

# Meridan State College

## Queensland State School Reporting

### 2013 School Annual Report



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## 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 2013, our eighth 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 2013

#### Highlights of 2013:

- Meridan's Year 12 exit outcomes were once again outstanding, exceeding even those of the previous year. The results were: Overall Performance (OP): 3 (5.17%) X OP1 and 23 (81.1%) achieving OP 1-15; 99% of our students achieved a QCE; 100% of students achieved a Vocational Education Certificate; and 100% of eligible students received a Queensland Tertiary admissions Centre (QTAC) offer. In 2013, approximately 60% of our graduating students continued in further education and training while a further 30% gained employment in the year they left school.
- As a Pilot School for Junior Secondary, 2013 was a very busy year for Meridan with teachers from across Queensland visiting to observe classrooms learn how to successfully integrate Year 7 into secondary school in preparation for the Flying Start initiative of 2015. Meridan's signature pedagogy of Flexi Learning, which is designed to address the specific needs of young adolescents in this phase of their education, was a focus of

# Queensland State School Reporting

## 2012 School Annual Report



these visits. Our staff also shared how Meridan has embedded the six Principles of Junior Secondary in daily practice through participating in video programs and presenting at conferences.

- Our whole College focus on Literacy and Numeracy in 2013 achieved significant improvement in a number of areas with the results of systemic testing showing continual improvement on previous years. Our unrelenting focus on enhanced academic outcomes was evidenced in the individual achievements of many of our students in the ICAS Maths and Science competitions, the REAP Scholarships for Academic Excellence, the Peter Doherty Awards and selection for the Youth Science Forum in Canberra,
- Meridan's successful selection for the Federal Government's Empowering Local Schools Initiative recognised our College's commitment to connecting with our parent community by exploring opportunities through the digital media to enhance local decision making. Participation in this program also allowed Meridan to establish a Contemporary Learning Hub to provide face to face and online professional development to our own staff and also to staff in schools across Queensland. This innovative initiative has created the profile of our College as a leader in electronic teaching and learning.
- Meridan's Program of Excellence in the Performing Arts also achieved outstanding success in Music, Choir and Dance. Meridan's Performance Choir achieved two gold medals in Choralfest and was selected as one of only 7 schools out of 75 to compete in the Choralfest Gala Event.

### Future outlook

The Key Areas for Improvement as defined in the 2014 Operational Plan are to:

- Continue with Whole of College focus of improving student learning outcomes in literacy and numeracy
- Support the continued implementation of the Australian Curriculum
- Continue the implementation of the Junior Secondary Agenda
- Develop and enact a pedagogical framework based on the Art and Science of Teaching
- Conduct a review of the Teaching and Learning Audit Priorities
- Implement the Independent Public Schools initiative in response to student and community needs
- Review and embed the whole of college Data Plan
- Review and revise Literacy and Numeracy Plans and Strategies P-12
- Embed eLearning across the curriculum through the facilitation of the Contemporary Learning Hub
- 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
- Build authentic opportunities for engagement in response to the Parent and Community Engagement Framework

## School Profile

Meridan State College is a co-educational state school which opened in January 2006 and which caters for students from Prep to Year 12. It has already established a reputation as a high performing school with an emphasis on quality teaching and high standards of behaviour in a safe, supportive environment.

The College currently provides a quality education for students from Prep to Year 6 in Primary School, Year 7 to 9 in Junior Secondary, and Year 10 to 12 in Senior Secondary. The College consists of three sub schools, each of which has its own campus and identity 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 sub schools. A boardwalk which transverses the rainforest links the sub schools and provides for unique learning experiences for our students in a beautiful, natural environment.



The College has experienced continual growth since it opened and the total enrolment as of 30 June 2013 was 2212, an increase in growth of approximately 200 students since the same time the previous year.

The rationale behind the sub school 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 sub school 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. The parent community are very supportive of our endeavours to provide the very best educational experience possible for our students, in a safe, secure and happy environment.

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1821	916	905	94%
2012	2070	1062	1008	95%
2013	2212	1132	1080	95%

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

## 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

# Our school at a glance

the College.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	23	23
Year 4 – Year 7 Primary	26	26	27
Year 7 Secondary – Year 10	25	24	26
Year 11 – Year 12	18	17	17



## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	107	186	202
Long Suspensions - 6 to 20 days	8	16	18
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0



## Curriculum offerings

Our distinctive curriculum offerings

### Primary School:

- Comprehensive curriculum based on Australian Curriculum, and the QCARF framework
- Curriculum plans developed in collaborative teaching teams to ensure consistency and excellence within all programs
- Signature practice of personalising learning through learning goals, differentiated activities and extension activities embedded within units of work
- Creative use of ICTs within curriculum programs to develop 21<sup>st</sup> century learners and engagement
- Key focus on literacy and numeracy skills across all key learning areas.

