<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Key Tasks and Activities</th>
<th>Goals and Targets</th>
<th>Who?</th>
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</table>
| Attendance  | - Implement an Attendance system from P – 12 that includes a case-management approach to student attendance.  
- Implement Enforcement of Attendance processes for students who are attending < 85% where multiple attempts have been made by the school to support the family and student. | - Reduce the number of students attending < 85% by a minimum of 20% by the end of 2019.  
- Increase the number of students attending >95% to a minimum of 20% | Principal  
Deputy Principals  
Head of Inclusion  
Guidance Officer  
Head of Department  
Teachers  
Teacher Aides  
Well-being team  
Parents  
Carers |
| Behaviour   | - Raise the profile of PBL within the school and wider community.  
- Ensure consistency of PBL implementation through on-going professional development and support for staff and parents.  
- 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.  
- Implement regular classroom profiling and raise the profile of Essential Skills  
- Case-manage students who have been suspended implementing a behaviour tracking system after initial suspension and intensive wrap-around support for any subsequent suspensions. | - Decrease the number of suspensions by 30% over 12 months to bring the total amount of short-suspensions to below 100  
- PBL is consistently implemented throughout the College and this evidenced through explicit lessons being taught, symbols, common language throughout the school.  
- A social skills initiative is identified and implementation has commenced across P – 12.  
- Students are regularly celebrated and rewarded for demonstrating positive behavioural choices at school. | Principal  
Deputy Principals  
Head of Inclusion  
Guidance Officer  
Head of Department  
Teachers  
Teacher Aides  
Well-being team  
Parents  
Carers |
| Community   | - Collaborate with P & C committee to identify opportunities for further parents, carer and community engagement with the College.  
- Implement a Parent and Community Engagement (PACE) calendar to communicate events and initiatives in a timely manner. | - PACE calendar released from Term 2, 2019 and for each subsequent term.  
- New initiatives have been introduced to provide and promote opportunities for parents and carers to engage with the College. | Principal  
Deputy Principal  
P & C Committee  
Community members |
| Curriculum  | - Leadership team to lead the process of ensuring compliance with the P – 12 CARF  
- Development a Language Other Than English (LOTE) plan focusing on a local Indigenous Language or identify a language through community consultation  
- Cognitive verbs are explicitly taught in Years 7 – 12 with a plan for implementation into primary in 2020 developed.  
- Deep Learning units are developed collaboratively in semester 1 with a trial in semester 2.  
- Implement regular collaborative planning meetings led by a member of the leadership team. Systems, protocols and expectations are clearly established and communicated to staff.  
- Provide opportunities for staff to engage with on-going professional learning opportunities through internal or external initiatives or professional development opportunities. | - Yearly and termly curriculum and assessment plans have been developed in consultation with staff and finalised before 2020.  
- A multi-age plan for primary has been completed.  
- A LOTE implementation is completed by Week 5, Term 4  
- Digital Technologies P – 9 is implemented and reported on in 2019  
- Collaborative planning meetings occur a minimum of twice a term in 2019.  
- 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.  
- The PATL has worked with members of the leadership team and identified teachers a minimum of twice a term in 2019  
- 100% of staff have engaged in professional learning related to the implementation of the Australian Curriculum. | Principal  
Deputy Principals  
Head of Inclusion  
Head of Department  
Teachers  
Teacher Aides  
PATL |
| Pedagogy    | - Pedagogical models for: Explicit, Direct, Digital, Inquiry and Consolidations are established.  
- Implement a consistent approach to the teaching of Reading P – 9  
- Establish  
- Develop a coaching system that supports the professional development of teachers and teacher aides  
- External coaches are engaged to support teachers where required. | - 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.  
- 100% of staff are proficient in Explicit Instruction  
- Spelling Mastery (Direct Instruction) is implemented in P – 6 (Prep to commence in Semester 2, 2019)  
- 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.  
- A College coaching model has been established, with formal lesson observations occurring for consolidation lessons and explicit instruction once a term. | Principal  
Deputy Principals  
Head of Inclusion  
Head of Department  
Teachers |