

Meridan State College

School review report

Acknowledgement of Country

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



The Landscape of Learning

The Landscape of Learning embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from elders, teachers and the land itself.

The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

Snapshot of previous school review

The last review carried out at **Meridan State College** was conducted from **5 to 8 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1014 and the school enrolment was 2709 with an Indigenous enrolment of 3.7% and a student with disability enrolment of 4.9%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively refine college priorities to promote increased clarity, consistency of expectations, and impact and sustainability of practice. (Domain 1)
- 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. (Domain 3)
- Clarify for teachers the signature practices identified within the pedagogical framework and the implications for classroom practice. (Domain 8)
- Consolidate college-wide differentiation practices to ensure they are shared and embedded in their implementation across the whole campus. (Domain 7)
- Monitor and evaluate the coaching process in relation to impact upon classroom practice. (Domain 5)

Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Meridan State College** from **11 to 14 September 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement.

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

Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

School context

Meridan State College acknowledges the shared lands of the Gubbi Gubbi nation and the Jiniburra people of the Gubbi Gubbi language region.

Education region: North Coast Region

Year levels: Prep to Year 12

Enrolment: 1985

Indigenous enrolment percentage: 4.5%

Students with disability percentage: 16.5%

Index of Community Socio-Educational Advantage (ICSEA) value: 1013

Review team

Alan Smith	Principal, Reviews, SRR (review chair)
Kym Amor	Peer reviewer
Regan Gant	Peer reviewer
Justin Kummerow	Peer reviewer
Bert Barbe	External reviewer

Contributing stakeholders



5 reviewers from
11 to 14
September 2023



168 participants



105 school staff



33 students



20 parents and
carers



10 community
members and
stakeholders

Key affirmations

Executive leaders are committed to developing a dynamic and positive learning culture across Prep to Year 12.

Leaders demonstrate a commitment to their quest for the college's ongoing improvement and success. They articulate that a detailed understanding of every student, combined with a strong understanding of the curriculum and pedagogical practices, will result in improved learning outcomes for all students. Staff identify the importance of providing students with a quality education. They speak of seeking to improve learning and wellbeing outcomes for all students.

Parents articulate a great deal of pride in the school, and comment that staff take a genuine, caring approach to their child's wellbeing and academic success.

Students convey a strong connection to their school. They speak highly of staff and their impact on their success at school and in life. Student recognition processes across the college acknowledge desired behaviours and support engagement.

Staff members articulate that their faculties and year level teams provide support, collegiality and the sharing of resources.

Staff speak highly of the levels of collegiality and support within their work teams. Executive leaders prioritise intentional collaboration and Professional Development (PD) through their timetabled collaborative professional learning time. Leaders are active participants in a range of professional networks, including annual Vocational Education and Training (VET) Validation processes.

College leaders have introduced clear structures for differentiated teaching and learning.

Data is routinely used in Plan 4 Differentiation (P4D) practices to tailor teaching and monitor learning growth. The College Inclusion Team (CIT) meets weekly to monitor and align inclusive education processes across primary and secondary. In primary, Wrap Around Teams meet weekly to discuss students identified as requiring support, their data and referral. The Student Wellbeing Team meets twice each week for professional learning and to consider student referrals.

The executive team interrogates whole-college longitudinal data to identify improvement goals and monitor progress.

Data is disaggregated for priority groups. A comprehensive data plan is implemented to collect and monitor student achievement, wellbeing and attendance data, and support staff needs and wellbeing. A systematic approach to monitoring the progress of students in Years 11 and 12 is apparent, with a range of intervention strategies used to optimise student achievement and engagement. Behaviour data is analysed each term in Week 5 to inform whole-school decision-making, and targeted and intensive support for identified students.

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Collaboratively develop the college's strategic direction to cultivate a strong and positive learning culture and enhance understanding of, and sustained commitment to, identified priorities and targets.

Prioritise the development of instructional leadership capabilities across the college, with a particular focus on monitoring learning and engagement, measuring impact, and supportive evaluation of pedagogy to support precision of practice and strong lines of sight.

