

Meridan State College – Igniting Minds, Empowering Futures

2025 ANNUAL IMPLEMENTATION PLAN – A Focus on Engagement

Our Culture

Our Teaching and Learning

Our Futures

Our Culture	Monitoring				Long term (4 year) measurable/desired outcomes:	AIP (1 year) measurable/desired outcomes:	
	Green –on track, Yellow – underway, Magenta – yet to commence. Shade cell at the end of each term after reflection based on progress.						
Priorities from 4-year Strategic Plan:	Term 1	Term 2	Term 3	Term 4	4 Year targets (2023 – 2027)	2025 Targets	
1. We will create a strong, positive and engaging Meridan 'Marlin' culture. This includes implementing revised behaviour systems and processes to ensure a shared understanding and consistent implementation of behavioural expectations and intentional celebrations of success.							
Strategies					Our impact -Tracking towards 4-year target (2023 – 2027)		
1. Build on the current strengths of the positive 'Meridan Marlin' culture that has been established. Continue to incorporate and promote our Marlin values into our school rituals and processes (assemblies, communications, awards, induction etc) .	X	X	X	X			
2. Align the activities in the P-12 Community Days with the 4 values of our Meridan 'Marlin' Culture to build student knowledgde and understanding.	X	X	X	X			
3. Lead and quality assure the implementation of the P – 12 Behaviour Roles and Responsibility Matrix and MTSS processes.	X	X					
4. Provide relevant professional learning for staff to support MTSS strategy implementation.	X	X					
5. Continue to collect and analyse relevant data to assess the impact of behaviour and support systems as part of MTSS system.	X	X	X	X			
6. Refine student attendance follow up / support systems.		X					
					Indicator	2023 Result %	2024 Result %
					I feel staff morale is positive at this school	St – 50.8	76.9%
					Student Behaviour is well managed at this school	P – 68.5 Su – 48.2 St – 59.5	P- 74.8 Su-44.2 St-67.2
					This is a good school	P - 85 Su – 57.5 St – 85.3	P – 88.6 Su- 66.9 St – 90.9
					Student, staff and parent opinions are taken seriously	P – 67.2 Su – 42.4 St – 66.6	P - 73.8 Su – 59.9 St – 81.1
					Respectful relationships are fostered at this school	P – 77.9 Su – 76.3 St – 87.5	P – 86.1 Su – 78.6 St – 88.2
					People feel safe at this school	P – 80.2 Su – 61.2 St – 82.2	P – 86.2 Su – 73.1 St – 88.6
					Improvements in student attendance rates	87.2%	86.7%
					Avg No of behaviour incidence per day	40.5/day	10/day
					P - Parents	Su- Students	St - Staff
Expected Behaviours (What would we see?):					Responsible officer(s):		Resources:
Leaders: Leaders model the behaviours we wish to see by all members of the school community.					1. Co-leaders of the Culture Team (Scott, Kylie and Ange)		Human:
Teachers / Staff: Staff implement the agreed phases of the MTSS system in line with their roles and responsibilities.					2. Culture Team Members		- Provide release time to relevant staff to develop new policies and artifacts
Students: Students display behaviours consistent with our Marlin Culture – Courage, Compassion, Collaboration and courtesy (4Cs).					3. Heads of Department		Financial
					4. SFET Education Centre (Kris Kopelke)		- Budget funds to release relevant staff to develop policies and artifacts
							Infrastructure:
							- Fund signage, billboards and advertising promoting the schools new vision
							- Fund signage for MTSS (Rule of the week, school values etc).
							-

Our Teaching and Learning

Priorities from 4-year Strategic Plan:

1. We will develop and implement a whole school, futures-oriented approach to pedagogy aligned to our Meridan Design Principles.
2. Refine the moderation cycle to include clear expectations around each phase of the cycle for leaders, teachers and support staff.

Strategies

1. Collaborate with HODs and teachers to create a Whole School Approach to Pedagogy Framework (WSAP) aligned to the Meridan Design Principles.
2. .Integrate the the use of the schools WSAP into the moderation and planning processes.
3. Identify the roles and responsibilities of all leaders in the planning/moderation cycle and quality assure phases of the cycle (including walks and talks).
4. Build moderation phases into the schools meeting cycle to ensure time and space required for staff to collaborate.
5. Launch the Meridan Institute of Sport and the Centre for Contemporary Arts.
6. Implement staff and student surveys at the end of each term providing feedback on the effectiveness and engagement in each unit of work.

Monitoring

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

Term 1Term 2Term 3Term 4

Long term (4 year) measurable/desired outcomes:

1. Student performance in English and Mathematics A-C (Above 90% in all areas).
2. Student performance in English and Mathematics A-B (Above 75% 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 95%)

b. I understand how I am assessed at my school. (Above 95%)

c. My teachers provide me with useful feedback about my school work.(Above 95%)
4. 100% of year 12 students achieving a QCE or QCIA or on na employment pathway.
5. Student attendance exceeds 95%.

