including interschool sport. |
| How Information and Communication Technologies are used to assist learning |
| This year, digital pedagogies have been advanced within our College by a commitment from all teaching staff to undertake their ICT Pedagogical Certificate (Level 1 of the Smart Classrooms Framework). In addition to this, key mentors and facilitators have been supporting staff to advance their digital practices towards the ICT Digital Pedagogical Licence (Level 2).  Student learning has been enhanced with the adoption of virtual classrooms within the junior school, ensuring consistency and accessibility of key resources and learning experiences, and creating access and communication opportunities for our parent community. The College is continually updating its extensive range of technical devices to engage and promote student learning.  Students in the upper junior and lower middle schools are exploring a range of online activities to ensure their learning is experienced in the classroom and then continued at home, thus enhancing community expectations and encouraging communications with parents.  Middle and senior school classes are communicating, creating, presenting and operating within the Learning Place virtual classrooms for core subject areas. Senior school students are working on-line in a number of subject areas to accommodate their learning preferences when timetables are in conflict. Expansion of available technologies has meant that Meridan State College is able to offer students a variety of learning styles to best suit their needs and to extend their learning. |

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| Social Climate |
| Meridan’s values and effective practices are clearly outlined in the College Statement of Purpose, and are embedded in the culture in a number of ways.  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.  Meridan has embarked on the journey of becoming a FISH! philosophy school. All members of staff have practised this philosophy since the College opened, and we are now introducing FISH! to our students and parents. What's FISH!? FISH! is the key to successful human relationships. It’s a set of simple, interconnected principles that everyone can tailor to their own life and work - old wisdom for a new day. When you choose to incorporate these principles (PLAY, MAKE THEIR DAY, CHOOSE YOUR ATTITUDE, and BE THERE), you’ll see a positive change in the relationships you create 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.  The ‘Community’ concept, introduced in 2007, also provides a supportive environment for the College community. The way our College is organised into four Communities (Bradman, Freeman, O’Neill and Rafter) helps us to achieve improved student learning outcomes through the promotion of positive student-teacher-parent relationships.  IMG_3975 smallThe Communities offer:   * Pastoral care. * Collegial student management. * Reduction in the number of relationships. * Direct parent – teacher contact. * Cross curricular planning. * Greater staff, parent and student interaction. * What the Communities will achieve: * Improved student learning through the promotion of positive student-teacher relationships. * The Community structure encourages and supports communication and collaboration among teachers within and across subschools, improving teaching and learning. * Improved student behaviour through early identification and a positive support structure. * A more settled and orderly environment. * A deeper sense of belonging for all involved in the College community, and a pride in our College   prep%20sandpit  IMG_3411Developing the leadership skills of our students is a focus for the College. The students in Year 6, the final year of Junior School, participated in a unit of study on leadership and attended a leadership camp. They also had the opportunity to nominate and be elected for a variety of student leadership positions.  In Middle School, Year 7 & 8 students explore leadership through a ‘Steps to Success’ Program. Year 8 students participate in a team building and leadership camp which provides the platform for the development and selection of Middle School leaders for the following year.  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. |

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| Parent, student and teacher satisfaction with the school |
| Over the six years Meridan State College has been open our School Opinion Surveys for parents, students and teachers have been outstanding. In all of the dimensions of each survey, Meridan scored higher or significantly higher than State and Like Schools.   |  |  | | --- | --- | | Performance measure | Result 2011 | | Percentage of parents/caregivers satisfied that their child is getting a good education at school | 80% | | Percentage of students satisfied that they are getting a good education at school | 86% | | Percentage of parents/caregivers satisfied with their child’s school | 93% | | Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 62% | | Percentage of staff members satisfied with morale in the school | 82% | |