Domain 5: Building an expert teaching team

Collaboratively review and implement a whole-college collegial engagement framework that includes observation, feedback, coaching and mentoring processes to support staff capability development and consistency of practice across the college.

Domain 6: Leading systematic curriculum implementation

Develop processes to quality assure the alignment of teacher-developed curriculum, including assessment items and marking guides, to support implementation of the Australian Curriculum (AC) with fidelity.

Prioritise opportunities for teachers to routinely engage in moderation activities at the Before juncture to build their understanding of, and confidence in, implementing all facets of the AC.

Domain 8: Implementing effective pedagogical practices

Collaboratively identify and document agreed, evidence-informed pedagogical practices reflective of students, context and learning areas, to successfully deliver the intended curriculum.

Improvement strategies summary

Domain 1: Driving an explicit improvement agenda

- Collaboratively develop the college's strategic direction to cultivate a strong and positive learning culture and enhance understanding of, and sustained commitment to, identified priorities and targets.
- Prioritise the development of instructional leadership capabilities across the college, with a particular focus on monitoring learning and engagement, measuring impact, and supportive evaluation of pedagogy to support precision of practice and strong lines of sight.
- Sharpen the Explicit Improvement Agenda (EIA) to promote shared understanding of the improvements sought and the roles of teachers and leaders in successful enactment.

Domain 2: Analysing and discussing data

- Embed consistent, collaborative, whole-college data practices to monitor student progress and evaluate the impact of strategies on student learning.
- Strengthen teachers and leaders' capability to use data to inform their practice to support responsive teaching and the identification of strategies to improve students' academic and wellbeing outcomes.

Domain 3: Promoting a culture of learning

- 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.
- Collaboratively develop a holistic approach to wellbeing for both staff and students, at an individual and college-wide level, to contribute to the safe and supportive learning and teaching environment.

Domain 4: Targeting school resources

- Identify projected enrolments to collaboratively develop clear and documented workforce and operational strategies to respond to the changing student and staff profile at the college.

Domain 5: Building an expert teaching team

- **Collaboratively review and implement a whole-college collegial engagement framework that includes observation, feedback, coaching and mentoring processes to support staff capability development and consistency of practice across the college.**
- Systematically enact induction processes for all new staff and implement a comprehensive Beginning and Early Career Teachers process to support their seamless transition to the profession.
- Create authentic opportunities for collaboration and alignment across the college, strengthening connections across year level teams, faculties and sub-schools to broaden the support, collegiality and sense of a whole-college identity.

Domain 6: Leading systematic curriculum implementation

- Develop processes to quality assure the alignment of teacher-developed curriculum, including assessment items and marking guides, to support implementation of the AC with fidelity.
- Prioritise opportunities for teachers to routinely engage in moderation activities at the Before juncture to build their understanding of, and confidence in, implementing all facets of the AC.
- Collaboratively develop and enact a Prep to Year 10 Literacy Framework to provide consistent and agreed practices for the teaching of literacy.

Domain 7: Differentiating teaching and learning

- Systematically implement the documented secondary inclusive education processes to support every student to have access to high-quality learning experiences.
- Build the capability of teachers and support staff to work collaboratively, with a focus on evidence-informed approaches to optimise differentiated teaching and learning.

Domain 8: Implementing effective pedagogical practices

- **Collaboratively identify and document agreed, evidence-informed pedagogical practices reflective of students, context and learning areas, to successfully deliver the intended curriculum.**
- Formalise opportunities to develop teacher capability and build staff understanding of the agreed pedagogical practices, to support consistency and precision of practice.
- Investigate and establish the use of digital pedagogies within the teaching and learning cycle to provide clarity on their purpose and use, and enhance student engagement and outcomes.

Domain 9: Building school-community partnerships

- Strengthen the college's reputation in the broader community by promoting a cohesive narrative of the school's achievements, to further enhance community perceptions.
- Further refine transition programs by connecting and collaborating with stakeholders to facilitate opportunities for professional collaboration and build upon transition processes and programs.