### Junior Secondary School:

- Comprehensive curriculum based on National Curriculum and QCARF.
- Signature practice of 'flexi learning' involving team planning, collaborative teaching and differentiated learning.
- ILP program to support needs of different learners.

### Senior Secondary School:

- Comprehensive academic and vocational curriculum resulting in relevant pathways and qualifications for all senior school students.
- Extensive alternate pathways program including traineeships, school-based apprenticeships, Distance





# Our school at a glance

Education, Headstart and SCILS program to meet student interests and needs,

- Career education and pathway program with focused links with industry, TAFE and tertiary institutions to support effective transition to work and future study beyond school and work experience programs for all students.

Extra curricula activities

## Primary Campus:

- Performing Arts Program: Year 6 Arts Elective Program, Choirs, Instrumental Music Program, Fanfare, Guitar.
- Sport: Year 5-6 Interschool Sport Program, P-6 Swimming Program, Year 5-6 Surf Skills, Year 5-6 Camping program
- Academic: ICAS Competitions, Optiminds, Partnership with Brisbane school of distance education, Creative writing excellence program (partnership with USC), Year 6 Arts elective program, academically talented programs.

## Secondary Campus:



- Performing Arts Program: Impact Dance Team, Drama Club, Choirs/Singing Groups, Instrumental Music Program, Fanfare, TFT Dance Sport Championships, Programs of Excellence
- Sport: Year 7-9 Interschool Sport Program, Swimming/Cross Country/Athletics Carnivals, Participation in local competitions e.g. Netball, Touch Football, Rugby League.
- Academic: ICAS Competitions, various Science Competitions, English Creative Writing Course
- Public Speaking: Debating Competitions, Rotary, Lions Youth of the Year, Student Leadership

How Information and Communication Technologies are used to assist learning

## Primary Campus:

- In the Primary Campus, Meridan has taken a blended approach when rolling out ICTs within our classrooms. Throughout their P-6 journey, students have access to a broad range of devices including interactive white boards, touch screen computers, laptops, iOS devices, robots and data collection devices. 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 C2C units as well as developing digital literacy and media authoring skills.



- Students in P-3 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 3, 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.
- Through our collaborative unit planning model, opportunities for using digital pedagogies are identified by Year level teams with the support of our Head of Curriculum. During and after planning, Year level teams and individuals identify skills they need support with. This support is provided through peer tutoring, our Primary ICT specialist teacher or through our onsite professional learning centre, the Contemporary Learning Hub.

## Secondary Campus:

- One-to-one laptop program available to students in Years 9-12.
- Ipad, Ipod and Laptop trolleys available for use of students in Junior Secondary blocks.
- Access to 3 computer labs.

## Our school at a glance

- Delivery of curriculum through a range of digital pedagogies including online learning spaces (virtual classrooms, blogs), applications (e.g. Ipod/Ipad Apps), software (e.g. CAD), global communication (wireless), email (staff/student dialogue).



### Social climate

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.



Meridan is a FISH! philosophy school. 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.

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.

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 pastoral care program for students. It allows for greater staff, parent and student interaction and promotes positive relationship building across all sub schools 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 and each of the subschools have leadership programs and

## Our school at a glance

structures to promote leadership aspirations and potential. Leadership camps and programs conducted by external leadership consultants are a feature of our annual leadership development program and provide a platform for the selection of sub school and College leaders for the following year. In Junior Secondary students explore leadership through a 'Steps to Success' Program and 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 staff satisfaction with the school



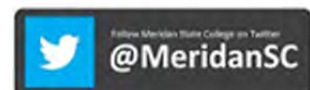
Over the 8 years Meridan State College has been open our School Opinion Surveys for parents, students and teachers have been outstanding.

The high level of approval and support we enjoy from our parent community is evidenced in their responses to the School Opinion Survey of 2013 with an excellent 96.2% rating for the endorsement that Meridan is a good school' and 96.2% for 'I would recommend this school to others'. Parents also acknowledged the College's endeavours to achieve high standards with a 98.7% rating and high approval ratings were also recorded for parents' assessment of the education their children are receiving, the support their teachers provide to them, teacher/student relationships and how the school works with parents to support students' learning.

Students at the College similarly acknowledge they are receiving a 'good education' (95.3%), that their teachers motivate them to learn (94.1%) and expect them to do their best (98.3%). The focus at our College on higher order thinking skills and the development of academically gifted programs was recognised with a 95.4% rating by students and the opportunities to use technology in their learning received an approval rating of 97.9%. Staff approval ratings were also very positive with significant improvements even on previous years. Their ratings for 'Staff Morale', 'Relationships', 'Work Value and Recognition' and the 'Overall' rating for all categories were significantly higher than State wide schools.

