



# Kuranda District State College

## 2019 Annual Implementation Plan

Priority Area 1: Engagement		
Key Tasks and Activities	Goals & Targets	Responsible Person(s)
<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>Implement an Attendance system from P – 12 that includes a case-management approach to student attendance.</li> <li>Implement Enforcement of Attendance processes for students who are attending &lt; 85% where multiple attempts have been made by the school to support the family and student.</li> </ul> <p><b>Behaviour:</b></p> <ul style="list-style-type: none"> <li>Raise the profile of PBL within the school and wider community.</li> <li>Ensure consistency of PBL implementation through on-going professional development and support for staff and parents.</li> <li>Implement a social skills initiative P – 12 focusing on educating students to make positive behaviour choices at school and to solve social problems they may experience at school in a proactive way.</li> <li>Implement regular classroom profiling and raise the profile of Essential Skills</li> <li>Case-manage students who have been suspended implementing a behaviour tracking system after initial suspension and intensive wrap-around support for any subsequent suspensions.</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Collaborate with P &amp; C committee to identify opportunities for further parents, carer and community engagement with the College.</li> <li>Implement a Parent and Community Engagement (PACE) calendar to communicate events and initiatives in a timely manner.</li> <li>Use the Deep Learning Framework in Curriculum Planning to identify and embed community partnerships/links within teaching and learning design</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the number of students attending &lt; 85% by a minimum of 20% by the end of 2019 to 30% or less.</li> <li>Increase the number of students attending &gt;95% to a minimum of 20%</li> <li>Decrease the number of suspensions by 30% over 12 months to bring the total amount of short-suspensions to below 100</li> <li>PBL is consistently implemented throughout the College and this evidenced through explicit lessons being taught, symbols, common language throughout the school.</li> <li>A social skills initiative is identified and implementation has commenced across P – 12.</li> <li>Students are regularly celebrated and rewarded for demonstrating positive behavioural choices at school.</li> <li>PACE calendar released from Term 2, 2019 and for each subsequent term.</li> <li>New initiatives have been introduced to provide and promote opportunities for parents and carers to engage with the College.</li> <li>50% of teachers in Semester 2 use the learning design template engagement strategies and community partnerships.</li> </ul>	<p>Principal Deputy Principals Head of Inclusion Guidance Officer Senior Guidance Officer HOC / HOD SS Classroom teachers Attendance Officer Well-being staff Regional Engagement Team P &amp; C Committee External Agencies</p>

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Priority Area 2: Australian Curriculum Implementation		
Key Tasks and Activities	Goals & Targets	Responsible Person(s)
<ul style="list-style-type: none"> <li>▪ Leadership team to lead the process of ensuring compliance with the P – 12 CARF</li> <li>▪ Ensure three levels of planning are evident across P - 12</li> <li>▪ Development a Language Other Than English (LOTE) plan focusing on a local Indigenous Language or identify a language through community consultation</li> <li>▪ Implement Digital Technologies P - 9</li> <li>▪ Cognitive verbs are explicitly taught in Years 7 – 12 with a plan for implementation into primary in 2020 developed.</li> <li>▪ Deep Learning units are developed collaboratively in semester 1 with a trial in semester 2.</li> <li>▪ Implement regular collaborative planning meetings led by a member of the leadership team. Systems, protocols and expectations are clearly established and communicated to staff.</li> <li>▪ Provide opportunities for staff to engage with on-going professional learning opportunities through internal or external initiatives or professional development opportunities.</li> <li>▪ Plan and implement authentic, engaging STEM learning opportunities using the Deep Learning Framework</li> </ul>	<ul style="list-style-type: none"> <li>▪ Yearly and termly curriculum and assessment plans have been developed in consultation with staff and finalised before 2020.</li> <li>▪ A multi-age plan for primary has been completed.</li> <li>▪ A LOTE implementation is completed by Week 5, Term 4</li> <li>▪ Digital Technologies P – 9 is implemented and reported on in 2019</li> <li>▪ Collaborative planning meetings occur a minimum of twice a term in 2019.</li> <li>▪ A minimum of 3 Deep Learning Units of work / Projects have been completed by the end of semester 1. Implementation has occurred in semester 2.</li> <li>▪ The PATL has worked with members of the leadership team and identified teachers a minimum of twice a term in 2019</li> <li>▪ 100% of staff have engaged in professional learning related to the implementation of the Australian Curriculum.</li> <li>▪ Students in Years 7-9 experience a minimum of 1 STEM unit in 2019</li> </ul>	<p>Principal            DP – Secondary            DP – Primary            HOD – Secondary            Classroom teachers            Teacher Aides            PATaL</p>
Priority Area 3: Pedagogical Practices		
Key Tasks and Activities	Goals & Targets	Responsible Person(s)
<ul style="list-style-type: none"> <li>▪ Pedagogical models for: Explicit, Direct, Digital, Inquiry and Consolidations are established.</li> <li>▪ Implement a consistent approach to the teaching of Reading P – 9</li> <li>▪ Develop a coaching system that supports the professional development of teachers and teacher aides</li> <li>▪ External coaches are engaged to support teachers where required.</li> <li>▪ Deep Learning Framework is explored to support the delivery of P-12 curriculum</li> <li>▪ Unit and lesson planning process is reviewed to include planning teacher choice of pedagogy appropriate for the intended learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 100% of teaching staff have a LI and SC that links clearly to what is being taught and assessed. Students know what is being taught and what they need to demonstrate in order to be successful.</li> <li>▪ 100% of staff are proficient in Explicit Instruction</li> <li>▪ Teachers teach/refer to comprehension and decoding strategies when teaching reading through the Curriculum.</li> <li>▪ Spelling Mastery (Direct Instruction) is implemented in P – 6 (Prep to commence in Semester 2, 2019)</li> <li>▪ Teaching staff are identified to implement the Deep Learning units in Semester 2 and are supported with the inquiry/project based pedagogical approach. Protocols and ways of working are established.</li> <li>▪ A College coaching model has been established, with formal lesson observations occurring for consolidation lessons and explicit instruction once a term.</li> </ul>	<p>Principal            DP – Secondary            DP – Primary            HOD – Secondary            Classroom teachers            Teacher Aides            PATaL</p>

