

Kuranda District State College – 2019 Explicit Improvement Agenda (DRAFT)

Focus Areas		Key Tasks and Activities	Goals and Targets	Who?
Engagement (ABC)	Attendance	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	Implementation & Capability Development	<ul style="list-style-type: none"> Leadership team to lead the process of ensuring compliance with the P – 12 CARF Ensure three levels of planning are evident across P - 12 Development a Language Other Than English (LOTE) plan focusing on a local Indigenous Language or identify a language through community consultation Implement Digital Technologies P - 9 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. 	<ul style="list-style-type: none"> 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	Implementation & Capability Development	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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