



Meridan State College Annual Implementation Plan 2016



School Improvement Priorities 2016

1. Implement targeted strategies to maximise student outcomes for high achieving student P-12 as part of building a high performance culture.			
Actions	Targets	Timelines	Responsible Officer/s
1.1 Continue to use data to differentiate and extend student learning including P-12	ICPs implemented for all students not achieving NMS 100% class teachers using class snapshots/placemats and engaged in data conversations	Term 1	P – Charmaine Cowling Sec - Mark Seijbel Sub School Principals
1.2 Implementing enrichment and extension programs that align P-12.	Refer to U2B targets and QCS targets	Ongoing	Sub School Principals
1.3 Develop and implement consistent programs, practices and strategies to enhance higher order thinking, literacy and numeracy in curriculum planning, pedagogical delivery and assessment practices with a focus on high achievers (U2B).	Priority learning areas of Literacy, Numeracy and Thinking Skills have plans implemented via PLTs Refer to U2B targets and QCS targets	End of 2016	<u>Literacy PLT</u> P – Julie Elder Sec – Bree Moyle <u>Numeracy PLT</u> P – Jenny Fietz Sec – Andy Manton <u>Thinking Skills PLT</u> P – Jenny Fietz Sec – Peter Lawrence
1.4 Allocate resources to enhance teaching and learning opportunities for high achieving students.	100% 14S funds expended 2016 Staffing Plan implemented	End of 2016	Sub School Principals
1.5 Document, communicate and deliver a P-12 Differentiation Plan.	Plan documented	End of 2016	P – Charmaine Cowling Sec - Mark Seijbel
2. Build an authentic contemporary and best practice learning culture encompassing 21st century learning approaches			
Actions	Targets	Timelines	Responsible Officer/s
2.1 Extend the BYOx Plan from P-12.	>50% uptake Yr 6-12	End of 2016	Mandy White Glenn McIntosh
2.2 Document, communicate and implement a P-12 21st Century Learning Pedagogical Plan.	Plan documented	End of 2016	P – Mandy White Sec - Mark Seijbel
2.3 Continue to research and implement contemporary learning practices.	ASOT DQ 2, 3, 4 implemented	End of Term 3	P – Lisa Cutter Sec – Glenn McIntosh
2.4 Allocate resources to support delivery of learning platforms.	100% targeted funds expended	End of 2016	Sub School Principals



3. Close the feedback loop for students by providing consistent, timely and targeted feedback linked to learning goals to improve student learning outcomes.			
Actions	Targets	Timelines	Responsible Officer/s
3.1 Develop and implement a P-12 Feedback Plan.	100% staff using plan	End of Semester 1	P – Lisa Cutter Sec – Natasha Wicks
3.2 Document, communicate and deliver goal setting expectations via the ASOT Framework and aligned to feedback processes.	Implemented	End of Semester 1	P – Lisa Cutter Sec – Natasha Wicks
4. Utilise workforce planning and flexible staffing models to build a capable and diverse workforce who are creative and innovative.			
Actions	Targets	Timelines	Responsible Officer/s
4.1 Provide opportunities for collaborative working between teachers and school leaders in relation to the 'what and how' of teaching to maximise student outcomes and improvement.	100% staff engaged in collaborative curriculum cycle	Ongoing	Program Managers
4.2 Continue to access and develop the skills of teacher aides and ancillary staff to support student learning.	100% staff complete ATPR 100% PD budget expended aligned to College PD Plan	End of Term 3	Di Hurst Program Managers
4.3 Formalise a systemic program and practices to promote leadership density and capacity.	Aspirant plan implemented	Ongoing	Julie Kornmann
5. Build a high performance culture that is explicitly focused on best practice pedagogy.			
Actions	Targets	Timelines	Responsible Officer/s
5.1 Implement a coordinated P-12 PD Plan that is aligned to College and DET priorities and plans.	100% PD Budget expended	End of Term 3	Sub School Principals
5.2 Consolidate the coaching program to encompass all staff, exploring possible links to the ATPR process, staff needs and the College's 21st century learning and Pedagogical plans.	100% staff engaged in two coaching cycles Two observational cycles conducted 100% staff complete ATPR	End of year	P – Lisa Cutter Sec – Natasha Wicks Program Managers
5.3 Build a strong feedback culture through the coaching model, ATPR, line management and data conversations.	100% staff engaged in data conversations	Ongoing	Sub School Principals Program Managers
5.4 Provide professional development to support teachers in the implementation of differentiation and ASOT within the classroom.	College PD Plan 100% PD Budget expended	End of Term 3	Sub School Principals



6. Build a high performance culture with staff, students, parents/carers and the community.			
Actions	Targets	Timelines	Responsible Officer/s
6.1 Refine and implement P-12 data tracking and storage processes to enable effective measures of student improvement and support provisions as part of continuing to use data to differentiate and extend student learning (including ICPs).	One School mark books used P-12	End of 2016	Program Managers
6.2 Implement age-appropriate practices to continue to build student ownership and responsibility for learning, improvement, goal setting and performance.	100% students engaged in goal setting linked to performance and feedback	End of Semester 1	P – Mandy White Sec – Natasha Wicks
7. Strengthen the 'Meridan Way' by building consistent understanding and implementation of College processes, practices, procedures and plans.			
Actions	Targets	Timelines	Responsible Officer/s
7.1 Quality assure the implementation of College plans, processes, procedures and practices through documentation, frequent communication and delivery practices (including the RBP).	Cyclic reviews undertaken as required	Ongoing	Sub Principals
8. Build parent/carer understanding of teaching and learning practices to strengthen partnerships to promote student learning and high expectations for success.			
Actions	Targets	Timelines	Responsible Officer/s
8.1 Expand parent information and education sessions to communicate curriculum and teaching and learning practices.	Refer to SOS targets	Ongoing	Sub School Principals
8.2 Continue to market and celebrate College initiatives and achievements through various media e.g. newsletters, website, Facebook, learning celebrations.	Refer to SOS targets	Ongoing	Sub School Principals Program Managers
8.3 Build timely and effective feedback processes and consistent communication around student learning through various media e.g. student led conferences, performance interviews, email.	Refer to SOS targets	Ongoing	Sub School Principals



9. Explore and establish the role and function of the College within the Meridan community.			
Actions	Targets	Timelines	Responsible Officer/s
9.1 Increase student voice/advocacy to enhance College culture and student ownership e.g. student forums, student council.	Refer to SOS targets 3 student forums conducted per sub school	Ongoing	Sub School Principals
9.2 Strengthen opportunities for parents/carers and community to input into decision-making linked to College direction and initiatives e.g. parent forums, P&C, School Council.	Refer to SOS targets 3 parent forums conducted	Ongoing	Sub School Principals
9.3 Strengthen partnerships with community, business and educational providers to promote student learning and establish the College as central to the community.	Refer to SOS targets	Ongoing	Julie Kornmann
9.4 Provide opportunities for community to contribute to decision-making linked to the direction of the College e.g. Industry Reference Group, community forums.	Refer to SOS targets 4 Industry Reference Group meetings conducted	Ongoing	Julie Kornmann Leasa Smith

1. School Improvement Targets 2016

Meridan State College

Strand	Year Level	Measure	School Targets				
			2016	2017	2018	2019	
Reading	Year 3	NMS	95.5%	95.6%	95.8%	100%	
		U2B	41.5%	42%	42.5%	43%	
	Year 5	NMS	98.5%	99%	99.5%	100%	
		U2B	34.5%	35%	35.5%	36%	
	Year 7	NMS	99%	100%	100%	100%	
		U2B	29%	30%	30%	30%	
	Year 9	NMS	92%	94%	94%	95%	
		U2B	20%	20%	20%	20%	
	Writing	Year 3	NMS	99.3%	99.5%	99.5%	100%
			U2B	57.5%	58%	58.5%	59%
Year 5		NMS	96%	96.5%	97%	97.5%	
		U2B	18.5%	19%	19.5%	20%	
Year 7		NMS	90%	90%	90%	90%	
		U2B	15%	15%	15%	15%	
Year 9		NMS	80%	80%	80%	80%	
		U2B	15%	15%	15%	15%	

Spelling	Year 3	NMS	97.5%	98%	98.5%	99%
		U2B	37.5%	38%	38.5%	39%
	Year 5	NMS	96.3%	96.5%	97%	97.5%
		U2B	25.9%	26%	26.5%	27%
	Year 7	NMS	95%	95%	95%	95%
		U2B	40%	40%	40%	40%
Year 9	NMS	95%	95%	95%	95%	
	U2B	20%	20%	20%	20%	
Grammar & Punctuation	Year 3	NMS	97.5%	98%	98.5%	99%
		U2B	51.2%	51.5%	52%	52.5%
	Year 5	NMS	96.2%	96.5%	97%	97.5%
		U2B	40.2%	40.5%	41%	41.5%
	Year 7	NMS	95%	95%	95%	95%
		U2B	35%	35%	35%	35%
Year 9	NMS	92%	92%	92%	92%	
	U2B	15%	15%	15%	15%	
Numeracy	Year 3	NMS	98.6%	99%	99.5%	100%
		U2B	41.1%	41.5%	42%	42.5%
	Year 5	NMS	99.3%	99.5%	100%	100%
		U2B	25.8%	26%	26.5%	27%
	Year 7	NMS	98%	98%	100%	100%
		U2B	30%	30%	30%	30%
Year 9	NMS	98%	98%	100%	100%	
	U2B	20%	20%	20%	20%	

Senior School Targets	% QCE	% ≥ 1 VET	% SAT	% OP	% Rec'd Nothing	% OP 1-15 or IBD	% SAT, QCE IBD, VET	QTAC
2016	100%	100%	17%	<40%	0%	80%	100%	100%
2017	100%	100%	18%	<35%	0%	85%	100%	100%
2018	100%	100%	19%	<35%	0%	87.5%	100%	100%
2019	100%	100%	20%	<40%	0%	90%	100%	100%

Measure	Annual Target Increase for State Schools	Dimensions of Measure		School Targets			
				2016	2017	2018	2019
INDIGENOUS EDUCATION	The gap in Year 3 reading and numeracy closed by 2016	The gap between Indigenous and non-Indigenous student reading and numeracy mean scale scores	Reading	5%	2.5%	0%	0%
			Numeracy	14%	7%	0%	0%
	Close the gap in student attendance	The gap between Indigenous and non-Indigenous attendance rates.	2.6%	1.6%	0%	0%	
ATTENDANCE AND RETENTION	An increase of 1% pa.	Average attendance rate for students	90.6%	91.6%	92.6%	93.6%	
SATISFACTION MEASURES	An increase of 1% pa	Percentage of students satisfied that they are getting a good education at school. (S2048)	98.1%	99.1%	100%	100%	
		Percentage of parents/caregivers satisfied that their child is getting a good education at school. (S2016)	93.2%	94.2%	95.2%	96.2%	
		Percentage of parents/caregivers satisfied with their child's school. (S2035)	89.9%	90.9%	91.9%	92.2%	
		Percentage of school staff who agree that they have access to quality professional development. (S2086)	82.6%	83.6%	84.6%	85.6%	
		Percentage of school staff who agree that staff morale is positive at the school (S2084)	77.8%	78.8%	79.8%	80.8%	

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



College Director



School Council Chair

