



Meridan State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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MERIDAN STATE COLLEGE – A QLD SCHOOL OF THE YEAR



From the 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 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.

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

School progress towards its goals in 2018




Improving Students' Reading

- P-3: We will be improving students' Reading, specifically comprehension, by using the "Meridan Way" strategies: balanced reading program.
- 7-12: We will be improving students' Reading by implementing direct vocabulary instruction, a wider reading program and comprehension strategies from the research including:
 - ◊ Sheena Cameron strategies,
 - ◊ Hattie's The Reciprocal Teaching Guide,
 - ◊ Fisher's Gradual Release Model and
 - ◊ Marzano's Academic Vocabulary Direct Instruction Framework.

Improving Students' Writing

- 4-6: We will be improving students' Writing, by using the "Meridan Way" strategies: Sheena Cameron strategies



Targets

| | |
|---|---|
| <ul style="list-style-type: none">• NAPLAN Reading U2B:<ul style="list-style-type: none">◊ Year 3 >45%◊ Year 7 >32%◊ Year 9 > 20%• NAPLAN NMS in more than two thirds of test areas:<ul style="list-style-type: none">◊ > 95% for Year 3◊ > 90% for Year 5, 7 & 9• NAPLAN Reading NMS:<ul style="list-style-type: none">◊ Year 7 Girls - 100%◊ Year 7 Boys - 95%◊ Year 9 Girls - 100%◊ Year 9 Boys - 92% | <ul style="list-style-type: none">• NAPLAN MSS:<ul style="list-style-type: none">◊ Close the gap between the boy's MSS and the girl's MSS for writing in Year 9◊ Both the boys' and the girls' mean score matches or exceeds the State and National Mean score.• NAPLAN Writing U2B:<ul style="list-style-type: none">◊ Year 5 >15%• SOS question S2017: My child's English skills are being developed at this school >90% |
|---|---|

Highlights of 2018

- Meridan was again successful in the SHOWCASE AWARDS FOR EXCELLENCE being selected as Regional Winner, State Finalist and finally Qld Runner Up for our Pre Prep Program.
- 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 78.1% achieved OP 1-15 and 99% of eligible students received a Queensland Tertiary Admissions Centre (QTAC) offer.
- In 2019, approximately 85.8% of our 2018 graduating students continued in further education, training or employment six months after completing Year 12.
- Our whole College focus on Literacy in 2018 achieved significant improvement in a number of areas with the results of systemic testing showing continual improvement on previous years, especially in Year 3.

