NORTH COAST REGION
Meridan State College

Department of Education, Training and Employment

"Inspiring excellence in diverse and creative learners to create our tomorrow"

2018 Annual Implementation Plan

ENDORSEMENT

This Annual Implementation Plan, and associated budget, was developed in consultation with the school community and states the key priorities and strategies that meet school needs and departmental requirements.

Julie Kornmann
Principal
20/02/2018

Kyle Davies
School Council Chair
20/02/2018

Patrea Walton
Deputy Director General

Meridan State College
Annual Implementation Plan (AIP) 2018

Summary table of the Annual Implementation Plan

The Meridan Way Documentation	National School Improvement tool	Goals	The data informed classroom
Quadrennial School Review (QSR) Annual Improvement Plan (AIP) Explicit Implementation Plan (EIA)	**1. An explicit improvement agenda**	1.1 Annual Implementation Plan (AIP) 1.2 Explicit Improvement Agenda (EIA) 1.3 Roles and Responsibilities 1.4 Action plans and allocations of resources in budgets	**Know your strategic direction**
Data Plan Data informed classroom template	**2. Analysis and discussion of data**	2.1 Data monitoring, tracking and record keeping processes 2.2 Data literacy 2.3 Data conversations / discussions 2.4 Data Plan	**Know your data**
Responsible Behaviour Plan	**3. A culture that promotes learning**	3.1 Student Engagement and Attendance Strategies 3.2 Evidence based strategies and Inquiry Cycles 3.3 Responsible Behaviour Plan 3.4 Vision and Values	**Know your school**
Budget Documents Workforce Plan Facilities Plan	**4. Targeted use of school resources**	4.1 Expenditure of budgets linked to EIA 4.2 Literacy and Numeracy 4.3 Leadership and staff capacity 4.4 Workforce plan, Facilities Plan and Budgets	**Know your resources**
Professional Learning Plan	**5. An expert teaching team**	5.1 APR aligns to EIA 5.2 Mentoring and Coaching program 5.3 Feedback culture 5.4 Professional learning plan	**Know your self and your teams**
Curriculum Plan	**6. Systematic curriculum delivery**	6.1 Quality assessment and moderation 6.2 Feedback to students 6.3 Higher order thinking skills 6.4 Australian Curriculum P-10 & QLD Curriculum 11-12 & new QCE system	**Know your curriculum**
Differentiation Guidelines	**7. Differentiated teaching and learning**	7.1 Diagnostic and achievement data 7.2 Enrichment and extension programs 7.3 Student engagement 7.4 Differentiation guidelines	**Know your students and the gaps**
Pedagogy Framework Literacy Plan Numeracy Plan	**8. Effective pedagogical practices**	8.1 Literacy 8.2 Numeracy 8.3 ASOT and Visible Learning 8.4 Pedagogy Framework	**Know your pedagogy**
Parent and community engagement Plan	**9. School-community partnerships**	9.1 Parent information and education sessions 9.2 Engagement with other schools and organisations 9.3 Partnerships with parents and the wider community 9.4 Parent and community engagement framework	**Know your parents and community**