**bold indicates key improvement strategy*

Domain 1: Driving an explicit improvement agenda

Affirmations

- Executive leaders are committed to developing a dynamic and positive learning culture across Prep to Year 12.
- Staff identify the importance of providing young people with a quality education. They speak of seeking to improve learning and wellbeing outcomes for all students.
- Leaders are committed in their quest for the college's success and ongoing improvement. They articulate that a detailed understanding of every student, combined with a strong understanding of the curriculum and pedagogical practices, will result in improved learning outcomes for all students.

Key findings

- The current Strategic Plan (2021–2024) references 4 priorities: wellbeing, know the learner, know the curriculum, and know the next step.
- The 2023 Annual Improvement Plan (AIP) for 2023 is aligned to the strategic plan. It identifies 8 elements under the headings of 'continue', 'consolidate', and 'commence'. Baseline data, together with a series of student-focused, quantitative targets, are referenced in the plan.
- Executive leaders indicate that the Explicit Improvement Agenda (EIA) for 2023 has 2 foci: enacting the intended curriculum through agreed pedagogical approaches to support each student's learning; and improving wellbeing through the explicit development of personal wellbeing strategies and skills. A deep understanding of the EIA is yet to be apparent across the college community.
- Staff members discuss how 'change fatigue' – including changes within the leadership team – and perceived disconnect between leaders and staff have impacted morale. Many staff members suggest that timely and clear communication, consistency of practice, authentic collaboration and sufficient time to embed initiatives are necessary to improve morale, school culture and student outcomes. Staff express a desire for increased agency and voice in decisions regarding the college's strategic direction.
- The college director articulates that successful school leadership involves being 'vision-driven, people-powered, and data-informed'. They identify a need for leaders at all levels to work together to build performance, particularly through developing instructional leadership capability to enhance consistency and drive precision in school improvement. Executive leaders acknowledge the importance of strengthening 'lines of sight' across the college.

Improvement strategies

- **Collaboratively develop the college's strategic direction to cultivate a strong and positive learning culture and enhance understanding of, and sustained commitment to, identified priorities and targets.**
- **Prioritise the development of instructional leadership capabilities across the college, with a particular focus on monitoring learning and engagement, measuring impact, and supportive evaluation of pedagogy to support precision of practice and strong lines of sight.**
- Sharpen the EIA to promote shared understanding of the improvements sought and the roles of teachers and leaders in successful enactment.

Domain 2: Analysing and discussing data

Affirmations

- The executive team interrogates whole-college longitudinal data to identify improvement goals and monitor progress towards these. Data is disaggregated for priority groups.
- A comprehensive data plan is implemented to collect and monitor student achievement, wellbeing and attendance data, and support staff needs and wellbeing.
- Routine collaborative whole-college data practices are established, including Plan 4 Differentiation (P4D) stages 1 and 2, and year level cohort management meetings.
- A systematic approach to monitoring the progress of students in Years 11 and 12 is apparent, with a range of intervention strategies used to optimise student achievement and engagement.
- Behaviour data is analysed each term in Week 5 to inform whole-school decision-making, and targeted and intensive support for identified students.

Key findings

- In Years 7 to 12, cohort management digital data walls, available on SharePoint, are used by teachers, the deputy principal, Heads of Department (HOD), and Year Level Coordinators (YLC) to jointly discuss and plan strategies. Identified strategies are recorded on OneNote.
- In primary, 2 data walls are established for English, Mathematics and Science; and the Nationally Consistent Collection of Data on School Students with Disability (NCCD). Across both primary and secondary, all data walls include disaggregation of data for priority equity groups.
- NCCD data processes have been strengthened to inform the level of support and adjustments required for identified students to access and engage in the curriculum.
- The leadership team plans to meet termly to work in groups to analyse cohort data, identify and trial strategies, and review impact on learning through learning walks and talks.
- TrackEd data sheets linked to OneSchool are available for every student to inform cohort management spreadsheets. The full capability of TrackEd is yet to be used.
- Teachers comment that data sharing informs their practice. They describe engaging in collaborative problem-solving to identify strategies to support student learning improvements. Some teachers identify a need to further develop their capability to fully understand and effectively respond to student learning data.

