STATE COLLEGE
WITH ALL THY MIGHT

Our Values
Respect Creative & Critical Thinking
         Courage & Resilience
Happiness
Valuing Diversity Responsibility
         Integrity & Honesty

"Sustaining stakeholder commitment in higher education" - Deloitte

Seven principles for effective change management

Successful change initiatives typically begin with leaders, who should be in alignment before the project is launched. To gain this alignment, all major stakeholders who will be affected by the change—and who can influence the changes being implemented—should be brought together. This includes people who may oppose the changes. Knowing what leadership wants to achieve—and having a clear vision of how much better things will be if the contemplated initiative is successful—is key to effective alignment and core project communications.

01 Start with the end in mind.

It's critical that leaders take time to understand the institution's existing culture before embarking on a change initiative. Any undertaking that doesn't align with, act on, or uphold the institution's values will likely encounter resistance. That's why leaders of change management initiatives should go to great lengths to visibly reinforce the culture and model the desired behaviors. They should also understand how they fit with the culture, using that awareness to drive positive change. And they should connect with employees' hearts and minds, aligning to a common purpose.

02 Understand the institution's culture.

Different people consume information in different ways. While email may be sufficient for some, others immediately delete an email before even opening the message. Some consume information posted on intranet sites, which others only visit to do their time and expenses. Know the media that work best for your audience. It's likely that the same information needs to be communicated in various ways—through numerous vehicles and with substantial opportunities for multidirectional dialogue—to create the critical mass of knowledge needed to make the message matter.

03 Communicate, communicate, communicate.

The employee experience should be treated the same way as the customer experience. Therefore, it's important to understand every step of the change journey for faculty, staff, and administrators and how it could affect their day-to-day work.

04 Walk a mile in the shoes of those whose roles will change.

Find ways for the the college, sub-schools, departments, and individuals to benefit from the envisioned changes. Staff in all these subsections of the college routinely work with many departments across the college. Therefore, they are able to share successes—such as enhanced learning, more impactful teaching and learning strategies, operational efficiencies, personnel savings and process efficiencies—with their colleagues. Managed contagion can follow.

05 Create win-wins and align incentives.

Starting with a bold goal in mind and taking small steps relentlessly can build organizational capital in the same way that compounding annual investment returns can build wealth.

06 Embrace relentless incrementalism to help achieve radical change.

That's why it's critical to ensure that leadership is aligned on the project's vision and change management success criteria from the start. In addition, it's important to create mechanisms for objectively measuring and monitoring success. The resulting data and insights can then be used to continuously calibrate the change management plan to the reality on the ground.

07 You won't get what you don't measure.

Annual Improvement Plan 2021

*In the College, we have three key pillars that organise and inform our improvement agenda. This document will be developed to reflect these three pillars; **'Pedagogical Practices', 'Enhancing our Professional Practices'** and **'Connectedness and Wellbeing'**. Within each of these pillars, Focus Groups operate where staff with a passion and interest dedicate their time and efforts to deliver growth and improvement for the college across the sub-schools. They each develop an action plan to inform their journey each year.*

WHOLE OF COLLEGE INITIATIVES: *These are initiatives that sit above all the focus group work and are impactful within and beyond the college.*

Outline your Initiative and your "Why"	What does success look like on completion? • *What will have improved in our practices / ways of working?* • *What will the students/staff be able to say has enhanced their experiences?* • *How will this benefit our college?* • *How will you share and celebrate your success?*	What are your implementation strategies? • *Outline your stepped improved strategies.* • *Identify who is responsible for each aspect of the plan* • *Length of 'implementation' review cycles. 10 weeks, 1 semester?* • *What are these processes?* • *Preparation for the "Learning Pit" impact?*	Plans on how to review and measure impact: • *What are you measuring?* • *How are you measuring it?* • *What are the 'check' intervals?* • *At the end of the initiative?* • *How will you share this information?*
1. **"Thriving Minds"** Our Brain Health collaboration with Prof Selena Bartlett (QUT) and Sheryl Batchelor. Our focus is on developing the knowledge of our students, staff and community to enhance their ability to manage and improve their own brain health. Poor brain health, stigmatised by the label of Mental Health, is one of the biggest detractors from people attaining their potential in current society and schooling.	Staff: • Will have a deeper understanding of how their, and the students', brain works • Pedagogical and interpersonal practices will be informed by this knowledge • Undergraduate teachers will also benefit from their exposure to this initiative Students: • Will better understand their reactions and feelings to everyday life • Will be able to adopt more effective learning strategies that reflect their current brain health • Will be able to better understand and process emotional challenges in their daily lives	The Focus group, chaired by Jess Walker (HOS) will lead the specifics of this initiative. • 2 hour keynote SFD – All 400 + college staff • 1 hour keynote – teachers and support staff • Establishment of Focus Group • On-going Master classes then workshops to develop and implement BH activities each term. • Parent Information evenings • Student initiatives led by Student Leaders	This is intended to be a long-term collaboration between the college and QUT. The impact we will measuring will be on changes pedagogical and relational approaches within the college. The impact events will be focussed on a term duration and with be evident in Classroom Walkthroughs and Instructional Leadership visits to classes. Staff on the focus group wil also be determining take-up and impact and feeding this back into the group t inform future events/activities.
2. **"Health Highways Initiative"**: Inspired by our partnership and collaboration with Health Sciences High and Middle College (San Diego) we have established a collaboration between the Royal Brisbane and Women's Hospital (RBWH) and KGSC. The largest hospital in the southern hemisphere partnering with the largest school in the Southern Hemisphere to explore: • **co-learning opportunities** focussed on sharing of expertise, • **data and contextual connections of subject matter and real-world application**, • **future pathway opportunities**, • **health training opportunities and** • **future employment possibilities.**	• Staff and students in subject areas and faculties will have made real-world connections and experienced 'Industry Insights' visits from RBWH staff in their classrooms. • Staff from both organisations will be working on collaborative experiences/events where students are exposed to real-world workplace experiences and delivering products to industry standards. • Students studying Cert II and III in Health Services have experts from RBWH provide real-world experiences as an addition to their course matter in collaboration with the RTO and RBWH. • The College's Health Simulation Centre will be resourced by RBWH with the most current equipment in the centre to enable students currency in their learning.	• College Executive Principal and RBWH Executive Director have met and established parameters for the engagement. • All secondary HODs have met with hospital Section Heads to explore opportunities for collaboration. • These have led to myriad of projects being planned and delivered across the college. • This group will meet each term to assess progress and impact, whilst exploring what next. • COVID -19 has constrained some opportunities but staff from both organisations are working around this.	The check-in each term involves reporting back to the group on the progress made and achievements so far. This will be shared across the college and the community through College digital magazine "The Buzz", sub-school assemblies, social media platforms and via students engaged in the programs.

