Merrimac State High School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Founded in 1979, Merrimac State High School is a public, coeducational, inclusive school with a curriculum based on eight key learning areas. During the Senior phase of learning, students have an opportunity to choose either an academic and/or vocational program. Students plan a course of study from among 51 Queensland Studies Authority or Authority registered subjects and may graduate with Australian Quality Training Certificates. The fully qualified teaching staff shares the school's values and encourages students to 'Prepare for the Future, Respect our Community, Value Difference, Accept Responsibility'. The Council of International Schools accredited Merrimac State High School as a full member. Our school benefits from this accreditation by having an externally reviewed framework for continuous improvement. Students are supported by a Counsellor, Nurse, Chaplain, Youth Pathways Officer, Youth Support Coordinator and Industry Liaison Officer. There are 44 nationalities represented in our enrolment of 1235 students, with 58 international students. All students make extensive use of technology to assist their learning. All student participate in a "Bring your own Device" BYOD computer program. The school provides the software for learning. Students now have the opportunity to participate in our High Performance Summit Program that focuses on academic achievement, sport and STEAM. Our school's programs are well facilitated by an extensive 10.4 hectare site, with mature trees and gardens creating outdoor eating areas and shaded meeting spaces. A sports program is offered and students compete at a district level in a wide range of sports. The motto of 'Pride in Excellence' is embraced by the entire community.

Principal's Foreword

Introduction

It is with pride that I present the Merrimac State High School Annual Report for 2016.

This report outlines the significant achievements made by the school's students and staff.

I would like to specifically highlight that:

- 100% of students attained an OP or a VET qualification
- 95% of students received an offer from QTAC
- 100% of graduating students achieved a QCE
- 90% of graduating students achieved an OP 1 – 15.

The school's motto of "Pride in Excellence" is the driving force behind our quest for constant improvement. While the above data highlights a very successful school, we have identified further areas of improvement which will be the focus for 2018.

Chris Tobin
Principal

School Progress towards its goals in 2017

The school set specific improvement targets for the 2017 school year, these included 91% of students achieve grades of A, B or C and 95% of graduating students attain a QCE, and 94% of OP students attaining an OP 1-15.

We performed well against our targets with 93% of students achieving A, B or C, 100% of students attaining a QCE, and 90% of OP students attaining an OP 1-15. Additionally, 96% of students received an offer of higher education from the Queensland Tertiary Admissions Centre (QTAC).

The school has continued to monitor classroom behavior and has defined processes to ensure teachers can devote the maximum amount of time to teaching.

Future Outlook

The school community has invested considerable effort in defining the school's strategic direction for the next five year. The Strategic Plan can be found at:
https://merrimacshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Strategic%20Plan/Strategic-Plan-2016-2020.pdf

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1399	700	699	43	88%
2016	1258	622	636	40	88%
2017	1207	579	628	41	88%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Merrimac State High School provides high quality education for 1232 male and female students from Years 7 to 12. Our student population is very diverse with over 44 nationalities represented in the cohort. This diversity, combined with our highly regarded international student program, gives the school a global perspective.

The entire six year program of learning is designed to deliver graduating students an outcome of high academic achievement, entrance to university, vocational education, an apprenticeship or traineeship or entry to the workforce.

Many students by-pass their local high school to attend Merrimac State High School. We are the school of choice for students and parents who are looking for an education that combines learning, care and social development as a total package.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Year 7 – Year 10	21	21	20
Year 11 – Year 12	20	18	18

Curriculum Delivery

Our Approach to Curriculum Delivery
Junior Secondary

The Year 7 and 8 curriculum is designed around engaging students within 8 Key Learning Areas (KLAs). These KLAs are English, Mathematics, Science, Social Sciences, The Arts, Technology, Languages and Health and Physical Education. The curriculum offerings in English, Maths, Science and History are all designed, delivered and assessed under the Australian Curriculum. All other curriculum learnings align to the Queensland Essential Learnings. The Year 9 curriculum design flows seamlessly from Year 8, continuing to address the Essential Learnings through 8 Key Learning Areas. Within Year 9, students begin to influence their own learning through limited selection of courses within some of the KLAs.

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Senior Secondary

Year 10 is the first year of senior schooling. Whilst providing greater choice for each student, Year 10 subject offerings are designed to prepare students for Year 11 and 12. In Year 10 students study subjects for one full year.
Distinctive curriculum offerings occur in:

Drama	High Performance Sport
Dance	Industrial Technology and Design
Music	Spanish
Visual Art	Chinese
Professional Business Studies	Japanese
Philosophy and Reason	Mathematics
English	Mathematics Foundation
English Extension-Literature	Mathematics Extension
English Foundation	Science
Fashion Studies	History
Early Childhood Studies	Geography
Hospitality Practices	Health and Physical Education
Graphics	Physical Education Excellence

Year 11 and 12

In Year 11 and 12 students study 6 subjects over two years. Students are able to choose these subjects based on their specific pathway to employment, Vocational Education and Training and tertiary study beyond Year 12. Subjects in Year 11 and 12 are delivered aligned with pathway options for students. *Authority subjects* are designed for those students intending to engage in tertiary study beyond Year 12. *Authority registered* subjects are designed toward nationally recognised Vocational Education and Training qualifications toward gaining apprenticeships, traineeships and cadetships, as well as full time employment.

