

Merrimac State High School Queensland State School Reporting 2014 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 2014.

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

I would like to specifically highlight that:

- 93% of parents report their child feels safe at school
- 94% of parents believe we celebrate student achievement
- 90% of students believe they are getting a good education
- 87% of parents believe Merrimac SHS is a good school
- 91% of students like being at this school
- 100% of students received an OP between 1 – 15
- 100% of students attained an OP on a VET qualification.

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 2014.

Chris Tobin
Principal

School progress towards its goals in 2014

The school set specific improvement targets for 2014 school year. The first target was to have 90% of students achieving an above C for the subject level of achievement. The school attained 86% for students with above C for achievement and while this result did not reach our goal, it did show improvement from our 2013 achievement.

The school has continued to monitor classroom behaviour 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 2015, our 7 main goals are:

The % of ABC in all classes	90%
QCE achievement	95%
OP 1-15	93%

Year 12 VET Completion	90%
ATSI gap in the % of ABC in all classes	3%
NAPLAN - Literacy (Reading)	Yr 7 U2B - 20% Yr 7 NMS - 95% Yr 9 U2B - 17% Yr 9 NMS - 95
NAPLAN - Numeracy	Yr 7 U2B - 18% Yr 7 NMS - 95% Yr 9 U2B - 17% Yr 9 NMS - 98%

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1308	618	690	88%
2013	1313	651	662	89%
2014	1279	619	660	87%

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

Characteristics of the student body:

Merrimac State High School provides high quality education for 1300 male and female students from Years 8 to 12. Our student population is very diverse with over 38 nationalities represented in the cohort. This diversity, combined with our highly regarded international student program, gives the school a global perspective.

The entire five 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		
	2012	2013	2014
Year 8 Secondary – Year 10	24	23	22
Year 11 – Year 12	19	19	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	311	131	199
Long Suspensions - 6 to 20 days	9	12	13
Exclusions [#]	23	4	18
Cancellations of Enrolment	26	35	36

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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

Junior Secondary

The Year 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 student for Year 11 and 12. In Year 10 students study subjects for one full year. Distinctive curriculum offerings occur in:

Drama	Graphics
Dance	Doorways to Construction (2yr course)
Music	Industrial Technology and Design
Visual Art	Chinese
Professional Business Studies	Japanese
Business Information Technology	Mathematics
English	Mathematics Foundation
English Extension-Literature	Mathematics Extension
English Communication	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 Communication and Technologies
Chemistry
Chinese
Drama
Visual Arts
Economics
English
English Extension – Literature
English for ESL Learners
Geography
Graphics
Information Processing and Technology
Japanese
Legal Studies
Marine Studies

Authority Registered or Vocational Certificates

Certificate I & II in Business
Creative Arts – Visual Arts Studies
Certificate III in Children's Services
English Communication
Fashion Studies
Certificate II in Hospitality Operations
Certificate I in General Construction
Certificate I in Engineering (Metal)
Marine and Aquatic Practices
Certificate I in Retail
Prevocational Mathematics
Recreation Studies
Certificate II in Tourism
Certificate I in Work Readiness
Science in Practice
Industrial Technology and Design

Mathematics A
 Mathematics B
 Mathematics C
 Modern History
 Multi-strand Science
 Music
 Music Extension (Performance)
 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 assist learning

All students from Years 9 – 12 have been allocated a laptop to support their learning. 95% of these students have opted to enter into the Take Home Program that gives students 24/7 access to the laptop computer.

Teachers are changing the way they teach to take advantage of the technology and what it has to offer.

The students are now provided with a large proportion of their work in a “OneNote” format that allows them to have instant access to learning materials while providing a tool to record their own work and understanding.

Staff have undertaken the ‘symphony’ training and are using their new skills to improve their teaching practices.

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 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	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	86%	90%
this is a good school (S2035)	85%	87%	87%
their child likes being at this school* (S2001)	95%	93%	91%
their child feels safe at this school* (S2002)	100%	100%	94%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child's learning needs are being met at this school* (S2003)	95%	87%	86%
their child is making good progress at this school* (S2004)	95%	87%	88%
teachers at this school expect their child to do his or her best* (S2005)	95%	87%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	80%	84%
teachers at this school motivate their child to learn* (S2007)	95%	87%	77%
teachers at this school treat students fairly* (S2008)	100%	93%	84%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	92%
this school works with them to support their child's learning* (S2010)	95%	86%	79%
this school takes parents' opinions seriously* (S2011)	94%	93%	82%
student behaviour is well managed at this school* (S2012)	89%	87%	83%
this school looks for ways to improve* (S2013)	95%	93%	83%
this school is well maintained* (S2014)	100%	93%	96%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	88%	79%	91%
they like being at their school* (S2036)	78%	82%	88%
they feel safe at their school* (S2037)	86%	86%	93%
their teachers motivate them to learn* (S2038)	77%	78%	81%
their teachers expect them to do their best* (S2039)	96%	90%	94%
their teachers provide them with useful feedback about their school work* (S2040)	77%	76%	85%
teachers treat students fairly at their school* (S2041)	62%	68%	68%
they can talk to their teachers about their concerns* (S2042)	66%	67%	71%
their school takes students' opinions seriously* (S2043)	62%	60%	72%
student behaviour is well managed at their school* (S2044)	61%	66%	75%
their school looks for ways to improve* (S2045)	78%	85%	90%
their school is well maintained* (S2046)	82%	77%	87%
their school gives them opportunities to do interesting things* (S2047)	77%	76%	86%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		85%	90%
they feel that their school is a safe place in which to work (S2070)		87%	97%
they receive useful feedback about their work at their school (S2071)		66%	79%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
students are encouraged to do their best at their school (S2072)		96%	95%
students are treated fairly at their school (S2073)		84%	91%
student behaviour is well managed at their school (S2074)		67%	75%
staff are well supported at their school (S2075)		57%	64%
their school takes staff opinions seriously (S2076)		62%	65%
their school looks for ways to improve (S2077)		86%	88%
their school is well maintained (S2078)		89%	92%
their school gives them opportunities to do interesting things (S2079)		70%	74%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 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 school's annual 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
2011-2012	299,552	10,335
2012-2013	547,606	10,824
2013-2014	574,300	4,460