Queensland Government

1.   An explicit improvement agenda.   Know your strategic direction

School Improvement Strategies	Goals and Targets (define current position, monitoring, tracking strategies and desired position, they are specific, measureable, achievable, realistic, timely)	Progress				Responsible Officer/s
		18	19	20	21	
1.1 The College enacts an P-12 Annual Implementation Plan (AIP) that is informed by the outcomes of the performance review in 2015, the Quadrennial School Review (QSR) and School Annual Report (SAR) as source documents and the school opinion survey (SOS), school data profile (SDP) and headline indicators (HI) as key data sources.	In 2018, the College is in year 3 of a four-year QSR cycle. The 2018 AIP will be finalised and documented for the beginning of term 1. It will be visible in action plans and project plans, shared / celebrated with staff, parents, students and the wider school community at least twice a year and formally reviewed biannually by the WOC leadership team/s.					Leadership Teams
1.2 A narrow and sharp focus on three priorities in 2018 is achieved via the relentless focus on the one page P-12 Explicit Improvement Agenda (EIA) document that has collaboratively been derived from the AIP.	The 2018 EIA will be documented for the beginning of term 1 and it will be visible in action plans and project plans, shared / celebrated with staff, parents, students and the wider school community at least twice a year in WOC meetings, data conversations and other monitoring activities, formally reviewed each semester by the WOC leadership team/s.					Leadership Teams
1.3 Agreed roles, responsibilities and accountabilities for all staff members align to the ATSIL standards and College EIA and are developed collaboratively, articulated widely to the college community and documented on agreed templates.	The College has not had a consistent format to display roles and responsibilities. In 2018, an agreed Meridan template for roles and responsibilities will be finalised by the end of term 1 and subsequently completed for all positions in the College by the end of semester 2. Explicitly articulated to staff throughout the year.					Team Leaders
1.4 Resources are allocated to align to the AIP and EIA in both WOC and sub-school action plans, project plans and budgets, using the WOC templates.	A range of templates and formats has been trialled over time for action plans and budgets. In 2018, all key areas within the college have a documented action plan and budget on agreed templates by the end of term 1. Some areas will also have project plans.					Team Leaders Cost Centre Managers
2018 Review of evidence, data sets, artefacts to identify problems of practices and / or practices that aren't making a difference using the evaluation strategy						**Comments / suggestions for 2019**
Research base Fullan, M. and Quinn, J., 2015. Coherence: The right drivers in action for schools, districts, and systems. Corwin Press.						

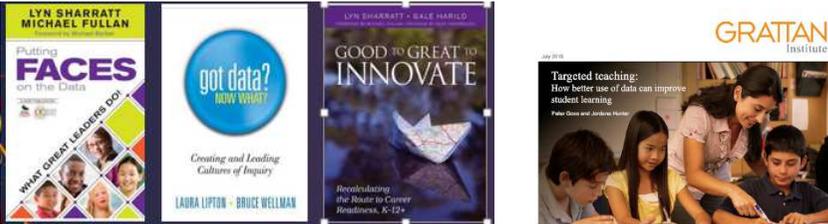| Not started	🟥	Commenced work on	🟧	Significant work completed	🟩	Embedded in our practice	🟩

2. Analysis and discussion of data   Know your data

School Improvement Strategies	Goals and Targets (define current position, monitoring, tracking strategies and desired position, they are specific, measureable, achievable, realistic, timely)	Progress				Responsible Officer/s
		18	19	20	21	
2.1 P-12 effective data monitoring, tracking and record keeping processes will be refined and implemented to keep accurate, up-to-date student data profiles that inform teaching and learning.	The 2015 Performance review identified this gap. In 2018 data monitoring, tracking and record keeping processes will be established P-12 by the end of semester 2.					Team Leaders
2.2 Data literacy professional learning builds staff capacity and remains a focus for all staff across the college.	No benchmark data exists to determine the level of data literacy expertise in staff. By the end of term 1, a survey will be implemented to benchmark data literacy capability and professional learning needs. Explicit data literacy activities will occur for all teams at least once per term within the meeting schedule.					Leadership Team
2.3 Time and resources are allocated to facilitate data conversations / discussions and analyses at year level, cohort and subject meetings, in short data cycles that informs differentiation for lower, middle and upper students, learning progressions and targeted teaching.	A number of different formats/ types of data conversations / discussions occurred in 2017. In 2018, the frequency, format and type of data conversations / discussion P-12 will be raised at the LCC and ratified by the end of semester 100% of unit planning documents reflect explicit differentiation strategies and 100% of staff are using the differentiation placemats.					Leadership Team Team Leaders Teachers
2.4 The college data plan is collaboratively created to complement the EIA and inform the school community: what data is to be collected - for what purpose - who collects the data - when data is to be collected - where data is to be recorded - how the data will be used to inform teaching and learning.	The existing data plan was established in 2015. In 2018, the new data plan will be documented and used to monitor and track student performance, ultimately informing data walls and quarterly data conversations / discussions.					Leadership Team