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| Involving parents in their child’s education |
| 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 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 * Classroom/College volunteer programs * College Introduction meetings * P&C Meetings * P&C social functions * Assemblies * Parent Education sessions * Class celebrations of learning * Guest Speaker evenings * Communication – newsletters, emails.   The results of the Parent School Opinion Survey again provide evidence of the level of parental approval of and satisfaction with the College. Parents rated our College **significantly higher** than Like Schools mean and higher than State mean in all questions relating to their opinion of the College:   * Opportunities to participate in the life of the school. * Opportunities to participate in school decision making. * That staff are approachable. * That parents feel welcome. * That the school communicates well with parents.   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 likely to be happier and perform better in the classroom.  The results of the 2010 Parent School Opinion Survey again provide evidence of the level of parental approval of and satisfaction with the College. Parents rated our College **significantly higher** than Like Schools mean and higher than State mean in all questions relating to their opinion of the College:   * Opportunities to participate in the life of the school. * Opportunities to participate in school decision making. * That staff are approachable. * That parents feel welcome. * That the school communicates well with parents.   Assembly small |

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| Reducing the school’s environmental footprint |
| Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.  While costs have increased significantly since 2010 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. Due to energy conservation measures introduced the KL of Water usage has actually declined in the past year.  Environmental footprint indicators, 2010-2011:   |  |  |  |  | | --- | --- | --- | --- | |  | Electricity KwH | | Water KL | | 2011 | 713,152 | 22,369 | | | 2010 | 463,472 | 24,315 | | | % change 10 - 11 | 54% | -8% | | |

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| Staff composition, including Indigenous staff |
| |  |  |  |  | | --- | --- | --- | --- | | Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff | | Headcounts | 130 | 61 | <5 | | Full-time equivalents | 122 | 40 | <5 | |
| |  | | --- | | Staff Qualifications | |  | |
| Expenditure on and teacher participation in professional development |
| The total funds expended on teacher professional development in 2011 was $42,587.00.  The major professional development initiatives are as follows:   * e-learning initiatives * First Steps in reading * First steps in mathematics * Early Phase of Learning * Gifted and Talented * Subject specific conferences/seminars * Data Analysis   The proportion of the teaching staff involved in professional development activities during 2011 was 100%. |
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| Average staff attendance |
| For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011. |
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| Proportion of staff retained from the previous school year |
| From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 school year. |

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| School income broken down by funding source |
| School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>. |

# Key student outcomes

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| Student attendance - 2011 |
| The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.  The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%. |
| Student attendance rate for each year level |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 93% | 94% | 93% | 94% | 93% | 93% | 92% | 92% | 90% | 91% | 89% |  |

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| Student Attendance Distribution |

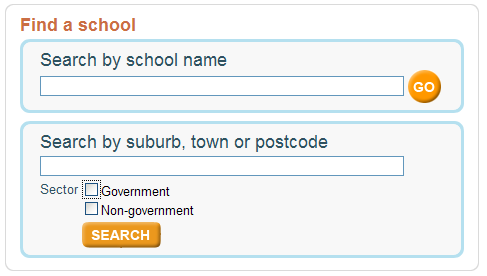
The proportions of students by attendance range.

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| Description of how non-attendance is managed by the school |
| Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.  Meridan uses the ID Attend system. Junior School rolls are marked twice each day. Middle and Senior School rolls are marked four times per day, at the start of each session. Absentees for each session are checked by Teacher Aides after each session. Any discrepancies are referred to the Head of Community or Head of Department in the first instance. For students absence and unexplained for two days, a letter or phone call is organised on the third day. Once per term, an unexplained absence report is generated and sent home to parents. |

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| National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9. |

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.**



Where it says **‘Search by school name’**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>’**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

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| Achievement – Closing the Gap |
| Student Attendance:  Indigenous student attendance in 2011 was 91.4 compared to Non-Indigenous student attendance of 92.1. Indigenous student attendance has consistently increased from 2009 and 2010.  Student Attainment:  Indigenous student attainment in Reading, Writing and Numeracy in 2011 was higher on a mean scale score than Indigenous students in Regional and State Schools. In Reading Indigenous student achievement was higher in 2011 than Non-Indigenous students, while in both Writing and Numeracy the gap was decreased considerably by 27 and 18 points respectively on a mean scale |