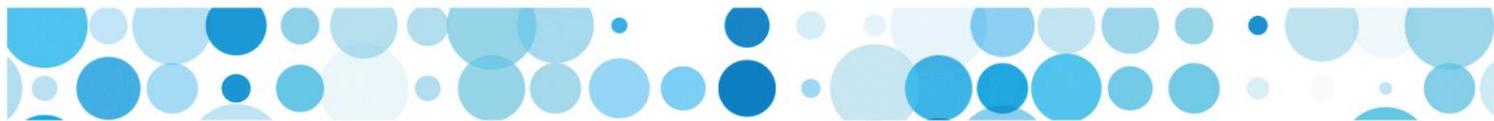


# Meridan State College

## Executive Summary



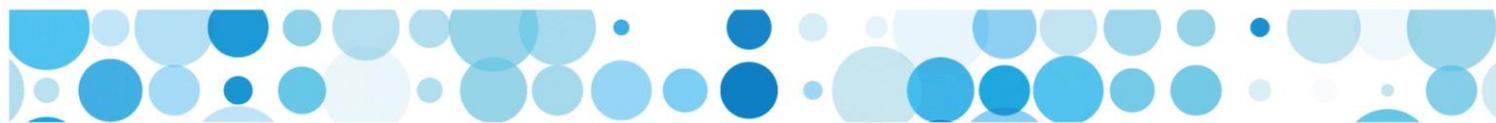


## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

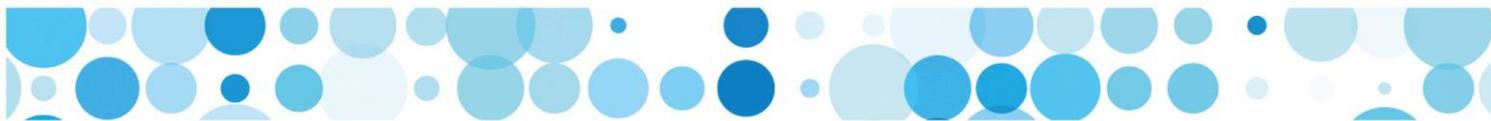
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Meridan State College** from **5 to 8 August 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Alan Smith	Internal reviewer (review chair)
Ray Johnston	Senior reviewer
Lisa Starmer	Peer reviewer
James Forrest	Peer reviewer
John Wessel	External reviewer



## 1.2 School context

<b>Location:</b>	Parklands Boulevard, Meridan Plains
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	2006
<b>Year levels:</b>	Prep to Year 12
<b>Enrolment:</b>	2709
<b>Indigenous enrolment percentage:</b>	3.7 per cent
<b>Students with disability enrolment percentage:</b>	4.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1014
<b>Year principal appointed:</b>	2005
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	179.84
<b>Significant partner schools:</b>	Caloundra Coalition of State Schools: Talara Primary College, Currimundi State School, Currimundi Special School, Caloundra State High School, Caloundra State School, Kawana Waters State College, Buddina State School, Golden Beach State School, Beerwah State High School, New QCE (Queensland Certificate of Education) Coalition, Kids Hope Australia
<b>Significant community partnerships:</b>	Local member of parliament, Sunshine Coast Council, Churches of Christ in Queensland, Meridan Community Church, Halcyon Helpers, University of the Sunshine Coast (USC), Australian Dance Vision (ADV), Industry Reference Group, Early Childhood Education Centres (ECEC), Deaf Services Queensland, Rotary Australia, Sunshine Coast Technical Trade Training Centre (SCTTTC), Brisbane Youth Education and Training Centre (BYETC)
<b>Significant school programs:</b>	Senior Assessment and Tertiary Entrance (SATE) agenda, Canvas – learning management system, Pursuit, Laser – Alternative Education, Immersion Classes – dance and Master classes, Sport Academy, Literacy Lift, Wraparound teams: 'Meridan Lit', Reading Blitz



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- College director, two heads of sub schools, eight deputy principals, 16 Heads of Departments (HOD), three Heads of Curriculum (HOC), two Heads of Special Education Services (HOSES), 102 teachers, three guidance officers, two Business Managers (BM), 21 parents, 140 students, 10 teacher aides, 14 ancillary and administrative staff, cafe convenor, School-Based Youth Health Nurse (SBYHN), two chaplains, president of the Parents and Citizens' Association (P&C) and chairperson of the school council.

Community and business groups:

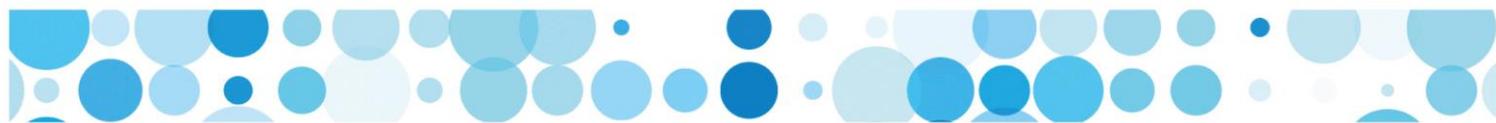
- Employment consultant Joblife, campus manager Churches of Christ Care Little Mountain Aged Care Service, hospitality and events manager Sunshine Coast Turf Club, volunteers coordinator Halcyon Parks Caloundra Retirement Village, representative Rotary Club of Caloundra and representative Early Childhood Educators' Coalition.

