



Merrimac State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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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, Participate and Succeed'. 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 students 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 Forward

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
- 96% of students received an offer from QTAC
- 100% of graduating students achieved a QCE
- 96% 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 2017.

Chris Tobin
Principal

School Progress towards its goals in 2016

The school set specific improvement targets for the 2016 school year, these included 90% of students achieve grades of A, B or C and 95% of graduating students attain a QCE, 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, 100% of students attaining a QCE, and 96% 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>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1279	619	660	34	87%
2015*	1399	700	699	43	88%
2016	1258	622	636	40	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

Overview

Merrimac State High School provides high quality education for 1260 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 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Year 7 – Year 10	22	21	21
Year 11 – Year 12	19	20	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.

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.



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
Economics
English
English Extension – Literature
English for ESL Learners
Graphics
Health Education
Information Processing and Technology
Japanese
Legal Studies
Physical Education
Mathematics A
Mathematics B
Mathematics C
Modern History
Music
Physics
Philosophy and Reason

Authority Registered or Vocational Certificates

Creative Arts – Visual Arts Studies
English Communication
Fashion Studies
Certificate II in Hospitality Operations
Certificate I in General Construction
Industrial Technology and Design
Marine and Aquatic Practices
Prevocational Mathematics
Recreation Studies
Science in Practice
Dance Studies
Engineering Studies
Early Childhood Studies
Certificate I Work Preparation
Tourism Studies
Information & Communication Technology
Media Studies

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
China Trip	

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 70 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	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	90%	94%	87%
this is a good school (S2035)	87%	88%	84%
their child likes being at this school* (S2001)	91%	89%	86%
their child feels safe at this school* (S2002)	94%	92%	87%
their child's learning needs are being met at this school* (S2003)	86%	91%	80%
their child is making good progress at this school* (S2004)	88%	89%	86%
teachers at this school expect their child to do his or her best* (S2005)	92%	91%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	91%	80%
teachers at this school motivate their child to learn* (S2007)	77%	85%	80%
teachers at this school treat students fairly* (S2008)	84%	83%	73%
they can talk to their child's teachers about their concerns* (S2009)	92%	92%	83%
this school works with them to support their child's learning* (S2010)	79%	88%	77%
this school takes parents' opinions seriously* (S2011)	82%	84%	76%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	83%	81%	78%
this school looks for ways to improve* (S2013)	83%	88%	83%
this school is well maintained* (S2014)	96%	97%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	88%	82%
they like being at their school* (S2036)	88%	90%	75%
they feel safe at their school* (S2037)	93%	88%	84%
their teachers motivate them to learn* (S2038)	81%	74%	79%
their teachers expect them to do their best* (S2039)	94%	92%	94%
their teachers provide them with useful feedback about their school work* (S2040)	85%	71%	79%
teachers treat students fairly at their school* (S2041)	68%	62%	60%
they can talk to their teachers about their concerns* (S2042)	71%	60%	53%
their school takes students' opinions seriously* (S2043)	72%	64%	56%
student behaviour is well managed at their school* (S2044)	75%	58%	59%
their school looks for ways to improve* (S2045)	90%	83%	74%
their school is well maintained* (S2046)	87%	77%	71%
their school gives them opportunities to do interesting things* (S2047)	86%	80%	68%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	81%	89%
they feel that their school is a safe place in which to work (S2070)	97%	87%	90%
they receive useful feedback about their work at their school (S2071)	79%	59%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	71%	83%
students are encouraged to do their best at their school (S2072)	95%	86%	92%
students are treated fairly at their school (S2073)	91%	84%	92%
student behaviour is well managed at their school (S2074)	75%	54%	78%
staff are well supported at their school (S2075)	64%	45%	64%
their school takes staff opinions seriously (S2076)	65%	45%	67%
their school looks for ways to improve (S2077)	88%	77%	84%
their school is well maintained (S2078)	92%	93%	91%
their school gives them opportunities to do interesting things (S2079)	74%	65%	75%

* 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.

