# KURANDA DISTRICT STATE COLLEGE
# 2024-2027 SCHOOL STRATEGIC PLAN

## School profile
Kuranda District State College is a combined P-12 school with an enrolment of approximately 300 students, 50% of whom are indigenous. The school's ICSEA is 875, and school staff comprise 26 teaching and 21 non-teaching staff.

## Vision and values
**Vision:** To create a supportive and nurturing environment through quality innovative educational experiences for each student
**Values:** High Quality Teaching; Strong Community Engagement; Deep Student Engagement

Educational achievement | Wellbeing and engagement | Culture and inclusion

## School review key improvement strategies

- Embed effective, whole campus practices, processes and structures to reflect a unified Prep to Year 12 College approach to school improvement
- Develop and enact a workforce plan, supported by structural organisational changes, to enable all resource allocations to support college-wide initiatives and priorities
- Develop a college-wide student wellbeing team, with clear line-management structures to support students with identified wellbeing & engagement needs
- Develop a college student attendance strategy, with regional and external agency support, to improve student engagement and maximise days of learning
- Consolidate primary and secondary sector planning into a single Curriculum, Assessment and Reporting Plan (CARP) to support a shared vision for curriculum and alignment of curriculum, pedagogy, assessment and reporting
- Develop a college-wide approach to pedagogy to ensure the effective repertoire of practices and strategies are responsive to the learner and considerate of the learning and curriculum

## School priorities

- Develop a college student attendance strategy, with regional and external agency support, to improve student engagement and maximise days of learning
- Consolidate primary and secondary sector planning into a single Curriculum, Assessment and Reporting Plan (CARP) to support a shared vision for curriculum and alignment of curriculum, pedagogy, assessment and reporting
- Develop a college-wide approach to pedagogy to ensure the effective repertoire of practices and strategies are responsive to the learner and considerate of the learning and curriculum
- Develop a college-wide student wellbeing team, with clear line-management structures to support students with identified wellbeing & engagement needs

### School priority 1:
Develop a college student attendance strategy, with regional and external agency support, to improve student engagement and maximise days of learning

**Strategies**
- Review college wide policies, processes and practices to create and publish a single attendance strategy with clear roles, responsibilities, practices and processes

**Measurable outcomes**
- 5% improvement in attendance college-wide
- 20% reduction in less than 85% attendance college-wide

**Success criteria**
Behaviourally:
Students are able to take responsibility for individual attendance
Teachers will implement consistent, agreed processes to monitor and respond to attendance
Leadership team will facilitate attendance reviews, monitor and case manage individual students and facilitate internal and external support for individual students

**Resourcing**
Regional Engagement Team

| Phases | 2024 | 2025 | 2026 | 2027 |
|---|---|---|---|---|
| Developing | | ✓ | | |
| Implementing | | ✓ | ✓ | |
| Embedding | | | ✓ | ✓ |
| Reviewing | | | | ✓ |

### School priority 2:
Consolidate primary and secondary sector planning into a single Curriculum, Assessment and Reporting Plan (CARP) to support a shared vision for curriculum and alignment of curriculum, pedagogy, assessment and reporting

**Strategies**
- Identify and engage a curriculum leader's team
- Engage support of regional expertise (eg. SEOCs)
- Engage curriculum leaders in review of assessment practices and expectations (Yrs 5,6,7,8) to create seamless skills development
- Review CARP to identify opportunites to align and create a single P-12 documents
- Identify opportunities for cross-sector planning, moderation

**Measurable outcomes**
- Single, college-wide CARP
- Cross-sector planning and moderation established way of working

**Success criteria**
Behaviourally:
Students will continue to improve results from year 6 to year 7
Teachers can adapt assessment practices to prepare students from year 6 going into year 7
Leadership team will: facilitate cross-sector planning & moderation

**Resourcing**
- Teacher release for planning

| Phases | 2024 | 2025 | 2026 | 2027 |
|---|---|---|---|---|
| Developing | ✓ | | | |
| Implementing | | ✓ | | |
| Embedding | | | ✓ | |
| Reviewing | | | | ✓ |

### School priority 3:
Develop a college-wide approach to pedagogy to ensure the effective repertoire of practices and strategies are responsive to the learner and considerate of the learning and curriculum

**Strategies**
- Leaders engage in Regional Pedagogy Roadshow to unpack EQ Teaching and Learning (Pedagogy)
- Conduct PD with staff on Teaching and Learning Hub pedagogy resources
- Teachers engage in collaborative curriculum planning inclusive of Unit Planning, teaching and learning sequences and selection of appropriate pedagogies utilising EQ pedagogy resources

**Measurable outcomes**
- All teachers to engage with the pedagogy suite during curriculum planning
- Curriculum planning will include selected pedgagogical practices

**Success criteria**
Behaviourally:
Students can engage in learning
Teachers can utilise pedagogy suite to select, document and use most appropriate pedagogies
Leadership team will: quality assure curriculum planning & enactment

**Resourcing**
- Teaching and Learning Hub pedagogy resources
- Teacher release for planning

| Phases | 2024 | 2025 | 2026 | 2027 |
|---|---|---|---|---|
| Developing | ✓ | | | |
| Implementing | | ✓ | | |
| Embedding | | | ✓ | |
| Reviewing | | | | ✓ |

### School priority 4:
Develop a college-wide student wellbeing team, with clear line-management structures to support students with identified wellbeing & engagement needs

**Strategies**
- Reposition Wellbeing team at Secondary eLearn to create a well-being Hub with all staff accessible
- Diversity Team including HOSE repositioned at S block
- Review Line management, roles and responsibilities, referral and reporting processes

**Measurable outcomes**

**Success criteria**
Behaviourally:
Students can access appropriate support as required
Teachers are able to use clear, consistent processes to refer and access appropriate support for students.
Leadership team will monitor

**Resourcing**

| Phases | 2024 | 2025 | 2026 | 2027 |
|---|---|---|---|---|
| Developing | | ✓ | | |
| Implementing | | ✓ | | |
| Embedding | | | ✓ | |
| Reviewing | | | | ✓ |

## Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal _____ P&C/School Council _____ School Supervisor _____

**Queensland Government**