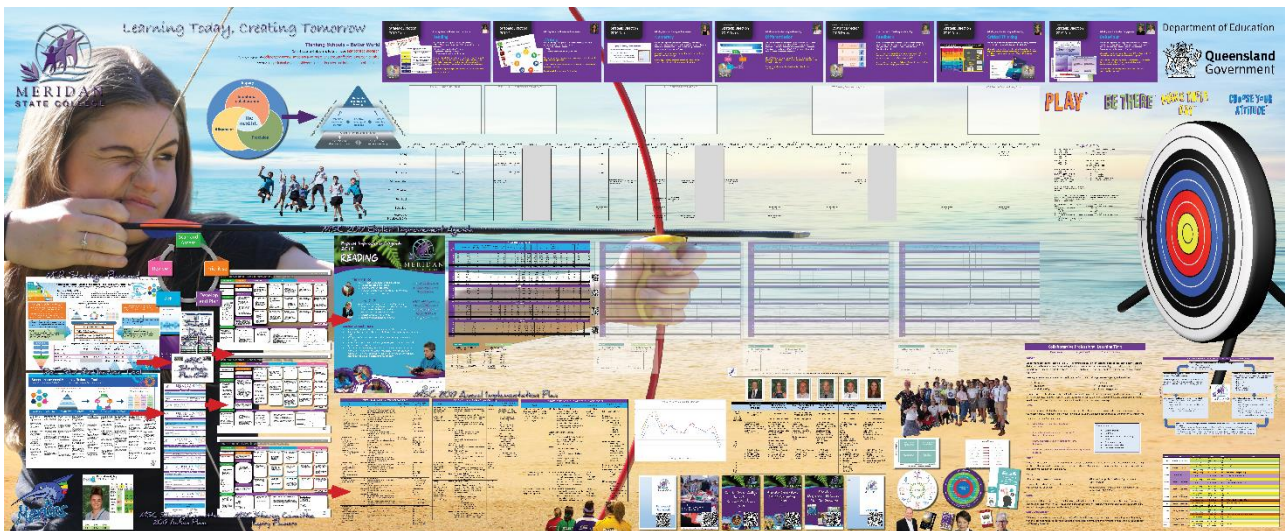
- The International Competition and Assessment for Schools – ICAS – is an international competition conducted by the NSW University involving over 20 countries each year. A selection of our students participated this year in Maths, English and Science and while many of them achieved Credits and Merit Awards, 16 of them were awarded Distinctions and two were awarded High Distinctions.
- 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 Women in Science at USC, 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 the infusion of new technologies into the curriculum through Year 7 STEM, Robotics, and Digital Technologies. Students conducted a TEC Trade Fair where the wider community were invited to view digital solution to everyday problems. Other initiatives include over 1,800 students connected with BYOx, implementation of OneNote Class Notebook as a teaching and learning platform and Makerspace, Coding and Lego League Clubs.
- With Excellence and Extension programs alongside our large range of Performing Arts programs, 2018 was highly successful for the Arts department at Meridan State College on many fronts. Our talented Dancers again excelled at the National Titles with Gold and Bronze medals and also winning second place in the Eisteddfod. Two of our talented students had their work selected for the 2018 **Creative Generation for Excellence in Visual Arts**.
- Our Meridan Primary Arts team staged "The Lion King Jnr" musical production. Rehearsals were held over two terms and two sold out shows entertained our college community. The production involved over 100 students from Year 3 to Year 6. 'Freak Show' performed by our talented secondary students was also enjoyed by sell out audiences and was triumph for our Performing Arts Faculty.
- Meridan instrumental musicians also excelled winning three 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.
- 2018 has been a triumphant year for our Sports Excellence Program with 6 State teams in Oztag with Meridan winning Qld Champion School and being placed 3rd in the Super 5 Volleyball Competition. Our students also represented the District, Region and State and Meridan won 5 Premierships in the Interschool Sport Season.
- The outstanding opportunities provided to students by our Technical Trade Training Centre was again a highlight of 2018 with an increase in the range of courses available and many of our graduating students being successfully offered apprenticeships and traineeships.
- This year we were excited to welcome our first intake of long stay **International Students** from Sweden, Brazil, Chilli, Italy and Germany. Next year this program will continue to grow and will contribute greatly to our students' understanding and appreciation of other countries, languages and cultures
- 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.
- The college chaplaincy program was enhanced through the employment of an additional Chaplain to focus support to the Primary campus.
- The college was identified as a regional school of best practice in Auslan pedagogy and staff from other regional schools were hosted at Meridan to improve their Auslan skills.



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 2018 and will be further developed and embedded in the remaining year 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.



Our school at a glance

School profile

| | |
|------------------------------------|---------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | Yes |
| Year levels offered in 2018 | Prep Year - Year 12 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 2543 | 2711 | 2728 |
| Girls | 1253 | 1332 | 1368 |
| Boys | 1290 | 1379 | 1360 |
| Indigenous | 87 | 91 | 100 |
| Enrolment continuity (Feb. – Nov.) | 95% | 95% | 95% |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The 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

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 24 | 24 | 23 |
| Year 4 – Year 6 | 27 | 28 | 27 |
| Year 7 – Year 10 | 24 | 25 | 24 |
| Year 11 – Year 12 | 18 | 19 | 18 |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Primary:

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 offer a play based transition process for all our prep students with additional supported transitions to meet student needs. 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 4, 5 and 6 participate in a BYOX program.

The inclusion of **STEM** has become an exciting new focus, with the continuation of specialist teacher – Digital Technologies added to the specialist team responsible for implementing and assessing digital technologies across Prep to 6. This has included units in robotics, gaming and digital design. STEM is also supported through the extracurricular programs Level Up and Full Steam Ahead for students in Years 3-6. Specialists teachers also deliver curriculum in Music (Prep to 6), Drama and Dance (Prep to 6), Physical Education (Prep to 6) and LOTE (5 and 6) with a focus on Italian.