WHOLE OF COLLEGE INITIATIVES: *cont*

Outline your Initiative and your "Why"	What does success look like on completion? • *What will have improved in our practices / ways of working?* • *What will the students/staff be able to say has enhanced their experiences?* • *How will this benefit our college?* • *How will you share and celebrate your success?*	What are your implementation strategies? • *Outline your stepped improved strategies.* • *Identify who is responsible for each aspect of the plan* • *Length of 'implementation' review cycles. 10 weeks, 1 semester?* • *What are these processes?* • *Preparation for the "Learning Pit" impact?*	Plans on how to review and measure impact: • *What are you measuring?* • *How are you measuring it?* • *What are the 'check' intervals?* • *At the end of the initiative?* • *How will you share this information?*
3. **"Healing Barrambin"** Project This project is one part on a multi-faceted project to authentically and influentially connect and contribute to our local community precinct that includes the KG Urban Village, QUT, RBWH precinct and the local suburbs from where we draw our enrolments. Projects that comprise this initiative are: • Brisbane City Council redevelopment of Victoria Park Golf Course • Kelvin Grove Urban Village precinct • Bee Connected Project • Meet Street Markets & QUT O-week celebrations • Black History Month – working in partnership with Brisbane City Council • Cultural Conversations – Embedding ATSI perspectives into curriculum	This is an on-going project and collaboration that has no end date. The focus for the college, being "Prep To Pathways" are the opportunities for our students now and into the future. The focus is on ensuring authentic and valued co-collaboration between all entities for the enhancement of all community members. As the sophistication and impact of the connections grows, industry sees the advantages of partnering with the college in a mutually beneficial relationship. The benefits and successes of these partnerships manifest in events like "Way Beyond Today" our Careers Expo that has over 70 local and international businesses and careers represented with Industry representatives giving their time to panel discussions on the day to enable students to get a real-world perspective of these careers.	Jodie O'Sullivan and Jimmy Southwood will continue to work with the wide variety of community organisations outlined in section 1. They will enable connections with faculties, sub-schools or groups of interested students to the various events and opportunities. The evolution of these projects are quite organic and responsive to opportunities as they present themselves.	Success Indicators are: • The number of new opportunities to connect and share the work of the college across a vast array of areas with our local community. • The check-in mechanisms are through LMMs with Jodie O'Sullivan on a weekly basis. • There are projects led by our Way Beyond 366 thinktank that meet regularly and the Ex Principal is part of this group. • There is no end date to this work as the community will continue to evolve, our partners will also evolve as will the opportunities for our students and staff as their future needs change.
4. **Teacher Enhancement Centre** This initiative is an evolution of the previous TECE, now defunded by Central Office HR. This project is about preparing high potential undergraduate and Masters students to be ready for their careers in some of the hardest to staff regions and areas of the state. This program has demonstrated the success for beginning teachers and high retention rates, at odds with many other programs in play. This program also nurtures hundreds of pre-service teachers through their practicums here at the college in partnership with multiple HEIs.	Success for this program at the end of 2021 will be a fully funded program with 3 Year MOUs signed with regions and schools to ensure the program is sustainable over an extended period of time. This ensures that the universities and the schools remain committed and focussed on the success of this program.	TEC director working with regions and high-need zones to develop their understanding of and commitment to the program, ensuring a continual supply of quality beginning teachers. Recruitment pathways from universities to the TEC are nurtured and embedded with students in university aspiring to engage in this highly successful program. Connecting with TLCs and CLAWs in the regions to pass on the details of these new and beginning teachers to enable them to support them once they are appointed to their schools.	We are measuring: • No. of students applying for the program • No. of students accepted each year into the program • No. of students appointed to the various regions/zones • Retention rates in these schools after 3 years

EIA 1: PEDAGOGICAL PRACTICES:

Outline your Initiative and your "Why"	What does success look like on completion? • What will have improved in our practices / ways of working? • What will the students/staff be able to say has enhanced their experiences? • How will this benefit our college? • How will you share and celebrate your success?	What are your implementation strategies? • Outline your stepped improved strategies. • Identify who is responsible for each aspect of the plan • Length of 'implementation' review cycles. 10 weeks, 1 semester? • What are these processes? • Preparation for the "Learning Pit" impact?	Plans on how to review and measure impact: • What are you measuring? • How are you measuring it? • What are the 'check' intervals? • At the end of the initiative? • How will you share this information?