Improvement strategies

- Embed consistent, collaborative, whole-college data practices to monitor student progress and evaluate the impact of strategies on student learning.
- Strengthen teachers and leaders' capability to use data to inform their practice to support responsive teaching and the identification of strategies to improve students' academic and wellbeing outcomes.

Domain 3: Promoting a culture of learning

Affirmations

- Staff describe a clear sense of belonging to the college, and students communicate a strong connection to their school. Students speak highly of staff and their impact on their success at school and in life.
- Parents articulate a great deal of pride in the school and comment that staff take a genuine, caring approach to their child's wellbeing and academic success.
- Staff describe high levels of collegiality within their teams.
- Student recognition processes across the college acknowledge desired behaviours and support engagement.
- The Community Education Counsellor (CEC) provides input into units of work that incorporate First Nations perspectives.

Key findings

- Leaders identify the importance of providing a safe and inclusive learning environment that supports student needs.
- Numerous staff describe that the recently appointed college director has explained a clear intent to effect positive change for the benefit of staff and students.
- Many staff discuss changes in the college community and identify some resulting challenges regarding student engagement and behaviour.
- Some staff and students describe varying levels of consistency regarding college-wide academic and behavioural expectations, and uniform requirements.
- Staff express a strong desire to connect beyond their workgroups to further enhance college-wide culture and consistency.
- Many staff comment that wellbeing has been a recent college-wide focus. They articulate a desire for greater clarity regarding strategies and initiatives to support improved staff morale.
- Some leaders and parents express a desire for students' behaviour achievements to be more widely celebrated within and across the college community.
- Some college-wide processes are established to address student wellbeing. Leaders identify a need to develop a whole-college approach to student wellbeing.
- Many staff express a desire for all members of the leadership team to be more present and visible across the college and within classrooms.
- Plans to involve Elders in various programs and initiatives at the college are in development.

Improvement strategies

- 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.
- Collaboratively develop a holistic approach to wellbeing for both staff and students, at an individual and college-wide level, to contribute to the safe and supportive learning and teaching environment.

Domain 4: Targeting school resources

Affirmations

- A range of flexible delivery options add value to the expansive programs on offer and support students' career goals.
- Staff are deployed into key roles that track progress and success for students across the college. This is informed by data at key junctures within the school.
- Staff indicate they are well-resourced and are able to access the necessary teaching materials to deliver the curriculum with fidelity.
- The school environment is well presented and maintained.

Key findings

- The college director and Business Managers (BM) recognise the importance of strategic, coordinated, and equitable allocation of resources to optimise student engagement, wellbeing and academic achievement.
- Executive leaders regularly meet to discuss links between college priorities and the budget, and monitor expenditure to support improvement priorities.
- BMs describe supporting college priorities through planning and budgeting for physical and human resourcing. The college director is developing long-term plans to support the college's identity, offerings and human resourcing needs.
- Middle leaders articulate they have a level of autonomy to deploy human resources in order to meet student needs.
- Some middle leaders describe a number of challenges in supporting staff responsible for the expenditure of cost centres within the current school year.
- Some staff express concern regarding the impact of declining enrolments on school programs.
- Many staff comment on the benefits reduced enrolments have had on the availability of spaces. A number of staff convey a desire to be more informed and involved in processes that lead to significant change within the college.
- Some staff indicate that the reasons some leadership positions have been created or changed are not yet clear. They identify a need to collaboratively review college-purchased positions to ensure students' needs are catered for across the college.

Improvement strategies

- Identify projected enrolments to collaboratively develop clear and documented workforce and operational strategies to respond to the changing student and staff profile at the college.

Domain 5: Building an expert teaching team

Affirmations

- Staff speak highly of the levels of collegiality, support and the sharing of resources within their work teams.
- Clear Annual Performance Review (APR) processes are established across the college, with staff participating in scheduled meetings related to personal focus areas aligned to college priorities.
- A range of professional workshops for staff are provided through the Contemporary Learning Hub (CLH).
- Executive leaders prioritise intentional collaboration and Professional Development (PD) through their timetabled collaborative professional learning time.
- Leaders are active participants in a range of professional networks, including annual Vocational Education and Training (VET) Validation processes.

