Meridan State College

ANNUAL REPORT

2017

Queensland State School Reporting

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

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Department of Education

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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 4-12. 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.

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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.

Meridan State College – Qld School of the Year

Principal's Foreword

Introduction

Our Annual Implementation Plan (AIP) goals for 2017 were:

National School Improvement tool	QSR outcome	Meridan Way and the data informed classroom
1. An explicit improvement agenda	**Build a high performance culture with staff, students, parents/carers and the community**	Know your strategic direction
2. Analysis and discussion of data	**Close the feedback loop for students by providing consistent, timely and targeted feedback linked to learning goals to improve student learning outcomes**	Know your data
3. A culture that promotes learning	**Build parent/carer understanding of teaching and learning practices to strengthen partnerships to promote student learning and high expectations for success.**	Know your school
4. Targeted use of school resources	**Utilise workforce planning and flexible staffing models to build a capable and diverse workforce who are creative and innovative.**	Know your resources
5. An expert teaching team	**Build a high performance culture that is explicitly focused on best practice**	Know yourself and your teams
6. Systematic curriculum delivery	**Strengthen the 'Meridan Way' by building consistent understanding and implementation of College processes, practices, procedures and plans**	Know your curriculum
7. Differentiated teaching and learning	**Implement targeted strategies to maximise student outcomes for high achieving students P-12 as part of building a high performance culture**	Know your students and the gaps
8. Effective pedagogical practices	**Build an authentic contemporary and best practice learning culture encompassing 21st century learning approaches**	Know your pedagogy
9. School-community partnerships	**Explore and establish the role and function of the College within the Meridan community**	Know your parents and community

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Highlights of 2017

- 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 74% achieved OP 1-15 and 96% of eligible students received a Queensland Tertiary Admissions Centre (QTAC) offer. In 2017, 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 2017 achieved significant improvement in a number of areas with the results of systemic testing showing continual improvement on previous years, especially in year 7.

- 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 four were awarded a High Distinction in Maths.

- In Science high performing students from Meridan were selected to participate in a range of exciting experiences including the STEM Connect Program, the Research Immersion Program at QUT, the USC Science Investigations Awards with three of our students winning second and third places and numerous events at the Sunshine Coast and Brisbane Universities.

- Our academically gifted students are challenged and extended through differentiated classroom programs, Master Classes and extracurricular activities. Again this year we offered a range of innovative opportunities such as the Level Up Gifted and Talented Conference which attracted over 300 talented students from across Queensland and 'Full Steam Ahead', a program for upper primary students which provides a series of hands on workshops on Science, Technology, Engineering, The Arts and Mathematics.

- The highlights for Meridan's IT program included over 1,400 students connected with BYOx, implementation of OneNote Class Notebook as a teaching and learning platform and the introduction of NAO robotics into the Year 10 Digital Technologies curriculum.

- With Excellence and Extension programs alongside our large range of extra-curricular programs, 2017 was highly successful for the Arts department at Meridan State College on many fronts. Our talented Dancers again excelled at the National Titles with over 80 qualifying and 30 students becoming National Medallist.

- 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.

- 2017 has been a triumphant year for our Sports Excellence Program with 6 State Champion teams in Volleyball and Oztag, 16 Regional and 2 Queensland representatives, the most interschool sport premierships we have ever received in one year and achieving the Best Overall School in the interschool sports season.

- The outstanding opportunities provided to students by our Technical Trade Training Centre was again a highlight of 2017 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 Innovation Centre and a second Hospitality Kitchen was constructed in readiness for the 2018 school year and a further increase in enrolments on our secondary campus.

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Future Outlook

The following goals from Meridan's Strategic and Annual Implementation Plans were identified through a rigorous review process conducted with staff, students, parents and the broader community. These goals were established during 2017 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/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.