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, Auslan club, 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, Year 6 Arts Elective Program, Choirs with community performances i.e. Gregson and Weight Christmas Memorial Concert 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: Optiminds, Voices on the Coast, Master Classes Literacy and Numeracy, Support & Extension Programs, Thinkers Club, Reader's Cup, Semester Year Level Learning Celebrations, Under 8's Day and Infinity Lab.
- BYOx Program in Years 4-6.



Secondary Campus:

- BYOx Program in Years 7 – 12.
- One-to-one laptop program available to students in Years 9-12.
- Introduction and adoption of CANVAS Learning Management System across Year 7-12
- Increased integration of Digital Technologies through multiple KLAs, including Lego Robotics, Coding Blocks, Data Loggers....
- Delivery of curriculum through a range of digital pedagogies including online learning spaces (virtual classrooms, blogs), applications (e.g. Ipad/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, ipads 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.

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. To facilitate this comprehensive feedback to students, all classroom teachers are provided with an iPad pro.

Secondary Campus:

- Connected at Meridan via BYOx
- One-to-one laptop program available to students in Years 7-12
- CANVAS Learning Management System – Deliver curriculum content resources, assessment tasks, feedback and results, Digital Textbook integrations, 24/7 access, student progress monitoring.
- 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. The primary campus has invested significant funding to increasing our skilled, support staff to include two student engagement teachers and a student engagement teacher aide. The student engagement team support students to achieve optimal learning goals within a supportive environment to maximise success.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child is getting a good education at school (S2016) | 86% | 86% | 94% |
| • this is a good school (S2035) | 89% | 84% | 89% |
| • their child likes being at this school* (S2001) | 87% | 80% | 92% |
| • their child feels safe at this school* (S2002) | 87% | 83% | 90% |
| • their child's learning needs are being met at this school* (S2003) | 84% | 83% | 94% |
| • their child is making good progress at this school* (S2004) | 86% | 86% | 92% |
| • teachers at this school expect their child to do his or her best* (S2005) | 92% | 90% | 94% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 85% | 83% | 89% |
| • teachers at this school motivate their child to learn* (S2007) | 87% | 81% | 85% |
| • teachers at this school treat students fairly* (S2008) | 86% | 78% | 85% |
| • they can talk to their child's teachers about their concerns* (S2009) | 93% | 89% | 95% |
| • this school works with them to support their child's learning* (S2010) | 89% | 81% | 88% |
| • this school takes parents' opinions seriously* (S2011) | 81% | 66% | 83% |
| • student behaviour is well managed at this school* (S2012) | 74% | 69% | 72% |
| • this school looks for ways to improve* (S2013) | 85% | 76% | 87% |
| • this school is well maintained* (S2014) | 90% | 86% | 91% |

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 98% | 92% | 92% |
| • they like being at their school* (S2036) | 95% | 84% | 85% |
| • they feel safe at their school* (S2037) | 94% | 91% | 89% |
| • their teachers motivate them to learn* (S2038) | 93% | 83% | 87% |
| • their teachers expect them to do their best* (S2039) | 99% | 95% | 96% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 97% | 87% | 90% |
| • teachers treat students fairly at their school* (S2041) | 89% | 72% | 78% |
| • they can talk to their teachers about their concerns* (S2042) | 86% | 73% | 71% |
| • their school takes students' opinions seriously* (S2043) | 85% | 72% | 73% |
| • student behaviour is well managed at their school* (S2044) | 79% | 71% | 69% |
| • their school looks for ways to improve* (S2045) | 95% | 85% | 92% |
| • their school is well maintained* (S2046) | 95% | 86% | 85% |
| • their school gives them opportunities to do interesting things* (S2047) | 95% | 90% | 89% |

