


QUEENSLAND STATE SCHOOL REPORTING - 2010

Meridan State College (1733)

 MERIDAN STATE COLLEGE	Postal address	PO Box 3908 Caloundra DC QLD 4551
	Phone	(07) 5490 2666
	Fax	(07) 5490 2600
	Email	the.principal@meridansc.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
	Contact Person	Julie Kornmann, College Director, Meridan State College

Principal's foreword

Introduction

Welcome to the School Annual Report for Meridan State College. The intention of this report is to provide parents, staff, students and the community with a comprehensive but concise picture of our College and the progress we have made towards achieving our goals for the past year.

In 2010, our fifth year of operation, our goal continued to be the establishment of our College as a safe, supportive and stimulating learning environment in which our students can achieve their potential as creative, active and respected citizens in an evolving global society. The success of our progress towards achieving this goal is evidenced by the continued rapid growth of the College, the results of the systemic testing of student learning outcomes, the outstanding results of our Student, Parent and Staff School Opinion Surveys and the reputation we are already achieving for providing excellence in education.

School progress towards its goals in 2010

The whole of College focus on improved student outcomes in literacy and numeracy was successful with the results of systemic testing showing continual improvement on previous years. The success of the Early Years Program, developed and implemented this year, was evidenced in the Year 2 Net results with Meridan achieving significantly above State and Like Schools.

A highlight of 2010 was the opening of our Senior School. These facilities have been designed to incorporate all of the features that have been identified in the research as most conducive for teaching and learning for this age group of students. The attractive buildings have also been designed to suit the context and the climate and are separated from the junior school by a rainforest belt. A board walk through the rainforest connects the Senior School with the Executive Centre and the shared facilities on the Junior School side of the campus. The Senior School accommodated Year 10 in 2010 and will accommodate Year 11 in 2011 and Year 12 in 2012.

A range of other facilities were also constructed in 2010: a new junior school teaching block and covered play area to cater for the school's rapid growth in enrolment; a Sport and Recreation Centre incorporating double courts and multiple kinesiology laboratories; a Staff Centre overlooking the rainforest; and a Special Education Unit.

Meridan State College is rapidly achieving its reputation as a 'school of the future'

Future outlook

The Key Areas for Improvement which were defined in the 2010 Operational Plan are to:

- Continue with Whole of College focus of improving student learning outcomes in literacy and numeracy
- Implement Whole College Programs: Literacy Strategy; Numeracy Strategy; Mathematics Program; Early Years Strategy
- Embed eLearning across the curriculum through the implementation of the Meridan ICT Scope and Sequence
- Establish a data driven culture across all phases of learning
- Create innovative and efficient organisational, physical and resource structures that are responsive to the needs of a new and growing P-12 school context
- Develop a P-12 Student Services Strategy
- Promote the teaching of Science through a Whole College Science Program
- Whole of College commitment to the achievement of ICT Certificate or Pedagogical Licence for teaching staff



Our school at a glance

School Profile

Meridan State College is a co-educational state school which opened in January 2006 and which will cater for students from Prep to Year 12 by 2012.

The College currently provides a quality education for students from Prep to Year 6 in Junior School, Year 7 to 9 in the Middle School, Year 10 in Senior School and will open an additional year level each year until 2012. On completion the College will consist of three subschools, Junior: Prep-6; Middle: Years 7-9; and Senior: Years 10-12. The College has experienced continual growth since it opened and the total enrolment as of 30 June 2010 is 1596, an increase in growth of 300 students since this time last year.

Each subschool has its own campus within the site but is aligned with the direction and focus of the College entity. A dense rainforest divides the site creating an attractive environment and providing a separation of the subschools.

The rationale behind the subschool structure is embedded in a body of research which indicates that small schools within a larger school have the potential to significantly enhance educational outcomes for students while facilitating the transition through the different phases of learning. The subschool structure also enhances the positive aspects of a small school while increasing access to the extensive facilities and resource efficiencies of a large school.