Tracking towards 4-year target (2023 – 2027)

Indicator	2023 Result %	2024 Result %
Improved Level of achievement data - Student performance – English (A-C) achievement	P-2 80.5 4-6 93.6 7-9 89.3	P-2 84% 4-6 91% 7-9 92.5
Improved Level of achievement data - Student performance – English (A-B) achievement	P-2 42.7 4-6 54.8 7-9 54.9	P-2 51% 4-6 54% 7-9 55.5
Improved Level of achievement data - Student performance – Mathematics (A-C) achievement	P-2 89.9 4-6 93.3 7-9 85.8	P-2 87.8 4-6 90.7 7-9 87.3
Improved Level of achievement data - Student performance – Mathematics (A-B) achievement	P-2 65.7 4-6 65.7 7-9 54	P-2 67.6 4-6 62.1 7-9 55.9
My school work challenges me to think	St – 73.3	85
I understand how I am assessed at my school	St – 72.2	83.2
My teachers provide me with useful feedback about my school work.	St – 72.6	78.9
All year 12 students achieving a QCE or QCIA	99.5	100%

P - ParentsSu- StudentsSt - Staff

AIP (1 year) measurable/desired outcomes:

2025 Targets

1. Improved Level of achievement data - Student performance:

English – 90% or better in all year levels (A-C)
60% or better in all year levels (A-B)

Mathematics – 90% or better in all year levels(A-C)
60% or better in all year levels (A-B)

2. Improvement in **current** School Opinion Survey Results below::

- a. My school work challenges me to think (Student,90%)

b. I understand how I am assessed at my school .(90%)

c. My teachers provide me with useful feedback about my school work. (85%)

3. All year 12 students achieving a QCE or QCIA or on an employment pathway.

Expected Behaviours (What would we see?):

Leaders:

1. Leaders will use learning walks and talks to identify their line of sight of the implementation of the teaching and learning cycle and how they best support teachers in implementation of the AC.

Teachers/Staff:

2. Through the pre-moderation process, teachers can un-pack and co-construct relative success criteria with students and know their next step based on Marking Guides.
3. Teachers design curriculum units across all learning areas are highly engaging, connected to local and global communities and integrate emerging technologies where possible.

Students:

4. Students have clarity of their learning and how to be successful in the unit aligned to the marking guide. They use success criteria, learning goals and feedback to know and understand what they are learning and what their next step is.
5. All Students can articulate their next steps in learning.

Responsible officer(s):

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

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.

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 (with a focus on AI) 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 and technology focus to create engaging curriculum connected to local and global communities.

Strategies

1. Trial identified emerging technologies such as the departments Artificial intelligence AP (Corella), exploring how it can be integrated into curriculum, teaching and learning.
2. Expand the Esports program and trial the use of Virtual reality in selected classrooms.
3. Develop sponsorship possibilities in line with the schools vision.
4. Continue to implement priorities of the Sustainable Futures and Emerging Technologies education centre (SFET) including the living learning forest project and coral reef project.
5. Continue the Marlin Tank process/criteria to support student, staff and community sustainability/technology projects.
6. Continue to promote the Learning Hub / SFET Centre across the local and global education community.
7. Implement Year 5/6 STEM excellence program through the SFET Education Centre.

Expected Behaviours (What would we see?):

Leaders: Lead and support the schools’ strategic teams through coaching and collaboration.

Teachers/staff: Staff engage in emerging technologies including the use of AI and Virtual Reality to create greater engagement in student learning.

Students: Students utilize AI / Corella appropriately in line with the schools AI policy.

Monitoring

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

Term 1Term 2Term 3Term 4

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 90%)

b. My teachers motivate me to learn.(Above 90%)

c. My teachers expect me to do my best (Student,100%)

d. My school work challenges me to think (Student,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 for Meridan SC.
4. Teachers have a deep knowledge of the AC and are confident in developing innovative and engaging teaching and learning programs, inclusive of all learners.

Tracking towards 4-year target (2023 – 2027)

Indicators	2023 Result %	2024 Result %
I am interested in my school work	51.3	54.5
My teachers motivate me to learn	75	76.6
My teachers expect me to do my best	91.7	94.7
My school work challenges me to think	St – 73.3	85

P - ParentsSu- StudentsSt - Staff

AIP (1 year) measurable/desired outcomes:

2025 Targets

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

a. I am interested in my school work (Student,65%)

b. My teachers motivate me to learn.(Student,80%)

c. My teachers expect me to do my best (Student,96%)

d. My school work challenges me to think(Student,90%)
2. The school has created a number of partnerships with local industries that enhance learning opportunities for students in the areas of emerging technologies and sustainability.
3. The SFET Centre delivers high quality learning experiences for Meridan staff, community and local educators.
4. Teachers begin developing/trialling innovative approaches to teaching and learning

Responsible officer(s):

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

Resources:

- Human

- Continuation of SFET Centre Coordinator position
- Financial

- Funding of 1 FTE for SFET Centre Coordinator position

- Funding for trial emerging Technologies

- \$15000 towards supporting innovation initiatives through Marlin Tank program

- \$60000 towards living learning forest project

- \$250000 towards Coral Reef Project
- Infrastructure:

- Construction of outdoor education classroom

- Installation of sensors in the schools rainforest

- Installation of sensors around Old Woman Island

- Creation of Esports and VR Rooms in the schools resource Centre

Approvals

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

Principal

Tony Roberts

Date: 28/2/25

P&C/School Council

Date28/2/2025

School Supervisor

Date: