

Merrimac State High School

Queensland State School Reporting

2015 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

It is with pride that I present the Merrimac State High School Annual Report for 2015.

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

I would like to specifically highlight that:

- 92% of parents report their child feels safe at school
- 94% of students believe they are getting a good education
- 88% of parents believe Merrimac SHS is a good school
- 88% of students feel safe at school
- 90% of students like being at this school
- 100% of students attained an OP or a VET qualification
- 99% of students received an offer from QTAC
- 98% of graduating students achieved a QCE.

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 2016.

Chris Tobin
Principal

School progress towards its goals in 2015

The school set specific improvement targets for the 2015 school year, these included 90% of students achieve grades of A, B or C, 95% of graduating students attain a QCE, 3% gap of ATSI classroom performance measured by A, B or C data, and 93% of OP students attaining an OP 1-15.

We performed well against our targets with 92% of students achieving A, B or C, 98% of students attaining a QCE, a 4% gap in ATSI classroom performance, and 63% an OP 1-15. The OP performance was below expectation due to 11 students achieving an OP of 16. However, it was pleasing to see that 99% of our students still 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

Merrimac SHS has developed a Strategic Plan which guides our direction for the next four years. On a yearly basis we develop an Annual Implementation Plan that sets our targets and goals for the year. We have a number of specific targets we will be working towards in 2016, our 5 main goals are:

The % of ABC in all classes	90%
QCE achievement	95%
OP 1-15	93%
NAPLAN - Literacy (Reading)	Yr 7 U2B - 23% Yr 7 NMS - 98% Yr 9 U2B - 18% Yr 9 NMS - 97%
NAPLAN - Numeracy	Yr 7 U2B - 23% Yr 7 NMS - 98% Yr 9 U2B - 17% Yr 9 NMS - 97%

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1313	651	662	31	89%
2014	1279	619	660	34	87%
2015	1399	700	699	43	88%

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.

Characteristics of the student body:

Merrimac State High School provides high quality education for 1370 male and female students from Years 7 to 12. Our student population is very diverse with over 43 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 into TAFE or other learning opportunities, 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	22	21
Year 11 – Year 12	19	19	20

*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

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	131	199	211

Long Suspensions - 6 to 20 days	12	13	9
Exclusions	4	18	20
Cancellations of Enrolment	35	36	7

* 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

Merrimac values our quality learning environment which inspires and motivates individuals to perform to their full potential.

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.

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	Graphics
Dance	High Performance Sport
Music	Industrial Technology and Design
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
	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

Accounting
Biological Science
Business Management
Chemistry
Chinese
Drama
Visual Arts

Authority Registered or Vocational Certificates

Creative Arts – Visual Arts Studies
English Communication
Fashion Studies
Certificate II in Hospitality Operations
Certificate I in General Construction
Certificate I in Engineering (Metal)
Marine and Aquatic Practices

Economics	Prevocational Mathematics
English	Recreation Studies
English Extension – Literature	Science in Practice
English for ESL Learners	Industrial Technology and Design
Graphics	Engineering Studies
Health Education	Early Childhood Studies
Information Processing and Technology	Certificate I Work Preparation
Japanese	Tourism Studies
Legal Studies	Information & Communication Technology
Marine Studies	Media Studies
Mathematics A	Dance Studies
Mathematics B	
Mathematics C	
Modern History	
Music	
Physical Education	
Physics	
Philosophy and Reason	

Extra curricula activities

Duke of Edinburgh Award	Debating
School Musical	Putting Youth in the Picture
Instrumental Music	Kokoda Challenge
Interschool Sport	Peer Mentor Training
Year Level Learning Camps	World Challenge
Snow Trip	

How Information and Communication Technologies are used to improve 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

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 are proud of our Special Education Program supporting 70 students to work in mainstream classrooms and to grow and develop the individual talents of every child.

