Meridan State College
Queensland State School Reporting
2015 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 2015, our tenth 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 2015

Highlights of 2015:

QLD SCHOOL OF THE YEAR!

- The highlight of 2015 was to being selected as QLD SCHOOL OF THE YEAR in the Jack Pizzey Awards at the Educational Excellence Awards Gala Event in Brisbane in October last year! We were delighted just to be nominated as one of the three finalists but to win was something we hadn't dared hoped for. This award is considered the most prestigious in education in our State and it acknowledges the commitment and dedication of our amazing teachers.

'This award recognises an outstanding school that has achieved exceptional outcomes for students'.

- Meridan's selection as an Independent Public School was recognition of the College's readiness to accept greater autonomy for the leadership and management of our unique educational context. The granting of this status also enabled the school to access a more extensive and informed contribution from the parent and broader community to the decision making process of the College at a strategic level.
- A very successful School Performance Review was conducted during the year. The Auditors commended the College on our culture of high expectations and commitment to excellence. The official report stated that *'Innovation, creativity and sincere determination to be a leader in state education are distinctive marks of the College'.*

- Once again Meridan achieved commendable Year 12 exit outcomes with 100% students achieving a Queensland Certificate of Education and 100% also receiving a Vocational Education Certificate. The Overall Performance (OP) results were 77% achieved OP 1-15 and 96% of eligible students received a Queensland Tertiary Admissions Centre (QTAC) offer. In 2015, approximately 60% of our graduating students continued in further education and training while a further 30% gained employment in the year they left school.
- Our whole College focus on Literacy and Numeracy in 2015 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, English and Science competitions.
- In Science high performing students from Meridan were selected to participate in the National Youth Science forum in Canberra, the Queensland Youth Science Forum in Brisbane, and numerous events at the Queensland and Sunshine Coast Universities.
- With Excellence and Extension programs alongside our large range of extra-curricular groups; 2015 was highly successful for the Arts department at Meridian State College on many fronts

including: Gold, Silver and Bronze at National Dance Star Championships, Gold Awards for all Meridan Instrumental groups at Fan Fare, Community projects including a large 26 meter serviceman tribute mural for the Caloundra RSL, the development of fundraising documentaries for the Salvation army, student work being used to promote Creative Generation plus involvement in music as well as the student-led creation and development of our amazing Meridan promotional video that showcases the amazing opportunities available within Meridan – it was a busy year in our Arts department.

- The outstanding opportunities provided to students by our Technical Trade Training Centre was recognised by first being selected as a Showcase Regional Finalist and then winning the Showcase State Award for Excellence in Senior Education for Queensland. The Technical Trade Training Centre was also recognised in 2015 by the peak building and construction organisation in QLD, Construction Skills Queensland, with the awarding of the Construction School of the Year. This recognition comes after being a finalist in this category for the past 3 years.
- Meridan's Contemporary Learning Hub which provides face to face and online professional development for teachers across Queensland established itself as a popular and financially successful service provider. This innovative initiative continues to promote the profile of our College as a leader in 21st Century teaching and learning.
- A state of the art purpose built teaching block of 10 classrooms was constructed in readiness for the increase in enrolments with the 'Flying Start' - Year 7 in High School initiative in 2015.

Future outlook

The following goals from Meridan's Strategic and Annual Implementation Plans were identified through a rigorous Quadrennial School Review conducted with staff, students, parents and the broader community during 2015.

1. Implement targeted strategies to maximise student outcomes for high achieving students P-12 as part of building a high performance culture.
2. Build an authentic contemporary and best practice learning culture encompassing 21st century learning approaches.
3. Close the feedback loop for students by providing consistent, timely and targeted feedback linked to learning goals to improve student learning outcomes.
4. Utilise workforce planning and flexible staffing models to build a capable and diverse workforce who are creative and innovative.
5. Build a high performance culture that is explicitly focused on best practice pedagogy.
6. Build a high performance culture with staff, students, parents/carers and the community
7. Strengthen the 'Meridan Way' by building consistent understanding and implementation of College processes, practices, procedures and plans.
8. Build parent/carer understanding of teaching and learning practices to strengthen partnerships to promote student learning and high expectations for success.
9. Explore and establish the role and function of the College within the Meridan community.