5. Kagan Strategies across the college.
 	
 • Implementation of the three HOD group selected Kagan/ Co-operative strategies used in P-12 in MS/SS
 • In the JS development and refining the understanding of team and class building as well as assessment
 	
 • Further development of digital resources for use by teachers for their professional development MS/SS/JS
 	
 • Class building and Team building in JS
	Students and staff will know, understand and use Kagan strategies in their classroom practices
	 • The three strategies listed below will evident in MS and SS classrooms:
	   Round Robin (and its versions)
	   Placemat consensus
	   Pair check
	 • Team and Class building as well as assessment will be evident in JS
	
	 • Teachers will have access to digital resources for the strategies identified in 2021
	
	 • Group work encourages
	 • Positive interdependence
	 • Individual accountability
	 • Equal participation
	 • Simultaneous interaction
	 • Sentence starters (how to disagree, how to coach – teacher to student / student to student)
		• Consolidation in classroom practices in both MS/SS and JS (JS structures a further development from planning in 2019/2020)
		 • Sharing of placement practice by JS with MS/SS
		
		 Our focus group to film teachers and strategies for sharing
		
		 • Action Research approach:
		 • PD provided to teaching staff – CPG/Staff Meetings and non-Teaching Staff (T1W2)
		 • Develop resources, CPG accepted and then shown to teachers and uploaded onto Ed Studio
		 • Teachers will use sentence stems to scaffold classroom discussions and guide students to speak, actively listen, and build on each other's ideas.
		 • Common phrases and sentence starters used across year levels to aid constructive and productive collaborative activities
		 • Collegial observations of suggested activities/structures
			Di Morgan to present to MS/SS at Sub School meetings in week 6 to enhance techniques used in the three identified strategies for MS/SS
			 Monitoring implementation by :-
			 • Instructional visits MS/SS
			 • Collegial cafes to further discuss identified Kagan strategies
			 • JS Observation and reflection for Collaborative Learning (Spelling, Writing, Reading and or Maths)
			 • JS Feedback provided by CPG members group
			 • Gather and share student feedback
			 • PD in staff meetings
			 • By the end of 2021 100% using identified strategies
			 By the end of 2021 there will be a bank of digital resources for use by teachers
			
			 • To monitor implementation
			 • Observation/reflection tools for Collaborative Learning Spelling
			 • Feedback provided by CPG members to Group
			 • PD in staff meetings
			 • By end of 2021 – 100% implementing class and team building activities

6. Cognitive Verbs Integration a. To ensure there is a whole school approach to identifying and using cognitive verbs and consistent modelling of cognitive processes in line with QCAA	• Teachers are explicitly teaching cognitive verbs as part of their lessons/unit plans • Teachers have a clear understanding of the pathways/expectations of their subject areas with identification of gaps in students' prior	• Create/purchase new resources which best align with QCAA Cognitive Verbs. Roll out KGSC poster and online links accompanied by resources e.g. Pat Hipwell resources.	• Introduction of Cognitive verb poster for all staff with 100% of classroom spaces displaying poster • Online links through Sharepoint live and accessible by all staff

Glossary of Cognitive Verbs and Toolkits.	knowledge/skills and identification of skills/knowledge required to be called forward into senior syllabus • Cognitive verbs included in lesson plan learning goals (The What and The How)	• Professional development of staff of QCAA Cognitive Verb Toolkit resources via Collegial Conversations/Café and TECE Professional Development Friday	• Staff accessing PD opportunities (promote various PD course offered by QCAA) • HOD/s engaging with resources and utilising in the Unit plans • Film cognitive verbs in action within the classroom • HOD walkthrough • Staff attendance at Collegial Café PD session • New and beginner teacher PD as part of their induction process
b. To ensure all teachers are familiar with the QCAA publications on cognitive verbs, cognitive processes, mental models and strategies that check for understanding.	• Mapping of Cognitive Verbs across P-12 which can be accessed • Plan cohesive approach to curriculum transition	• Small group PD delivered by faculty experts • Consider HoDs/senior experienced teachers to demonstrate exemplar lessons • Professional development of staff of QCAA Cognitive Verb Toolkit resources via Collegial Conversations/Café	• Curriculum coordinators are incorporating cognitive verbs in planning documents • Staff accessing PD opportunities (promote various PD course offered by QCAA) • HOD/s engaging with resources and utilising in the Unit plans • Film cognitive verbs in action within the classroom • HOD walkthrough • Staff attendance at Collegial Café PD session • New and beginner teacher PD as part fo their induction process.

7. Enhancing ATSI perspectives across the curriculum
• To improve knowledge and understanding of Indigenous perspectives by embedding it meaningfully into the curriculum (and supporting teachers and curriculum leaders with that process).
• To empower our teachers, students and families to remove the 'fear' of conversing about Indigenous history, content and culture.
• To encourage a whole college mindset as genuine Allies and Ambassadors to First Nations knowledge and culture.
 	
