



Meridan State College

Annual Implementation Plan 2020



Literacy and Numeracy

Delivering a strong literacy and numeracy foundation throughout the curriculum (all KLAs) to ensure high levels of literate and numerate graduates

READING

Goal: Improve students' reading across the KLAs to create confident communicators and informed citizens.

Strategy	Timeline	Lead Indicators	Deliverables	Lead Action Officer	Alignment to the 14 Parameters
Primary					Parameter 1: Shared beliefs and understandings. Parameter 14: Shared responsibility and accountability. Parameter 6: Case management approach. Parameter 3: Quality assessment informs instruction. Parameter 7: Focused Professional Learning at Staff and Professional Learning Community Meetings.
Consistently deliver a collaboratively developed balanced reading program.	P4C each term	Evident in planning in year level OneNote & at P4C.	<i>English LOA</i> A-C – 90% A-B – 50%	Nicola Worthington	
Explicitly teach comprehension strategies through the use of the Gradual Release Model.	P4C each term	Evident in planning and walk throughs.	<i>NAPLAN – Reading</i> Year 3: MSS 436.9 U2B 59.2% Year 5: MSS 502.4 U2B 36.2%	Nicola Worthington	
Track student progress and plan interventions through the interrogation of reading data.	P4C each term	Evident in P4D discussions in walk throughs and discussions.	100% of staff effectively teaching reading comprehension strategies in a balanced reading program.	Nicola Worthington	
Secondary					
Continue to consistently deliver direct vocabulary instruction.	Ongoing	Evident in unit planning, instructional rounds and walk throughs.	<i>English LOA</i> A-C – 90% A-B – 50% <i>NAPLAN Reading</i> Year 7: MSS 535.8 U2B 17.7 Year 9: MSS 579.5 U2B 24.7	Brandie Clucas	



Wellbeing

Creating a positive culture & climate where students and staff have a sense of belonging, purpose and feel safe & supported.

Goal: Staff and students will identify ways in which to optimise their own wellbeing

Strategy	Timeline	Lead Indicators	Deliverables	Lead Action Officer	Alignment to the 14 Parameters
Collaborate with staff and students to draft framework.	Term 3	Draft to College Exec End of Sem 1	Present draft for consultation	Jason Caruso	Parameter 1: Shared beliefs and understandings
Implement staff wellbeing initiatives.	Ongoing	APR Phase 1 completed Term 1 Review	APR completed with Line Managers Weekly notices and activities promoting 5 Wellbeing domains.	Relevant Line Managers Jason Caruso	
Continue to develop Relational Pedagogies and Restorative Practices across the College.	Ongoing	Student Survey SOS No. IR Rounds, No, of staff profiled, CPL Reports.	SOS Target Walk Through Data Staff Confidence	HOD SS Felicity Day	
Primary					
Survey staff needs.	Week 4 Term 1	Survey data	Analyse data and create an action plan.	Mandy Burns	
Support staff and student wellbeing over time.	Ongoing	Evidence in daily practice	Lesson resources	Felicity Day	
Staff supported to complete personal wellbeing plan.	Term 2	End Term 1 Draft	Staff to complete wellbeing plan.	Mandy Burns	
Secondary					
Implement student wellbeing initiatives.	Ongoing	Student attendance	Calendar of activities for terms 2-4 Delivery of wellbeing topics or sessions during extended mentor, year level assemblies and out of class time. Thermometer in each General Learning Area for confidential check-ins and conversations.	Tracey Weickhardt Chris Brown Rory McGee	
Deliver differentiated professional development sessions.	September 4 Pupil Free Day	PD confirmed end of Semester 1	Tailored professional development delivered.	Wellbeing committee	



Differentiation

Appropriate tasks, flexible grouping and ongoing assessment and adjustment to ensure every student is succeeding, with a specific focus on extending students.

Goal: Improve student learning outcomes through continuing to build teacher capacity to differentiate for student needs in their classroom.