Partner schools and other educational providers:

- Principal of Talara State Primary College, principal of Currimundi State School and Vocational Training Manager BYETC.

Government and departmental representatives:

- State Member for Kawana, Councillor for Division 3 Sunshine Coast Council and ARD.



## 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2018 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning framework 2019	Curriculum planning documents
School improvement targets	School Strategic Infrastructure Plan
College pedagogical framework	Professional development plans
College data plan	College website
School Opinion Survey	Transition Guide
Student Leadership Program	Secondary Principal's Report
Responsible Behaviour Plan for Students	Parent and Community Engagement Framework
College curriculum, assessment and reporting framework	Secondary Faculty Roles and Responsibilities 2019
Corporate Services Plan	



## 2. Executive summary

### 2.1 Key findings

**College leaders have established high expectations for student learning, engagement, presentation, pride and behaviour.**

Parents and staff acknowledge an unrelenting focus on these high expectations as students transition through the years of schooling from Prep to Year 12. The expectations are regularly communicated in newsletters, through social media and at school assemblies.

**The college has a coherent, sequenced plan for curriculum delivery that provides a reference for monitoring learning across the year levels.**

This plan provides the foundation for consistent teaching and learning expectations and a resource for evidence-based teaching practices, with aligned assessment and reporting procedures. The plan has been developed with reference to the Australian Curriculum (AC). Collective responsibility for the curriculum exists across the college.

**The college partners with a wide range of schools, education providers, local businesses and other community organisations.**

Partnerships provide opportunities for students and support them in their learning and wellbeing, offering access to expertise, facilities, services and programs not available within the college. College partners appreciate the quality communication and support they receive from college personnel.

**College leaders have established a dynamic and positive learning culture.**

They are united in their commitment to improve student learning outcomes. The college director, sub school principals and other key leaders are driving an Explicit Improvement Agenda (EIA), the focus of which for 2019 is reading. Most teachers readily identify the EIA priority area of reading. Some additionally reference writing, numeracy, differentiation, critical thinking and restorative practices. Some teachers articulate the desire to embed practices relating to the current EIA before moving on to other areas of importance.

**Staff and students demonstrate a high level of belonging to their school community and express great pride in their college.**

Teachers identify a high level of trust within their teams, cohorts and faculties. An overarching student engagement framework for the college, incorporating behaviour, wellbeing and attendance is currently under development. Members of the leadership team, teaching staff and support staff express a belief that such a framework, with clearly articulated and consistent processes to support student learning, would produce enhanced outcomes for students.



**All teachers are committed to quality teaching and learning.**

The leadership team has a clear vision regarding the effective teaching and learning strategies considered most effective for student learning. Teachers reference the language of the framework with variability apparent in the understanding of expectations.

**College leaders articulate a consistent message to staff to tailor their teaching to meet the diverse needs, interests and current levels of readiness of students.**

Leaders have facilitated the provision of a range of professional learning opportunities to support teachers to grow their capability in differentiating their teaching. Most teachers identify heightened understanding and increased levels of confidence in catering for the diverse needs of students in their classes. The depth of knowledge and understanding of differentiation varies across the teaching staff.

**The development of staff members into an expert teaching team is viewed as central to improving outcomes for all students.**

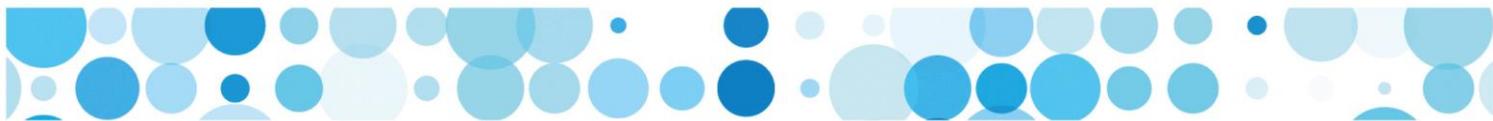
Teachers are provided with opportunities to engage in internal and external Professional Development (PD). College leaders expect teaching staff to engage with the college coaching cycle and provide choice for teachers to engage across the suite of coaching approaches. Teaching staff members articulate to varying degrees how coaching has impacted upon their classroom practice.

**A high priority is placed on the analysis and discussion of data regarding student learning outcomes, student behaviour, attendance and student wellbeing.**

Teaching staff members express that they value the opportunities at year level and faculty level to collaborate with peers in analysing the data they collect. They indicate the professional learning and professional sharing assists in continuing to build their growth in data literacy.

**The college has a strategic approach to the allocation of resources.**

Human resources, funding and expertise are targeted towards college priorities to meet the learning and wellbeing needs of all students. College-wide processes are established to identify and address student needs, including at an individual level.



## 2.2 Key improvement strategies

Collaboratively refine college priorities to promote increased clarity, consistency of expectations, and impact and sustainability of practice.

Utilise the completed student engagement framework to foster greater understanding, ownership and consistency of practice across the school with regards to student behaviour, wellbeing and attendance.

Clarify for teachers the signature practices identified within the pedagogical framework and the implications for classroom practice.

Consolidate college-wide differentiation practices to ensure they are shared and embedded in their implementation across the whole campus.

Monitor and evaluate the coaching process in relation to impact upon classroom practice.