Key findings

- Teachers are committed to continuously improving teaching and developing knowledge and skills to improve student learning.
- Staff promote high standards in student learning and describe a strong commitment to their students.
- Many staff identify a need to strengthen connections and alignment across the sub-schools within the college, and increase college-wide collaboration to develop a whole-college identity and sense of team.
- A formal and intentional process of observation and feedback to enhance curriculum and pedagogical practices is yet to be developed. Most staff welcome invigorated collegial engagement processes across the college.
- Some staff express a desire for a comprehensive induction process. The college director acknowledges a need to develop and implement a formal whole-college induction plan.
- A comprehensive Beginning and Early Career Teacher professional learning program is highly valued by staff. A learning suite aligned to the Australian Professional Standards for Teachers (APST) to support quality teaching and best practice for all beginning or early career teachers is yet to be consistently implemented across the college.
- A whole-college Professional Learning Plan is yet to be developed.
- Leaders are committed to providing staff with opportunities to further their growth and development through professional learning. The college director places a high importance on coaching and mentoring, viewing this as a valuable skill for leaders at all levels.

Improvement strategies

- **Collaboratively review and implement a whole-college collegial engagement framework that includes observation, feedback, coaching and mentoring processes to support staff capability development and consistency of practice across the college.**
- Systematically enact induction processes for all new staff and implement a comprehensive Beginning and Early Career Teachers process to support their seamless transition to the profession.
- Create authentic opportunities for collaboration and alignment across the college, strengthening connections across year level teams, faculties and sub-schools to broaden the support, collegiality and sense of a whole-college identity.

Domain 6: Leading systematic curriculum implementation

Affirmations

- Leaders identify the importance of providing a curriculum that is responsive to the needs of all students. They recognise a need to implement the Australian Curriculum (AC) across Prep to Year 10 with fidelity.
- Leaders are committed to enhancing teachers' capability and confidence in developing a deep understanding of all elements of the AC.
- Students and parents express appreciation for the wide range of co- and extracurricular activities offered at the school.
- The college community expresses pride in the broad range of subject offerings for students in Years 10 to 12, including locally relevant VET options.

Key findings

- Year and band plans are documented across all learning areas. Teachers describe using and modifying Curriculum into the Classroom (C2C) resources and assessment items. Processes to quality assure alignment of assessment items, including associated marking guides, are yet to be established.
- In primary, unit plans are complemented by 'Planning Books' prepared by Heads of Department – Curriculum (HOD-C) that detail teaching and learning sequences, assessment items, and resources to assist with differentiation. Some teachers describe limited opportunities to contribute to these books. A number of teachers comment that the books impede their full knowledge of the AC.
- In secondary, year and band plans are documented for all learning areas. In most instances, unit plans, and assessment items are uploaded to SharePoint.
- In some year levels and subject areas, teachers acknowledge that assessment and marking guides are not completed before the commencement of the unit of work, potentially impacting the teaching and learning cycle.
- Shared ownership of curriculum planning, and a Quality Assurance (QA) and endorsement process for unit plans and assessment items is yet to be established.
- In some instances, the use of marks and/or Instrument Specific Marking Guides (ISMG) drawn from senior secondary are being used in Year 10. Executive leaders acknowledge that this practice is contrary to the intent of the P-12 curriculum, assessment and reporting framework (P-12 CARF).
- Some staff indicate a desire for strategic and ongoing engagement opportunities with regional expertise, school networks and critical friends to support capability development and QA processes.

Improvement strategies

- **Develop processes to quality assure the alignment of teacher-developed curriculum, including assessment items and marking guides, to support implementation of the AC with fidelity.**
- **Prioritise opportunities for teachers to routinely engage in moderation activities at the Before juncture to build their understanding of, and confidence in, implementing all facets of the AC.**
- Collaboratively develop and enact a Prep to Year 10 Literacy Framework to provide consistent and agreed practices for the teaching of literacy.