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Priority Area 4: 21 <sup>ST</sup> Century Learning & ICTs		
Key Tasks and Activities	Goals & Targets	Responsible Person(s)
<ul style="list-style-type: none"> <li>All staff engage in Professional Learning to develop knowledge, understanding and skills to work with the 21<sup>st</sup> Century skills for students and the 'Deep Learning' Framework.</li> <li>Embed engaging, authentic learning experiences by connecting Science, Technology, Engineering and Maths (STEM) curriculum areas to ensure we are maximising time, resources and learning opportunities for students within the whole school curriculum.</li> <li>Provide digital technologies resourcing and learning spaces which enable and promote quality teaching and learning practices in STEM and Deep learning experiences aligned with the Australian Curriculum and Senior Syllabus.</li> <li>Map digital technologies, STEM resources and incursions/excursions to Whole School Curriculum Map to ensure targeted resourcing across year levels and subjects.</li> <li>Develop a digital technologies professional Learning Plan for teachers</li> <li>Develop a management system for the maintenance and support with digital resources</li> </ul>	<ul style="list-style-type: none"> <li>50% of secondary teachers in Semester 2 use the learning design template to leverage digital, pedagogy, engagement strategies and community partnerships.</li> <li>100% teachers refer to 21<sup>st</sup> Century skills / 6Cs in the classroom</li> <li>50% students can articulate which 21<sup>st</sup> Century skill their subject/unit work is developing</li> <li>100% of 2019 purchased digital resources are mapped on the Whole School Curriculum Plan</li> <li>60% of teachers engage with Digital Technologies professional learning</li> <li>Students can be seen using digital technologies in classroom and are visibly engaged</li> <li>Teachers are supported to implement the use of technologies</li> </ul>	Principal DP – Secondary DP – Primary Guidance Officer HOD – Secondary HOD – VET & SS Classroom teachers Teacher Aides PATaL

Priority Area 5: Inclusion		
Key Tasks and Activities	Goals & Targets	Responsible Person(s)
<ul style="list-style-type: none"> <li>Students access and participate in a high-quality education and fully engage in the curriculum along-side their similar-aged peers in the classroom.</li> <li>Point of need for all students is identified and where need ICP's are written collaboratively between the Inclusion team and the classroom teacher.</li> <li>All extra curricula activities plan for and include all students across the college (including Swimming carnival, Athletics day, excursions and camps)</li> <li>All staff receives group and individual support to build capability in planning for curriculum differentiation and disability modifications.               <ul style="list-style-type: none"> <li>Collaborative planning</li> <li>Staff meetings</li> <li>External and internal PD</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>100% of P – 9 students are included in the classroom receiving high-quality education planned and provided by the classroom teacher.</li> <li>100% of Primary ICP's are written, planned, implemented and assessed by the classroom teacher.</li> <li>Semester 2 2019- 50% of Secondary ICP's are collaboratively written.</li> <li>Semester 2 2019- 50% of Secondary ICP's are planned, implemented and assessed by the classroom teacher.</li> <li>50% of sporting activities plan for and include students with disability.</li> <li>100% of excursions and/or camps plan for and include students with disability.</li> </ul>	Principal Head of Inclusion SWD teachers Classroom teachers Teacher Aides

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Priority Area 6: Literacy		
Key Tasks and Activities	Goals & Targets	Responsible Person(s)
<ul style="list-style-type: none"> <li>Support the use of foundation learning programs in phonics, phonemic awareness, spelling and a reading scheme to ensure that the teaching of the fundamental skills of reading and writing are embedded P – 9.</li> <li>Support the teaching of literacy through the implementation of the Australian Curriculum general capabilities P – 10.</li> <li>Build teacher aide capability to support student spelling, writing and reading development, aligning this with classroom practice.</li> <li>Use the literacy continuum to track and monitor students learning.</li> </ul>	<ul style="list-style-type: none"> <li>There is 100% consistent practice in the teaching of reading, writing and spelling in P - 6 by the end of 2019.</li> <li>75% of teachers are able to identify and respond to the literacy demands across the different learning areas of the Australian Curriculum in their classroom.</li> <li>100% of teaching staff and teacher aides are engaged in professional learning opportunities for literacy.</li> <li>From semester 2 50% of P – 10 teachers have commenced monitoring their students and their learning on the literacy continuum.</li> </ul>	Principal DP – Primary Head of Inclusion HOD – Secondary Classroom Teachers Teacher Aides PATaL