2018 Review of evidence, data sets, artefacts to identify problems of practices and / or practices that aren't making a difference using the evaluation strategy	Comments / suggestions for 2019
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Research base

Sharratt, L. and Fullan, M., 2012. Putting faces on the data: What great leaders do!. Corwin Press.
Lipton, L. and Wellman, B., 2012. Got data? Now what?: Creating and leading cultures of inquiry. Solution Tree Press.
Sharratt, L. and Harild, G., 2014. Good to great to innovate: Recalculating the route to career readiness, K-12+. Corwin Press.
Goss, P. and Hunter, J., 2015. Targeted teaching: How better use of data can improve student learning. Grattan Institute.

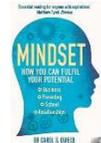Not started 🟥   Commenced work on 🟧   Significant work completed 🟩   Embedded in our practice 🟩

3. A culture that promotes learning | Know your school

School Improvement Strategies	Goals and Targets (define current position, monitoring, tracking strategies and desired position, they are specific, measureable, achievable, realistic, timely)	Progress				Responsible Officer/s
		18	19	20	21	
3.1 Implementation of student attendance, engagement, disposition strategies that create student centred learning.	In 2018 the target remains at greater than 90%					Team Leaders Teachers
3.2 Inquiry cycles and evidence-based strategies focused on student engagement / rigour are embedded in practice and successful practice is shared across classrooms through planning opportunities, classroom profiling, observational rounds, mentoring and/or coaching programs.	In 2017, staff were exposed to the inquiry cycle and project outlines. In 2018, all key areas within the college will use the inquiry cycle to unpack problems of practice and these will be reflected in project outlines throughout the year. Significant investment has occurred in establishing a coaching program that promotes of culture of learning. 100% of staff engage in the college coaching program and under take at least one coaching cycle per year, linked to their APR.					Teachers
3.3 The college P-12 vision and values are collaboratively reviewed, developed and documented to reflect the strategic direction of the College.	Significant enrollment growth and staff turnover has occurred since the vision and values were last reviewed in 2012. In 2018 we will review and reflect on the validity and accuracy of the College Vision and Values in terms of the current MSC Context to inform 2019 actions required.					Leadership Team
3.4 The responsible behaviour plan (RBP) for students is jointly developed with staff and community – endorsed through the LCC and P&C and is consistently implemented P-12 and contains restorative practices, circle time, student wellbeing and recognition strategies.	The existing RBP was last reviewed via the discipline audit in 2015. In 2018, the RBP will be reviewed, updated and confirmed by the LCC and P& C by the end of the year.					Student services Team

2018 Review of evidence, data sets, artefacts to identify problems of practices and / or practices that aren't making a difference using the evaluation strategy	Comments / suggestions for 2019
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Research base

Dweck, C., 2017. Mindset: changing the way you think to fulfil your potential. Hachette UK.

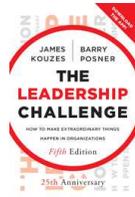Not started 🟥 Commenced work on 🟧 Significant work completed 🟩 Embedded in our practice 🟩