Domain 6: Leading systematic curriculum implementation continue

Key findings

- Most teachers acknowledge the importance of moderation, and consistently reference activities at the End juncture to support consistent judgement of Levels of Achievement (LOA).
- Moderation at the other junctures varies. Some teachers and leaders identify a need to moderate at the Before juncture. Leaders acknowledge that understanding of the whole-college approach to moderation is yet to be consistent.
- Leaders discuss new work in Prep to Year 2 to align the Early Years literacy program and pedagogical practices with The Science of Reading through the consistent use of Promoting Literacy Development (PLD)¹ resources across all classes. Some resources have been purchased.
- A clear PLD implementation plan and associated communication strategy and professional learning plan for capacity building are yet to be established. Leaders acknowledge that collaborative development of the Years 3 to 10 Literacy Framework is yet to commence.

¹ PLD. (2020). Resources to improve literacy levels within primary schools. <https://pld-literacy.org/>

Domain 7: Differentiating teaching and learning

Affirmations

- College leaders have introduced clear structures for differentiated teaching and learning, including routine use of data in P4D to tailor teaching and monitor learning growth.
- The North Coast Region's (NCR) Inclusive Education Scan and Assess in early 2022 has informed the college's inclusive education journey. The College Inclusion Team (CIT) meets weekly to monitor and align inclusive education processes across primary and secondary.
- In primary, Wrap Around Teams meet weekly to discuss students identified as requiring support, their data and referral. The team also considers support required in class. The Student Wellbeing Team meets twice each week for professional learning and to consider student referrals.
- A staff member trained in the Planning Alternative Tomorrows with Hope (PATH) process supports Tier 3 students and their families to create a step-by-step path to post-school options.
- A number of Tier 2 targeted programs and one Tier 3 alternative program, including 'MPower,' offer on-site support to identified students.

Key findings

- Roles and responsibilities statements are established for student managers and support teachers.
- Many staff articulate the importance of knowing students and knowing the curriculum to effectively differentiate teaching.
- Some teachers co-plan, co-teach and co-reflect with their year level support teacher. They comment on the strength of this approach in their classes.
- Inclusion leaders in secondary have developed clear documentation for student referrals, support provisions, Personalised Learning Plans (PLP) and ICPs to be implemented in 2024.
- Teachers, support teachers and teacher aides articulate they are yet to clearly understand the best way to collectively support all learners.
- Structural differentiation is used in junior secondary, with leaders indicating that this provides opportunities to challenge students and support all students to experience success.
- NCCD data is used to identify support and adjustments and inform the development of Individual Curriculum Plans (ICP), Personalised Learning Records (PLR) and support provisions, which are recorded on OneSchool.

Improvement strategies

- Systematically implement documented secondary inclusive education processes to support every student to have access to high-quality learning experiences.
- Build the capability of teachers and support staff to work collaboratively, with a focus on evidence-informed approaches to optimise differentiated teaching and learning.

Domain 8: Implementing effective pedagogical practices

Affirmations

- College leaders clearly articulate a belief that quality teaching is crucial to improving student outcomes and engagement.
- A range of approaches are used throughout the college, and staff describe using different approaches in different learning areas to meet the needs of students.

Key findings

- Executive leaders describe a documented whole-school pedagogical framework. They acknowledge that this is now outdated, and needs further refinement. Teachers are yet to reference this framework.
- College leaders and staff recognise that further work is required to collaboratively explore pedagogical practices suited to students, context and learning areas to successfully deliver the rigour and intent of the AC and to develop and enhance student engagement.
- Some students articulate that they receive timely feedback in relation to the curriculum and their progress. A whole-college approach to student feedback is yet to be developed.
- Some leaders and teachers identify a future project of shifting the cognitive load from teachers to students. They recognise the importance of elements such as learning walls, 'Bump it up' walls, and annotated exemplars. At the time of the review, these practices are yet to be consistently referenced by teachers or students.
- College leaders and staff acknowledge collaboratively identifying and documenting pedagogical approaches to provide consistency across the college and guidance for staff as an important next step. They recognise a need for greater clarity and capability building regarding these pedagogical approaches.
- Executive leaders highlight the importance of developing professional learning, modelling, coaching, and feedback opportunities for support staff to effectively implement the agreed pedagogical practices.
- Some students in both primary and secondary communicate a desire for teaching staff to expose them to a range of pedagogical practices. They describe an over-reliance on digital technologies, and identify a need to provide alternative modes of learning to assist all students to become more active participants in their learning.