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
|---|------|------|------|

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069) | 93% | 96% | 94% |
| • they feel that their school is a safe place in which to work (S2070) | 98% | 96% | 97% |
| • they receive useful feedback about their work at their school (S2071) | 91% | 94% | 90% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 90% | 92% | 95% |
| • students are encouraged to do their best at their school (S2072) | 95% | 97% | 96% |
| • students are treated fairly at their school (S2073) | 96% | 95% | 95% |
| • student behaviour is well managed at their school (S2074) | 79% | 84% | 83% |
| • staff are well supported at their school (S2075) | 84% | 90% | 84% |
| • their school takes staff opinions seriously (S2076) | 81% | 90% | 86% |
| • their school looks for ways to improve (S2077) | 95% | 95% | 93% |
| • their school is well maintained (S2078) | 99% | 97% | 95% |
| • their school gives them opportunities to do interesting things (S2079) | 90% | 94% | 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. Opportunities for authentic parent involvement are communicated to parents via the termly parent engagement calendar, facebook messages and the college newsletter. All primary year levels host a parent engagement session each semester.

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 & College Tours/ P&C Meetings and social functions/ College Council/ Parent Forums and surveys/ Assemblies & Class celebrations of learning/ Parent Education sessions/ Communication – newsletters, emails, text messages, Facebook, twitter/.Parenting Courses – eg. 1,2,3 Magic, Cyber Safety, NDIS support sessions.

Meridan has strong and productive community links with Halycon and IRT Retirement Villages, local churches, Kids Hope, Lions Club and both Caloundra Rotary Clubs. We are well supported by both State and Federal Members of Parliament and the Sunshine Coast Regional Council.

Respectful Relationships Education 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 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, AIMS, 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days | 277 | 285 | 393 |
| Long suspensions – 11 to 20 days | 6 | 14 | 27 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 3 | 7 | 1 |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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. 2017-2018 was a period with very little rain and the sports ovals needed significant watering to keep in reasonable condition for students and sporting teams. 2018 saw the installation of air-conditioning to classroom spaces with accounts for the increase in electricity usage.

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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 878,228 | 613,005 | 1,004,149 |
| Water (kL) | 13,482 | 10,635 | 28,236 |

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

Meridan State College, Meridan Plains, QLD

School profile NAPLAN Attendance **Finances** VET in schools Senior secondary Schools map

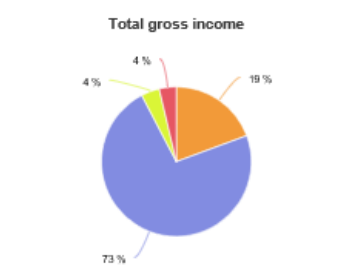
The following table and charts summarise the recurrent and other income of the selected school, together with its capital expenditure for the calendar year. Further information on the methods used and on the comparability of the data is available in [Financial data reporting on My School](#).

| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------|------|------|------|------|------|------|------|
|------|------|------|------|------|------|------|------|

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 2,711.0

| Net recurrent income | \$ Total | \$ per student |
|--|-------------------|----------------|
| Australian government recurrent funding | 6,501,990 | 2,398 |
| State / territory government recurring funding | 24,514,014 | 9,042 |
| Fees, charges and parent contributions | 1,327,214 | 490 |
| Other private sources | 1,234,634 | 455 |
| Total gross income | 33,577,852 | 12,386 |
| Less deductions | 0 | 0 |
| Total net recurrent income | 33,577,852 | 12,386 |

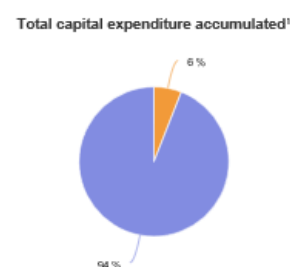
| Capital expenditure | \$ Total | \$ Accumulated ¹ |
|--|------------------|-----------------------------|
| Australian government capital expenditure | 0 | 483,816 |
| State / territory government capital expenditure | 2,720,687 | 7,633,801 |
| New school loans | 0 | 0 |
| Income allocated to current capital projects | 0 | 0 |
| Other | 0 | 0 |
| Total capital expenditure | 2,720,687 | 8,117,417 |



(excluding income from government capital grants)



Percentages are rounded and may not add up to 100%



¹ Accumulated capital expenditure is the sum of three consecutive years.

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts | 202 | 96 | 5 |
| Full-time equivalents | 188 | 66 | <5 |

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate | 1 |
| Masters | 18 |
| Graduate Diploma etc.* | 12 |
| Bachelor degree | 171 |
| Diploma | 0 |
| Certificate | 0 |

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$208,499.83.