• To embed authentic learning experiences within our school community e.g. NAIDOC week, school camps, excursions, engagement with the community etc.
	• Teachers will be able to incorporate First Nations perspectives meaningfully into the curriculum.
	• Professional development will enhance teacher's ability
	• Our college will be a more inclusive place, by embedding First Nations perspectives authentically.
	
	• Our students will be take part in a range of different experiences across the college and sub schools
	• Our students will have knowledge of, and engage in conversations about authentic perspectives of Indigenous history, contemporary issues and culture.
		• Research strategies to support teachers (PD, working with subject co-ordinators, HODs etc.)
		  o Invite curriculum leaders, HODS and key Leadership members to engage in conversations that encourage curriculum growth in a range of focus areas.
		  o Invite students to participate in initiatives that celebrate first nations histories and culture.
		• Make authentic connections with members of local First Nations community and strengthen ones that already exist.
		
		• Normalise celebrating First Nations histories and contemporary culture within greater college culture.
		
		• Engage students as an integral step in the process of change
		  o Identify student desire to 'know more' and target opportunities to strengthen their role as allies and ambassadors
		• Support embedding and enhancement of first nations perspectives in curriculum via employment first nations elders and emerging elders as guest speakers, workshop facilitators, and providers of professional development.
			• We will 'measure' success in 2021 as short-term staff and student-based goals that are part of a larger change in teaching and learning across the whole college
			• We envision this initiative will be an ongoing process within the school that will become permanent and integrated into the values and direction of the College.
			
			• Short term goals might include:
			  o Amended or augmented curriculum in some key areas, led by committee members
			  o Developing and implementing a plan for making professional development opportunities available to staff
			  o Identifying opportunities to initiate whole college celebrations of First Nations histories and contemporary cultures.

Outline your Initiative and your "Why"	What does success look like on completion?	What are your implementation strategies?	Plans on how to review and measure impact:
	What will have improved in our practices / ways of working? *What will the students/staff be able to say has enhanced their experiences?* *How will this benefit our college?* *How will you share and celebrate your success?*	*Outline your stepped improved strategies.* *Identify who is responsible for each aspect of the plan* *Length of 'implementation' review cycles. 10 weeks, 1 semester?* *What are these processes?* *Preparation for the "Learning Pit" impact?*	*What are you measuring?* *How are you measuring it?* *What are the 'check' intervals?* *At the end of the initiative?* *How will you share this information?*
8. Project Based Learning a. Staff support and professional development	Improved strategic College practices around a KG framework for PBL to ensure gold-standard practices and strengthening our KG PBL professional learning community. Staff will be able to say that through PD, collegial support and authentic real-world connections with professionals and the community will have enhanced their pedagogies and PBL experiences. For students, the real-world authenticity through enhanced connectedness to their learning and engagement with their community – locally and globally. This will benefit our College through increased student engagement, connectedness and attainment' authentic student development of 21st Century Skills and Deeper Learning; strengthening community ties and global citizenship helping build and enhance our school culture of achievement through a futures-focussed approach that is founded on the KG values.	Implementation strategies include: KG PBL Hive professional learning community *Responsible*: Facilitated by Pamela and Lauren (Team Schmovelroud) *Timeframe*: From Term 1 KG PBL Hive PD sessions, including Collegial Cafes, TECe workshops, and *TeachConnect* *Responsible*: Pamela and Lauren, KG PBL Hive Team & TECe, QUT *Timeframe*: Term 1, 2, 3, 4 Operational considerations made around budget, TRS, PD funds *Responsible*: Terry Rudder (admin) *Timeframe*: From Term 1 to access school budget and support Potentially, we would like to look at applying for grants and funding that we could access on behalf of PBL projects. Staff access to PD, including *2021 PBL World, 2021 ionthefuture PBL Sydney*/Australia	We are measuring staff connectedness, engagement and PBL pedagogical confidence with our KG PBL framework (as well as seeking to measure engagement, support, likelihood of continuing with PBL framework and strategies, successes and challenges Measured through: Participant and staff survey and feedback Timeframe: Term 1, 2021 (carryover from 2020) We are measuring this through PBL hive community members having completed at least 1 project in 2020. Measured through: Participant completion rates Timeframe: End of 2020 →throughout 2021
b. College and community collaboration, communication and celebration + New goal with RBWH partnership	The major aim of this priority is to improve community connections and ways of working beyond our school through community engagement, collaboration and communication. This will be achieved through connecting with key college programs and events to demonstrate the impact of the PBL strategies. These processes would also include the full range of successes and failures that have been experienced along this journey. See full PBL Plan for further information.	Operational considerations made around budget, TRS, PD funds *Responsible:* Terry Rudder (Admin) *Timeframe*: Throughout the year Our great college and community collaboration will be achieved through explicit engagement with College stakeholders and experts: Way Beyond Today team I4S tutors eLearning and Digital Technologies Indigenous community links with Jimmy and other Strategic Focus Group Community Liaison Officers	This will be communicated and measured through visibility in staff communications like newsletters, faculty meetings, social pages etc. Tracking data of social media impact (likes on KG socials) *Measured* through: Staff newsletter & school social pages *Timeframe*: Every term throughout the year We would like to measure the visibility of PBL within the College *Measured* through: Whole staff survey??? *Timeframe*: Term-by-term or semester based?

