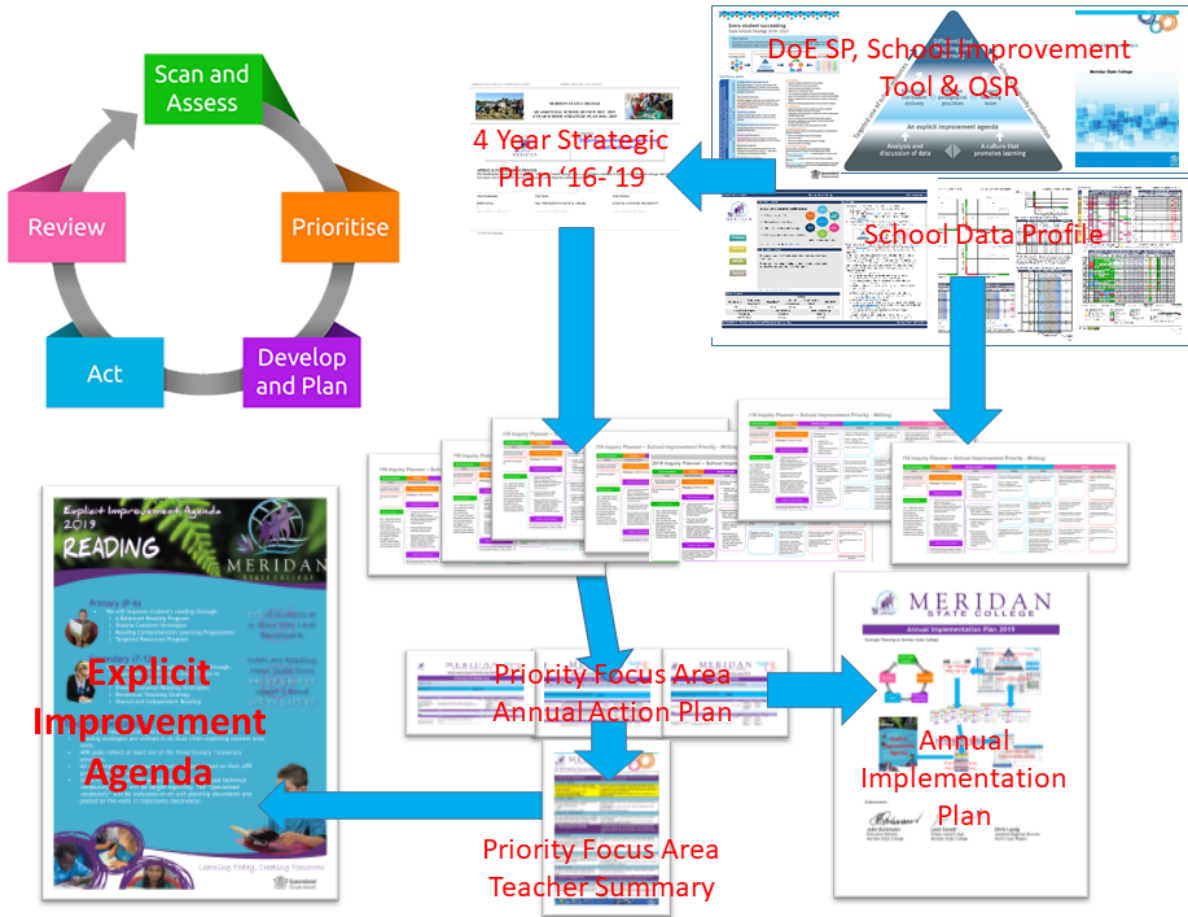




# MERIDAN STATE COLLEGE

## Annual Implementation Plan 2019

Strategic Planning at Meridan State College:



Endorsement:

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Meridan State College

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Assistant Regional Director  
North Coast Region