Strategy	Timeline	Lead Indicators	Deliverables	Lead Action Officer	Alignment to the 14 Parameters
Improved student learning outcomes through the implementation of an effective case management process and maintaining focus on the data.	As per school data plan	All staff have an evidence based understanding of each student's learning needs.	Data walls are used to monitor student growth and achievement.	Tim Robinson Mandy White	Parameter 1: Shared beliefs and understandings Parameter 14: Shared responsibility and accountability
Pre moderation and post moderation occurs in all learning areas.	Ongoing	Time is allocated for pre and post moderation.	Pre and post moderation occurs for each unit of work.	HOCs and HODs	Parameter 6: Case management approach
Primary					
Strengthen the Wrap Around Team process.	Ongoing	Consistent data collection process across all year levels.	Aligned headline data	Mandy White	Parameter 3: Quality assessment informs instruction
Secondary					
Refine and implement case management to identify targeted instructional strategies to improve student learning.	Ongoing	A clear process is defined and meetings are scheduled.	Regular case management meetings are conducted using the co-developed guidelines.	Tim Robinson	Parameter 5: Early and ongoing intervention



Deep Learning

Students and staff thinking for themselves within and beyond the curriculum. An increased focus on higher cognitions (including 21C Skills / Critical Thinking).

Goal: Use an inquiry framework to investigate deep learning and gain a shared understanding of what this means in our classroom, curriculum and pedagogy.

Strategy	Timeline	Lead Indicators	Deliverables	Lead Action Officer	Alignment to the 14 Parameters
Use an inquiry framework in Primary PLTs and Secondary CPLT to investigate Deep Learning.	Ongoing	Groups of teachers engage in action research to investigate deep learning.	Sharing of research with executive team leading to the development of a school wide pedagogical approach in 2021	Julie Elder Allison Bye Greg Prestwidge Natasha Wicks	Parameter 2: Embedded Knowledgeable Others Parameter 11: Collaborative inquiry – A Whole System, School and Classroom Approach

The Next Lift - Meridan Context



Key Components

- **Alignment** – Alignment of Australian Curriculum/QCAA Syllabus, with learning goals, success criteria, curriculum sequences, assessment tasks and the activities students are engaged with in class. This requires conversations to develop understanding and consistency (coherence) of the demands of the curriculum and the achievement standards. The process to ensure alignment is outlined in the P-12 Curriculum, Assessment and Reporting Plan. This is supported by The Meridan Way Curriculum (Primary), Secondary Moderation Guidelines, Faculty Curriculum Maps and other tiered planning documents.

KNOW YOUR CURRICULUM

- **Intentional Collaboration** – groups of teachers/staff with different strengths and skills and perspectives committing to learning together about how best to address an identified and shared problem of practice. PLT Cycles are reported on in terms of outcome and effect size, in order to share and amplify high impact strategies. Networks are developed and sustained to ensure alignment through moderation and professional dialogue and to promote precise, high impact strategies.

LEARN TOGETHER BY DOING THE WORK.

- **Precision** – Explicit selection and planning of appropriate pedagogical strategies suited to targeted learning goals, and the diverse needs of students, with monitoring of evidence to know it is working. Teacher and Professional Learning Teams measure, KNOW and reflect on the impact of strategies. Consistent college-wide high impact strategies are outlined in the college's Pedagogical Framework. Staff capacity is deliberately built on these strategies via the following processes: Annual Performance Reviews, coaching, profiling, mentoring, Instructional Rounds, P4D, CPLTs, Professional Development Plan and case management.

KNOW YOUR PEDAGOGY, STUDENTS AND IMPACT.

- **Aligned Autonomy** – Teams, faculties and teachers targeting specific areas of focus and improvement, whilst addressing collaboratively identified problems or practices, utilising shared processes of inquiry and practice based evidence and maintaining accountability. DEVELOP PERSONALISED LEARNING EXPERIENCES AND STRATEGIES WITH ALIGNMENT, PRECISION AND ACCOUNTABILITY
- **Line of Sight** - College leaders maintain a line of sight to alignment, precision and collaboration through Walkthroughs, Learning Walks, Curriculum Desktop Audits, Moderation conversations, Data Cycles and regular class visits.

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

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