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)	86%	90%	94%
this is a good school (S2035)	87%	87%	88%
their child likes being at this school (S2001)	93%	91%	89%
their child feels safe at this school (S2002)	100%	94%	92%
their child's learning needs are being met at this school (S2003)	87%	86%	91%
their child is making good progress at this school (S2004)	87%	88%	89%
teachers at this school expect their child to do his or her best (S2005)	87%	92%	91%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	80%	84%	91%
teachers at this school motivate their child to learn (S2007)	87%	77%	85%
teachers at this school treat students fairly (S2008)	93%	84%	83%
they can talk to their child's teachers about their concerns (S2009)	93%	92%	92%
this school works with them to support their child's learning (S2010)	86%	79%	88%
this school takes parents' opinions seriously (S2011)	93%	82%	84%
student behaviour is well managed at this school (S2012)	87%	83%	81%
this school looks for ways to improve (S2013)	93%	83%	88%
this school is well maintained (S2014)	93%	96%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	79%	91%	88%
they like being at their school (S2036)	82%	88%	90%
they feel safe at their school (S2037)	86%	93%	88%
their teachers motivate them to learn (S2038)	78%	81%	74%
their teachers expect them to do their best (S2039)	90%	94%	92%
their teachers provide them with useful feedback about their school work (S2040)	76%	85%	71%
teachers treat students fairly at their school (S2041)	68%	68%	62%
they can talk to their teachers about their concerns (S2042)	67%	71%	60%
their school takes students' opinions seriously (S2043)	60%	72%	64%
student behaviour is well managed at their school (S2044)	66%	75%	58%
their school looks for ways to improve (S2045)	85%	90%	83%
their school is well maintained (S2046)	77%	87%	77%
their school gives them opportunities to do interesting things (S2047)	76%	86%	80%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	85%	90%	81%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel that their school is a safe place in which to work (S2070)	87%	97%	87%
they receive useful feedback about their work at their school (S2071)	66%	79%	59%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	72%	84%	71%
students are encouraged to do their best at their school (S2072)	96%	95%	86%
students are treated fairly at their school (S2073)	84%	91%	84%
student behaviour is well managed at their school (S2074)	67%	75%	54%
staff are well supported at their school (S2075)	57%	64%	45%
their school takes staff opinions seriously (S2076)	62%	65%	45%
their school looks for ways to improve (S2077)	86%	88%	77%
their school is well maintained (S2078)	89%	92%	93%
their school gives them opportunities to do interesting things (S2079)	70%	74%	65%

'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 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 musical and other performances

Subject Selection Evenings

Sports Awards Evening

Presentation Night

Parents and Citizens Association

The school canteen

Academic List Luncheons

School Facebook Page

Multicultural Evening

School Musical

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	547,606	10,824
2013-2014	574,300	4,460
2014-2015	592,196	19,317

*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.

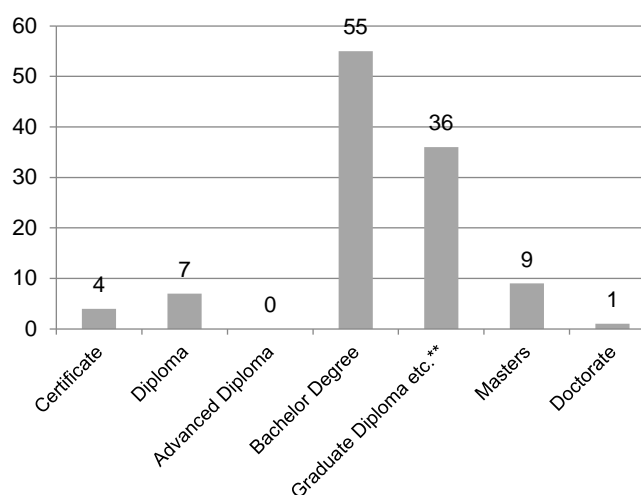
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	116	55	8
Full-time equivalents	108	42	6

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	4
Diploma	7
Advanced Diploma	0
Bachelor Degree	55
Graduate Diploma etc.**	36
Masters	9
Doctorate	1
Total	112



*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 \$22,973.42.