4. Targeted use of resources — Know your resources

School Improvement Strategies	Goals and Targets (define current position, monitoring, tracking strategies and desired position, they are specific, measureable, achievable, realistic, timely)	Progress				Responsible Officer/s
		18	19	20	21	
4.1 Resources are strategically allocated to enact the EIA to meet the needs of all students. This includes those requiring additional or specialist support and/or extension. Resources are allocated via budget processes to support delivery of these learning platforms.	Budget documents reflect distribution of funds directly linked to EIA in past years. In 2018 SRS budgets are spent 40% in term 1, 40% in term 2 and the final 20% is expended by the end of term 3 (some exemptions will apply).					Cost Centre managers
4.2 Planning and resources (physical, human and financial) are targeted to support individual student literacy and numeracy needs – Teachers have detailed knowledge of how to extend and support their students.	Significant investment in literacy and numeracy development has occurred each year. Measurement of the impact of teaching strategies and calculation of effect size and relative gain needs to occur in 2018. Initiatives need to be reviewed cyclically with the DET evaluation strategy.					Teachers
4.3 Adequate resources are provided to build organisational capability to support the capacity of all staff, with clear alignment to the EIA, and a formalised systemic program and practices to promote leadership density and capacity is in place for staff at all levels in the college.	Due to rapid enrolment growth and staff turnover, the College teaching teams and leadership teams have both expanded quickly and are composed of teachers and leaders with a range of teaching and/or leadership experience. In 2018, 25% of the PD budget will be expended on leadership development.					Cost Centre Managers
4.4 The workforce plan, facilities plan and budget documents are ratified via WOC executive / P & C and documented, including stocktake and asset replacement strategies.	Significant enrolment growth has occurred since the workforce plan and facilities plan have been updated. In 2018 both plans and all budgets will be reviewed and updated by the end of term 1.					Leadership Team

2018 Review of evidence, data sets, artefacts to identify problems of practices and / or practices that aren't making a difference using the evaluation strategy	Comments / suggestions for 2019
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Research base

Kouzes, J.M. and Posner, B.Z., 2006. The leadership challenge (Vol. 3). John Wiley & Sons.

McKergow, M. and Bailey, H., 2014. Host: Six new roles of engagement for teams, organisations, communities and movements. SolutionsBooks.

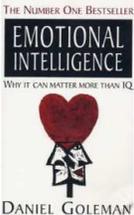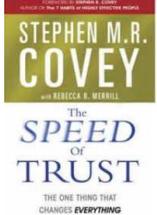| Not started	🟥	Commenced work on	🟧	Significant work completed	🟩	Embedded in our practice	🟢

5. An expert teaching team — Know yourself and your teams

School Improvement Strategies	Goals and Targets (define current position, monitoring, tracking strategies and desired position, they are specific, measureable, achievable, realistic, timely)	Progress				Responsible Officer/s
		18	19	20	21	
5.1 The annual performance review (APR) process supports capability development by aligning individual SMART goals to the EIA.	In 2017, all staff completed their APR with a leader. In 2018, all APRs will reflect the EIA and will be linked to at least one coaching cycle to focus on improving teaching practices. Phase one to be completed by the end of term 1.					Principals
5.2 Establish and implement an agreed mentoring and coaching program to provide guidance regarding quality teaching where by peer observation, feedback, differentiated coaching and PLTs are utilised to improve teaching quality – a culture exists that enhances professional learning.	In 2015, the coaching program was established. In 2018, the coaching program will expand to include mentoring. All staff will engage in at least one full coaching cycle, as well as participate in the observation protocol, be classroom profiled and/or contribute to a PLT. 25% of staff will be trained as either a growth coach, mentor, beginning teacher mentor and / or classroom profiler.					Team Leaders
5.3 Build a strong professional learning feedback culture through the coaching model, APR, line management and data conversations that supports staff to: - take on leadership roles beyond the classroom - expand their subject knowledge - reflect and measure the impact of their current practice on student performance and learning. Aligned to identified problems of practice, project outlines and the inquiry cycle.	In 2017, the visible learning research into effect size was explored. In 2018, the college will implement systems and processes to embed the use of visible learning strategies and the standards of evidence from the evidence Hub to determine the effect size of teaching strategies and initiatives.					Team Leaders
5.4 Professional Learning Plan will be reviewed and documented.	The professional learning plan was last updated in 2015. By the end of term 1 the P -12 professional learning plan will be revised and documented.					Principals

2018 Review of evidence, data sets, artefacts to identify problems of practices and / or practices that aren't making a difference using the evaluation strategy	Comments / suggestions for 2019
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Research base

Goleman, D., 2006. Emotional intelligence. Bantam.