Improvement strategies

- **Collaboratively identify and document agreed, evidence-informed pedagogical practices reflective of students, context and learning areas, to successfully deliver the intended curriculum.**
- Formalise opportunities to develop teacher capability and build staff understanding of the agreed pedagogical practices, to support consistency and precision of practice.
- Investigate and establish the use of digital pedagogies within the teaching and learning cycle to provide clarity on their purpose and use, and enhance student engagement and outcomes.

Domain 9: Building school-community partnerships

Affirmations

- Long-standing partnerships between the college and parents, local businesses, organisations, cluster schools and other educational institutions are established. Many of these provide sponsorship, goods and services to support school programs and initiatives.
- Leaders and many community members describe positive and reciprocal partnerships within the college community that support student learning and wellbeing.
- Leaders are active in developing partnerships with a range of organisations focused on supporting students as they transition from secondary school. These include links with universities, Registered Training Organisations (RTO), and other training providers.
- Parents, students and community members speak positively of the college and the range of opportunities provided.
- A playgroup run by college staff is held on Friday mornings on the college grounds. Community members indicate they highly regard the playgroup and recognise it as a long-standing support for young children.

Key findings

- College leaders express a desire to monitor and evaluate the impact of the college's partnerships on student learning and wellbeing to determine if the intended impact is being realised, and identify opportunities for current partnerships to evolve and new partnerships to develop.
- Many parents speak positively of the communication they receive from the college. They express appreciation for emailed newsletters and updates from staff in relation to assessment and general reminders.
- Some families express a desire for further opportunities to be involved, to grow 'a sense of community' in alignment with the college values of *'courtesy, compassion, collaboration and courage'*.
- Parents, students and community members convey a desire to further enhance the college's reputation, promote student achievements and recognise the dedication of staff members through social media and marketing.
- Intentional transitions occur for students on entry to, throughout, and beyond the college. Leaders and staff acknowledge that transition planning to ensure every student successfully and seamlessly transitions through the stages of learning is essential for improving learning outcomes and supporting student wellbeing. Leaders identify a need to review some existing transition processes, particularly transitions into Prep and from primary to secondary.

Improvement strategies

- Strengthen the college's reputation in the broader community by promoting a cohesive narrative of the school's achievements, to further enhance community perceptions.
- Further refine transition programs by connecting and collaborating with stakeholders to facilitate opportunities for professional collaboration and build upon transition processes and programs.

ICSEA	Total Students	First Nations Students	Students With Disability	OoHC Students	School
1013	1,962	92	379	19	Meridan State College