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	2425	1210	1215	69	94%
2016	2543	1253	1290	87	95%
2017	2711	1332	1379	91	95%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

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, 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	2015	2016	2017
Prep – Year 3	23	24	24
Year 4 – Year 6	28	27	28
Year 7 – Year 10	24	24	25
Year 11 – Year 12	18	18	19

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Curriculum Delivery

Our Approach to Curriculum Delivery

Primary School:

At Meridan we implement the **Australian curriculum in** English, Mathematics, Science, Humanities and Social sciences, Health, The ARTS and Physical Education and Technologies.

Classroom teachers (Year 1 -6) are responsible for teaching and reporting on key subjects including Maths, English, Science, Humanities and Social Sciences, Design Technology, Health Education and Visual and Media arts. Arts electives. Prep teachers implement and report on key Australian Curriculum subjects including English, Maths, Science, Humanities and Social Sciences. They also implement and report on the Early Years Queensland Curriculum areas including Active Thinking Processes, Health and Physical Learning and Social and Personal Learning.

At Meridan we use Age Appropriate Pedagogies to frame our planning for the early years. We use the inquiry model to guide and support our planning across the curriculum.

As part of our commitment to encouraging 21st Century Learning, students in Year, 5 and 6 participate in a BYOX program with a view to extending this to Year 4 in 2018.

The inclusion of **STEM** has become an exciting new focus, with the introduction of specialist teacher – Digital Technologies added to the specialist team in 2017 responsible for implementing and assessing digital technologies across Prep to 6. This has included units in robotics, gaming and digital design. This will continue in 2018 with a transition to embedding STEM in other classroom units of work. Specialists teachers also deliver curriculum in Music (Prep to 6), Drama and Dance (4 to 6), Physical Education (Prep to 6) and LOTE (5 and 6) with a focus on Italian and Indonesian.

At Meridan State College we are committed to providing a wide range of **extra-curricular activities** in the pursuit of academic, sporting and cultural excellence. This includes musicals, school choir, school instrumental classes and bands, dance and drama clubs, Opti-minds, Reading Warriors, inter-school sport and sport's training, Sports development officers and the Infinity Lab.

Junior 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

Co-curricular Activities

Primary Campus:

- Performing Arts Program: Drama and Dance Specialist Lessons, Dance Extension Program and Dance Eisteddfod, Year 6 Arts Elective Program, Choirs and Instrumental Music Programs.
- Sport: Year 6 Interschool Sport Program, Year 1-6 Swimming Program, Year 5-6 Surf Skills, Year 5-6 Camping program, Oztag school teams and Athletics Carnivals P-6.
- Academic: ICAS Competitions, Optiminds, Voices on the Coast, Master Classes Literacy and Numeracy, Support & Extension Programs, Thinkers Club, Reader's Cup, Semester Year Level Learning Celebrations and Infinity Lab.
- BYOx Program in Years 4-6.

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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).

How Information and Communication Technologies are used to Assist Learning

Primary Campus:

In the Primary Campus, students from P-6 have age appropriate access to a broad range of devices including interactive white boards, touch screen computers, laptops, iOS devices, IPad and robots to enhance the learning process and embed powerful learning experiences. 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 skills.

Students in P-4 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 4, 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. Adaptive technologies such as speak to text and text readers allow increased access and success with learning activities.

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.

Through digital communication and online platforms, parents can access information on Units of work, assessment tasks and homework. There is also information for parents to access to understand how to best assist their child with their learning.

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Students in Years 4-6 participate in the BYOx Program or have access to a 1:1 laptop. Students utilize OneNote to access classroom learning experiences, assessment tasks, resources and homework. Digital communication between students and staff is used for general school activities and to provide students with feedback on their progress towards their learning goals.

