# Meridan State College
# 2024 ANNUAL IMPLEMENTATION PLAN

**Our Culture**          **Our Teaching and Learning**          **Our Futures**

## Our Culture

### Priorities from 4-year Strategic Plan:

1. **We will collaboratively develop the college's strategic direction with a focus on cultivating a strong and positive learning culture.**
2. **We will collaboratively review systems and processes to support all students and staff to develop shared understanding of behavioural expectations, and quality assure their consistent enactment across the college**
3. **We will collaboratively progress the wellbeing framework for both staff and students to promote strong interpersonal connections.**

### Strategies:

1a. Build on the current strengths of the positive 'Marlin' culture that has been established. Endeavour to spread this thinking/culture across the whole school community.

1b. Identify the values and behaviours regarding what it means to be a 'Marlin' at Meridan. Align these with the Meridan Design Principles.

1c. Identify how these values and behaviours will be integrated into the language, rituals and policies of the school (assemblies, communications, awards, code of conduct etc) and begin implementation.

2a. Assess the effectiveness of current behaviour management processes and identify areas of improvement. Develop a clear implementation plan aligned to the Meridan Design Principles

2b. Begin implementation of agreed strategies

2c. Provide relevant professional learning for staff to support strategy implementation

2d. Collect and Analyse baseline data to assess impact

### Monitoring
*Green – on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*

| | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| 1a | X | | | |
| 1b | X | | | |
| 1c | | X | X | X |
| 2a | | | X | |
| 2b | | | | X |
| 2c | | | | X |
| 2d | | | | X |

### Long term (4 year) measurable/desired outcomes:

1. Improvement in School Opinion Survey Results in line with the **targets** below;

   a. I feel staff morale is positive at this school (Above 80%)
   b. Student Behaviour is well managed at this school (Above 80%)
   c. I feel accepted by other students at my school.(Above 85%)
   d. I can talk to my teachers about my concerns.(Above 85%)
   e. My school takes students' opinions seriously.(Above 75%)
   f. This school has a strong sense of community.(Above 90%)

2. Improvements in student attendance rates to 95%

3. Reduction in short term and long-term SDAs

### AIP (1 year) measurable/desired outcomes:

1. Improvement in **current** School Opinion Survey Results below;

   a. I feel staff morale is positive at this school (Staff, 50.8%)
   b. Student Behaviour is well managed at this school (Parent 68.5%, Students 48.2%, Staff 59.5%)
   c. I feel accepted by other students at my school.(52.6%)
   d. I can talk to my teachers about my concerns.(54.7%)
   e. My school takes students' opinions seriously.(42.4%)
   f. This school has a strong sense of community.(78.8%)

2. Improvements in student attendance rates to 90%

3. Reduction in short term SDAs

4. All Staff Recognise and value the role of relationships and social emotional wellbeing as a precursor for learning.

5. All staff Implement explicit strategies and routines to Connect before Content, Connect before Correct and to be Curios not Furious.

### Change Management Processes:

1a. Survey staff and students to seek feedback on values and behaviours – what it means to be a 'Marlin'

2b. Share current behaviour data sets – Qualitative and Qualitative

2c. Share proposed implementation plan based on Meridan Design Principles with all staff and seek feedback

2d. Ensure regular check-ins with staff to assess impact and barriers for effective implementation

2e. Share successes and positive stories

| | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| 1a | | X | | |
| 2c | | | X | |
| | | | X | |
| 2d | | | | X |
| 2e | | | | X |

### Responsible officer(s):

1. Co-leaders of the Culture Team (Scott, Amanda and Ange)
2. Culture Team Members
3. Heads of Department
4. Learning Hub (Kris Kopelke)

### Resources:

Human:
- Provide release time to relevant staff to develop new policies and artifacts

Financial
- Budget funds to release relevant staff to develop policies and artifacts

Infrastructure:
- Fund signage, billboards and advertising promoting the schools new Vision

# Our Teaching and Learning

## Priorities from 4-year Strategic Plan:

1. **We will develop a Planning Reflection Tool based on our Meridan Design Principles to guide the development and implementation of V9 curriculum**
2. **Refine the schools Moderation processes to allow time for teachers to collaborate and build their understanding and confidence in implementing all facets of the AC.**
3. **Trial, in a limited number of classrooms strategies that explicitly support students understanding their next steps in learning**

## Monitoring

*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*

### Strategies:

| Strategy | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| 1a. Collaborate with HODs to create a Planning Reflection Tool (aligned to the Meridan Design Principles) to be used when developing and refining V9 unit plans | X | | | |
| 1b. Trial the use of the Planning Reflection Tool with a limited number of teachers and make adjustments based on feedback | | X | | |
| 1c. Planning Reflection Tool used by all teachers as part of the moderation and planning process | | | X | X |
| 2a. Revew current moderation cycle processes with HODS to determine strengths and ares for further refinement | X | | | |
| 2b. Plan for moderation cycle adjustments for semester 2 | | X | | |
| 2c. Implement refined moderation cycle and provide relevant professional learning | | | X | X |
| 3a. Identify teachers who may wish to participate in a trial exploring how we explicitly support students to know their next steps in learning | X | | | |
| 3b. Provide relevant professional learning for trial participants | X | | | |
| 3c. Begin implementation of identified strategies | | X | | |
| 3d. Share learnings across participants and continue to introduce new strategies | | | X | X |

### Change Management Processes:

| Process | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| 1a. Meet with HODs to share a draft of the Planning reflection tool and seek feedback. | X | | | |
| 1b. Invite Staff to participate in a trial of the reflection tool in term 2 | X | | | |
| 1c. Share learnings from the trial with all staff | | | X | |
| 1d. Oversee impact of the tool on curriculum development | | | X | |
| 2a. Survey staff to identify what they value / don't value and possibilities with current moderation cycle | X | | | |
| 2b. Share suggested changes for Semester 2 with all staff | | X | | |
| 3a. Regularly share the work of Trial participants with all staff | | | X | |

## Long term (4 year) measurable/desired outcomes:

1. All Students can articulate their next steps in learning
2. Student performance in English and Mathematics (Above 90% in all areas)
3. Improvement in School Opinion Survey Results in line with the **targets** below;
   a. *My school work challenges me to think(Above 85%)*
   b. *I understand how I am assessed at my school.(Above 90%)*
   c. *My teachers provide me with useful feedback about my school work.(Above 90%)*
   d. All year 12 students achieving a QCE or QCIA or on na employment pathway
   e. Student attendance exceeds 95%
   f. The schools curriculum units across all learning areas are highly engaging, connected to local and global communities and integrate emerging technologies where possible

### Responsible officer(s):

1. Co-leaders of the CTL Team (Mark, Alison and Brandie)
2. CTL Team Members
3. Heads of Department
4. Learning Hub (Kris Kopelke)

## AIP (1 year) measurable/desired outcomes:

1. Students in trial classrooms can articulate their next steps in learning. They use success criteria, learning goals and feedback to know and understand what they are learning and what their next step is.
2. Through the moderation process, teachers can un-pack and co-construct relative success criteria with students and know their next step based on Marking Guides
3. Improved Level of achievement data - Student performance:

English – 90% or better in all year levels

Mathematics – 90% or better in all year levels

4. Improvement in **current** School Opinion Survey Results below;:
   a. *My school work challenges me to think (Student,73.2%)*
   b. *I understand how I am assessed at my school .(72.2%)*
   c. *My teachers provide me with useful feedback about my school work. (72.6%)*
5. All year 12 students achieving a QCE or QCIA or on an employment pathway
6. Student attendance exceeds 90%
7. Leaders will have a clear line of sight of the impact of the teaching and learning cycle through the implementation of learning walks and talks and their own data wall
8. Teachers have begun using the Planning Reflection Tool to begin refining units of work in line with Meridan SC Design Principles

### Resources:

Human:
- Ensure appropriate time is created in meeting cycles to ensure Moderation occurs at regular intervals

Financial:
- Ensure funding is allocated to create planning time for Primary School staff

Infrastructure:

# Our Futures

## Priorities from 4-year Strategic Plan:

1. **Investigate and establish the use of emerging technologies and digital pedagogies within the teaching and learning cycle to provide clarity on their purpose and use, and enhance student engagement and outcomes.**
2. **Build partnerships with a range of stakeholders such as USC, Sunshine Coast Council, Industry groups, developers and local environmental groups with a Sustainability focus to create engaging curriculum connected to local and global communities**
3. **We will establish special interest groups, pilots and trials within the college which enable innovators to explore possibilities in leveraging technology to enhance curriculum, engagement and learning outcomes.**
4. **We will recreate the Contemporary Learning Hub aligned to the school's new vision**

## Monitoring
*Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.*

## Long term (4 year) measurable/desired outcomes:

1. Improvement in School Opinion Survey Results in line with the **targets** below;
   a. *I am interested in my school work (Above 80%)*
   b. *My school work challenges me to think.(Above 90%)*
   c. *My teachers motivate me to learn.(Above 90%)*
2. The school has created a number of partnerships with local industries that enhance learning opportunities for students
3. The Contemporary Learning Hub / SFET Centre delivers world class learning experiences for local, national and international educators in line with the Vision of Meridan SC
4. Teachers are confident in developing innovative and engaging teaching and learning programs, inclusive of all learners

## AIP (1 year) measurable/desired outcomes:

1. Improvement in **current** School Opinion Survey Results below;
   a. *I am interested in my school work (Student,51.4%)*
   b. *My school work challenges me to think (Student,73.2%)*
   c. *My teachers motivate me to learn.(Student,75%)*
2. The school has created a number of partnerships with local industries that enhance learning opportunities for students
3. The Contemporary Learning Hub / SFET Centre delivers learning experiences for Meridan staff, community and local educators
4. Teachers begin developing/trialling innovative approaches to teaching and learning

## Strategies:

| Strategy | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| 1a. Members of the committee research and identify emerging technologies that could be used to enhance learning experiences for students across all curriculum areas P-12 (aligned to V9 Australian Curriculum) | X | X | | |
| 1b. Invite a limited number of teachers to trial identified emerging technologies and assess impact | | | X | |
| 1c. Expand use of technology across the College as appropriate | | | | X |
| 2a. Develop a clear vision statement for sustainability at Meridan | | | X | |
| 2b. Develop a clear strategy for developing key relationships with identified partners. | | X | | |
| 3a. Identify pilot projects to encourage and support innovative curriculum teaching and learning programs. | | X | | |
| 3b. Develop the Marlin Tank process/criteria to support student, staff and community sustainability/technology projects | X | | | |
| 4a. Create the Professional Learning Hub and SFET Website | X | | | |
| 4b. Promote the Learning Hub / SFET Centre across the local and global education community | | X | | |
| 4c. Create the 2024 Professional learning program for the Learning Hub / SFET Centre. | X | | | |

## Change Management Processes:

| Process | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| 1a. Provide professional readings and information to all staff around emerging technologies and sustainability | | X | | |
| 1b. Showcase the use of technology of Trial classrooms with all staff | | | X | |
| 1c. Provide opportunities for staff to visit trial classrooms to model new pedagogies | | | | X |
| 1d. Learning Hub coordinator to support and model innovative practices in classrooms | | X | | |
| 1e. Audit the use of current technologies across the school and how they are being used | | X | | |
| 2a Share potential partnership discussions with HODs and P-12 strategic team | X | | | |
| 3a. Advertise Marlin tank process and encourage staff to apply for funding to support curriculum innovation | X | | | |
| 4a. Learning Hub Coordinator will collaborate with committees and HODs each term to develop the College Professional learning Program | X | | | |

## Responsible officer(s):

1. Co-leaders of the Futures Team (Tony and Jason)
2. Futures Team Members
3. Heads of Department
4. Learning Hub (Kris Kopelke)

## Resources:

**Human**
- Continuation of Learning Hub coordinator position

**Financial**
- Funding of .8 FTE for Learning Hub Coordinator position
- Funding for trial emerging Technologies
- $15000 towards supporting innovation initiatives through Marlin Tank program

**Approvals**

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

| **Principal** | Tony Roberts | **Date** | 24/1/2024 | **P&C/School Council** | David Tensen | **Date** | 24/1/2024 | **School Supervisor** | | **Date** | 24/1/2024 |