		Responsible: Pamela and Lauren and Strategic Committee • New focus to develop community links with Royal Brisbane Women's Hospital (RBWH) through growing College and Hospital collaboration (building from Yr 9 Dementia PBL project from last year)	• New community links with RBWH and provide PBL framework, resources, PD and support for staff to offer this to authentically engage RBWH (eg. in Sports excellence programs – using PBL to authentically engage community experts from the hospital) *Measured* through: Collaborative PBL projects between KG State College and RBWH *Timeframe*: Term 1-4, 2021
9. Digital Literacies across the curriculum			
Implementation of the Microsoft Transformational Program, including inclusive classroom tools, from Prep to Year 12. Our College "just cause" – students need to have the skills to be prepared for their future pathways and be globally competent	• Teachers and students are aware of full functionality of Office 365 applications available in the EQ tenancy, and able to integrate these more extensively into teaching and learning where applicable to enhance outcomes (particularly Teams, Class Notebook, OneDrive, Forms) • Students are empowered through use of inclusive classroom tools e.g. Immersive Reader, Dictate, Translate (using online apps through office.com if latest desktop apps are not installed	• New MOE installed onto College owned computers\laptops and C4Ts by end of Term 1 (Tech Hub) • Faculty\sub-school "champions" participate in a 3 hour introductory session in Term 1; ongoing training and support provided subject to individual needs • Communication and resources to P-12 parents/carers re Microsoft tools and Inclusive Classroom tools; forwarded to P-12 teachers (Sue)	• Sub-school\Faculty Champions identified and completed training • Increased use of full suite and functionality of Microsoft tools, including inclusive classroom tools, by staff and students – measured through surveys (beginning and end of year) – share results through leadership team • Number of sharing sessions in P-12 Twilight Sessions and/or Meetings Term 2-4
QLearn (Canvas) Early Adopters Trial and Implementation	• Smooth transition to QLearn (Canvas) when EdStudios and Blackboard Virtual Classrooms are discontinued, with staff and student capabilities in using QLearn and integrated tools • Reduced number of eLearning spaces and tools used across the College, which will also decrease expenditure on specialised tools when functionality is available in Canvas	• Early adopter program participation by 5 KGSC staff (Rad, Sue, Thea, Diana, D'Arcy with Allan) extended to more KGSC early adopters once this can be done • QLearn (Canvas) functionality awareness raising session in P-12 Twilight or Staff Meetings late Term 1 – early Term 2 • Faculty\sub-school "champions" complete training and trial with classes once able to add more users (Term 2?)	• 5 early adopters participation in online training webinars to develop QLearn capabilities; develop trial courses (staff or student) • Sub-school\Faculty Champions identified and completed training • Number of sharing sessions in P-12 Twilight Sessions and/or Meetings Term 3-4
ACARA review of ICT Capabilities and Technologies curriculum	• KGSC feedback provided to ACARA re ICT General Capabilities and Technologies curriculum • Audit of current implementation of ICT Capabilities completed using the ICT Capabilities Hub tool • P-12 Scope and Sequence document updated reflecting current implementation of ICT capabilities across the College	• Communicate activities and timelines to Focus Group and staff early Term 2 • Audit completed of ICT Capabilities (by end Term 2) (Allan, Sue) • Engage teachers from sub-schools to give feedback on both (College response)	• Feedback submitted to ACARA by KGSC key team • Staff awareness of updated Digital Literacy capabilities and Technology curriculum and timelines • Professional development sessions completed by Term 4
Adobe Creative Cloud staff and student capabilities	• Staff and students using functionality of 2-3 desktop applications, including Adobe Acrobat Pro\DC (edit PDFs), Adobe Photoshop (image editing); and Adobe Rush\Premiere Pro (video editing)	• Identify team of faculty champions • Engage in Adobe training available through Tim Kitchen and other external bodies (mostly webinars) • Focussed PD sessions for faculty champions or others linked to curriculum or areas of interest	• Sub-school\Faculty Champions identified, and their individual areas of interest • Increased use of full suite and functionality of Adobe apps, including Adobe Acrobat Pro\DC (edit PDFs), Adobe Photoshop (image editing); and Adobe Rush\Premiere Pro (video editing) by staff and students – measured

		5 min sharing sessions in P-12 Twilight Sessions and/or Meetings Term 1-4 + access to learning resources	through surveys (beginning and end of year) – share results through leadership team

EIA 2: ENHANCING OUR PROFESSIONAL PRACTICE:

Outline your Initiative and your "Why"	What does success look like on completion?	What are your implementation strategies?	Plans on how to review and measure impact:
	• *What will have improved in our practices / ways of working?* • *What will the students/staff be able to say has enhanced their experiences?* • *How will this benefit our college?* • *How will you share and celebrate your success?*	• *Outline your stepped improved strategies.* • *Identify who is responsible for each aspect of the plan* • *Length of 'implementation' review cycles. 10 weeks, 1 semester?* • *What are these processes?* • *Preparation for the "Learning Pit" impact?*	• *What are you measuring?* • *How are you measuring it?* • *What are the 'check' intervals?* • *At the end of the initiative?* • *How will you share this information?*

10. Collegial Conversation Communities (CCC)
 	
• Utilise CCC platform to promote awareness and deeper thinking around the Brain heath initiative.
 	
   Why? To jumpstart the brain health initiative.
 	
• The CCC is also to imbed and strengthening professional dialog between staff utilising the true essence of the global café technique.
 	
   Why? The multi-dimensional benefits of a "world café"
 	
• Using the foundations of the brain health focus, launch into differentiated sub topics that build on staffs previous knowledge and understandings of brain health to a deeper level.
 	
   Why? The most contemporary research highlights brain health is significantly impactful to students and educators alike.
	• Feedback from group facilitators
	• Feedback from attendees – feel that understanding and knowledge has depended
	• Staff leave with a practical strategy/resource
	• Common understanding about a number of key concepts
	• Increased energy and vibrancy through utilising brain health strategies in the classroom - evidenced in the IL visits.
	• Promoted in the staff bulletin
	• All staff members engage in the cafes
	• Surveys indicate future direction of cafes
		Differentiating one topic to meet the individual needs of all staff, with the understanding to move beyond surface learning.
		
		Linda Eager – Executive Leader
		MC Ferguson – Creative Director & Chair
		Mia Gibson – Staff Representative and Lead Facilitator
		Jessie Ehrenberg – Inspector Gadget
		
		Triannual review cycle (Round 1, Round 2, End of Year)
		Triannual review cycle (Round 1, Round 2, End of Year)
		
		Process
		• Committee review of fundamental essence of World Café process
		• Refined committee and the facilitation process
		• Start-up meeting with early adaptor facilitators to train in the new facilitation process and provide feedback.
		• Cafe process (lists distributed, cafés booked and held)
		• SWOT with committee & facilitators
		• Feedback from staff
			• Measuring attendance through quantitative data.
			• Qualitative data through survey.
			• Each MS/SS member signed up for a café, alternate option for staff unavailable.
			• Collate, analyse, and interrogate data.
			• Recommendations and commendations from leadership, end of year celebration and start of year SFD.

11. Instructional Leadership • ***Refine Survey Collection Tool*** to facilitate and support HOD use of the data collected in the survey	HODs conducting informed MPB/APR conversations with individual staff members based on data collected in the survey and through IL visits HODs frequently accessing, using and referencing data collected in the teacher	Build into Excel spreadsheet a Profile Sheet template that automatically generates an individual teacher summary for HODs to use in their IL visit and APR discussion	Completed by next Focus Meeting Present analysis to Leadership group late Term 1

• **Survey Data Analysis** to identify areas of strength and development to inform faculty and whole school decisions • **Create alignment** between areas of growth identified and professional development offered to staff by the College	survey to inform faculty decisions about pedagogy. Staff PD calendar includes opportunities for staff to build capacity in areas identified through the IL program.	Create and run an Excel report that summaries APST standards and level of strength and/or level of development Analyse survey data Identify trends Present trends to Exec/Leadership groups Look for PD opportunities that meet the needs of KG staff	PD opportunities shared with staff throughout 2021
12. Restorative Practices Education and Training about Restorative Practices: • Our Staff • Our Students • Our Parents/ Community	What does success look like? A collegial approach to response across the college incl. student & parent perspective. Milestone, implementation strategies, flowchart, classroom level? What kind of training does staff want? E.g. 3 levels of packages (basic, intermediate, advanced).	• Hierarchy of process – from incident to admin • Referral process – revise, review and share broadly • Reinforcing message that this is tweaking, not a whole new approach • Committee becomes voice to provide guidance to staff	Survey of staff through MS Forms to identify preferred RP training options in Term 1 2021. Use data to identify where training can be targeted – across three levels to build staff capability and collegial support networks – by end Term 2 2021. Continue to inform community about SCOC and RP initiatives through Schoolzine communications (ongoing)
Student Code of Conduct • Provide collegial review and insight through the consultation and editing/ rewrite phases	Draft document reviewed consultatively through the RP Committee as representative of staff.	Written Reviewed – students, staff, parents Endorsement	**Roll-out plan to include**: Draft for Exec team and staff comment (RP Committee) by Week 7 Term 1 2021 P&C receive by end term 1 2021 for parent review. Final Endorsement completed in Term 2, 2021.
13. Excellence Programs • Continuing effective promotion of our Outstanding Excellence Programs to our community and beyond, and ensure information is accessible and accurate through multiple formats, in particular the College Website • Ensure Excellence programs continue to attract outstanding applicants by ensuring processes regarding trialling, enrolling, accepting and transitioning are effective and efficient and meet College and Excellence Program requirements	• High level, gifted and talented students are accessed and informed • Excellence programs continue to be highly regarded in community • Families are well informed regarding Program expectations and requirements including timetable impacts • Outstanding applicants able to be enrolled in, and attracted to Programs • Excellence Program trialling and acceptance procedures align with enrolment processes of College	• Review current methods of promotion and effectiveness and identify areas for development • Liaise with College media manager for implementation strategies • Review College Website information and have changes made by end of term 1 • Review timeline of enrolment processes identifying areas impacting on Excellence • Communicate trialling process and requirements to align to College Enrolment processes • MEX proposal of implementing Year 6 Instrumental Music Students' class as an option for the Arts in Year 6. How this will be structured in the MS	• Feedback from program leaders • Feedback from parents sought after enrolment in order to inform future process adjustments • Standard of applicant continues to increase • Reputation of program extends range and continues to improve • Students numbers in programs meet capacity or desired number • Students that are sought after by programs are able to attend and enter program

		timetable will be examined as well as liaising with IM and Music Excellence stakeholders, Junior School Year 5 teachers , Year 06 teachers and the College Deputy	
• Address retention numbers throughout programs. Students leaving programs not only at year junctures but also during the year has significant budgeting and planning implications	• Increased numbers of students committed to programs long term • Improved procedures in place for parents and students to follow to change courses of study and receive support • Programs benefit from long term student development	• Engage sub-school Exec and GOs in subject/program change procedures • Parent information promoting long-term commitment	• Track numbers throughout programs