Authority	**Authority Registered or Vocational Certificates**
Accounting	Creative Arts – Visual Arts Studies
Biological Science	English Communication
Business Management	Hospitality Practices
Chemistry	Certificate II in Hospitality Operations
Chinese	Certificate I in General Construction
Drama	Industrial Technology and Design
Visual Arts	Aquatic Practices
Economics	Prevocational Mathematics
English	Recreation
English Extension – Literature	Science in Practice
English for ESL Learners	Dance in Practice
Graphics	Engineering Studies
Health Education	Early Childhood Studies
Information Processing and Technology	Certificate I Skills for Vocational Pathways
Japanese	Cert II Skills for Work and Vocational Pathways
Physics	Information & Communication Technology
Physical Education	Media Studies
Mathematics A	Mathematics B
Mathematics C	Tourism Studies
Modern History	
Music	
Philosophy and Reason	

Co-curricular Activities

Duke of Edinburgh Award	Debating
Winter Arts Festival	Putting Youth in the Picture
Instrumental Music	Kokoda Challenge
Interschool Sport	Peer Mentor Training
Year Level Learning Camps	World Challenge
Creative Generations	High Resolves

How Information and Communication Technologies are used to Assist Learning

The school operates a Bring your own Device (BYOD) computer program, with students purchasing and bringing their own laptops to school. The school has invested heavily in wi-fi infrastructure with high speed wireless connections available across the entire campus. Students are supplied by the school with the Microsoft Office Suite and the Adobe Creative Cloud software.

Social Climate

Overview

The school has an extensive network of support staff who cater for the diverse needs of students. Our support staff comprises a Guidance Officer, School Nurse, Industry Liaison Officer, School Chaplain, Youth Pathways Officer and Indigenous Liaison Officer.

The school has invested heavily in prevention and intervention in regard to bullying, and has worked closely with its Peer Mentors in supporting the Year 7 and 8 transition to high school.

The school has also worked on training staff to implement the "Putting Youth in the Picture" program for our Year 11 and 12 students. We also focus on the mental health of all students with our *Merrimac Minds Matter* program.

We are proud of our Special Education Program supporting 76 students to work in mainstream classrooms and to grow and develop the individual talents of every child.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	87%	92%
this is a good school (S2035)	88%	84%	88%
their child likes being at this school* (S2001)	89%	86%	87%
their child feels safe at this school* (S2002)	92%	87%	95%
their child's learning needs are being met at this school* (S2003)	91%	80%	83%
their child is making good progress at this school* (S2004)	89%	86%	91%
teachers at this school expect their child to do his or her best* (S2005)	91%	92%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	80%	86%
teachers at this school motivate their child to learn* (S2007)	85%	80%	85%
teachers at this school treat students fairly* (S2008)	83%	73%	90%
they can talk to their child's teachers about their concerns* (S2009)	92%	83%	91%
this school works with them to support their child's learning* (S2010)	88%	77%	88%
this school takes parents' opinions seriously* (S2011)	84%	76%	85%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	81%	78%	87%
this school looks for ways to improve* (S2013)	88%	83%	89%
this school is well maintained* (S2014)	97%	92%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	88%	82%	89%
they like being at their school* (S2036)	90%	75%	82%
they feel safe at their school* (S2037)	88%	84%	90%
their teachers motivate them to learn* (S2038)	74%	79%	78%
their teachers expect them to do their best* (S2039)	92%	94%	94%
their teachers provide them with useful feedback about their school work* (S2040)	71%	79%	79%
teachers treat students fairly at their school* (S2041)	62%	60%	71%
they can talk to their teachers about their concerns* (S2042)	60%	53%	66%
their school takes students' opinions seriously* (S2043)	64%	56%	70%
student behaviour is well managed at their school* (S2044)	58%	59%	73%
their school looks for ways to improve* (S2045)	83%	74%	89%
their school is well maintained* (S2046)	77%	71%	81%
their school gives them opportunities to do interesting things* (S2047)	80%	68%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	81%	89%	95%
they feel that their school is a safe place in which to work (S2070)	87%	90%	95%
they receive useful feedback about their work at their school (S2071)	59%	76%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	83%	88%
students are encouraged to do their best at their school (S2072)	86%	92%	91%
students are treated fairly at their school (S2073)	84%	92%	91%
student behaviour is well managed at their school (S2074)	54%	78%	83%
staff are well supported at their school (S2075)	45%	64%	72%
their school takes staff opinions seriously (S2076)	45%	67%	71%
their school looks for ways to improve (S2077)	77%	84%	86%
their school is well maintained (S2078)	93%	91%	96%
their school gives them opportunities to do interesting things (S2079)	65%	75%	78%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

