Meridan State College Annual Improvement Plan 2023

Learning Together to Achieve Our Best

2023 Key Improvement Strategies: To develop, lead and monitor an explicit improvement agenda focussed on:

1. **Know the Pedagogy:** Enacting the intended curriculum through agreed pedagogical principles to support each student's learning.
2. **Wellbeing:** Improving the wellbeing of ourselves and our teams, through the explicit development of personal wellbeing strategies and skills.

Know the Student, Know the Curriculum, Know the Pedagogy, Know the Next Step = Improved Student Outcomes		
Continue	*Consolidate*	*Commence*
Know the Curriculum: − P4C (Primary) − Data informed practices − Moderation **Behaviour** - Blockies - IBSPs (Primary) - ESCMs	**Know the Curriculum:** - P4C (Secondary) - NCCD Model - support processes - Quality assurance of the NCCD process through moderation and reflection - P4D - VET Pathways & Partnerships **Behaviour:** - Student Code of Conduct (processes/flowchart) - IBSPs (Secondary) - Classroom management plans - Profiling	**Know the Pedagogy** - Enacting the intended curriculum through agreed pedagogical principles to support each student's learning. **Wellbeing** − Introduce PERMA+ and implement activities that strengthen our (staff and students') capabilities in these areas. − Maintain a consistent Relational Pedagogy approach − Improve and sustain effective communication across the college. **Behaviour** - Mobile phone procedures – out of class **Know the Curriculum** - Familiarisation of Australian Curriculum V9

Baseline Data - 2022

AC English %	P-6 (all)	P-6 (SWD)	7-10 (all)	7-10 (SWD)	WOC (all)	WOC (SWD)	AC Maths %	P-6 (all)	P-6 (SWD)	7-10 (all)	7-10 (SWD)	WOC (all)	WOC (SWD)	QCE/QCIA	Yr 10 6 QCE points	SOS Data	*Staff*	*Students*	*Parents*
C & above	91.1	69.3	88.6	71.4	89.7	70.5	C & above	93	75.2	86.5	74	89.3	74.5			Morale	44.6		
A/B	54.5	25	50.4	18.8	52.2	21.4	A/B	67.7	40.4	52.2	25	58.9	31.5	99.1		Behaviour	52.7	43.8	65.8
Attendance Rate %	85.3 (all)		Attendance >85%	34.8 (all)			Attendance Rate %	79 (SWD)		Attendance >85%	52 (SWD)					Interested in work	79.5	59.2	77.3

Queensland Government

Improvement Strategy: Enacting the intended curriculum through agreed pedagogical principles to support each student's learning.

Describe the 12-month success criteria:

- We have implemented the Teaching and Learning cycle through the agreed process – P-12 Teaching and Learning Cycle 2023.docx