EIA 3: CONNECTEDNESS AND WELLBEING:

Outline your Initiative and your "Why"	What does success look like on completion? • What will have improved in our practices / ways of working? • What will the students/staff be able to say has enhanced their experiences? • How will this benefit our college? • How will you share and celebrate your success?	What are your implementation strategies? • Outline your stepped improved strategies. • Identify who is responsible for each aspect of the plan • Length of 'implementation' review cycles. 10 weeks, 1 semester? • What are these processes? • Preparation for the "Learning Pit" impact?	Plans on how to review and measure impact: • What are you measuring? • How are you measuring it? • What are the 'check' intervals? • At the end of the initiative? • How will you share this information?
14. House Identity & Impact Project House Points Recording System	Success looks like House spirit and connectedness. A healthy competition that allows staff and students to achievement a common goal. By having a transparent House Points System students will have a greater understanding of how they can contribute to their House Identity.	• Audit current process • Seek ideas from HODs & other key staff members • Review and Refine House Points System • Clear point allocation process shared across College • Increase knowledge and enthusiasm for collecting points amongst College community	• Clear and concise point allocation process • Once finalised, staff email and meetings • Schoolzine communications • Student assemblies • Poster displays around the College
Continue the development of the House Coordinators & House Captains Responsibilities	Ensuring all House Coordinators have appropriate professional development to help support others with First Nation People sensitivities. The model needs to be sustainable into the future. It will also allow for House Captains to make a significant impact on the College.	• Recruit additional House Coordinators (JS/MS/SS) • Provide appropriate PD • Role description for House Captains • Coordination and promotion of House Points (with House Captains) • Publicise, Celebrate and connect students to their house identity • Continue to promote staff house competitions to support social events • Planning and implementing House-based Assemblies • Lunch-time House competitions	• New role descriptions finalised • Number of staff and student applying of roles • Number of events and participation in the events • Engagement in House Spirit
Continued promotion of House Spirit across the school	Encouragement and celebration of embedding House Spirit into all facets of the College life.	• Development of annual Kuta Celebration (NAIDOC Week) • Encouragement of house shirts, badges, lanyard	• Completion of events • Money raised • Number of staff and students engaged/participating in events

Our Values

Respect Creative & Critical Thinking
  Courage & Resilience
Happiness
Valuing Diversity Responsibility
  Integrity & Honesty

		• Kuta & House Mural painted onto end of A-Block – student fingerprint • Investigate potential for House Hives – meeting points designed for each house • Investigate the ability to explore House CARE classes • Use of KUTA as part of Open Day • New war-cries created with the support of Aunty Nicole	• Creation of new war-cries • Inclusion of Kuta and Mascots in different aspects of school life (beyond sporting).
15. Publication and official launch of KG Staff Wellbeing Framework to improve staff self-care	• Staff will have a "one-stop" reference point on the Staff intranet to see how KG supports Staff Wellbeing & where / how they can connect with other staff members, with links to resources for additional support • Staff will be able to make additional connections in their areas of interest across the College, increasing self-care, College-wide identity and connections • Close connection established with the Brain Health Focus Group and wellbeing strategies shared • Improved self-care & increased College connections = increased wellbeing = improved teaching and learning • Share & celebration = through the official launch for staff	• Finalise the Framework – gather staff input to fill in all the details – Focus group in collaboration T2 • MSP to finalise the Wellbeing document – liaise with Rad / IT Team to publish on Staff intranet – T2 • Team to plan launch activities together & recruit other staff to get involved – T1/T2 • Brain Health information to be published and promoted regularly • Proposed Official launch = World Wellbeing Week – Term 2, Wk 10 – Mon 21/06 to Fri 30/06 Launch to include short massages for staff	• Measuring staff connectedness – launch the Wellbeing Framework and measure staff interaction with it through Survey Monkey • Check intervals – term by term after official launch and ongoing • Framework to be reviewed and updated each year • Shared through Wellbeing newsletter that highlight Brain Health strategies
Improve Staff Engagement & Connection:	• Staff being engaged in the physical wellbeing strategies and have points awarded to each faculty on being part of these activities • Reinvigoration a new version of the Staff Social Club through the introduction of staff raffles each term – drawn at the end of term morning teas • Coffee mornings offered to staff once per term in Kuta Café (note: depending on cost) • Staff Appreciation Day celebrated by all staff	• Promotion of the wellbeing activities and regular communication distributed • Staff Social Club Raffle tickets to be sold through Kuta Café (need to check if this is possible) • Staff Appreciation Day held on 5 October (in conjunction/consultation with P&C) – teaching resource, breakfast and coffee	• Reviewing and advertising house points being accumulated for each faculty • At end of the year – "snapshot" of how many proactive wellness activities have occurred across the College – feeding into the KG Staff Wellbeing Framework for 2021 & shared in Wellbeing newsletter • Increased numbers of staff visiting Kuta Café, and in particular, on the Wellbeing sponsored mornings • Staff taking part in Staff Appreciation Day
Promote Staff Recognition through multiple avenues across the College	• Regular Faculty/staffroom "Shout Outs" – at regular intervals a staff member from a staffroom/faculty area will be nominated to do a public "Shout Out" – telling others about how another staff member has positively influenced them & giving them a Kuta Café voucher = increased sense of collegial appreciation • Years of Service acknowledgement = pride in loyalty • "Pay It Forward" – catch someone doing something amazing and "pass the Shiny Kuta" – 5 circulating the College at one time.	• KG Staff Social Network Reps to contribute to how these initiatives will unfold across the College – to be finalised early T2 • Recommence the Years of Service at Twilight Staff Meeting Term 2 (Week 3) and then move this back to January SFD	• Feedback from staff through a survey at end of 2021 – were they involved in one of these initiatives? If so, how did they rate impact on wellbeing? • At end of year "snapshot" of Staff recognition – how many staff recognised across the College – shared in Wellbeing newsletter