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Parent and community engagement

The staff at Merrimac State High School understands the important part parents play in supporting the education of their children. The school encourages and welcomes parent involvement at the school through activities such as:

Parent/Teacher Interviews

Induction programs for Year 7 and 8 Students/Parents

Focus Group Meetings

School Performances

Subject Selection Evenings

Sports Awards Evening

Presentation Night

Parents and Citizens Association

The school canteen

Academic List Luncheons

School Facebook Page

Multicultural Evening

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

As a 'Minds Matter 'School, we prioritise our student's wellbeing and mental health. A strong student support services team lead by a Head of Department for Leadership and Wellbeing, develop tailored wellbeing programs for our student's needs. Respectful relationships programs are embed into the curriculum through Merrimac Minds Matter lessons. Respectful relationships is a whole school term focus dedicated to developing and strengthening relationships across the school community. Specific programs including 'Love Bites', a domestic violence and sexual assault workshop is delivered to all Year 10 students and 'Putting Youth in the Picture', a relationship focused program is delivered to all Year 11 students, offer unique opportunities for our students to engage with Police and local external support services.

Students are aware of the support services offered internally and can access this information through their student diary and school website. Any reported or suspected cases of abuse are followed up by our Guidance Officer and Administration.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	211	143	177
Long Suspensions – 11 to 20 days	9	15	15
Exclusions	20	12	10
Cancellations of Enrolment	7	1	9

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Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from the school's utilities return and is reliant on the accuracy of these returns. The school is ever aware of our environmental footprint. The school has invested in solar power, rainwater tanks to supply the pool, energy efficient lighting and recycled printing supplies.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	592,196	19,317
2015-2016	622,447	19,945
2016-2017	603,900	7,462

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

School name   GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'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 financial information is available by selecting **'School finances'** 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 income by funding source.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	104	58	5
Full-time Equivalents	97	43	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	1
Masters	11
Graduate Diploma etc.**	8
Bachelor degree	71
Diploma	11
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $48,281.82.

The major professional development initiatives are as follows:

- Senior secondary program writing and moderation with the Queensland Studies Authority.

- Student and staff welfare and wellbeing

- Implementation of the Art and Science of Teaching

- Maintaining the staff's Industry qualifications for our Vocational Education Programs

- The development and implementation of staff and student feedback model.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	87%

*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.

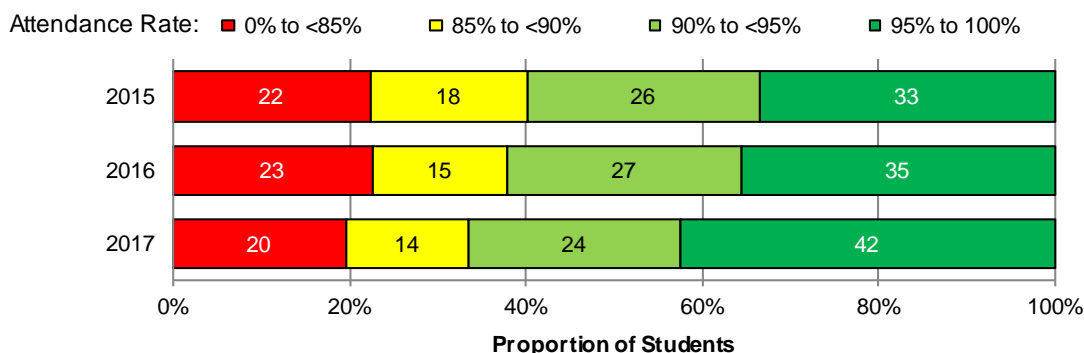The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2015								92%	91%	89%	88%	90%	91%
2016								91%	90%	90%	88%	90%	89%
2017								93%	92%	89%	88%	90%	92%

*Attendance rates effectively count 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.

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Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	22	18	26	33
2016	23	15	27	35
2017	20	14	24	42

Proportion of Students (0% – 100%)

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked in every lesson of every day. If a student is marked away during the first lesson a text message is sent to the parent confirming the absence and seeking an explanation.

If a student is found to be truant, the student will need to attend a two hour afterschool detention.

Certificates of Attendance are given to students with an exemplary attendance record.

NAPLAN

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.**

Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	225	189	161
Number of students awarded a Queensland Certificate of Individual Achievement.	2	3	3
Number of students receiving an Overall Position (OP)	70	49	42
Percentage of Indigenous students receiving an Overall Position (OP)	0%	50%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	57	42	52
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	172	154	131
Number of students awarded an Australian Qualification Framework Certificate II or above.	146	99	109
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	221	186	158
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.	63%	96%	90%
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.	99%	96%	96%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	12	13	19	26	0
2016	8	18	21	2	0
2017	13	14	11	4	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	109	133	37
2016	68	69	36
2017	41	83	45

As at 14th February 2018. The above values exclude VISA students.

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Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	70%	69%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	38%	29%	29%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
http://www.merrimacshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Conclusion

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