



Merrimac State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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 41 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 School's culture is based on the 3 values of Respect, Responsibility and Reliability. 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 45 nationalities represented in our enrolment of 1234 students, with 74 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, dance, 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.

School progress towards its goals in 2018

The school set specific improvement targets for the 2018 school year, these included 94% of students achieve grades of A, B or C and 100% of graduating students attain a QCE, and 94% of OP students attain an OP 1-15.

Our performance against our targets show 93% of students achieving A, B, or C, 99% of students attaining a QCE, and 86% of OP students attaining an OP 1-15. Additionally, 100% of students received an offer of higher education from the Queensland Tertiary Admissions Centre (QTAC).

While the percentage of students obtaining an OP 1 – 15 was lower than predicted, two students received an OP that still ensured an offer to higher education from QTAC.

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

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 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1258	1207	1200
Girls	622	579	595
Boys	636	628	605
Indigenous	40	41	41
Enrolment continuity (Feb. – Nov.)	88%	88%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Merrimac State High School provides high quality education for 1234 male and female students from Years 7 to 12. Our student population is very diverse with over 45 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	20	21
Year 11 – Year 12	18	18	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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

Industrial Technology and Design

Dance
 Music
 Visual Art
 Professional Business Studies
 Philosophy and Reason
 English
 English Extension-Literature
 English Foundation
 Fashion Studies
 Early Childhood Studies
 Hospitality Practices
 Graphics

Science
 Spanish
 Chinese
 Japanese
 Mathematics
 Mathematics Foundation
 Mathematics Extension
 History
 Geography
 Physical Education
 Sport and Recreation

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
 Physics
 Physical Education
 Mathematics A
 Mathematics B
 Mathematics C
 Modern History
 Music
 Philosophy and Reason

Authority Registered or Vocational Certificates

Creative Arts – Visual Arts Studies
 English Communication
 Hospitality Practices
 Certificate II in Hospitality Operations
 Building and Construction
 Industrial Skills
 Aquatic Practices
 Prevocational Mathematics
 Recreation
 Science in Practice
 Dance in Practice
 Engineering Studies
 Early Childhood Studies
 Certificate I Skills for Vocational Pathways
 Cert II Skills for Work and Vocational Pathways
 Information & Communication Technology
 Media Studies
 Tourism Studies

Co-curricular activities

Duke of Edinburgh Award
 Winter Arts Festival
 Instrumental Music
 Year Level Learning Camps
 Creative Generations
 Titans JCUB

Peer Mentor Training
 Putting Youth in the Picture
 Interschool Sport
 World Challenge
 High Resolves
 Girls' Rugby

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 102 students to work in mainstream classrooms and to grow and develop the individual talents of every child.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	92%	93%
• this is a good school (S2035)	84%	88%	94%
• their child likes being at this school* (S2001)	86%	87%	88%
• their child feels safe at this school* (S2002)	87%	95%	93%
• their child's learning needs are being met at this school* (S2003)	80%	83%	91%
• their child is making good progress at this school* (S2004)	86%	91%	91%
• teachers at this school expect their child to do his or her best* (S2005)	92%	95%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	86%	90%
• teachers at this school motivate their child to learn* (S2007)	80%	85%	89%
• teachers at this school treat students fairly* (S2008)	73%	90%	88%
• they can talk to their child's teachers about their concerns* (S2009)	83%	91%	95%
• this school works with them to support their child's learning* (S2010)	77%	88%	90%
• this school takes parents' opinions seriously* (S2011)	76%	85%	90%
• student behaviour is well managed at this school* (S2012)	78%	87%	84%
• this school looks for ways to improve* (S2013)	83%	89%	91%
• this school is well maintained* (S2014)	92%	95%	92%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	82%	89%	89%
• they like being at their school* (S2036)	75%	82%	86%
• they feel safe at their school* (S2037)	84%	90%	90%
• their teachers motivate them to learn* (S2038)	79%	78%	83%
• their teachers expect them to do their best* (S2039)	94%	94%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	79%	79%	80%
• teachers treat students fairly at their school* (S2041)	60%	71%	73%
• they can talk to their teachers about their concerns* (S2042)	53%	66%	73%
• their school takes students' opinions seriously* (S2043)	56%	70%	72%
• student behaviour is well managed at their school* (S2044)	59%	73%	78%
• their school looks for ways to improve* (S2045)	74%	89%	93%
• their school is well maintained* (S2046)	71%	81%	93%
• their school gives them opportunities to do interesting things* (S2047)	68%	84%	84%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	89%	95%	94%
• they feel that their school is a safe place in which to work (S2070)	90%	95%	94%
• they receive useful feedback about their work at their school (S2071)	76%	78%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	88%	80%
• students are encouraged to do their best at their school (S2072)	92%	91%	94%
• students are treated fairly at their school (S2073)	92%	91%	91%
• student behaviour is well managed at their school (S2074)	78%	83%	81%
• staff are well supported at their school (S2075)	64%	72%	68%
• their school takes staff opinions seriously (S2076)	67%	71%	75%
• their school looks for ways to improve (S2077)	84%	86%	92%
• their school is well maintained (S2078)	91%	96%	92%
• their school gives them opportunities to do interesting things (S2079)	75%	78%	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.