Secondary Campus:

- Connected at Meridan via BYOx
- One-to-one laptop program available to students in Years 7-12
- Tablets and Laptops used as accelerators of learning, embedded in rich pedagogy
- Supporting feedback and collaboration with OneNote Class Notebook and online resources.
- Delivery of curriculum through a range of digital pedagogies including online learning spaces (virtual classrooms, blogs), applications (e.g. web applications and iPod/iPad Apps), software (e.g. CAD), global communication (wireless), email (staff/student dialogue), and intranet (student notices).
- Real world application of skills using specialized ICT equipment in the creative arts, design and technology in dedicated labs
- Supplementing literacy and numeracy instruction via online platforms (Literacy Planet, Manga High)
- Digital Technologies Coding Club - Inspiring excellence in digital technologies

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 is due to the consistent focus on proactive positive strategies to manage unacceptable behaviour and celebrate appropriate behaviour.

Meridan State College uses age appropriate philosophies for positive relationships, behaviour and engagement. Our Primary Campus has five Core Values: *Choice, Compassion, Courtesy, Courage and Collaboration.* These Core Values underpin our: celebration of positive behaviours, behaviour focus lessons each week, reward systems, restorative practices and Assembly focus. Our Secondary Campus has a FISH! Philosophy. 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.

Meridan State College's positive approach to supporting student engagement, behaviour and relationships lives through a number of programs; such as You Can Do It, Rock and Water, Restorative Practices, Circle Time, Fun Friends and Pursuit. 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 support program for students. It allows for greater staff, parent and student interaction and promotes positive relationship building from Prep through Year 12, 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. Our Primary and Secondary Campuses have tailored programs and structures to promote leadership aspirations and potential for all students.   These programs include: supported pathways to employment and future educational opportunities, and leadership opportunities across a range of domains.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	92%	86%	86%
this is a good school (S2035)	89%	89%	84%
their child likes being at this school* (S2001)	93%	87%	80%
their child feels safe at this school* (S2002)	91%	87%	83%
their child's learning needs are being met at this school* (S2003)	88%	84%	83%
their child is making good progress at this school* (S2004)	92%	86%	86%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
teachers at this school expect their child to do his or her best* (S2005)	98%	92%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	85%	83%
teachers at this school motivate their child to learn* (S2007)	91%	87%	81%
teachers at this school treat students fairly* (S2008)	82%	86%	78%
they can talk to their child's teachers about their concerns* (S2009)	95%	93%	89%
this school works with them to support their child's learning* (S2010)	90%	89%	81%
this school takes parents' opinions seriously* (S2011)	83%	81%	66%
student behaviour is well managed at this school* (S2012)	74%	74%	69%
this school looks for ways to improve* (S2013)	88%	85%	76%
this school is well maintained* (S2014)	96%	90%	86%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	97%	98%	92%
they like being at their school* (S2036)	94%	95%	84%
they feel safe at their school* (S2037)	97%	94%	91%
their teachers motivate them to learn* (S2038)	95%	93%	83%
their teachers expect them to do their best* (S2039)	98%	99%	95%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	87%
teachers treat students fairly at their school* (S2041)	88%	89%	72%
they can talk to their teachers about their concerns* (S2042)	87%	86%	73%
their school takes students' opinions seriously* (S2043)	87%	85%	72%
student behaviour is well managed at their school* (S2044)	88%	79%	71%
their school looks for ways to improve* (S2045)	95%	95%	85%
their school is well maintained* (S2046)	92%	95%	86%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	95%	93%	96%
they feel that their school is a safe place in which to work (S2070)	99%	98%	96%
they receive useful feedback about their work at their school (S2071)	92%	91%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	90%	92%
students are encouraged to do their best at their school (S2072)	98%	95%	97%
students are treated fairly at their school (S2073)	94%	96%	95%

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Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
student behaviour is well managed at their school (S2074)	80%	79%	84%
staff are well supported at their school (S2075)	84%	84%	90%
their school takes staff opinions seriously (S2076)	83%	81%	90%
their school looks for ways to improve (S2077)	94%	95%	95%
their school is well maintained (S2078)	99%	99%	97%
their school gives them opportunities to do interesting things (S2079)	89%	90%	94%

* 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.