**Queensland Government**

## Priority Focus Area 1 – Literacy and Numeracy

Goal	Actions	Lead Officer/s	Progress Indicators and Targets
<p><b>Primary Reading</b> We will improve student's reading comprehension through:</p> <ul style="list-style-type: none"> <li>- A Balanced Reading program in Prep to 6 classrooms</li> <li>- Sheena Cameron Reading Strategies</li> <li>- Reading comprehension Learning progressions</li> <li>- Targeted programs and resources</li> </ul>	<p><b>Systematic Curriculum Delivery</b></p> <ul style="list-style-type: none"> <li>• Balanced reading program, signature pedagogy, key resources and assessment tools for teaching reading Prep to 6 outlined in curriculum OneNote</li> </ul> <p><b>Expert Teaching Teams:</b></p> <ul style="list-style-type: none"> <li>• All staff engage with professional development – Reading comprehension strategies</li> <li>• Build teacher capacity through data conversations, observations and coaching – Wraparound, P4C, P4D</li> </ul> <p><b>Effective Pedagogical Practices:</b></p> <ul style="list-style-type: none"> <li>• Implement and track students on Reading goals and progressions in each semester.</li> </ul> <p><b>Targeted Use of School Resources</b></p> <ul style="list-style-type: none"> <li>• Targeted programs implemented within Wraparound teams to improve reading outcomes – Reading Blitz</li> </ul>	<p>Julie Elder</p>	<p>Progress Indicator:</p> <ul style="list-style-type: none"> <li>• 80% of students show progress on learning progressions.</li> <li>• 80% of students at or above Year Level Benchmark</li> </ul> <p>NAPLAN READING U2B</p> <ul style="list-style-type: none"> <li>• Year 3 - 45%</li> <li>• Year 5 - 35%</li> </ul> <p>MSS</p> <ul style="list-style-type: none"> <li>• Nation +10</li> </ul> <p>NMS</p> <ul style="list-style-type: none"> <li>• Nation +5</li> </ul>
<p><b>Secondary Reading</b> We will be improving students reading through:</p> <ul style="list-style-type: none"> <li>- Direct Vocab Instruction (inc. 6 Steps to effective vocab instruction)</li> <li>- Sheena Cameron Reading Strategies</li> <li>- Reciprocal Teaching Strategy Shared and Independent Reading</li> </ul>	<p><b>Systematic Curriculum Delivery:</b></p> <ul style="list-style-type: none"> <li>• Each unit in all KLAs identifies generalised, specialised and technical vocabulary* which will be taught explicitly.</li> <li>• The "Specialised vocabulary" will be indicated on all unit planning documents and posted on the walls in classrooms.</li> <li>• Effective Pedagogical Practices:</li> <li>• Explicit reading strategies are utilised in all KLAs to explore con- tent area texts.</li> </ul> <p><b>Expert Teaching Teams:</b></p> <ul style="list-style-type: none"> <li>• Develop staff capacity for direct vocabulary instruction and teaching reading via workshops, coaching and instructional rounds.</li> </ul>	<p>Barry Wallett Michelle McCarthy</p>	<p>NAPLAN READING - U2B</p> <ul style="list-style-type: none"> <li>• Year 7 – 20%</li> <li>• Year 9 – 18%</li> </ul> <p>NAPLAN READING - MSS</p> <ul style="list-style-type: none"> <li>• Year 7 - &gt;540</li> <li>• Year 9 - &gt;565</li> <li>• Year 7 – Reduce Gender Gap (within 12 points)</li> <li>• Year 9 – Reduce Gender Gap (within 20 points)</li> </ul>
<p><b>Secondary Writing</b> We will be improving student's writing through effective planning and structural strategies:</p> <ul style="list-style-type: none"> <li>- 7 Steps to Writing Success</li> <li>- PEEEL</li> <li>- Direct Vocab Instruction (as above)</li> </ul>	<p><b>Expert Teaching Teams:</b></p> <ul style="list-style-type: none"> <li>• Teachers continue to grow their capacity and utilisation of 7 Steps to Writing Success.</li> <li>• All teachers focus on and re-enforce the PEEEL approach to para- graph writing.</li> <li>• Direct Vocab Instruction as above.</li> </ul>	<p>Barry Wallett Bree Moyles</p>	<p>NAPLAN WRITING U2B</p> <ul style="list-style-type: none"> <li>• Year 7 – 14%</li> <li>• Year 9 – 10%</li> </ul> <p>MSS</p> <ul style="list-style-type: none"> <li>• Year 7 - &gt;505</li> <li>• Year 9 - &gt;525</li> </ul> <p>NMS</p> <ul style="list-style-type: none"> <li>• &gt;93% Above</li> </ul>
<p><b>Primary Numeracy</b> We will improve students' <u>computational fluency</u>.</p>	<p><b>Systemic Curriculum Delivery:</b></p> <ul style="list-style-type: none"> <li>• Design and implementation of a Meridan scope and sequence document.</li> </ul> <p><b>Expert Teaching Teams:</b></p> <ul style="list-style-type: none"> <li>• professional learning through viewing teacher practice (videos, TRT, IR and GIFT)</li> </ul> <p><b>Effective Pedagogical Practices:</b></p> <ul style="list-style-type: none"> <li>• Creation and provision of quality teaching resources</li> </ul> <p><b>Analysis and Discussion of Data:</b></p> <ul style="list-style-type: none"> <li>• Year 3 – 6 teachers implement tracking tools and adhere to protocols and timelines in assessment schedule.</li> <li>• Prep – Year 2 teachers explore the use of existing P-2 summative assessment tasks to track students' development.</li> </ul>	<p>Nicola Worthington</p>	<p>Progress Indicator:</p> <ul style="list-style-type: none"> <li>• 80% of students show progress on learning progressions and tracking tool.</li> </ul> <p>NAPLAN NUMERACY U2B</p> <ul style="list-style-type: none"> <li>• Year 3 - 45%</li> <li>• Year 5 - 35%</li> </ul> <p>MSS</p> <ul style="list-style-type: none"> <li>• Nation to or +10</li> </ul> <p>NMS</p> <ul style="list-style-type: none"> <li>• Nation to or +5</li> </ul>
<p><b>Secondary Numeracy</b> We will be improving students' Numeracy, specifically <u>disposition and problem solving</u> by teaching students how to identify key information and then providing a common strategy for solving - Messy Space</p>	<p><b>Build Teacher Capacity:</b></p> <ul style="list-style-type: none"> <li>• All teachers develop an understanding of the Messy Space problem solving strategy.</li> </ul> <p><b>Effective Pedagogical Practices:</b></p> <ul style="list-style-type: none"> <li>• Where appropriate, teachers embed and focus on this strategy in their curriculum programs in all KLAs.</li> </ul>	<p>Barry Wallett Chelsea Amos</p>	<p>NAPLAN NUMERACY U2B</p> <ul style="list-style-type: none"> <li>• Year 7 – 30%</li> <li>• Year 9 – 17%</li> </ul> <p>NMS</p> <ul style="list-style-type: none"> <li>• Year 7 &amp; 9 – 99% Above</li> </ul> <p>MSS</p> <ul style="list-style-type: none"> <li>• Year 7 - &gt;550</li> <li>• Year 9 - &gt;580</li> <li>• Year 7 - &gt; 50 point gain</li> <li>• Year 9 - &gt; 37 point gain</li> </ul>