### Involving parents in their child's education

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



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

- Parent/Teacher meetings
- Classroom/College volunteer programs
- College Introduction meetings
- P&C Meetings
- P&C social functions
- Assemblies
- Parent Education sessions
- Class celebrations of learning
- Guest Speaker evenings
- Communication – newsletters, emails.



## Reducing the school's environmental footprint

While costs have increased considerably in recent years, the actual usage of water and other usage rates is in line with the significant increases in student enrolment and the opening of new facilities. The College has a School Environment Management (SEMP) committee which monitors and plans for energy conservation and sustainability education.

In 2013, the school installed a bore to help lower water consumption.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	713,152	22,369
2011-2012	802,704	53,719
2012-2013	834,428	187,176

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



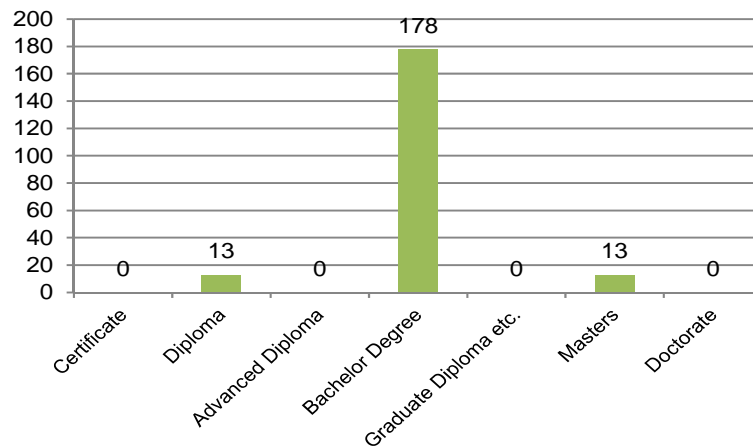
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	156	67	<5
Full-time equivalents	147	47	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	13
Advanced Diploma	0
Bachelor Degree	178
Graduate Diploma etc.	0
Masters	13
Doctorate	0
<b>Total</b>	<b>204</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$84,395.87.

The major professional development initiatives are as follows:

The Art and Science of Teaching

Data Analysis and Application

e-Learning Strategies & Use of Digital Devices

Literacy

Mathematics

## Our staff profile

Academically Talented

Early Phase of Learning

Flying Start – Year 7 curriculum

Subject specific training/conferences/seminars

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

### School income broken down by funding source

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

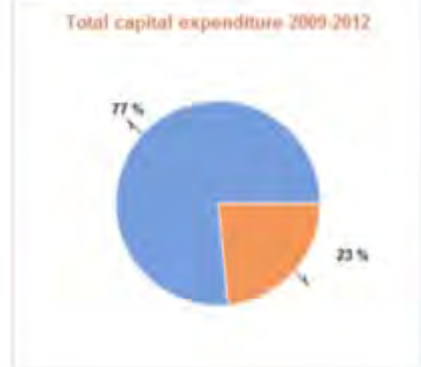
## Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

Net recurrent income 2012		\$ Total	\$ Per student
<span style="color: orange;">■</span> Australian Government recurrent funding		3,081,293	1,487
<span style="color: blue;">■</span> State/territory government recurrent funding		16,774,367	8,094
<span style="color: green;">■</span> Fees, charges and parent contributions		694,640	335
<span style="color: red;">■</span> Other private sources		431,779	208
<b>Total gross income</b> (excluding income from government capital grants)		<b>20,982,099</b>	<b>10,125</b>
Less <a href="#">deductions</a>		0	0
<b>Total net recurrent income</b>		<b>20,982,099</b>	<b>10,125</b>

Capital expenditure 2012		\$ Total	\$ Total 2009-2012
<span style="color: orange;">■</span> Australian Government capital expenditure		1,385,735	4,835,632
<span style="color: blue;">■</span> State/territory government capital expenditure		2,797,576	15,769,440
<span style="color: yellow;">■</span> New school loans		0	0
<span style="color: purple;">■</span> Income allocated to current capital projects		0	0
<span style="color: red;">■</span> Other		0	0
<b>Total capital expenditure</b>		<b>4,183,311</b>	<b>20,605,072</b>



Percentages are rounded and may not add to 100%.

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

### Find a school

Search by school name



Search by suburb, town or postcode

Sector  Government  
 Non-government

**SEARCH**

## Our staff profile

Where it says '**Search by school name**', type in the name of the school 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 given access to the school's *My School* entry web page.

