Explicit Improvement Agenda

Develop strategies to provide staff clarity of all the measurable targets relating to the EIA and processes to monitor progress towards the targets over time.

Action	Timeline	Responsible Officers & Important Partnerships
Strategies, actions and targets of the Explicit Improvement Agenda are regularly communicated to staff, parents and the community using a variety of forums and media.	Ongoing	College Leadership Team KDSC Staff Students Parents Community

Target
100% of staff, parents and students have multiple opportunities to engage in information sessions regarding the Explicit Improvement Agenda (EIA) and Annual Implementation Plan (AIP).

School-Community Partnerships

Collaboratively develop strategies to build, enhance and strengthen partnerships with parents and the community to improve opportunities and outcomes for all students.

Action	Timeline	Responsible Officers & Important Partnerships
Identify, form or solidify partnerships with external organisations that target the learning and well-being of students.	Term 1 2021 and Ongoing	College Leadership Team KDSC Staff Regional Office Staff Parents Community

Target
A minimum of five memorandums of understanding are signed between the College and identified external agencies targeting the learning and well-being of students by the end of Term 1, 2021.

Differentiated Teaching Practices

Provide professional development to expand the repertoires of practice in differentiation for teachers and teacher aides to maximise learning and outcomes for every student.

Action	Timeline	Responsible Officers & Important Partnerships
Throughout 2021, teaching staff and teacher aides are provided quality professional development and coaching to build their capability in effectively differentiating the curriculum to improve student learning and outcomes.	Ongoing	College Leadership Team KDSC Staff

Target
Differentiation practices, involving at least three levels of differentiation, are evident in at least 50% of lessons by the end of 2021.

Analysis and Discussion of Data

Collaboratively review and document a college data plan that includes data to be collected, when it is to be collected and college expectations for how it is to be used to improve student learning and monitor progress towards targets in the Explicit Improvement Agenda.

Action	Timeline	Responsible Officers & Important Partnerships
Provide regular opportunities for staff to engage and respond to individual, class or cohort data sets.	Regular and Ongoing	College Leadership Team KDSC Staff Students

Target
100% of staff have increased capability to effectively use and analyse student data to inform their teaching practice. Teachers are able to articulate individual and whole class learning goals to colleagues, students and parents.

Visible Learning

- Assessment & Moderation
- Student Feedback
- Learning Walls
- Data Conversations
- Pedagogical Practices:
  - Lesson Intent and Success Criteria
  - Direct Instruction
  - Gradual Release of Responsibility
  - Inquiry-based Learning

We would have been successful when:
- Moderation occurs before, during and after a unit of work.
- Rigorous teacher feedback, peer and self-assessment is occurring in all classrooms.
- Students are able to clearly articulate what they need to do in order to improve.
- Learning Walls and associated practices are established in most classrooms.
- Data conversations occur regularly and practices are adjusted in response to student data.
- Appropriate pedagogical choices are made based on the learning needs of students.

Targets
- 100% of teaching staff are engaged in coaching and capability development initiatives.
- The percentage of students achieving an A – C in English, Mathematics and Science increases by a minimum of 10% P-10.
- 100% QCE attainment.

Inclusive Education

- Establishment of Diverse Learners Team (DLT)
- Co-teaching
- Case-management of Diverse Learners
- English as an Additional Language or Dialect (EAL/D)
- Enrichment and Extension
- Student Intervention

We would have been successful when:
- A Diverse Learners Team has been firmly established.
- Co-teaching has been implemented as the preferred method for student support and intervention.
- All students who are identified as a diverse learner are actively case-managed and appropriately supported to ensure quality student outcomes.
- EAL/D considerations and associated teaching strategies is incorporated in teaching.
- Enrichment and extension activities are regularly provided to students with high academic potential.
- Student intervention is early and effective.

Student and Family Support

- Positive Behaviour for Learning (PB4L)
- Complex-Case Management
- Case-management of Students: Attendance & Behaviour
- Health and Well-being
- Communication
- Inter-agency engagement

We would have been successful when:
- The College has become a demonstration school for PB4L or is operating in Tier 3.
- Students requiring additional support are thoroughly case-managed leading to an increase in attendance and engagement.
- Individual, targeted or group student well-being initiatives occur frequently and support student engagement.
- Strong partnerships have been established with external agencies to maximise support for students and/or their families.
- There are regular opportunities for parents and carers to engage in their child's learning and with the College.

Targets
- Student attendance is a minimum of 85%.
- 100% of Year 11 & 12 students have an identified future pathway.
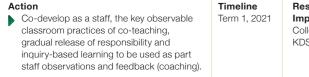- All tier 2 & 3 students are regularly case-managed.

Targets
- 10-15% increase in the number of students achieving a C standard in English and Mathematics.
- 10% increase in the number of students achieving an A in English and Mathematics.
- 100% of teaching staff engage in co-teaching.

EXPLICIT IMPROVEMENT AGENDA

Visible Learning — Student and Family Support — Inclusive Education

STUDENTS

Culture that Promotes Learning

Continue and enhance the implementation of the Positive Behaviour for Learning (PBL) initiatives to move the College into tier 2 and then to tier 3.

Action	Timeline	Responsible Officers & Important Partnerships
Implement necessary systems, processes and initiatives to enhance Positive Behaviour 4 Learning at KDSC.	Term 4, 2021	College Leadership Team KDSC Staff Regional Office Staff Students Parents

Target
Kuranda District State College is PB4L demonstration school by the end of 2021.

Targeted Use of Resources

Develop college processes to review the ongoing impact of the allocation of resources on student learning and outcomes.

Action	Timeline	Responsible Officers & Important Partnerships
Regularly review the impact of targeted physical, financial and human resources on positive student outcomes using quantitative and qualitative data sets.	Termly	College Leadership Team KDSC Staff

Target
The College has established strong resourcing systems to ensure all students are rigorously supported. This includes students with high academic potential, students with additional learning needs and students who speak English as a second language.

Expert Teaching Team

Implement an informed and rigorous pedagogical coaching system underpinned by the College's pedagogical framework that is based on research-based pedagogical approaches.

Action	Timeline	Responsible Officers & Important Partnerships
All staff collaborate within the College's coaching model aligned to the actions of the EIA and the College's pedagogical framework.	Ongoing	College Leadership Team KDSC Staff Regional Office Staff

Target
100% of teaching staff are engaged in coaching and capability development initiatives.

Effective Pedagogical Practices

Collaboratively review and refine the college pedagogical framework to reflect the research-based pedagogical practices utilised across the college campuses including agreed explicit expectations for observable practices in every classroom.

Action	Timeline	Responsible Officers & Important Partnerships	Target
Co-develop as a staff, the key observable classroom practices of co-teaching, gradual release of responsibility and inquiry-based learning to be used as part staff observations and feedback (coaching).	Term 1, 2021	College Leadership Team KDSC Staff	100% of staff are able to clearly articulate appropriate pedagogical approaches in response to their students' learning needs. All school leaders spend time working with teachers to improve their teaching practices.

Systematic Curriculum Delivery

Develop systematic moderation procedures to strengthen teacher capability to understand and accurately apply the assessment standards and descriptors against the assessment tasks.

Action	Timeline	Responsible Officers & Important Partnerships	Target
Provide teaching staff with opportunities to review and enhance GTMJs of summative assessment tasks with support from Regional office. Implement a regular and rigorous moderation system supported by a chain of evidence.	Ongoing	College Leadership Team KDSC Staff Regional Office Staff	A clear moderation process and practice has been established by the end of 2021 and enacted every subsequent year with increasing fidelity and rigour.