



## Meridan State College



# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



Queensland  
Government

## Contact information

<b>Postal address</b>	PO Box 6352 Meridan Plains, 4551
<b>Phone</b>	(07) 5490 2666
<b>Email</b>	principal@meridansc.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>



## From the Principal

### School overview

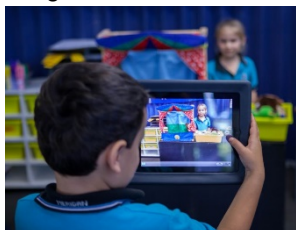
Meridan State College, an Independent Public School, is a co-educational P-12 state school which opened in January 2006 with classes from Prep to Year 6. Each year a new year level was opened until 2012, when the College opened Year 12 and had its full complement of year levels. The College consists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

## Our school at a glance

### School profile

<b>Co-educational or single sex</b>	Co-educational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2019</b>	Prep Year - Year 12

## Characteristics of the student body

### Student enrolments

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.

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	2711	2728	2687
Girls	1332	1368	1352
Boys	1379	1360	1335
Indigenous	91	100	99
Enrolment continuity (Feb. – Nov.)	95%	95%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

### Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	24	23	24
Year 4 – Year 6	28	27	26
Year 7 – Year 10	25	24	24
Year 11 – Year 12	19	18	17

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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

### 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.

Age Appropriate Pedagogies are used 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.

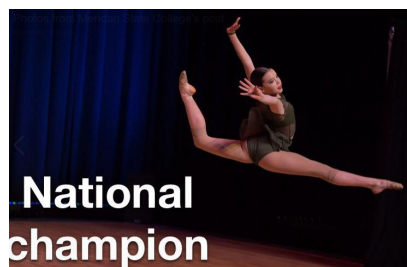
A specialist STEM teacher is responsible for implementing and assessing digital technologies across Prep to 6. This has included units in robotics, gaming and digital design. STEM is also supported through the extracurricular programs Level Up and Full Steam Ahead for students in Years 3-6.

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.

### Junior Secondary School:

In the Junior Secondary school, a comprehensive curriculum is implemented based on the Australian Curriculum. Students in Years 7-8 participate in a multi-disciplinary Innovation Business and Technology Project-Based Learning (PBL) across the Design and Digital Technology curriculum.

A feature of the Junior Secondary curriculum is the signature practice of 'flexi learning' involving team planning, collaborative teaching and differentiated learning.



Dance Immersion, Music, Dance and Italian Excellence and Master Classes cater for high performing student in academics and performing arts. Individual Curriculum Plans and Learning Enhancement Programs to support needs of different learners.

A multi layered diagnostic testing approach is used to inform targeted instruction for literacy and numeracy through integrated programs, explicit teaching blocks and literacy or numeracy rotations.

### Senior Secondary School:

In our Secondary school there is a strong focus on personal, performance and career readiness pathways as essential to ensuring all students are achieving success. Comprehensive academic and vocational curriculum offerings resulting in relevant pathways and qualifications for all senior school students. An individualised and multi-layered approach has been developed for planning, monitoring and tracking student achievement, performance and educational and career development.



Active partnerships with industry, community, business and external educational providers have been established to maximize learning and vocational pathways for students including traineeships, school-based apprenticeships, and university study and certificate courses. A high quality Performing Arts Program provides our students to participate in programs such as: Impact Dance Team, Drama Club, Choirs/Singing Groups, Instrumental Music Program, Fanfare, Media Club, TFT Dance Sport Championships and Programs of Excellence.

### Extra-curricular activities

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.

Each of our sub-schools also provide age appropriate extra-curricular activities including:

#### 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 and 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.

## Junior and Senior Secondary Campus:

- BYOx Program in Years 7 – 12.
- Meridan Laptop Program (MLP) 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

Information and Communication Technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

At Meridan State College, students 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.

From Year 4, students participate in the BYOx Program or have access to a MLP. Students utilise 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.

Students in Years 7-12, use the CANVAS Learning Management System to access curriculum content, resources, assessment tasks, feedback and results. Curriculum is delivered 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).

