



School Improvement Unit Report

Meridan State College Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Meridan State College from 24 to 27 August 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	214 Parklands Boulevard, Meridan Plains
Education region:	North Coast
The school opened in:	2006
Year levels:	Prep to Year 12
Current school enrolment:	2465
Indigenous enrolments:	2 per cent
Students with disability enrolments:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1019
Year principal appointed:	2005
Number of teachers:	150
Nearby schools:	Talara State College, Currimundi State School, Pacific Lutheran College, Unity College
Significant community partnerships:	Caloundra Coalition of State Schools, University of the Sunshine Coast, Technical Trade Training Centre, Salvation Army, Caloundra and Caloundra Pacific Returned and Service Leagues, Meridan Springs INC., Industry Reference Group, Kindergartens and Child Care Centres
Unique school programs:	Project Based Learning, Flexi Learning, Master Classes, Dance Excellence, Steps to Success, Pathways to Success, Pursuit.



1.3 Review methodology

The review was conducted by a team of five reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the Assistant Regional Director/Regional Director
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
 - Executive Principal and three sub-school Principals
 - Six Deputy Principals
 - 16 Heads of Department, two Heads of Special Education Services, a Head of Curriculum, three Guidance Officers
 - More than 90 teachers
 - Over 150 students including student leaders
 - Two Business Services Managers and 15 ancillary staff
 - Parents and Citizens' Association (P&C) president, College Council Chair and 21 parents
 - State Member of Parliament, Jarrod Bleijie
 - Principals from two feeder primary schools and four community members

1.4 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Jim Baker	Internal Reviewer, SIU
Lyal Giles	Internal Reviewer, SIU
Denise Kostowski	Peer Reviewer
Ian Hall	External Reviewer



2. Executive summary

2.1 Key findings

- Innovation, creativity and a sincere determination to be a leader in state education are distinctive marks of the college.

The college leadership team has collaboratively developed and is united in driving an expansive college improvement agenda for the college which is subscribed to by the college community.

- Academic performance across the college is trending upwards.

The college has a comprehensive plan for the systematic collection and analysis of a range of student outcomes data. Staff are aware of the need to develop strategies to promote higher-order thinking skills and extend higher achievers.

- College leaders are committed to the development of staff into an expert teaching and leadership team.

The college has high expectations for the development of teaching and leadership capabilities and has implemented a coaching program. Coaches have been trained in the GROWTH Coaching Model. The coaching process links to the college's pedagogical framework, Annual Performance Reviews (APR) and teacher identified needs.

- The college leadership team has developed a culture of high expectations and commitment to excellence.

A strong collegial culture has been established and all staff share a clear commitment to the Meridan Way. Teachers have a shared commitment to improving teaching practice and have an openness to being critiqued by colleagues.

- Goal setting is being used to support student learning in a variety of age appropriate ways.

Feedback is provided by teachers to students in a variety of ways. Goal setting and the use of feedback to provide clarity of learning for students is developing.

- Parents and community members are valued partners of the college.

Parent and community members participate in the student led conferences, student performance interview cycles, college information sessions and other college events. Parents and community members are also encouraged to be actively involved in the decision-making practices of the college.



2.2 Key improvement strategies

- Refine the explicit improvement agenda to provide a narrow, sharp and deep focus on key improvements.
- Further develop the capacity of staff and the leadership team to enhance the future direction of the college through embedding the coaching culture.
- Build teacher capability in differentiation practices that stretch and challenge high achieving students.
- Embed goal-setting practices across the college that are linked with effective feedback practices to students.