

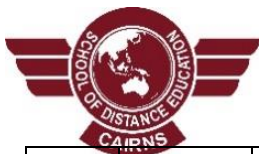


Cairns School of Distance Education Biannual School Forum Minutes May 2021

Purpose of the Forum

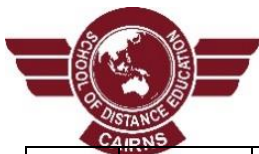
1. Discuss and debate issues relevant to the strategic development of the school
2. Inform the school's leadership team and the P&C Executive of any recommendations or positions they wish to table through the district representatives and P&C executive
3. Enable participation in the development of the strategic direction of the school
4. Gather and share information with the school community, in both directions
5. Develop action plans that improve the learning outcomes for our students

Item	t	Agenda Item	Led by	Action (Noting, Dialogue, Designing, Approval, Endorsing)
1.	5 min	Welcome open meeting <ul style="list-style-type: none"> • Acknowledgement of Country • General introductions 	Andrew Oliver	Noting Danny Wilson, Monika Wilson, Karen Muccignat, Shellie Santarossa, Melissa Cowe, Kerri Archer, Emmalee Jonsson, Jamie Smith, Cassandra Plant, Melissa Fitzgerald, Judith Eriksen, Caroline Still, Kim Marshall, Jodi Hamilton, Laurie Weeden, Pamela Rose-Holt, Kerry Garnham, Cherie Jensen, Sarah Nelder, Catherine Horner, Andrew Oliver, Fiona Candlish, Dee Belbin, Melanie Craig, Leigh Howser, Crystal Stanley, Tamara Goldsworthy, Kirk Findlay, Chris Rigden, David Rolls, Renata Machado Medeiros, Marg Russell, Leigh Quirk, Susie Rankine, Christian Stewart, Theresa Denzin, Fiona Maiorano,
2.	5 min	Previous Minutes – Business Arising	Andrew Oliver	Noting <ul style="list-style-type: none"> • Feedback – work in progress – David Rolls reviewing • Code of Conduct – complete • Curriculum materials – in process - Fiona Candlish • eTeach curriculum delivery – complete • Community Engagement – documents sent to P&C for endorsement • Sustainability – to discuss
3.	10 min	Rights and responsibilities	Susie Rankine	Dialogue <ul style="list-style-type: none"> • Why are we doing this work and why are we here. • To be contextualised for CSDE. • Susie Rankine to start dialogue and give information/translate legislation. Human Rights Act 2019 <ul style="list-style-type: none"> • Qld Govt rolling out decision making tools • The work – inclusion/rights & responsibilities/build capacity • Our approach to support Human Rights – Define/strengthen/embed/sustain • EQ commitment – respect/protect/promote



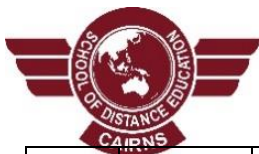
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				<ul style="list-style-type: none"> Teaching experience – teachers/home tutors <p>The Disability Discrimination Act 1992</p> <ul style="list-style-type: none"> Human rights impact assessment decision-making tool CSDE – Respect/safety/learning framework Care: Connection before Curriculum <p>Action:</p> <ul style="list-style-type: none"> Decision-making tools and resources to be provided and Susie Rankine’s email address to be forwarded sxran2@eq.edu.au Feedback to Susie Rankine who is able to provide documents as requested
4.	10 min	School context Update from SDE Principals’ meeting	Andrew Oliver	<p>Noting</p> <p>School Context</p> <ul style="list-style-type: none"> Enrolment growth rate FTEs – School Based & Home Based – growth in Yrs 5&6 – languages Summary – 4134 @ week 5 Enrolment numbers break down Pedagogical model – surface/deep/transfer – teaching and learning happening on all levels between all people What does new QLearn / Canvas look like Data snapshot – 2020 – Yr 12 assessment – CSDE compared to state – placemat and update by Christian Stewart <p>SDE Principals’ meeting</p> <ul style="list-style-type: none"> Accommodation – Fire safety/local govt acts/ Boarding and Lodgement Act /WH&S/ COVID – document to come with compliance details – overnight camps on site may no longer be possible Advice to come out directly – to be worked through in the next 5/6 weeks Re-think fundraising money from C2K – envisaging process Andrew Oliver to find out details of acts Tabled at ICPA meeting 9am Thursday (13 motions about facilities and field events) Curriculum – ACARA - narrow focus – less rather than more – shortage of teachers Australia wide