Our school at a glance

School Profile

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 February 2015 was 2425, an increase in growth of approximately 150 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

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	2212	1132	1080	66	95%
2014	2300	1182	1118	55	95%
2015	2425	1210	1215	69	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

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

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	23	24	23
Year 4 – Year 7 Primary	27	26	26
Year 7 Secondary – Year 10	26	25	24
Year 11 – Year 12	17	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	202	230	246
Long Suspensions - 6 to 20 days	18	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Primary School:

- Comprehensive curriculum based on Australian Curriculum, and the P-12 Curriculum Assessment and Reporting framework
- Introduction of new curriculum areas by introducing an Arts/Drama specialist
- Curriculum plans developed in collaborative teaching teams termly 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 21st century learners and engagement in our Infinity lab
- Key focus on literacy and numeracy skills across all key learning areas.
- Consistency by teachers using the Meridan Way of teaching Reading, Word Study & Numeracy
- Showcase 2015 entry highlighting our Numeracy program
- Focus on personalized learning for students, precision in program implementation and professional teams working together to cater for our students' needs.

Junior Secondary School:

- Comprehensive curriculum based on National Curriculum and P-12 Curriculum Assessment and Reporting Framework.
- Signature practice of 'flexi learning' involving team planning, collaborative teaching and differentiated learning.
- Multi layered diagnostic testing approach to provide short data cycles and inform targeted instruction for literacy and numeracy through integrated programs, explicit teaching blocks and 'turbo days'.
- Individual Curriculum Plans and Learning Enhancement Programs to support needs of different learners.
- 'Level Up' Gifted and Talent Conference
- Dance Immersion, and Music and Dance Excellence and Master Classes to cater for high performing student in academics and performing arts.
- Multi-disciplinary Innovation Business and Technology Project-Based Learning (PBL) across Design and Digital Technology curriculum in Years 7 & 8.
- Blended learning which includes one Multi-disciplinary project (PBL) each term in year 7.

Senior Secondary School:

- A focus on personal, performance and career readiness pathways as essential to ensuring all students are achieving success.
- An individualised and multi-layered approach to planning, monitoring and tracking student achievement, performance and educational and career development.
- Comprehensive academic and vocational curriculum offerings resulting in relevant pathways and qualifications for all senior school students.
- Active partnerships with industry, community, business and external educational providers to maximize learning and vocational pathways for students including traineeships, school-based apprenticeships, university study and certificate courses.

Extra curricula activities

Primary Campus:

- Performing Arts Program: Year 6 Arts Elective Program, Choirs, Instrumental Music Program, Fanfare, Guitar.
- Sport: Year 6 Interschool Sport Program, Yr 1-6 Swimming Program, Year 5-6 Surf Skills, Year 5-6 Camping program
- Academic: ICAS Competitions, Optiminds, Voices on the Coast, Year 6 Arts elective program, Support & Extension Programs.

Secondary Campus:

- Performing Arts Program: Impact Dance Team, Drama Club, Choirs/Singing Groups, Instrumental Music Program, Fanfare, Media Club, TFT Dance Sport Championships, Programs of Excellence
- Sport Program: Year 7-9 Interschool Sport Program, Swimming/Cross Country/Athletics Carnivals, Participation in out of school competitions e.g. Netball, Touch Football, Rugby League, Basketball, Aerobics
- Academic: ICAS Competitions, Science Competitions, Public Speaking: Debating Competitions, Rotary, Lions Youth of the Year, Student Leadership, College Magazine, Scholarships, Tutorials, International Program

How Information and Communication Technologies are used to improve 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 ACARA 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 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.

- Each Year level has an Ed studio or Edublog that students and parents can access information on Units of work, assessment tasks, homework. There is also information on how to understand and assist your child with their reading, numeracy and learning

BYOx Programs in Year 6

Secondary Campus:

- BYOx Program in Years 7 – 12.
- One-to-one laptop program available to students in Years 9-12.
- Ipad, Ipod and Laptop trolleys available for use in teaching blocks.
- Access to computer labs.
- 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. The effectiveness of the College's management of behaviour was recognised this year in the Report of the Discipline Audit with Meridan achieving 'Outstanding' or 'High' for all elements in the 5 domains (Compliance Medium).