Actions to address improvement strategy	Resources	Responsible officer	Timelines/Outcomes	Evidence of Impact (express in behavioural terms)	Artefacts
• Provide time for the teaching and learning cycle to be actioned. • Communicate to HOD's around expectations, sharing of artefacts for week 8 Curriculum meeting. • Develop Lead/Support teachers to support the P4C and P4D process and Version 9 implementation (Primary). • Develop a common language and understanding of key elements of the Teaching and Learning Cycle e.g., Moderation, formative Assessment	• Staff Meeting Allocation • Primary Planning Days • P-12 Leadership meeting • LRT use half day release with HOD • Cam Brooks Session for Lead and HOD's *Financial Resources* • Funding of HOD P-3 • Funding additional time to release Lead Teachers (12 teachers x 50 mins) • TRS release for Primary planning • TRS release for HODs as required for planning days	• Curriculum HOD's • Curriculum HOD's • DP – G and A	**Term 1:** • Completed P4C, P4D 1, P4D 2 and P4C for Term 2 • HoD Planning days have a Teaching and learning focus based on elements of T&L cycle. • Week 2 & 8 – Teaching and Learning focus at Senior Leadership Team Meeting to seek feedback, develop knowledge and understanding and share ideas/best practice of the implementation of the teaching and learning cycle. (Week 4 email reminder) **Term 2** • Completed P4C, P4D 1, P4D 2 and P4C for Term 3 • HoD Planning days have a Teaching and learning focus based on elements of T&L cycle. • Week 2 & 8 – Teaching and Learning focus at Senior Leadership Team Meeting to seek feedback, develop knowledge and understanding and share ideas/best practice of the implementation of the teaching and learning cycle. (Week 4 email reminder) **Term 3** • Completed P4C, P4D 1, P4D 2 and P4C for Term 4 • HoD Planning days have a Teaching and learning focus based on elements of T&L cycle. • Week 2 & 8 – Teaching and Learning focus at Senior Leadership Team Meeting to seek feedback, develop knowledge and understanding and share ideas/best practice of the implementation of the teaching and learning cycle. (Week 4 email reminder)	*Students can/will:* Use success criteria, learning goals and feedback to know and understand what they are learning and what their next step is. *Teachers can/will:* Unpack and co-construct relative success criteria with students and know their next step based on marking guides Lead/Support Teachers will have developed their understanding of leaners through the P4C And P4D process to support the Teaching and the Learning. *The leadership team can/will:* Have a consistent understanding of the teaching and learning process. Use line management to check-in, gain feedback and track progress of T&L cycle. Have a clear line of sight of the impact of the teaching and learning cycle through the implementation of learning walks and talks Improved Level of achievement data – refer to targets	• Heat Maps- • Updated curriculum documentation e.g., Assessment and alignment planners, unit plans, assessments • Success criteria

Describe the 12-month success criteria:
- We will have created a whole school approach to pedagogy with agreed pedagogical principles that caters for all learners.
- Implementation plan for Version 9 across P-12 is developed (secondary) and implemented (Primary).

Actions to address improvement strategy	Resources	Responsible officer	Timelines/Outcomes	Evidence of Impact (express in behavioural terms)	Artefacts
• Review and Reflect: with HOD and Exec team to establish agreed understandings about pedagogical practices. • Scan and Assess: Inquiry into existing pedagogy through teaching and learning cycle (Semester 1) • Building teacher knowledge and understanding through readings, professional discussions and modelling. • Implement Instructional rounds to share and model high impact teaching practices.	• Assessment and Moderation HUB • CO –Lab • Funding – Release time to accommodate.	DP's and Kerri • HOD's - Faculty or year level specific • HOD's • DP Capability • DP's T&L • HOD's	***Semester 1*** • WOC Exec: Deep Dive into T&L cycle and pedagogical principles in WOC exec meeting. • HOD planning day: A completed workshop with P-12 Leadership team around pedagogical principles. ***Semester 2:*** • Teachers volunteering to share best practice • Instructional Rounds scheduled and completed	***Students can/will:*** be able to verbalise a clearer understanding of 'what am I learning and why"? They will be more actively engaged in classroom learning. ***Teachers can/will:*** articulate and implement a range and balance of pedagogical approaches to meet the needs of our curriculum and all students. ***The leadership team can/will***: be able to model and identify teachers to demonstrate best pedagogical practices.	P4C – identified teaching practices as a result of Heat Map work. A Statement and Vision for Teaching and Learning, At Meridan State College ... A documented Whole School approach to Pedagogy.
• Co-Develop plan for the implementation of the Australian Curriculum (V9) – Primary and Secondary • Identify opportunities for collaboration with coalition schools to plan implementation of AC V9 and codevelop (as appropriate) planning documents including band plans, marking guides, etc	• Regional Support – PATEL • Regional CoLab • Assement and Moderation Hub • Caloundra Coalition	• Teaching And Learning Team • Curriculum HODs	***Semester 1*** • Implementation plan developed ***Semeter 2*** • Implementation plan enacted	**Teachers will** understand the changes in V9 AC ***Leaders will*** Understand changes in V9 AC Develop curriculum documentation aligned to V9 AC.	• Curriculum Implementation Plan • Curriculum documents reflecting 3 levels of planning (aligned to implementation plan)

Improvement Strategy:
Improving the wellbeing of ourselves and our teams, through the explicit development of personal wellbeing strategies and skills.

Describe the 12-month success criteria:
- A shared understanding of the purpose and process behind a strength based approach to building our mental health and wellbeing.
- Emerging understanding of the PERMA+ elements, and personal and class activities that can be utilised to promote development in these areas.
- Consistent prioritisation and visible practices that value relationships as a prerequisite for learning and working together to achieve our best.
- Strong sense of belonging and connection between students and teachers in all classes
- Clear communication protocols defined and adhered to by all college members.
- Staff feel they are well informed, heard and that information is provided in a timely manner.

Actions to address improvement strategy	Resources	Responsible officer	Timelines/Outcomes	Evidence of Impact (express in behavioural terms)	Artefacts
Introduce PERMA+ and implement activities that strengthen staff and student capabilities in these areas.	Develop P-12 College Activity List	Mark Seijbel *Wellbeing Committee*	*Term 1* • Commence student activities aligned to building capability in PERMA+ elements. • Re-establish Wellbeing "Committee" and Wellbeing "Team" - Publish Activity List • Commence Wellbeing and PPP Student Courses in Secondary.	*Students can/will:* • Articulate their areas of Character Strength • Articulate activities / areas of focus that promote their wellbeing, as aligned to PERMA+	• College Extra-Curricular Activitiy List • CANVAS Courses for Wellbeing and PPP. • Line 7 and 8 Overviews • P-12 Program Overviews • Meeting Agenda templates and minutes. • QSEW Survey Results • Staff and Student Course Feedback • HPT Pulse Data • SOS Survey Results.
	New Wellbeing Program 7-12 (Course in Canvas)	Brent Schilf			
	Wellbeing Lessons for Primary	Felicty Day	*Term 2* • Commence new Wellbeing Courses in Primary. • Reflect and strengthen PERMA focus in all team meetings – Exec, Faculty… • Provision of Optional PERMA+ PD.	*Teachers can/will:* • Articulate their areas of Character Strength • Articulate activities / areas of focus that promote their wellbeing, as aligned to PERMA+ • Implement learning projects and lessons targeting specific PERMA+ elements in Wellbeing lessons and/or PPP. • Deliberately participate in activities to promote their own mental health.	
	PERMA activities introduced into meeting protocols and agenda – leverage off HPT Pulse Data and Booster or other response activities.	College Leaders (EP, HOS, DPs, HODs)			
	Staff PD – PERMA+ • Leadership • Teachers	Mark Seijbel (facilitate).	*Term 3* • PERMA+ Leaders attend PESA network conference. • Student Staff feedback on PPP and Wellbeing courses. • Queensland Student Engagement and Wellbeing Survey.	*The leadership team can/will:* • Articulate their areas of Character Strength • Articulate activities / areas of focus that promote their wellbeing, as aligned to PERMA+ • Implement activities targeting specific PERMA+ elements in meeting agendas. • Deliberately participate in activities to promote their own mental health. • Respond to HPT Pulse survey data to promote the wellbeing of their team/s.	
	New PPP Program 7-12 (Courses in Canvas) and Wellbeing Lessons Primary	*Program Leads:* • Alcohol and Drugs – Leonie Trend • Respectful Relationships – Toni Clarence • Career Ed – Kylie Bilsen • Cybersafety – Kylie Craig • Mental Health – Tracey Weichardt *Year Level Leads:* • P-6 – Felicity Day • Y7 & 8 – Scott Froud • Y 9 & 10 – Sarah Bennett • Year 11 – Deb Ernst • Year 12 – Jess Bennett			

Maintain a consistent Relational Pedagogy approach	Staff Professional Reflection and Development Resources and Activities.	Kylie Craig *(Curriculum HODs)*	**Term 1** Consolidate "access anytime" Professional Learning Resources on Portal. Calibrate agenda with Restorative Practices Road Map.	**Students can/will:** • Have opportunities to develop stronger relationships with their teachers **Teachers can/will:** • Recognise and value the role of relationships and social emotional wellbeing as a pre-currsor for learning. • Implement explicit strategies and routines to Connect before Content, Connect before Correct and to be Curios not Furios. **The leadership team can/will:** • Maintain a focus on this as a priority / reminder in Faculty Meetings • Follow up with individual staff who do not demonstrate behaviours consistent with college agreed Relational Pedagogy Approach.	• SOS Student Survey Results • Teacher / Unit Planning (eg. CANVAS). • "Wave Poster" in classrooms.
	HOD Promotion, monitoring and intervention.	Line Managers – DP / HODs	**Term 2** Maintain focus/reminders. Monitor student / staff feedback. Address individual concerns. **Term 3** Maintain focus/reminders. Monitor student / staff feedback. Address individual concerns.		
Improve and sustain effective communication across the college.	Executive and Senior Leadership Team Meetings to discuss, norm and endorse: • Communication Strategy • Decision Making Tree • Events Protocol • Portal contents and ongoing spotlight fociii. • Exec and Faculty Meeting Minute Protocols. • All policies and procedures to be linked to Portal Home Page	Kerri Jones Mark Seijbel	**Term 1** Finalise College Portal and Communication Strategy Develop College Events protocol. Finalise College Change Management Protcol **Term 2** Implement & monitor agreed strategies **Term 3** Implement & monitor agreed strategies – collect feedback	**Teachers can/will:** • Stay informed of college events, processes and expectations • Have opportunities to provide feedback to leadership team **The leadership team can/will**: • Provide clear and concise information to staff using a variey of mediums. • Seek and respond to feedback as appropriate	• College Communication Protocol • College Decision Making Tree • College Events Protocol • New College Portal • Meeting minutes (Sub-school, faculty…). • SOS Survey Results

Know the Impact 2023 Targets

- All students can articulate the next steps in their learning
- All Year 12 students achieving a QCE or QCIA or on an employment pathway.
- All students engaged in learning
- 95% attendance rate

- Improved SOS data
  - I feel staff morale is positive at this school
  - Student behaviour is well managed at this school
  - I am interested in my school work.

Equity & Excellence 2022 Baseline Data – LOA Data (%)								Equity & Excellence 2023 Targets – LOA Data (%)						
		P-2	P-2 SWD	3-6	3-6 SWD	7-9	7-9 SWD			P-2	P-2 SWD	3-6	3-6 SWD	7-9	7-9 SWD
English	A-C	83.9	53.5	94.8	76.3	89.3	70.7	English	A-C	100	100	100	100	100	100
	A-B	51.7	25.6	55.9	24.7	49.1	17.9		A-B	60	30	60	30	60	30
Maths	A-C	90.7	65.1	94.2	79.6	87.2	72.9	Maths	A-C	100	100	100	100	100	100
	A-B	71.6	46.5	65.7	37.8	53.8	21.4		A-B	75	50	70	40	60	30

Ready for the Future – Years 10 -12							Ready for the Future – Years 10 -12						
Year 10-12 Retention	76.9	QCE/QCIA	99.1	Year 10 - 6 QCE points			Year 10-12 Retention	80	QCE/QCIA	100%	Year 10 - 6 QCE points		100%
Post School Destinations	% in education, training or employment	91.2	% in education or training	49.3	% in employment	86.3	Post School Destinations	% in education, training or employment	100	% in education or training		% in employment	

(signature)
_____
Kerri Jones - Executive Principal

(signature)
_____
Tim Burns- School Council Chair

(signature)
_____
Tracey Cook- Assistant Regional Director

Queensland Government