Covey, S.M., 2006. The speed of trust: The one thing that changes everything. Simon and Schuster.

Pink, D.H., 2011. Drive: The surprising truth about what motivates us. Penguin.

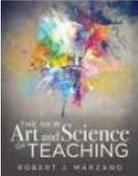Not started 🟥   Commenced work on 🟧   Significant work completed 🟩   Embedded in our practice 🟩

6.   Systematic curriculum delivery   Know your curriculum

School Improvement Strategies	Goals and Targets (define current position, monitoring, tracking strategies and desired position, they are specific, measureable, achievable, realistic, timely)	Progress				Responsible Officer/s
		18	19	20	21	
6.1 Consistent structures and processes across the school are used to ensure that teachers can effectively and administer quality assessment and moderation to review student work and results across all areas of the school and consistently use exemplars, matrices and guides to making judgments.	In 2017, some moderation processes existed, in isolated areas. In 2018, the college will have developed consistent moderation systems and processes for each KLA by the end of each term. Exemplars, assessment banks, matrices and guides to making judgements will be documented and benchmarked.					Team Leaders Teachers
6.2 All teachers provide regular, quality feedback to students regarding how they can improve, aligned to the agreed Meridan Feedback Model.	In 2017 the P-12 Meridan Feedback Model was developed. In 2018 this needs to be unpacked with staff. All students will participate in the feedback model in every subject and year level in every unit of work.					Team Leaders Teachers
6.3 All teachers teach higher order thinking skills through explicit instruction across the college P-12.	In 2017, professional learning occurred relating to higher order thinking skills. In 2018, all units of work will explicitly reflect where higher order-thinking skills are embedded by the end of each term.					Team Leaders Teachers
6.4 A curriculum, assessment and reporting plan, based on the Australian Curriculum (AC) (P-10), and the QLD Curriculum (11–12) QCAA and VET clarifies what teachers should teach and when, is documented and shared widely across the college community, with a view to the implementation of the new QCE system in 2019.	The curriculum plan has been in place since 2012. In 2018 the curriculum plan will be updated to include the changes relating to the New QCE agenda by the end of the year.					Team Leaders Teachers

2018 Review of evidence, data sets, artefacts to identify problems of practices and / or practices that aren't making a difference using the evaluation strategy	Comments / suggestions for 2019
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Research base

        Marzano, R.J., 2017. The new art of science and teaching. Bloomington: Solution Tree. | |

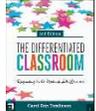| Not started	🟥	Commenced work on	🟧	Significant work completed	🟩	Embedded in our practice	🟩

7. Differentiated teaching and learning — Know your students and the gaps

School Improvement Strategies	Goals and Targets (define current position, monitoring, tracking strategies and desired position, they are specific, measureable, achievable, realistic, timely)	Progress				Responsible Officer/s
		18	19	20	21	
7.1 Staff will continue to use diagnostic and achievement data to identify the learning needs of all students' to differentiate and extend student learning using differentiation placements.	The P-12 differentiation placemats were established in 2017. In 2018, 100% of unit planning will reflect differentiation strategies.					Team Leaders Teachers
7.2 Implement enrichment and extension programs, which align P-12 with a focus on U2B students.	In 2017 data analysis indicates this should be a focus area in the future. In 2017 primary lift classes occurred, the secondary Masterclasses and Dance Immersion were further embedded, the extension programs in Music, Italian and Sport Academy developed further. In 2018 there will be a greater focus on STEM, robotics and coding.					Team Leaders Teachers
7.3 Student outcomes will be improved by clear case management that supports student attendance and retention, literacy and numeracy achievement, ICP, EALD, SWD needs and Year 12 attainment for 'at risk' students is provided P-12 through the LDC, student services / wellbeing and learning enhancement / support.	Case management processes are in place for student attendance and retention, literacy and numeracy achievement, ICP, SWD needs and Year 12 attainment for 'at risk'. In 2018 the EALD systems and processes will be developed and documented by the end of the year.					Team Leaders Teachers
7.4 An agreed school-wide evidence-based approach to differentiation exists. Differentiation expertise is developed and shared to support teaching quality and the differentiation guidelines are documented.	In 2017, not all units of work reflect differentiation strategies. In 2018 all units of work will reflect differentiation strategies in line with MSC Differentiation Guidelines.					Team Leaders Teachers