Student Performance

Actual Relative

Governance

Starting Strong Prep - Year 2	English % C and Above	<div><div></div><div>77%</div><div></div><div>85%</div><div></div></div>	<div><div>↓</div></div>	<div><div></div></div>	Financial practices
	English % A or B	<div><div></div><div>38%</div><div></div><div>53%</div><div></div></div>	<div><div>↓</div></div>	<div><div></div></div>	
	Mathematics % C and Above	<div><div></div><div></div><div></div><div>89%</div><div></div><div>91%</div></div>	<div><div>↓</div></div>	<div><div></div></div>	
	Mathematics % A or B	<div><div></div><div></div><div></div><div>62%</div><div></div><div>65%</div></div>	<div><div>↓</div></div>	<div><div></div></div>	
	Attendance (Semester1)	<div><div></div><div></div><div></div><div>92%</div><div></div><div>90%</div></div>	<div><div>↑</div></div>	<div><div></div></div>	
	SDA Rate	<div><div></div><div>1%</div><div></div><div>1%</div><div></div></div>	<div><div>↔</div></div>	<div><div></div></div>	
Building on Foundations Year 3 - 6	English % C and Above	<div><div></div><div></div><div></div><div>95%</div><div></div><div>88%</div></div>	<div><div>↑</div></div>	<div><div></div></div>	Workforce practices
	English % A or B	<div><div></div><div></div><div></div><div>56%</div><div></div><div>47%</div></div>	<div><div>↑</div></div>	<div><div></div></div>	
	Mathematics % C and Above	<div><div></div><div></div><div></div><div>97%</div><div></div><div>91%</div></div>	<div><div>↑</div></div>	<div><div></div></div>	
	Mathematics % A or B	<div><div></div><div></div><div></div><div>72%</div><div></div><div>59%</div></div>	<div><div>↑</div></div>	<div><div></div></div>	
	Attendance (Semester1)	<div><div></div><div></div><div></div><div>90%</div><div></div><div>90%</div></div>	<div><div>↑</div></div>	<div><div></div></div>	
	SDA Rate	<div><div></div><div>4%</div><div></div><div>2%</div><div></div></div>	<div><div>↑</div></div>	<div><div></div></div>	
Actual vs Planned Expenditure as at 05/07/2023					Financial practices
<div><div>72.8%</div><div>planned year to date expenditure has occurred</div><div>\$916,000</div><div>planned expenditure still to occur this year</div></div>					
<div><div>\$351,000</div><div>funding provisioned for expenditure in future years</div><div>\$1,721,000</div><div>in bank account</div></div>					Financial practices
Allocated staffing resources used as at 06/07/2023					Workforce practices
<div><div>103.5%</div><div>Day 8 allocated teaching resources used</div><div>FTE diff</div><div>147.4</div><div>152.6</div><div>5.2</div><div>Day 8 FTE allocation paid FTE</div></div>					
Staff morale (School Opinion Survey) ⓘ					Workforce practices
<div><div></div><div></div><div></div><div>45%</div><div></div><div></div></div>					
Completion of annual safety assessment					HSW
<div><div>YES</div><div>NO</div></div>					
Student safety (School Opinion Survey) ⓘ					HSW
<div><div></div><div></div><div></div><div>62%</div><div></div><div></div></div>					
School audit rating as at 04/07/2023					School mqmt.
<div><div>Self Manage</div><div>Support</div><div>Priority Support</div></div>					
Utilisation rate as at 30/06/2023 ⓘ					School mqmt.
<div><div><=60%</div><div>61%-80%</div><div>81%-94%</div><div>>=95%</div></div>					

ICSEA

1013

Total Students

1,962

First Nations Students

92

Students With Disability

379

OoHC Students

19

School

Meridan State College

Student Performance

Actual Relative

Governance

On Track For Success

Year 7 - 9

English % C and Above

92%

90%

↑

English % A or B

55%

52%

↑

Mathematics % C and Above

88%

85%

↑

Mathematics % A or B

53%

52%

↑

Attendance (Semester1)

86%

88%

↑

SDA Rate

6%

9%

↔

QCE/QCIA

99%

↔

Student Exits (Unemployed, Other or Unknown)

20%

↑

Ready For The Future

Year 10 -12

Actual vs Planned Expenditure as at 05/07/2023

72.8%

\$916,000

planned year to date expenditure has occurred

planned expenditure still to occur this year

\$351,000

\$1,721,000

funding provisioned for expenditure in future years

in bank account

Allocated staffing resources used as at 06/07/2023

103.5%

Day 8 allocated teaching resources used

FTE diff

147.4

152.6

5.2

Day 8 FTE allocation paid FTE

Staff morale (School Opinion Survey)

45%

Completion of annual safety assessment

YES

NO

Student safety (School Opinion Survey)

62%

School audit rating as at 04/07/2023

Self Manage

Support

Priority Support

Utilisation rate as at 30/06/2023

<=60%

61%-80%

81%-94%

>=95%

Financial practices

Workforce practices

HSW

School mgmt.