While Meridan is very much a College of the future, we place great importance on 'old fashioned' values, such as good manners, considerate behaviour and pride in our College and ourselves. We believe that education is a partnership between the home and the school, and we greatly value parent involvement as fully as time and commitments allow. Please help us in our endeavours to provide the very best education possible for our children, in a safe, secure and happy environment.

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 10

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
1596	808	788	90%

Characteristics of the student body:

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

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	95%	5%	0%
Year 4 – Year 10	25	91%	84%	7%	9%
Year 11 – Year 12					
All Classes	25	92%	85%	7%	8%

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	134
Long Suspensions - 6 to 20 days	12
Exclusions	1
Cancellations of Enrolment	0

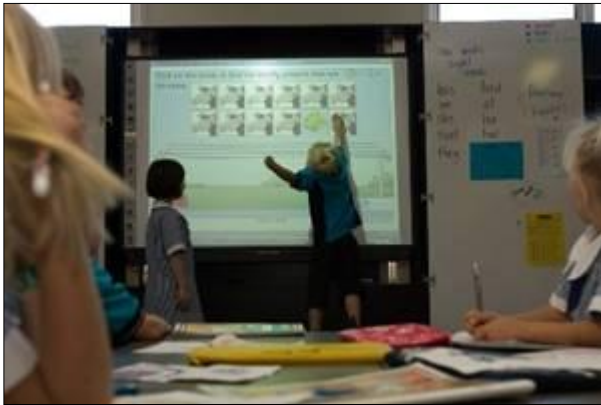
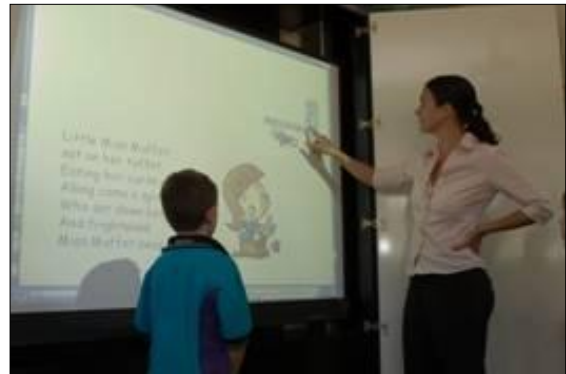


Our school at a glance

Curriculum offerings

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 to ensure students have the opportunity to achieve to their potential.

Our curriculum is designed around the Queensland Curriculum, Assessment and Reporting Framework (QCARF) and expressed through the 8 Key Learning Areas. Excellence in the teaching of literacy and numeracy is a major focus for Meridan and distinctive curriculum offerings include an emphasis on Information and Communication Technology and Gifted Education. In the Teaching and Learning Audit conducted in 2010 the excellence of our curriculum programs and delivery was recognised with an 'Outstanding' rating. Meridan achieved 6 'Highs' and 1 'Medium' for the other domains.



Our College is particularly fortunate in having state of the art facilities and resources, particularly in relation to technology. Information and Communication Technologies, (ICTs), are an integral part of the teaching and learning in all subject areas and the College is continually increasing its range of technical devices. The College is particularly fortunate in having interactive whiteboards as a feature of every classroom from prep to middle school. Every teacher has a laptop computer as part of Education Queensland's Laptops for Teachers program. These wonderful resources not only engage and enhance our students' learning but have also revolutionised the way teachers plan and teach.

Facilities such as the junior / middle Performing Arts Centre, Research and Discovery Centre, Design Technology Centre, 'Blue Room', and editing suite in our Information Communication Technology Centre will enable the school to achieve its goal of becoming a school of excellence in the creative industries.

Our recently completed Sports Performance Centre, with its double courts, gymnasium and kinesiology laboratories, sets a new standard for sporting facilities on the Sunshine Coast.

Our teachers work collaboratively in teams to design, plan, implement and assess the units of study to ensure consistency of practice and judgement across all year levels.



Extra curricula activities

A range of extra curricular activities are available to engage and extend our students' interests and abilities:

- Choirs and vocal groups
- Maths club
- Dance troupe
- Art Extension club
- Surf Skills
- Musical, Dinner Restaurant
- Multi media productions
- Kids on Keyboards
- Rock band
- Instrumental Music
- Animalia
- Science Enrichment
- Girls Grooming and Job application
- Optiminds
- Kitchen Garden Project
- Masterchef, and
- A wide range of sporting activities including interschool sport.