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
- Australian Curriculum through Wrap Around Teams 5 weekly planning days
- Mentoring Beginning Teachers

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 95% | 95% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school | 92% | 93% | 91% |
| Attendance rate for Indigenous** students at this school | 88% | 90% | 87% |

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep | 93% | 95% | 95% |
| Year 1 | 94% | 94% | 93% |
| Year 2 | 93% | 94% | 93% |
| Year 3 | 94% | 95% | 94% |
| Year 4 | 94% | 93% | 93% |
| Year 5 | 91% | 94% | 93% |
| Year 6 | 93% | 92% | 92% |

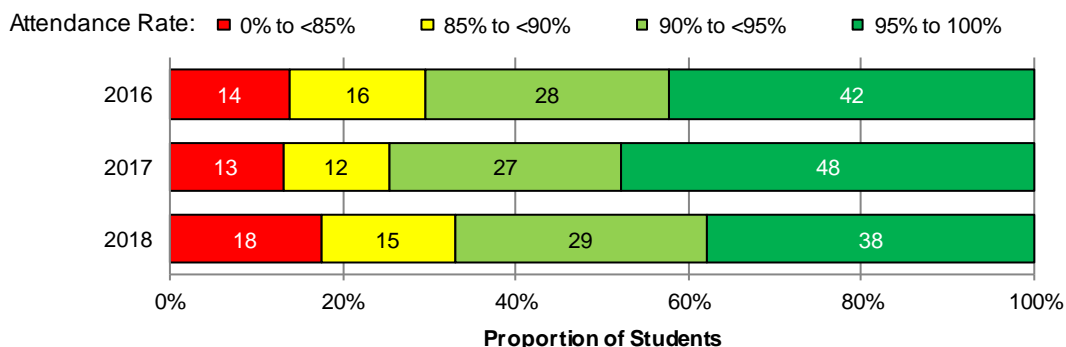
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7 | 93% | 93% | 89% |
| Year 8 | 91% | 92% | 89% |
| Year 9 | 90% | 91% | 88% |
| Year 10 | 90% | 91% | 90% |
| Year 11 | 88% | 90% | 91% |
| Year 12 | 89% | 92% | 90% |

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

| Description | 2016 | 2017 | 2018 |
|---|------|------|------|
| Number of students who received a Senior Statement | 195 | 190 | 218 |
| Number of students awarded a QCIA | 0 | 0 | 1 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 195 | 190 | 217 |
| Percentage of Indigenous students awarded a QCE at the end of Year 12 | 100% | 100% | 100% |
| Number of students who received an OP | 68 | 71 | 80 |
| Percentage of Indigenous students who received an OP | 25% | 0% | 43% |
| Number of students awarded one or more VET qualifications (including SAT) | 195 | 190 | 216 |
| Number of students awarded a VET Certificate II or above | 194 | 189 | 216 |
| Number of students who were completing/continuing a SAT | 27 | 23 | 40 |
| Number of students awarded an IBD | 0 | 0 | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD | 85% | 73% | 79% |
| Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 100% | 100% | 100% |
| Percentage of QTAC applicants who received a tertiary offer. | 94% | 92% | 99% |

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

| OP band | 2016 | 2017 | 2018 |
|---------|------|------|------|
| 1-5 | 9 | 7 | 16 |
| 6-10 | 28 | 20 | 23 |
| 11-15 | 21 | 25 | 24 |
| 16-20 | 10 | 17 | 17 |
| 21-25 | 0 | 2 | 0 |

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

| VET qualification | 2016 | 2017 | 2018 |
|--------------------------|------|------|------|
| Certificate I | 87 | 79 | 103 |
| Certificate II | 192 | 188 | 215 |
| Certificate III or above | 85 | 58 | 97 |

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

| Description | 2016 | 2017 | 2018 |
|---|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort | 78% | 93% | 85% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 100% | 60% | 89% |

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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.

One student in Year 11 had his enrolment cancelled due to continued non-participation in his program of study. Our Guidance Officers supported this student into an alternative training pathway as an apprentice.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.meridansc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Conclusion

2018 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 12 short years since Meridan opened, we know we have the potential to achieve even more in coming years. The future is bright for Meridan.