STATE COLLEGE
KJ
WITH ALL THY MIGHT

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16. Kidsmatter			
To provide a consistent approach to the teaching of social and emotional competencies	• Continue with data collection tool • Make transitions more purposeful and think about data and information that we want passed on • Review questions for data collection and lign to curriculum plans	• Meeting schedule 3 x times/term. Review data collection tool during this meeting schedule • Align to Yr level profile and assessment schedule • Monitor lessons and align to Australian curriculum and yr level plans	• Complete within 12 months. This may require more time.
To review consistent language across P-12 under new Code of Conduct legislation	• Staff are aware of and use Student Code of Conduct • Consistent use of language across P-12 • Behaviour process to include restorative practices • Reflection sheets modified to include language of restorative practises **reflect, repair, reconnect** • Junior School development of Rethink protocols and referral processes • Review of Junior School behavioural process • Review of Junior School Behaviour Matrix to reflect student first language "I am safe……"	• Explore training options for teaching staff around Restorative Practices and calmer classrooms. **Term 1** • Zones of Regulation refresher/PD for staff (Sarah Meka) • Reflection, Rethink and Classroom sheets modified (Diana Morgan) **Term 2** • Create video to model language used in restorative conversations to all staff **Term 3 + 4** • implement and review	• Restorative PD provided and attended by JS staff • Zones of Regulation refresher course completed and prompts/tools uploaded to Edstudio • Video created and distributed • Admin to monitor with staff review
To increase understanding of neuroscience and it's impact on staff and student wellbeing through College focus on brain help	• To increase understanding of neuroscience and it's impact on staff and student wellbeing through College focus on brain help	**Term 1 & 2** • 6 brain topics rolled out – laying the foundations of understanding the brain – JS is exploring Grow Your Mind Program • Staff offered opportunity for Brain Health screening at QUT **Term 3** • Develop concrete tools and visuals to put neuroscience into practice **Term 4** • Food and beverages linked to brain health	• Record participation in project • Share information from Grow your Mind with class teachers at year level and Kidsmatter meetings • Store visuals on Edstudio • Information to wider community through Schoolzine

16. Way Beyond 366
Futurabilities
    • **Across the College**
    • **Future-Fit Pathways**
    • **Visible Futures**
    • **366**
 	
• To measure the positive impact on WBT on our students, teachers, parents and community
• The Open Futures publication aims to provide a tangible illustration of our partnerships in action and showcases our best examples to a wider audience
• Community to become more aware of our projects and initiatives over time and will be kept up to date with developments through this communication device
	Every student is valued – Community valued
	A visible, connective futures-based narrative
	Prep to Pathways to Futureways
	Connections made with events already occurring in the College (eg. PBL, WBT)
	
	Staff supported to recognize links to research and College wide focus
	
	Spreading further to include parents and the wider community – educating parents as well as students
	
	Building a showcase of student stories (e.g. good news stories in VET, industry, tertiary pathways etc) and sharing through the 366 weblink
		Implementation of the "Open Futures" monthly publication through Schoolzine (like Buzz newsletter)
		• Content will be drawn from student stories, partnerships (RBWH, BEE Connected, QUT, QCA, GISP etc)
		• Teachers can also create content through their PBL examples or exemplary classroom practices which uses the philosophy of Futurabilities and WBT
		• The team are working on branding and marketing presence in Term 1 including logos and aesthetic
			Our check intervals will be the feedback we receive after each publication which will be used to guide content selection for the next issue
			Using some of the video and image content from a year of publications, we would be able to package a video for sharing that documents our highlights and further encapsulates our language and vision

Way Beyond Today (WBT) Expo	Another successful WBT Expo and WBT event in Term 3	WBT Expo and the integration with day long program	
	• Aiming for a more co-ordinated approach between faculties, Enrichment, Tech, Languages, International and student agency • Engage Alumni, past students and potential for parent community contacts • Invite Junior school to participate and have a voice	• Key Note/Guest Speakers • Industry/Tertiary pathways sessions • SSR (Leaders and captains attend speaker sessions) • Student Panel (engage past students) • Library (needs better signage) • Blue Room – visible futures • Enrichment Student (focus on inclusivity) • HODs: engage to have a curriculum focus and connection to skills developed in areas • Student voice and agency	

Liew Paulger

College Executive Principal

Michelle Doidge

School Council Chair

26/02/2021