## Priority Focus Area 2 – Teaching and Learning

Goal	Actions	Lead Officer/s	Progress Indicators and Targets
<b>P-12 Differentiation</b> We will be improving student access to curriculum by continuing to develop staff capacity in differentiated classroom teaching.	<b>Effective Pedagogical Practices:</b> <ul style="list-style-type: none"> <li>Explicitly focusing on differentiation strategies from Mazarno in the new ASOT DQ 3 and 4 and Tomlinson’s differentiated classroom strategies</li> <li>Staff embed the process outlined in the Differentiated Teaching Guidelines - Analyse and Summarise Date and Plan for Differentiation.</li> </ul> <b>Build Teacher Capacity:</b> <ul style="list-style-type: none"> <li>Staff capacity to access tools, strategies and support developed via P4D, LDC and Learning Enhancement teams.</li> </ul>	Erin Shevelling	Evidence of differentiated teaching and Flexi-Learning (sec) is visible in the classroom. <ul style="list-style-type: none"> <li>SOS question S2003 My child’s learning needs are being met at this school - 95%</li> <li>SOS question S2060 My teachers clearly explain what is required in my school work - 85% (Y8 &amp; Y11)</li> <li>SOS question S2006 Teachers at this school provide my child with useful feedback about his or her school work - 92%</li> <li>SOS question S2040 My teachers provide me with useful feedback about my school work - 92%</li> </ul> Staff self-reported confidence and student engagement of ITC tools - surveys term 1 and term 3 -
	Primary <b>Expert Teaching Teams:</b> <ul style="list-style-type: none"> <li>Wrap around teams enact ‘Planning For Differentiation P4D’ processes and documentation.</li> <li>ICP documentation clearly evident in year level One Note planning and implementation documents.</li> </ul>	Mandy Burns	
	Secondary <b>Build Teacher Capacity:</b> <ul style="list-style-type: none"> <li>Teacher use formal Class Needs Summary Tools (eg. Placemats)</li> </ul> <b>Effective Pedagogical Practices:</b> <ul style="list-style-type: none"> <li>Flexi-Learning is visible and embedded into practice.</li> <li>Refinement of Rigor and Reporting of Focussed Teaching Programs.</li> <li>Establish Intensive Teaching Program.</li> </ul>	Georgia Carroll Lizette Stevenson	
<b>Critical Thinking</b> We will improve students’ Critical and Creative thinking skills through targeted resources and direct instruction of the ITC thinking framework.	<b>Build Teacher Capacity:</b> <ul style="list-style-type: none"> <li>Develop staff capacity in using the ITC Thinking Framework.</li> <li>Establish a common understanding of ‘direct instruction’ and the Thinking Framework through instructional rounds and growth program.</li> </ul> <b>Systematic Curriculum Delivery:</b> <ul style="list-style-type: none"> <li>Evidenced cognitions and strategies in year level/faculty curriculum planning documents and in practice in the classroom.</li> </ul>	Alison Bye Natasha Wicks Zoe Anderson	
<b>Feedback</b> We will be improving students’ cross KLA Level of Achievement (LOA) by specifically focusing on giving quality feedback using the Meridan Feedback Model and the new ASOT Questions 1 and 2.	<b>Effective Pedagogical Practices:</b> <ul style="list-style-type: none"> <li>Implement agreed “givens of proficiency scales” – as outline in Pedagogy Framework.</li> <li>Continue to embed the Meridan Feedback Model</li> <li>Increased sophistication in utilising digital technology to provide targeted and timely feedback to students.</li> <li>Further focus on new ASOT during planning and meeting phases of the school year:                             <ul style="list-style-type: none"> <li>DQ1- clear learning goals.</li> <li>E1: providing scales and rubrics</li> <li>E2: tracking</li> <li>E3: celebrating success</li> <li>DQ2: Using assessment</li> <li>E1: informal for whole class</li> <li>E2: formal for individual</li> </ul> </li> </ul> <b>Data Analysis and Discussion:</b> <ul style="list-style-type: none"> <li>Track data in relation to student interaction with proficiency scales and student tracking of their progress through instructional rounds and student survey.</li> </ul>	Lisa Cutter  Greg Prestwidge	