How Information and Communication Technologies are used to assist learning

This year, digital pedagogies have been advanced within our College by a commitment from all teaching staff to undertake their ICT Pedagogical Certificate (Level 1 of the Smart Classrooms Framework). In addition to this, key mentors and facilitators have been supporting staff to advance their digital practices towards the ICT Digital Pedagogical Licence (Level 2).

Student learning has been enhanced with the adoption of virtual classrooms within the junior school, ensuring consistency and accessibility of key resources and learning experiences, and creating access and communication opportunities for our parent community. The College is continually updating its extensive range of technical devices to engage and promote student learning.

Students in the upper junior and lower middle schools are exploring a range of online activities to ensure their learning is experienced in the classroom and then continued at home, thus enhancing community expectations and encouraging communications with parents.

Middle and senior school classes are communicating, creating, presenting and operating within the Learning Place virtual classrooms for core subject areas. Senior school students are working on-line in a number of subject areas to accommodate their learning preferences when timetables are in conflict. Expansion of available technologies has meant that Meridan State College is able to offer students a variety of learning styles to best suit their needs and to extend their learning.

Our school at a glance

Social climate

Meridan's values and effective practices are clearly outlined in the College Statement of Purpose, and are embedded in the culture in a number of ways.

Meridan's Responsible Behaviour Plan For Students outlines the values, standards of behaviour and responsibilities of all members of the College community in promoting positive behaviour and supporting student learning. It incorporates the College's positive and proactive approach to rewarding appropriate behaviour while ensuring the rights of all students to learn and feel safe. High expectations, equity, inclusiveness and respect for self and others are key features of schooling at Meridan.



Meridan has embarked on the journey of becoming a FISH! philosophy school. Staff have practised this philosophy since its commencement, and we are now introducing FISH! to our students and parents. What's FISH!? FISH! is the key to successful human relationships. It's a set of simple, interconnected principles that everyone can tailor to their own life and work - old wisdom for a new day. When you choose to incorporate these principles (PLAY, MAKE THEIR DAY, CHOOSE YOUR ATTITUDE, and BE THERE), you'll see a positive change in the relationships you create at work, school and at home.

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

The 'Community' concept, introduced in 2007, also provides a supportive environment for the College community. The way our College is organised into four Communities (Bradman, Freeman, O'Neill and Rafter) helps us to achieve improved student learning outcomes through the promotion of positive student-teacher-parent relationships.

The Communities offer:

- Pastoral care.
- Collegial student management.
- Reduction in the number of relationships.
- Direct parent – teacher contact.
- Cross curricular planning.
- Greater staff, parent and student interaction.
- What the Communities will achieve:
 - Improved student learning through the promotion of positive student-teacher relationships.
 - The Community structure encourages and supports communication and collaboration among teachers within and across subschools, improving teaching and learning.
 - Improved student behaviour through early identification and a positive support structure.
 - A more settled and orderly environment.
 - A deeper sense of belonging for all involved in the College community, and a pride in our College



Our school at a glance



Developing the leadership skills of our students is a focus for the College. The students in Year 6, the final year of Junior School, participated in a unit of study on leadership and attended a leadership camp. They also had the opportunity to nominate and be elected for a variety of student leadership positions.

In Middle School, Year 7 & 8 students explore leadership through a 'Steps to Success' Program. Year 8 students participate in a team building and leadership camp which provides the platform for the development and selection of Middle School leaders for the following year.

Our Senior students engage in a 'Pathways to Success' program which provides them with the study skills and independent work practices to prepare them for tertiary study or employment.

Parent, student and teacher satisfaction with the school

Over the five years Meridan State College has been open our School Opinion Surveys for parents, students and teachers have been outstanding. In all of the dimensions of each survey, Meridan scored higher or significantly higher than all State and Like Schools.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	81%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	89%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	70%
Percentage of staff members satisfied with morale in the school	93%

Involving parents in their child's education.