## Social climate

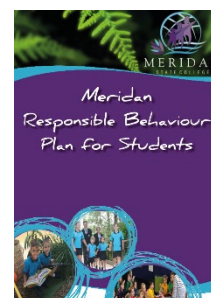
### Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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 <sup>#</sup> that:	2017	2018	2019
• their child is getting a good education at school (S2016)	86%	94%	96%
• this is a good school (S2035)	84%	89%	91%
• their child likes being at this school* (S2001)	80%	92%	90%
• their child feels safe at this school* (S2002)	83%	90%	90%
• their child's learning needs are being met at this school* (S2003)	83%	94%	92%
• their child is making good progress at this school* (S2004)	86%	92%	92%
• teachers at this school expect their child to do his or her best* (S2005)	90%	94%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	89%	87%
• teachers at this school motivate their child to learn* (S2007)	81%	85%	94%
• teachers at this school treat students fairly* (S2008)	78%	85%	89%
• they can talk to their child's teachers about their concerns* (S2009)	89%	95%	96%
• this school works with them to support their child's learning* (S2010)	81%	88%	90%
• this school takes parents' opinions seriously* (S2011)	66%	83%	86%
• student behaviour is well managed at this school* (S2012)	69%	72%	71%
• this school looks for ways to improve* (S2013)	76%	87%	92%
• this school is well maintained* (S2014)	86%	91%	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.

Table 4: Student opinion survey

Percentage of students who agree <sup>#</sup> that:	2017	2018	2019
• they are getting a good education at school (S2048)	92%	92%	95%
• they like being at their school* (S2036)	84%	85%	96%
• they feel safe at their school* (S2037)	91%	89%	93%
• their teachers motivate them to learn* (S2038)	83%	87%	93%
• their teachers expect them to do their best* (S2039)	95%	96%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	90%	93%
• teachers treat students fairly at their school* (S2041)	72%	78%	83%
• they can talk to their teachers about their concerns* (S2042)	73%	71%	83%
• their school takes students' opinions seriously* (S2043)	72%	73%	81%
• student behaviour is well managed at their school* (S2044)	71%	69%	75%
• their school looks for ways to improve* (S2045)	85%	92%	92%
• their school is well maintained* (S2046)	86%	85%	91%
• their school gives them opportunities to do interesting things* (S2047)	90%	89%	93%

\* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	96%	94%	95%
• they feel that their school is a safe place in which to work (S2070)	96%	97%	97%
• they receive useful feedback about their work at their school (S2071)	94%	90%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	87%
• students are encouraged to do their best at their school (S2072)	97%	96%	98%
• students are treated fairly at their school (S2073)	95%	95%	96%
• student behaviour is well managed at their school (S2074)	84%	83%	79%
• staff are well supported at their school (S2075)	90%	84%	83%
• their school takes staff opinions seriously (S2076)	90%	86%	81%
• their school looks for ways to improve (S2077)	95%	93%	93%
• their school is well maintained (S2078)	97%	95%	98%
• their school gives them opportunities to do interesting things (S2079)	94%	90%	87%

\* 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
- Volunteer programs
- College Introduction Meetings & College Tours
- School Council, P&C Meetings and social functions
- 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.



**TERM 3 / 2019**  
Parent Engagement Calendar



Date	Time	Year Level	Parent Engagement Event
Wednesday, 14 Aug 2019	9:15 - 10am	Whole of College	MOEAC Assembly
Wednesday, 28 Aug 2019	2pm - 2:45	Year 5 & 6	Primary School Assembly
Wednesday, 11 Sep 2019	2pm - 2:45pm	Year 4 Assembly	Primary School Assembly
Friday, 13 August 2019	1:00 - 2:00pm	Years 2-4	Q&A Parent Engagement
Wednesday, 11 July	8am	Prep - Prep	Play-based Prep sessions for 2020
Wednesday, 7 August 2019	2pm - 2:45	Year 1	Primary School Assembly
Monday, 12 August 2019	2pm - 2:45	Year 5 & 6	Primary School Assembly
Wednesday, 14 August 2019	2pm - 2:45	Year 2-4	Primary School Assembly
Friday, 16 August 2019	1:00 - 2:00pm	Years 2-4	Q&A Parent Engagement
Wednesday, 21 August 2019	2pm - 2:45	Year 1	Primary School Assembly
Monday, 23 August 2019	8:00 - 9:00	Prep - 2	Book Back Assembly
Monday, 26 August 2019	2pm - 2:45	Year 5 & 6	Primary School Assembly
Monday, 26 August 2019	1:40 - 2:40	Prep	Early Reading Workshop
Wednesday, 28 August 2019	8pm	Prep - Prep	Play-based Prep sessions for 2020
Wednesday, 28 August 2019	2pm - 2:45	Year 2-4	Primary School Assembly
Friday, 30 August 2019	1:40 - 2:40pm	Years 2-4	Q&A Parent Engagement
Friday, 30 August 2019	8am - 8pm	Whole of College	ALUMNI LUNCHEON LUNCHEON
Wednesday, 14 September 2019	2pm - 2:45	Year 1	Primary School Assembly
Monday, 19 September 2019	2pm - 2:45	Year 5 & 6	Primary School Assembly
Wednesday, 11 September 2019	2pm - 2:45	Year 2 & 4	Primary School Assembly
Monday, 17 September 2019	8:00am	Prep	Parent Teacher Interviews
Friday, 13 September 2019	1:40 - 2:40pm	Years 2 & 4	S&S Parent Participation