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

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.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	199	211	143
Long Suspensions – 6 to 20 days	13	9	15
Exclusions	18	20	12
Cancellations of Enrolment	36	7	1

* 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.

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
2013-2014	574,300	4,460
2014-2015	592,196	19,317
2015-2016	622,447	19,945

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

Sector:

Government

Non-government

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	109	55	<5
Full-time Equivalent	100	41	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	13
Graduate Diploma etc.**	0
Bachelor degree	86
Diploma	9
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 2016 were \$33,605.30.

The major professional development initiatives are as follows:

- Senior secondary program writing and moderation with the Queensland Studies Authority.
- 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 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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 2016.

Performance of Our Students

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	87%	85%

*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 2016 for all Queensland Secondary schools was 90%.

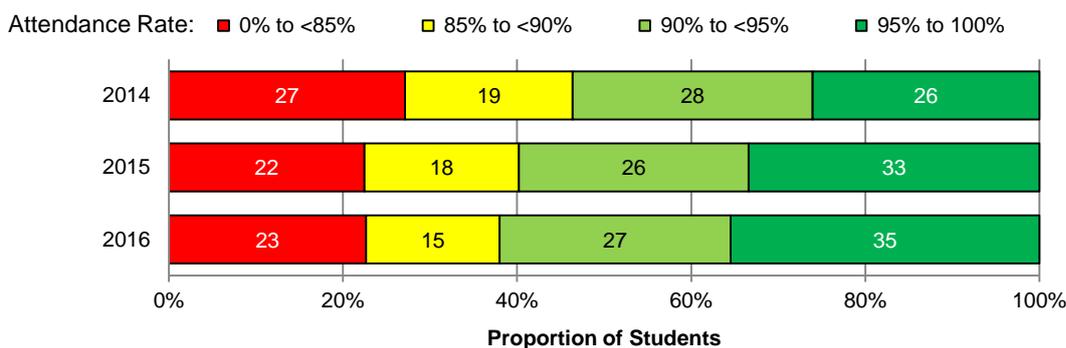
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		90%	89%	85%	88%	88%
2015	92%	91%	89%	88%	90%	91%
2016	91%	90%	90%	88%	90%	89%

*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.

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.

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

Sector:

Government

Non-government

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 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	2014	2015	2016
Number of students receiving a Senior Statement	142	225	189
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	3
Number of students receiving an Overall Position (OP)	36	70	49
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	37	57	42
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	115	172	154
Number of students awarded an Australian Qualification Framework Certificate II or above.	82	146	99
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	133	221	186
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.	100%	63%	96%
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.	97%	99%	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
2014	6	20	10	0	0
2015	12	13	19	26	0
2016	8	18	21	2	0

As at 3rd February 2017. 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
2014	72	71	34
2015	109	133	37
2016	68	69	36

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	77%	70%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	38%	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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

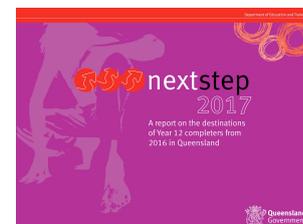
<http://www.merrimacshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>



NEXT STEP 2017

DESTINATIONS OF 2016 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 2016, 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 2017, 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 2017 *Next Step* survey will be available on the *Next Step* website from September 2017 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 2016.

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 2017

Number of respondents	Number of students who completed Year 12	Response rate (%)
159	198	80.3

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 2017, 50.9% of young people who completed Year 12 at Merrimac State High School in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (31.4%). The combined VET study destinations accounted for 19.5% of respondents, including 13.2% in campus-based VET programs, with 8.8% of Year 12 completers entering programs at Certificate IV level or higher.

6.3% commenced employment-based training, either as an apprentice (3.8%) or trainee (2.5%).

In addition to the above study destinations, a further 10.1% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

49.1% did not enter post-school education or training, and were either employed (37.1%), seeking work (10.1%) or not in the labour force, education or training (1.9%).

Figure 1: Main destination of Year 12 completers, Merrimac State High School 2017