The major professional development initiatives are as follows:

- Senior secondary program writing and moderation with the Queensland Studies Authority.
- Implementation of the Australian Curriculum and the further development of the curriculum to the classroom resources.
- Student welfare and wellbeing
- Implementation of the Art and Science of Teaching
- Maintaining the staff's Industry qualifications for our Vocational Education Programs.

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.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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/>.

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

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 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.

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).	88%	88%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	78%	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 attendance rate in 2015 for all Queensland Secondary 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									90%	88%	86%	85%	89%

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

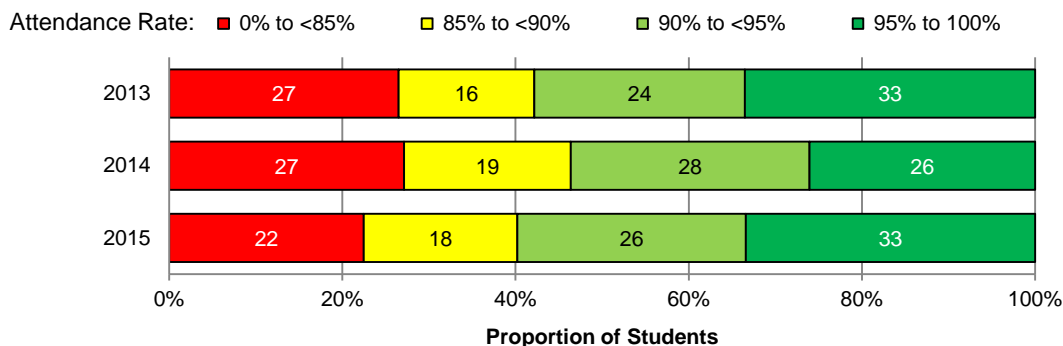
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	89%	85%	88%	88%
2015								92%	91%	89%	88%	90%	91%

*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

Non-attendance is managed in state schools in line with the DET 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.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 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

Sector:

Government

Non-government

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.	78%	67%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	80%	50%	38%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	208	142	225
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	2
Number of students receiving an Overall Position (OP)	58	36	70
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	40	37	57
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	164	115	172
Number of students awarded an Australian Qualification Framework Certificate II or above.	122	82	146
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	172	133	221
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67%	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.	86%	100%	63%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	94%	97%	99%

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	19	13	18	8	0
2014	6	20	10	0	0
2015	12	13	19	26	0

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	110	109	27
2014	72	71	34
2015	109	133	36

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

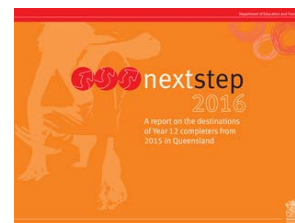
Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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. The Next Step Report is now included below.

NEXT STEP 2016

DESTINATIONS OF 2015 YEAR 12s

Merrimac State High School



Introduction

This page presents a summary of results of the annual *Next Step* survey for Merrimac State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2015, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2016, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2016 at www.education.qld.gov.au/nextstep.

Response rate for Merrimac State High School

Table 1 below reports the response rate for Merrimac State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Merrimac State High School in 2015.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, Merrimac State High School 2016

Number of respondents	Number of students who completed Year 12	Response rate (%)
171	231	74.0

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2016, 63.7% of young people who completed Year 12 at Merrimac State High School in 2015 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (35.7%). The combined VET study destinations accounted for 28.1% of respondents, including 21.1% in campus-based VET programs, with 14.0% of Year 12 completers entering programs at Certificate IV level or higher.

7.0% commenced employment-based training, either as an apprentice (2.9%) or trainee (4.1%).

In addition to the above study destinations, a further 4.1% of respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination).

36.3% did not enter post-school education or training, and were either employed (22.2%), seeking work (12.3%) or not in the labour force, education or training (1.8%).

Figure 1: Main destination of Year 12 completers, Merrimac State High School 2016