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
 Subject Selection Evenings
 Sports Awards Evening
 Presentation Night
 Parents and Citizens Association
 The school canteen
 Academic List Luncheons
 School Facebook Page
 Multicultural Evening
 Special Purpose meetings for parents

Respectful relationships education 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 embedded 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	143	177	178
Long suspensions – 11 to 20 days	15	15	27
Exclusions	12	10	18
Cancellations of enrolment	1	9	10

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	622,447	603,900	577,035
Water (kL)	19,945	7,462	9,277

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	103	56	<5
Full-time equivalents	96	43	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	2	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	10	
Graduate Diploma etc.*	0	
Bachelor degree	85	
Diploma	6	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$51,957.27.

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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	91%	90%
Attendance rate for Indigenous** students at this school	85%	87%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

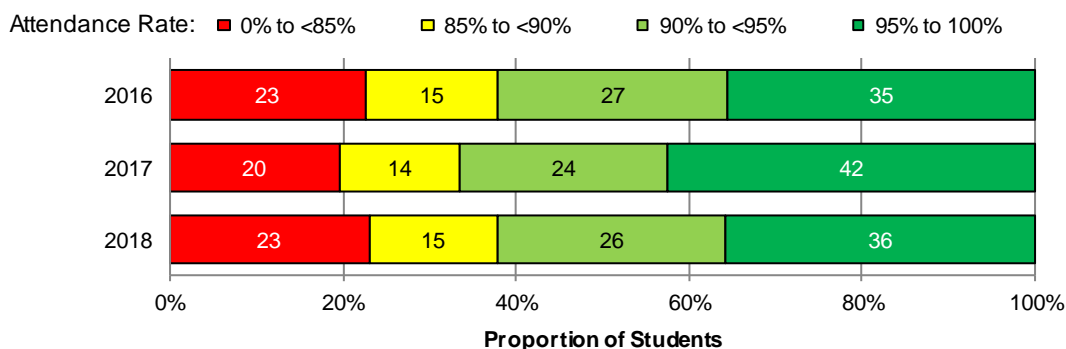
Year level	2016	2017	2018
Year 7	91%	93%	92%
Year 8	90%	92%	90%
Year 9	90%	89%	89%
Year 10	88%	88%	88%
Year 11	90%	90%	89%
Year 12	89%	92%	91%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

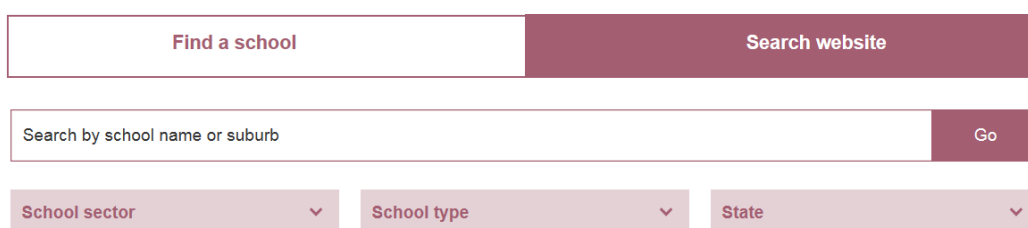
Certificates of Attendance are given to students with an exemplary attendance record.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	189	161	158
Number of students awarded a QCIA	3	3	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	186	158	154
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	49	42	50
Percentage of Indigenous students who received an OP	50%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	154	131	113
Number of students awarded a VET Certificate II or above	99	109	71
Number of students who were completing/continuing a SAT	42	52	40
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	96%	90%	86%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	96%	96%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	8	13	8
6-10	18	14	16
11-15	21	11	19
16-20	2	4	7
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	68	41	54
Certificate II	69	83	61
Certificate III or above	36	45	22

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	70%	69%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	29%	29%	50%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

This school's report will be available at

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