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 sub-schools have leadership programs and 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

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	90%	92%
this is a good school (S2035)	96%	87%	89%
their child likes being at this school (S2001)	93%	88%	93%
their child feels safe at this school (S2002)	100%	94%	91%
their child's learning needs are being met at this school (S2003)	85%	84%	88%
their child is making good progress at this school (S2004)	81%	83%	92%
teachers at this school expect their child to do his or her best (S2005)	92%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	84%	86%	88%
teachers at this school motivate their child to learn (S2007)	88%	86%	91%
teachers at this school treat students fairly (S2008)	96%	84%	82%
they can talk to their child's teachers about their concerns (S2009)	93%	85%	95%
this school works with them to support their child's learning (S2010)	93%	84%	90%
this school takes parents' opinions seriously (S2011)	88%	81%	83%
student behaviour is well managed at this school (S2012)	88%	75%	74%
this school looks for ways to improve (S2013)	100%	88%	88%
this school is well maintained (S2014)	100%	97%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	96%	97%
they like being at their school (S2036)	94%	91%	94%
they feel safe at their school (S2037)	96%	96%	97%
their teachers motivate them to learn (S2038)	93%	88%	95%
their teachers expect them to do their best (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	93%	91%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	86%	82%	88%
they can talk to their teachers about their concerns (S2042)	89%	80%	87%
their school takes students' opinions seriously (S2043)	90%	81%	87%
student behaviour is well managed at their school (S2044)	86%	80%	88%
their school looks for ways to improve (S2045)	93%	93%	95%
their school is well maintained (S2046)	95%	94%	92%
their school gives them opportunities to do interesting things (S2047)	94%	89%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	98%	95%
they feel that their school is a safe place in which to work (S2070)	98%	98%	99%
they receive useful feedback about their work at their school (S2071)	85%	81%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	89%	90%
students are encouraged to do their best at their school (S2072)	97%	97%	98%
students are treated fairly at their school (S2073)	95%	99%	94%
student behaviour is well managed at their school (S2074)	84%	82%	80%
staff are well supported at their school (S2075)	77%	74%	84%
their school takes staff opinions seriously (S2076)	79%	76%	83%
their school looks for ways to improve (S2077)	93%	91%	94%
their school is well maintained (S2078)	100%	99%	99%
their school gives them opportunities to do interesting things (S2079)	90%	83%	89%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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

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

- Parent/Teacher meetings and student performance interviews
- Classroom/College volunteer programs
- College Introduction meetings
- P&C Meetings and social functions
- Parent Forums and surveys
- Assemblies
- Parent Education sessions
- Class celebrations of learning
- Guest Speaker evenings
- Communication – newsletters, emails, text messages, facebook, twitter.

Reducing the school's environmental footprint

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

Through the Primary Campus environmental club awareness raising of environmental issues is crucial. It also promotes the use of a litter free lunch box in the College.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	834,428	187,176
2013-2014	846,933	38,785
2014-2015	855,759	22,997

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

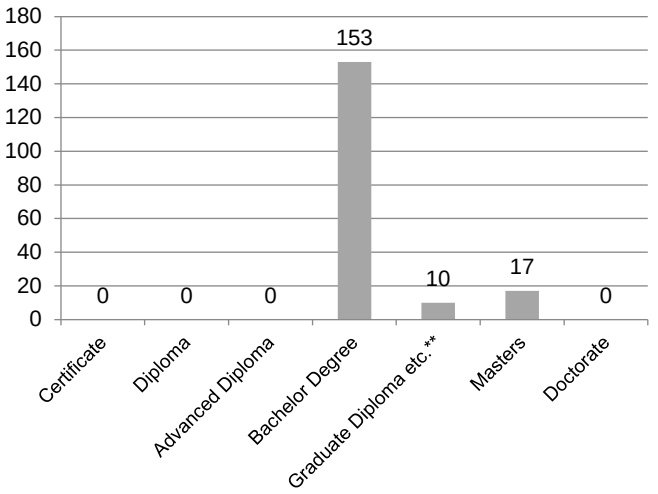
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	180	83	<5
Full-time equivalents	167	54	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	153
Graduate Diploma etc.**	10
Masters	17
Doctorate	0
Total	**180**



*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 2015 were $159,144.00.

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- Data Analysis and Application
- Coaching
- e-Learning Strategies & Use of Digital Devices
- Literacy
- Mathematics
- Academically Talented
- Early Phase of Learning
- Flying Start – Year 7 curriculum
- Student Wellbeing
- Subject specific training/conferences/seminars

Details regarding in-kind professional development activities undertaken (e.g. mentoring or peer learning circles) can also be included. Outline in dot point form.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
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, 97% of staff was retained by the school for the entire 2015 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/.