Consultation for Reasonable Adjustment

Individualised reasonable adjustments apply to all types of learning. Adjustments may be developed in consultation with the student, their parents or carers, relevant school staff and key stakeholders. Consultation processes vary according to student and parent needs and may occur at parent teacher interviews, key stakeholders meetings, during formal transition programs or incidentally as needs arise. All possible solutions are examined to meet students' needs, while balancing the needs of others. Meridan State College works closely with parents or carers and the department to carefully consider what is a reasonable or unreasonable adjustment. Meridan State College endeavours to support students to meet their maximum potential and take pride in excellence in student outcomes.

Respectful Relationships Programs

Meridan State College has developed and implemented numerous programs that focus on healthy, respectful and appropriate relationships. Dedicated student services staff and specialised teams have

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been created to support students and families. These teams are led and supported by identified Administration staff across P-12 to ensure appropriate and relevant practices are ongoing. Behaviour lessons of the week, mentor sessions, supported play areas, community days (Day for Daniel, Anti-bullying etc.) and regular parent seminars are an embedded practice at MSC. This is complemented by specific topics that are addressed as part of the P-12 curriculum. More specifically these areas address gender bias, body image, violence and the exploration of respectful relationships.

Targeted programs have been enacted to address data-informed needs for the College community. These have included but are not limited to Pursuit, Building Bridges, Rock and Water, Drum Beat, Shine, Rainbows, Cyber Safety, Equine Therapy, Etiquette, Fun Friends and PAL, Putting Youth in the Picture, and Kids Hope. These supportive programs have been delivered to whole cohorts and target groups promoting respectful relationships, mental health management, taking a stand, anti-bullying and violence, personal development, resilience building and social skills.

Current intervention and response processes that may involve community partnerships to support students and parents included SKEDLINQ, Bully screeners, CYMHS, Student Services, Child Safety, Triple P, Family Connect, IFYS and United Synergies. In relation to relationship breakdowns, bullying and physical incidents a restorative approach is used to repair harm that may involve students, staff and members of the community.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	246	277	285
Long Suspensions – 11 to 20 days	0	6	14
Exclusions	0	0	0
Cancellations of Enrolment	0	3	7

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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.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	855,759	22.997
2015-2016	878,228	13,482
2016-2017	613,005	10,635

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.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

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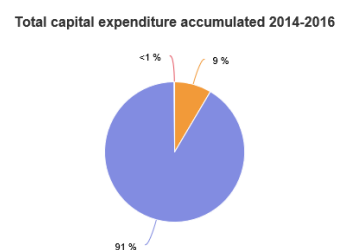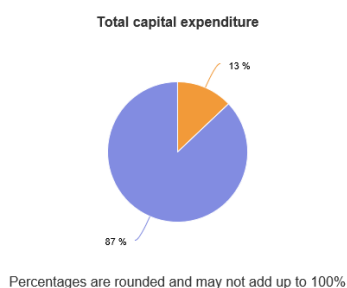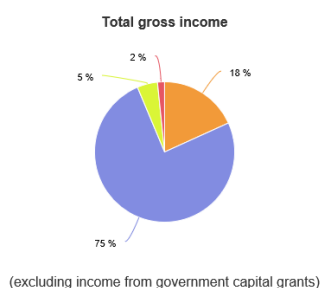
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The following table and charts summarise the recurrent and other income of the selected school, together with its capital expenditure for the calendar year. Further information on the methods used and on the comparability of the data is available in *Financial data reporting on My School*.