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

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

- Parent/Teacher meetings
- Classroom/College volunteer programs
- College Introduction meetings
- P&C Meetings

Our school at a glance

- P&C social functions
- Assemblies
- Parent Education sessions
- Class celebrations of learning
- Guest Speaker evenings
- Communication – newsletters, emails.



The results of the Parent School Opinion Survey again provide evidence of the level of parental approval of and satisfaction with the College. Parents rated our College **significantly higher** than Like Schools mean and higher than State mean in all questions relating to their opinion of the College:

- Opportunities to participate in the life of the school.
- Opportunities to participate in school decision making.
- That staff are approachable.
- That parents feel welcome.
- That the school communicates well with parents.



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Our school at a glance

Reducing the school's environmental footprint

While costs have increased significantly since 2009 the actual usage of water and other usage rates is in line with the significant increases in student enrolment and the opening of new facilities. Due to energy conservation measures introduced the KwH of electricity usage has actually declined in the past year.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$165,123	\$81,361	\$27,206	\$12,088	\$44,035	\$0	\$433	463,472	24,315	0
2009	\$121,971	\$60,872	\$0	\$0	\$24,853	\$72	\$36,174	503,168	19,128	0
% change 2009 - 2010	35%	34%	N/A	N/A	77%	-100%	-99%	-8%	27%	N/A

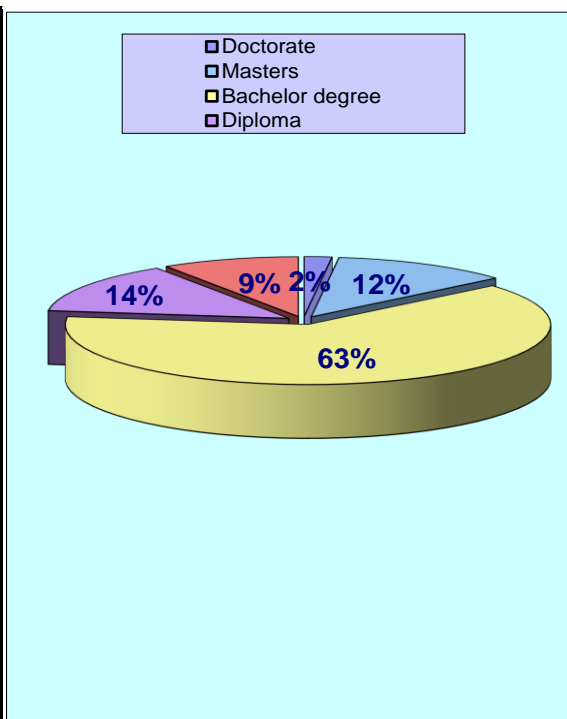
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	109	51	<5
Full-time equivalents	102	35	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	13
Bachelor degree	69
Diploma	15
Certificate	10



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$46,000.00.

The major professional development initiatives are as follows:

Our staff profile

- eLearning
- Inclusive Education
- Literacy
- Numeracy
- Leadership
- Resilience, Stress and Wellbeing
- Information Communication Technologies
- Subject specific workshops
- Coalition peer learning activities.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff was retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 92%.

Student attendance for each year level

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

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Meridan uses the ID Attend system. Junior School rolls are marked twice each day. Middle and Senior School rolls are marked four times per day, at the start of each session. Absentees for each session are checked by Teacher Aides after each session. Any discrepancies are referred to the Head of Community or Head of Department in the first instance. For students absence and unexplained for two days, a letter or phone call is organised on the third day. Once per term, an unexplained absence report is generated and sent home to parents.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

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

Achievement – Closing the Gap

In 2010 a total of 42 Indigenous students were enrolled at Meridan State College, an increase of 30% on the previous year. While the gap between Indigenous and Non-indigenous students has not decreased over the previous two years as measured in the Year 3 NAPLAN Mean Scale Score, the increased enrolment could be an explanatory factor. Student numbers in other year levels were too limited to draw trend data comparisons. Indigenous student attendance was 89.7% compared with Non-indigenous student attendance at 92.4%.