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



## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

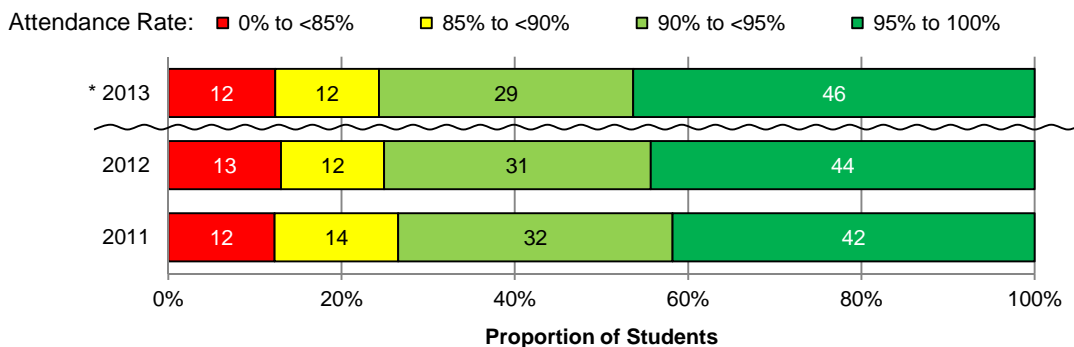
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	94%	93%	94%	93%	93%	92%	92%	90%	91%	89%	
2012	94%	94%	94%	94%	93%	92%	93%	92%	91%	91%	89%	90%
2013	94%	93%	94%	94%	93%	93%	92%	93%	92%	91%	89%	89%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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

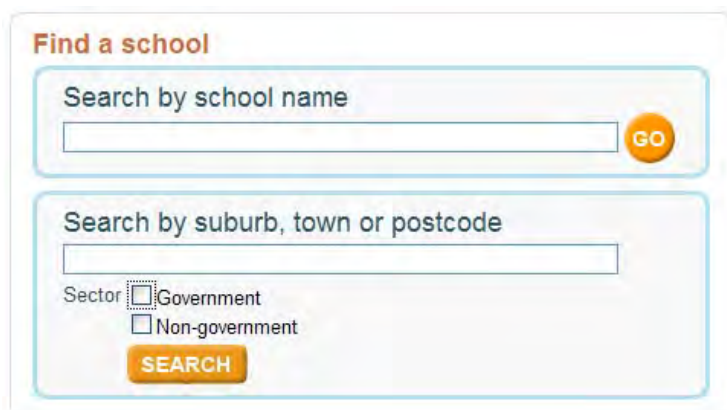
## Performance of our students

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.

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

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

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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

Student Attendance:

Indigenous student attendance in 2013 was 88.3% compared to Non-Indigenous student attendance of

## Performance of our students

92.4%. Indigenous student attendance was slightly below that of 2012 but has consistently increased from 2009 and 2010.

### Student Attainment:

Indigenous student attainment in Year 3 was higher on a mean scale score than Indigenous students in Regional and State Schools for Reading and Numeracy but below in Writing. In Year 5 and Year 7 Indigenous student attainment in Reading, Writing and Numeracy was higher than Regional and State schools. In Year 9, Indigenous attainment in Reading was above but below in Writing and numeracy.

### Student Retention:

Student retention from Year 10 to Year 12 was 100%, significantly above Regional and State schools and retention rates for non-indigenous students by a gap size of -20.2.

<b>Apparent retention rates Year 10 to Year 12</b>	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.		75%	80%

<b>Outcomes for our Year 12 cohorts</b>	2011	2012	2013
Number of students receiving a Senior Statement.		133	139
Number of students awarded a Queensland Certificate Individual Achievement.		0	0
Number of students receiving an Overall Position (OP).		59	58
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).		35	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).		133	139
Number of students awarded an Australian Qualification Framework Certificate II or above.		132	138
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		131	138
Number of students awarded an International Baccalaureate Diploma (IBD).		0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.		85%	81%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.		100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.		100%	100%

Overall Position Bands (OP)				
Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25

## Performance of our students

2011					
2012	12	16	22	9	0
2013	8	16	23	10	1
Vocational Educational Training qualification (VET)					
Number of students awarded certificates under the Australian Qualification Framework (AQF).					
	Certificate I	Certificate II	Certificate III or above		
2011					
2012	118	131			40
2013	307	231			21

Meridan State College offer various Certificate courses to students from Year 10, ranging from Certificate 1 through to Certificate 3.

Certificate one courses completed by students include Hospitality, Business Education and Technology. Our completion rate for courses across all certificates is outstanding, with 100% of students completing Year 12 in 2012 gaining a Certificate 1 through Certificate 3.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Meridan State College encourages students to be involved in work placement, traineeships, school based apprenticeships, and also the Sunshine Coast Technical Trade training Centre, based at Caloundra. Many of our early leavers in 2012 were fortunate enough to be offered full time positions through these employment avenues. Other students who left Meridan from the Senior School moved interstate and within State for parent employment opportunities.