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.

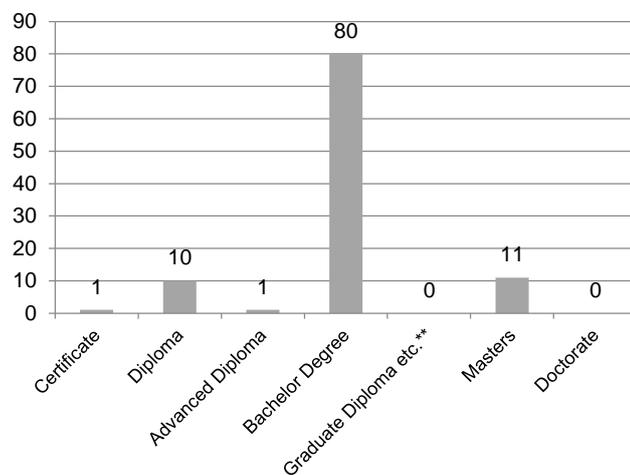
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	103	48	6
Full-time equivalents	96	36	5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	10
Advanced Diploma	1
Bachelor Degree	80
Graduate Diploma etc.**	0
Masters	11
Doctorate	0
Total	103



*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 2014 were \$23,531.72.

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 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 92% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	88%	88%

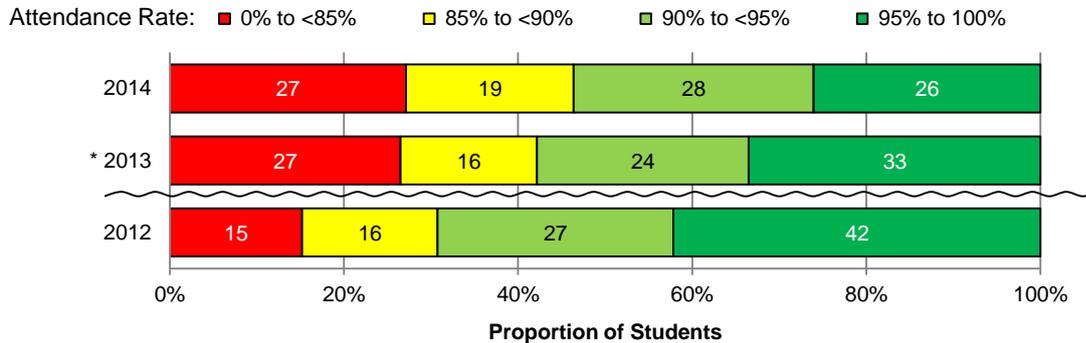
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								93%	90%	90%	93%	91%
2013								90%	88%	86%	85%	89%
2014								90%	89%	85%	88%	88%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 the Years 9.

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

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	78%	67%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	190	208	142
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	71	58	36
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	42	40	37
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	146	164	115
Number of students awarded an Australian Qualification Framework Certificate II or above.	106	121	81
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	154	172	133
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.	79%	86%	100%
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.	97%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	94%	97%

As at 19 February 2015. 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
2012	13	22	21	13	2
2013	19	13	18	8	0
2014	6	20	10	0	0

As at 19 February 2015. 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
2012	113	98	21
2013	110	109	26
2014	72	71	32

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

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

NEXT STEP 2015 DESTINATIONS OF 2014 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 2014, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician’s Office conducted the survey between March and June 2015, 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 2015 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 2014.

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 2015

Number of respondents	Number of students who completed Year 12	Response rate (%)
127	156	81.4

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 2015, 65.4 per cent of young people who completed Year 12 at Merrimac State High School 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 (37.0 per cent). The combined VET study destinations accounted for 28.3 per cent of respondents, including 22.8 per cent in campus-based VET programs, with 15.0 per cent of Year 12 completers entering programs at Certificate IV level or higher.

5.5 per cent commenced employment-based training, either as an apprentice (3.1 per cent) or trainee (2.4 per cent).

In addition to the above study destinations, a further 4.7 per cent of respondents from this school deferred a tertiary offer in 2015 (deferrers are shown in Figure 1 in their current destination).

34.6 per cent did not enter post-school education or training, and were either employed (22.8 per cent), seeking work (10.2 per cent) or not in the labour force, education or training (1.6 per cent).

Figure 1: Main destination of Year 12 completers, Merrimac State High School 2015