2018 Review of evidence, data sets, artefacts to identify problems of practices and / or practices that aren't making a difference using the evaluation strategy	Comments / suggestions for 2019
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Research base	
Tomlinson, C.A., 2014. The differentiated classroom: Responding to the needs of all learners. Ascd.	

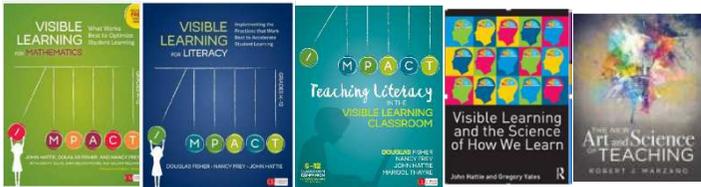| Not started 🟥	Commenced work on 🟧	Significant work completed 🟩	Embedded in our practice 🟩

8. Effective pedagogical practices | Know your pedagogy

School Improvement Strategies	Goals and Targets (define current position, monitoring, tracking strategies and desired position, they are specific, measureable, achievable, realistic, timely)	Progress				Responsible Officer/s
		18	19	20	21	
8.1 The teaching of literacy is a priority in all curriculum areas across the College with instruction based on the high yield strategies, best practice, ASOT and visible learning research. The inquiry cycle is used to identify problems of practice and project outlines are developed to improve student outcomes. The EIA identifies a narrow and sharp focus that complements the Literacy Plan.	See Appendix 1 for explicit targets. See sub school literacy project plans See Literacy AIPs for Reading and Writing					Teachers Team Leaders
8.2 The teaching of numeracy is a priority in all curriculum areas across the College with instruction based on the high yield strategies, best practice, ASOT and visible learning research. The inquiry cycle is used to identify problems of practice and project outlines are developed to improve student outcomes. The EIA identifies a narrow and sharp focus that complements the Literacy Plan.	See Appendix 1 for explicit targets. See sub school numeracy project plans See Numeracy (Problem Solving) AIP					Teachers Team Leaders
8.3 Professional learning and dialogue takes place among all colleagues relating to ASOT, Visible Learning, PBL, Flexi learning, student centred learning strategies, age appropriate pedagogies and regular feedback to teachers, focusing on school wide pedagogy occurs.	80% of staff have engaged in professional learning directly linked to their APR goals and school wide pedagogy. plans.					Staff Team Leaders
8.4 Pedagogy framework is documented and the College has implemented an agreed research-validated, school-wide pedagogical framework. The literacy plan is documented. The numeracy plan is documented.	In 2017, both the curriculum plan and pedagogy framework were documented together. In 2018, the pedagogy framework will be documented separately by the end of term 1. In 2018 the whole school approach to teaching Literacy and Numeracy will be reviewed and articulated in the MSC Strategic Doc.					Leadership Team

2018 Review of evidence, data sets, artefacts to identify problems of practices and / or practices that aren't making a difference using the evaluation strategy	Comments / suggestions for 2019
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Research base	
Marzano, R.J., 2017. The new art of science and teaching. Bloomington: Solution Tree. Hattie, J. and Yates, G.C., 2013. Visible learning and the science of how we learn. Routledge. Fisher, D., Frey, N. and Hattie, J., 2016. Visible learning for literacy, grades K-12: Implementing the practices that work best to accelerate student learning. Corwin Press. Hattie, J., Fisher, D., Frey, N., Gojak, L.M., Moore, S.D. and Mellman, W., 2016. Visible Learning for Mathematics, Grades K-12: What Works Best to Optimize Student Learning. Corwin Press. Fisher, D., Frey, N. and Hattie, J., 2017. Teaching Literacy in the Visible Learning Classroom, Grades 6-12. Corwin Press.	