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				<ul style="list-style-type: none"> CSDE has tried to recruit teachers with AUSLAN skills with no result. Consider teacher aides with AUSLAN skills and perhaps form a club initially <p>Action: A.Oliver to distribute meeting notes when released by State Schooling</p>
5.	10 min	50 th Anniversary	P&C	<p>Dialogue</p> <ul style="list-style-type: none"> When/what/where/who do we invite/ special guests Participants to add ideas to poster on sticky notes with Community Engagement Team to collate <p>Actions:</p> <ol style="list-style-type: none"> Table ideas at next P&C Meeting Identify members for 50th Anniversary Working Party
6.	10 min	Community engagement – options for excursions	P&C	<p>Dialogue and design</p> <ul style="list-style-type: none"> Context – COVID restrictions – what else can we do in Terms 3 & 4 and how is it to be funded Participants to put ideas on sticky notes and add to poster <p>Action: Distribute collated notes at next P&C Meeting</p>
7.		<p>School vision and values: Refer to Appendix 1 below.</p> <p>7.1. Review previous vision and values</p> <p>7.2. Identify what we want to do with these: reframe; reinforce; redevelop; refresh [Refer to Appendix 2]</p> <p>7.3. Future focus: looking at our three pillars (care, curriculum and pedagogy) answer the following:</p> <ul style="list-style-type: none"> What does the ideal version of the school look like? What should we be focussed on for the next 3 years? What may challenge our vision and values? How receptive are we to this change? 		<ul style="list-style-type: none"> Challenges – pedagogical tools in QLearn / infrastructure / HR / ACARA V9 / NAPLAN online 2022 <p>Dialogue and design: Each group – dialogue at each station and add thoughts / suggestions – see attachment</p> <ul style="list-style-type: none"> Add a dot to 2020 vision poster – Reframe/refresh/redevelop/reinforce Values – agree – tick / disagree – cross Care – excursions – facilities – values – technology – sustainability – Asia & Australia’s engagement – ATSI – what will teachers teach and what will our HTs teach – how much time students to be online All questions will be done with students in an online survey. Students will also be asked to draw what they see our vision as – to be done in assemblies over the term



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				<ul style="list-style-type: none"> • Online survey to be done in a week • Posters to stay up for camp week for participants to add to <p>Issue with Ultra drop outs – appears to be internet rather than platform</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Conduct survey with Home Tutors and parents 2. Ask students what they would like to see our school become 3. Survey partner schools 4. Survey staff
8.		Close of meeting – 12.39pm		

Appendix 1

Vision Statement 2017 - 2020

Cairns School of Distance Education encapsulates the diverse nature of its community and the inclusion of its students with its motto *Global Learning*. Technological innovation delivers opportunities to students of all ages and provides alternative pathways to becoming independent, resilient, productive and self-sufficient learners. The dynamic learning and flexible curriculum ensures our students will receive the best from their schooling years. Teachers, home tutors, parents and students develop positive and supportive relationships in the flexible learning environment.

All students are welcome in our multicultural school community. Our school values the innovative use of technology to foster an expanding collaborative culture, creating more opportunities for students to connect with the world and each other. Student diversity makes Cairns SDE the pioneering school it is, where diversity is celebrated.

Students and teachers collaborate to establish a positive teaching and learning environment. Students also work independently to solve problems giving them the confidence to question and the opportunity to show initiative. Student-led learning empowers students to take initiative and ownership of their education. They understand the importance of discovery and the processes involved, fostering a growth mindset and the intrinsic motivation required to challenge themselves in preparation for the future.

Cairns School of Distance Education is a connected community. Every member has an important role in each student’s learning. Home Tutors, Teachers, Student Leaders and the School Leadership Team provide students with the experience they need through learning, understanding and collaboration. The non-teaching staff also support students and teachers. Students are given a voice through the Student Leader program, building trust and respect throughout the school community.

Students of Cairns School of Distance Education learn in an environment which fosters resilience, confidence, passion, individuality and courage. The connected community develops a safe place where failure is seen as a way of improving yourself and success is a stepping stone to something greater.

“Conscious effort – not strength or intelligence – is the key to unlocking our potential” – Winston Churchill. Authored by: 2017 Cairns SDE Student Council



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- **Universal values: Honesty, Trust, Courage, Dignity, Fairness, Love or Care**
- **Cairns SDE values:**
 - Productive partnerships
 - Wellbeing of all
 - Open communication
 - Field services
 - Flexible, individualised learning
 - High expectations

Appendix 2 AITSL new role, new vision



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Determining the degree of change required

School leaders must consider whether they need to reinforce, refresh, reframe or redevelop the school's vision. This judgement will drive the next steps required.





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