Meridan has strong and productive community links with Halcyon 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.

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework.

The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes.

Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

## Respectful Relationships Education Programs

Our school has implemented the Respectful Relationships Education Program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

## School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	285	393	398
Long suspensions – 11 to 20 days	14	27	26
Exclusions	0	0	3
Cancellations of enrolment	7	1	3

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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	613,005	1,004,149	1,021,709
Water (kL)	10,635		

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

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

## School funding

### School income broken down by funding source

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

#### 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.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	<input type="button" value="Q"/>
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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	200	96	7
Full-time equivalents	188	65	5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

### Professional development

#### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2019.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2019 for all Queensland state P-10/P-12 schools was 88%.

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

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	93%	91%	91%
Attendance rate for Indigenous** students at this school	90%	87%	86%

\* 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	2017	2018	2019
Prep	95%	95%	94%
Year 1	94%	93%	94%
Year 2	94%	93%	93%
Year 3	95%	94%	93%
Year 4	93%	93%	93%
Year 5	94%	93%	91%
Year 6	92%	92%	92%

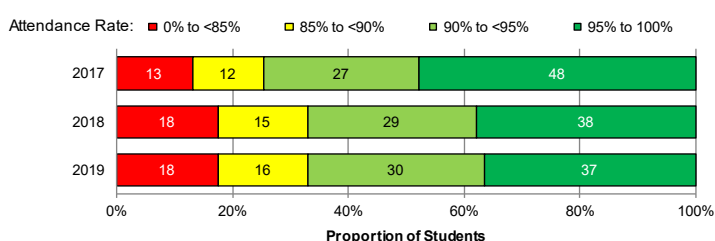
Year level	2017	2018	2019
Year 7	93%	89%	91%
Year 8	92%	89%	89%
Year 9	91%	88%	89%
Year 10	91%	90%	89%
Year 11	90%	91%	89%
Year 12	92%	90%	91%

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.

## 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 screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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



The screenshot shows a rectangular button with the text "View School Profile" in a dark font.

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



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a dark background and white text.

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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	190	218	148
Number of students awarded a QCIA	0	1	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	190	217	145
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	71	80	40
Percentage of Indigenous students who received an OP	0%	43%	25%
Number of students awarded one or more VET qualifications (including SbAT)	190	216	146

Description	2017	2018	2019
Number of students awarded a VET Certificate II or above	189	216	145
Number of students who were completing/continuing a SbAT	23	40	28
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	73%	79%	93%
Percentage of Year 12 students who were completing or completed a SbAT 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.	92%	99%	99%

Notes:

- The values above:
  - are as at 05 February 2020
  - 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	2017	2018	2019
1-5	7	16	7
6-10	20	23	23
11-15	25	24	7
16-20	17	17	2
21-25	2	0	1

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	79	103	67
Certificate II	188	215	145
Certificate III or above	58	97	57

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

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

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	93%	85%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	60%	89%	100%

Notes:

- 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%).
- 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.

## Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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 <https://meridansc.eq.edu.au>.

## Conclusion

Our teachers and students have continued to work hard and have achieved results that we are all extremely proud of. However, despite how far we have come in 13 short years since Meridan opened, we know we have the potential to achieve even more in coming years. The future is bright for Meridan.