Not started 🟥   Commenced work on 🟧   Significant work completed 🟩   Embedded in our practice 🟩

9. Parent and community engagement plan

Know your parents and community

School Improvement Strategies	Goals and Targets (define current position, monitoring, tracking strategies and desired position, they are specific, measureable, achievable, realistic, timely)	Progress				Responsible Officer/s
		18	19	20	21	
9.1 Parent information and education sessions to communicate curriculum and teaching and learning practices will be continued and refined.	Numerous activities and events occurred in 2017. In 2018, a schedule of events will be established and communicate widely. Parent teacher interviews SLC, College tours, under 8s week, education week, science week, marketed appropriately and feedback will be sourced and outcomes communicated.					Leadership Team
9.2 Engage with other schools, tertiary institutions, business, employment agencies, support services, and sport organisations to expand opportunities for student success.	The Caloundra Coalition is well established. Some links have formed with tertiary institutions. The industry reference group is in place. In 2018 the College will continue to build new links					Leadership Team
9.3 Establish strong, innovative and sustainable partnerships with parents, new families and the wider community e.g. early childhood providers and training organisations.	In 2017, the Caloundra Early years coalition, and the Meridan pre prep program was well established. In 2018, attendance at events, guest register, facebook hits will be used to benchmark and monitor parent / carer participation.					Leadership Team
9.4 Parent and community engagement plan is documented and the college implements the Parent and Community Engagement Framework.	By the end of semester 1 the Parent and Community Engagement Framework will be documented.					Principals
2018 Review of evidence, data sets, artefacts to identify problems of practices and / or practices that aren't making a difference using the evaluation strategy						**Comments / suggestions for 2019**
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Research base						

Not started 🟥   Commenced work on 🟧   Significant work completed 🟩   Embedded in our practice 🟩

Appendix 1

Key Accountable Targets

Targets linked to the School Data Profile and Headline Indicators	Data Source	Explanation of Target Relevance
1. Year 12 Attainment (a) 15% OP's 1 – 5 (b) 75% OP 1 – 15 (c) 100% % QCE or QCIA (d) 100% Year 12 students exit with a QCE, QCIA or VET Certificate (e) % Cert II (f) % Non OP 1-15 / Cert III (g) 20% QCS Test "A" (h) School QCS mean > 180	QCAA SDP / HI	It is essential to ensure as many students as possible exit Year 12 with some form of formal learning accreditation. This data gives the percentage of students exiting with certified learnings.
2. Post – school destinations (a) >80% of students in education, training or employment six months after Year 12	QCAA SDP / HI	The College has a specific goals around supporting and stretching higher ability students through explicit & differentiated curriculum.
3. On end of term & semester Reports for Academic LOA: Headline indicator: The proportion of student results being a grade of C or better out of all students' A-E results (Years 1 to 10, English, Maths, Science learning areas -Semester 1 & 2) Note: ICP results are excluded. NR results are included in the denominator. > 80% to maintain green. (a) 90% A -C and (b) Less than 10% D or E and (c) Greater than 15% A	One School	This data gives a read on whole of College Academic LOA school achievement levels.
4. On end of Term & semester Reports for behaviour: (a) 85% A or B for Behaviour and (b) Less than 5% D or E	One School	This data provides a feel for the tone & culture of the College as well as providing a measure for our responsible behaviour plan and student wellbeing.
5. On end of Term & semester Reports for effort: (a) 85% A or B for Effort and (b) Less than 5% D or E	One School	Effort is an indicator of students being positively engaged in their learning program. This (85%) is an aspirational target.
6. School Disciplinary absences: (a) Short less than 250 and (b) Long less than 10	One School	School Disciplinary absences relate to incidents that the teacher could not manage within the classroom or playground resulting in a suspension.
7. Overall Student Attendance above 90% Headline indicators cut offs for green overall = Primary: >92.7% Secondary: >89.7% PriSec: >89.6% Headline indicators cut offs for green for <85% = Primary: <10%Secondary/PriSec: <20% (a) 0 to < 85% = to or < 10% and (b) 85% to < 95% = to or <10% (c) 90% to 95% = to or <30% and (d) 95% to 100% = to or <50%	ID Attend	The Every Day Counts initiative is a whole of department focus. Attendance is a key priority for the College. These are aspirational targets.