2010	2011	2012	2013	2014	2015	2016	2017

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Full-time equivalent enrolments relating to recurrent income and capital expenditure: **2,575.4**

Net recurrent income	$ Total	$ per student
Australian government recurrent funding	5,562,144	2,160
State / territory government recurring funding	23,002,713	8,932
Fees, charges and parent contributions	1,430,909	556
Other private sources	496,941	193
Total gross income	**30,492,707**	**11,840**
Less deductions	**0**	**0**
Total net recurrent income	**30,492,707**	**11,840**

Capital expenditure	$ Total	$ Accumulated 2014-2016
Australian government capital expenditure	231,033	486,087
State / territory government capital expenditure	1,549,844	5,205,886
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	7,050
Total capital expenditure	**1,780,877**	**5,699,023**

Total gross income

Total capital expenditure

Total capital expenditure accumulated 2014-2016

(excluding income from government capital grants)

Percentages are rounded and may not add up to 100%

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	194	92	<5
Full-time Equivalents	181	63	<5

Qualification of all teachers

Queensland Government

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	194
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 2017 were $331,328.28

The major professional development initiatives are as follows:

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
- NPDL
- Thinking and Learning Conference
- Early Phase of Learning
- Student Wellbeing
- Subject specific training/conferences/seminars

The proportion of the teaching staff involved in professional development activities during 2017 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Queensland Government

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	90%

*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 2017 for all Queensland P-10/P-12 schools was 90%.
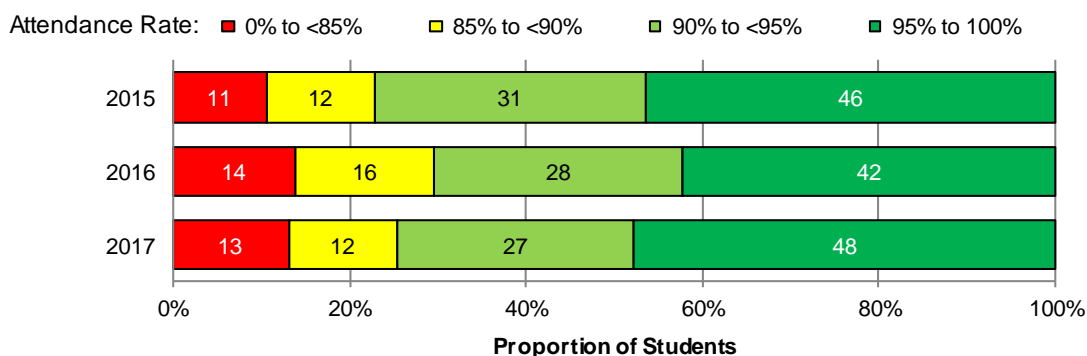
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	94%	94%	94%	94%	94%	93%	94%	93%	92%	93%	89%	90%
2016	93%	94%	93%	94%	94%	91%	93%	93%	91%	90%	90%	88%	89%
2017	95%	94%	94%	95%	93%	94%	92%	93%	92%	91%	91%	90%	92%

*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:

Attendance Rate: ■ 0% to <85%　□ 85% to <90%　□ 90% to <95%　■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	11	12	31	46
2016	14	16	28	42
2017	13	12	27	48

Proportion of Students

Description of how non-attendance is managed by the school:

Non-attendance is managed in state schools in line with the 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.

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

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	2015	2016	2017
Number of students receiving a Senior Statement	171	195	190
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	0
Number of students receiving an Overall Position (OP)	62	68	71
Percentage of Indigenous students receiving an Overall Position (OP)	50%	25%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27	27	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	171	195	190
Number of students awarded an Australian Qualification Framework Certificate II or above.	168	194	189
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	169	195	190
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.	77%	85%	73%
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%	94%	92%

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
2015	9	23	16	12	2
2016	9	28	21	10	0
2017	7	20	25	17	2

As at 14th February 2018. 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
2015	109	166	68
2016	87	192	85
2017	79	188	58

As at 14th February 2018. 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	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	78%	93%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	43%	100%	60%

* 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
The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
http://www.meridansc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early Leavers Information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.
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

2017 was an amazing year for Meridan State College! Once again we grew in student enrolment and opened new state of the art facilities but most importantly, our students achievements in the academic subjects, The Arts and Sport improved on previous years across both campuses. However, despite how far we have come in 11 short years since Meridan opened, we know we have the potential to achieve even more in coming years. The future is bright for Meridan!

Queensland
Government