Full-time equivalent enrolments relating to recurrent income and capital expenditure: **2312**

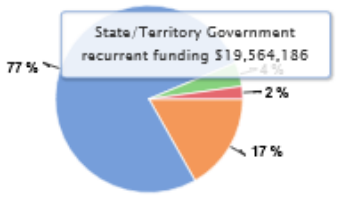
Interpreting school financial information

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 2014	$ Total	$ Per student
Australian Government recurrent funding	4,275,620	1,849
State/territory government recurrent funding	19,564,186	8,462
Fees, charges and parent contributions	1,049,777	454
Other private sources	554,205	240
Total gross income (excluding income from government capital grants)	25,443,788	11,005
Less deductions	0	0
Total net recurrent income	25,443,788	11,005

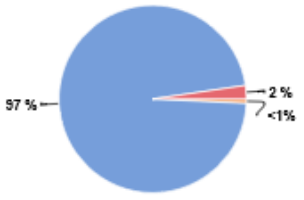
Capital expenditure 2014	$ Total	$ Total 2009-2014
Australian Government capital expenditure	2,271	5,531,238
State/territory government capital expenditure	292,972	22,650,970
New school loans	0	0
Income allocated to current capital projects	0	0
Other	7,050	7,050
Total capital expenditure	302,293	28,189,258

Total gross income 2014

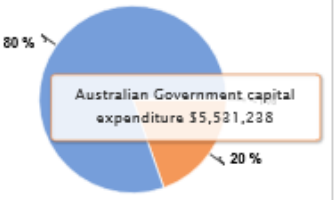


(excluding income from government capital grants)

Total capital expenditure 2014



Total capital expenditure 2009-2014



Percentages are rounded and may not add to 100%.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	91%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

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

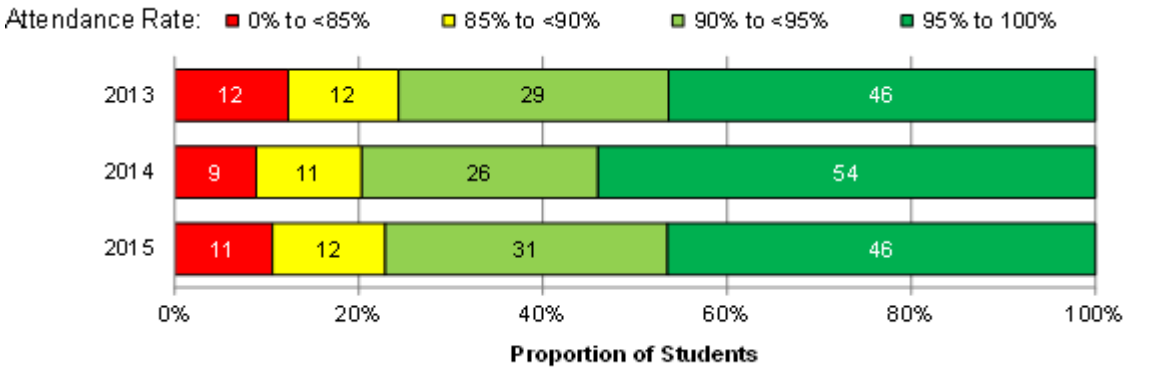
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	94%	93%	94%	94%	93%	93%	92%	93%	92%	91%	89%	89%
2014	95%	95%	95%	95%	95%	94%	95%	94%	93%	93%	92%	90%	89%
2015	95%	94%	94%	94%	94%	94%	93%	94%	93%	92%	93%	89%	90%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



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

. Primary Campus

When students are absent parents will receive email message that requests they contact the school to explain the student's absence. By the 3rd day the Deputy will make contact. We strive for 0%

unexplained absences in Primary. We also contact parents if their child is consistently late so that we can ensure they have maximum time engaged in positive learning.

Secondary Campus

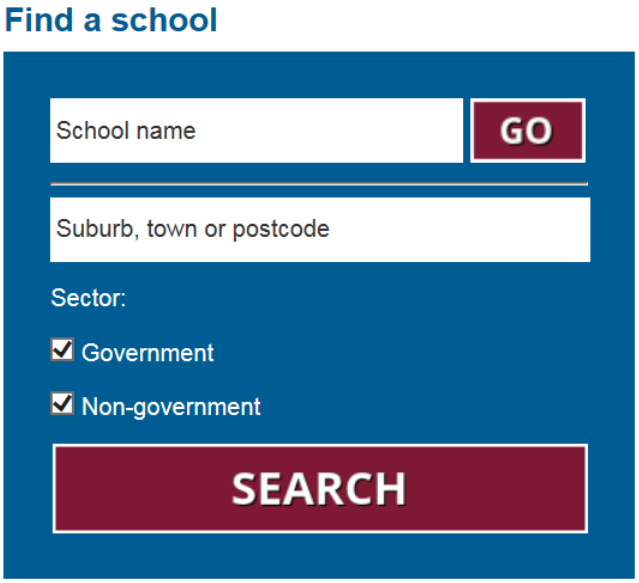
Student attendance is a key priority for the secondary campus. A number of key practices are in place to address student attendance and maximize school participation including:

- Mentor Class and Session roll marking.
- Same day text message to parents/carers of absent students.
- Afternoon report issued to class teachers to identify anomalies and follow-up non-attendance.
- Implementation of year level student managers focused on supporting wellbeing, attendance and performance (Community Leaders, Year Level Mentors).
- 3 day absence reports issued to community leaders/year level managers to follow-up non-attendance.
- Issuing of 3 day absence letters to parents/carers.
- Late to school and late to class procedures.
- Exemption from Schooling processes.
- Articulated processes for absences for assessment in line with QCAA guidelines.
- Discussion with parents/carers and students as part of Student Performance and Pathway Interview conversations.
- Tracking and celebration of positive attendance data – Attendance Club.
- Focus on the importance of attendance in newsletters, emails to parents, College website information, Facebook and information sessions.
- Formal absentee/truancy process.
- Professional Development for staff.

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.**



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

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

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	86%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	25%	43%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	139	150	171
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	2
Number of students receiving an Overall Position (OP)	58	80	62
Percentage of Indigenous students receiving an Overall Position (OP)	50%	50%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	25	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	139	150	171
Number of students awarded an Australian Qualification Framework Certificate II or above.	138	149	168
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	138	150	169
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	81%	73%	77%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	96%	96%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	8	16	23	10	1
2014	8	23	27	21	1
2015	9	23	16	12	2

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	123	138	29
2014	120	149	38
2015	109	166	66

As at 16 February 2016. The above values exclude VISA students.

Meridan State College offers and supports a variety of Nationally Recognised Training courses to students from Year 10, ranging from Certificate I through to Certificate IV.

Certificate I Business
Certificate I Construction
Certificate I Engineering
Certificate I Furnishing
Certificate I Hospitality
Certificate I Information, Digital Media and Technology
Certificate I Plumbing
Certificate II Animal Studies
Certificate II Automotive Electrical Technology
Certificate II Automotive underbody
Certificate II Business
Certificate II Civil Construction
Certificate II Electrotechnology
Certificate II Engineering Pathways
Certificate II Hairdressing
Certificate II Health
Certificate II Hospitality
Certificate II in Visual Arts
Certificate II Information, Digital Media and Technology
Certificate II Kitchen Operations
Certificate II Logistics/health services
Certificate II Music
Certificate II Retail Services
Certificate II Rural Operations
Certificate II Tourism
Certificate III Allied Health
Certificate III Business
Certificate III Business
Certificate III Carpentry
Certificate III Early Childhood Education and Care
Certificate III Electotechnolgy
Certificate III Engineering - Mechanical Trade
Certificate III Fitness
Certificate III Hairdressing
Certificate III Hospitality
Certificate III Information, Digital Media and Technology
Certificate III Landscaping
Certificate III Media
Certificate III Painting and Decorating
Certificate III Sport and Recreation
Certificate III Tourism
Certificate IV Dance
Certificate IV Justice Studies

Post-school destination information

In 2015, 51.1 per cent of young people who completed Year 12 at Meridan State College in 2014 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (29.0 per cent). The combined VET study destinations accounted for 22.1 per cent of respondents, including 14.5 per cent in campus-based VET programs, with 9.2 per cent of Year 12 completers entering programs at Certificate IV level or higher.

7.6 per cent commenced employment-based training, either as an apprentice (5.3 per cent) or trainee (2.3 per cent).

In addition to the above study destinations, a further 13.7 per cent of respondents from this school deferred a tertiary offer in 2015 (deferrers are shown in Figure 1 in their current destination).

48.9 per cent did not enter post-school education or training, and were either employed (40.5 per cent) or seeking work (8.4 per cent).

Early school leavers information

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

Meridan State College provides an extensive support and information service to all early school leavers to ensure that, where possible, students depart for either another school, employment or further learning with an appropriate educational provider. Through this approach 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 private training providers. This ensures that the requirements of both the compulsory and the post compulsory participation phases of schooling are being fulfilled.