Not started ☐   Commenced work on ☐   Significant work completed ☐   Embedded in our practice ☐

8. Staff Opinion target is > 90% for each question listed on the SDP S2108 This is a good school S2107 I would recommend this school to others S2122 I feel that students receive a good education at this school S2074 Student behaviour is well managed at this school S2072 Students are encouraged to do their best at this school S2118 I feel confident engaging all of my students in learning at this school S2116 I feel confident using student assessment data to improve student achievement at this school S2086 I have access to quality professional development. S2084 I feel that staff morale is positive at this school > 90% Overall rating for all staff survey items = to or > 90%	School Opinion Survey	This is a further tone & culture measure. This data provides perception feedback from a staff member's viewpoint.
9. Parent Opinion target is > 90% for each question listed on the SDP S2035 This is a good school S2034 I would recommend this school to others S2016 My child is getting a good education at this school S2012 Student behaviour is well managed at this school S2021 Teachers at this school are interested in my child's wellbeing S2017 My child's (Literacy) English skills are being developed at this school S2018 My child's (Numeracy) Mathematics skills are being developed at this school S2006 Teachers at this school provide my child with useful feedback about his or her school S2028 This school provides me with useful feedback about my child's progress Overall rating for all parent survey items > 90%	School Opinion Survey	This data provides perception feedback from a parent's viewpoint.
10. Student Opinion target is > 90% for each question listed on the SDP S2068 This is a good school S2067 I would recommend my school to others S2048 I am getting a good education at my school S2044 Student behaviour is well managed at my school S2063 My teachers care about me S2049 My English skills are being developed at my school S2050 My Maths skills are being developed at my school S2040 My teachers provide me with useful feedback about my school work S2059 My teachers encourage me to do my best Overall rating for all student survey items = to or > 90%	School Opinion Survey	This data provides perception feedback from a student's viewpoint.
11. NAPLAN Mean Scale Score (MSS) = to or + 20 to the Nation Headline indicators maintain green > 95% for Year 3 and > 90% for Year 5, 7 & 9 (In more than two thirds of test areas)	SDP / HI	This data indicates the impact of targeted literacy and numeracy strategies on the whole cohort.
12. NAPLAN National minimum standard (NMS) = to or + 5 to the Nation Headline indicators orange to green	SDP / HI	This data indicates the impact of targeted strategies to improve outcomes for low achievers.
13. NAPLAN Upper two bands (U2B) = to or + 5 to the Nation Headline indicators orange to green > 45% for Year 3 > 35% for Year 5 > 30% for Year 7 > 20% for Year 9 (In more than two thirds of test areas)	One School SDP / HI	This data indicates the impact of targeted strategies to improve outcomes for high achievers.
14. NAPLAN participation rates above 85%	SDP / HI	This data gives us a read on how the school community values participation in NAPLAN.

Not started 🟥   Commenced work on 🟧   Significant work completed 🟩   Embedded in our practice 🟩