### Priority Focus Area 3 – Supportive Environments

Goal	Actions	Lead Officer/s	Progress Indicators and Targets
Establish and Maintain Safe, Efficient and Collaborative P-12 Learning Culture using Essential Skills for Classroom Management and Restorative Practice strategies.	<p><b>Effective Pedagogical Practices:</b></p> <ul style="list-style-type: none"> <li>• Through Profiling, Coaching, Workshops and Instructional Rounds build staff capacity and consistency around the 10 ESCMs</li> <li>• Introduce and develop staff understanding of Restorative Practices and the new Responsible Behaviour Plan for Students.</li> </ul> <p><b>Systematic Curriculum Delivery</b></p> <p>Primary</p> <ul style="list-style-type: none"> <li>• Deliver fortnightly Social Emotional Lessons provided by SET</li> <li>• Engage with TRS support sheet and give feedback to SET</li> </ul> <p>Secondary</p> <ul style="list-style-type: none"> <li>• Establish student wellbeing Committee</li> <li>• Conduct Wellbeing and Resilience Survey</li> <li>• Develop targeted curriculum plan based of survey results.</li> <li>• Develop and trial wellbeing lessons.</li> </ul>	Luke O’Sullivan Kylie Beard Felicity Day Tim Robinson	<p><b>School Opinion Survey</b></p> <p><b>Behaviour</b> Student behaviour is well managed at my school</p> <ul style="list-style-type: none"> <li>• S2044 Student: <ul style="list-style-type: none"> <li>○ Primary – 80</li> <li>○ Y8 – 70</li> <li>○ Y11 0 80</li> <li>○ School 80</li> </ul> </li> <li>• S2012 Parent <ul style="list-style-type: none"> <li>○ 77</li> </ul> </li> </ul> <p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>• S2011 – This school takes parents’ opinions seriously.</li> <li>• S2024 - This school asks for my input.</li> <li>• S2032 - This school has a strong sense of community.</li> </ul> <p>Reduce the number of SDAs / Days lost to learning, specifically in Junior Secondary:</p> <ul style="list-style-type: none"> <li>• Primary - &lt;40</li> <li>• JS &lt;180</li> <li>• SS &lt;45</li> </ul> <p><b>ESCMs Secondary</b></p> <ul style="list-style-type: none"> <li>• Provide Positive feedback once every 10 minutes.</li> <li>• Decrease incidents of disruptive behaviour to &gt; once every 3.5 minutes.</li> </ul>
We will be improving student voice and recognition (P-12)	<p><b>A Culture that Promotes Learning:</b></p> <ul style="list-style-type: none"> <li>• Review and document student recognition processes – including student and parent feedback.</li> <li>• Implement and seek feedback on new Secondary Student Leadership Model.</li> </ul>	Charmaine Cowling Mark Seijbel Kylie Beard	<p><b>ESCMs Secondary</b></p> <ul style="list-style-type: none"> <li>• Provide Positive feedback once every 10 minutes.</li> <li>• Decrease incidents of disruptive behaviour to &gt; once every 3.5 minutes.</li> </ul>
We will be increase authentic parent and community engagement opportunities	<p><b>A Culture that Promotes Learning:</b></p> <ul style="list-style-type: none"> <li>• Communicate engagement events to wider community each term.</li> <li>• Review current practices using Community Engagement Framework and develop MSC Plan</li> </ul>	Charmaine Cowling Mark Seijbel Tim Robinson	<p><b>ESCMs Secondary</b></p> <ul style="list-style-type: none"> <li>• Decrease incidents of disruptive behaviour to &gt; once every 3.5 minutes.</li> </ul>