KIRWAN STATE HIGH SCHOOL

CURRICULUM FRAMEWORK

KIRWAN STATE HIGH SCHOOL
A World Class School

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KIRWAN STATE HIGH SCHOOL
STATEMENT OF INTENT

Our mission is to provide educational excellence for tomorrow's citizens.

Our philosophy is to enable greatness through an inclusive culture underpinned by a mindful school community built on professionalism, continuous improvement and accountability.

We have respectful and supportive relationships with our whole school community, underpinned by the tenets of the United Nations Universal Declaration of Human Rights.

Our core beliefs about student learning are:

- All students can learn.
- All students can achieve at a high level.
- All students are part of a world wide community of learners.
- All teachers have high expectations of all students.
- All teachers are responsible for student learning.

Our core beliefs about student wellbeing are:

- We all accept responsibility for the wellbeing of others.
- We all deserve to feel safe, valued and respected.
- All students are citizens of the world.
- We must demand "greatness" from everyone.
- "Something is Right" in every person.

Our Kirwan High Scholars are leaders who are:

- Inquiring
- Optimistic
- Inclusive
- Aspirational
- Acting with integrity

As graduates of Kirwan High, they will be confident and caring citizens who are prepared for the future and value personal excellence.

This Statement of Intent is embedded across our school and within each of the four areas that underpin the school's strategic plan:

- Attendance - A Kirwan High scholar is in every class, every day, working hard.

- Quality Outcomes - A Kirwan High Scholar is inquiring, aspirational and achieves at a high level.

- Global Citizenship - A Kirwan High Scholar is inclusive and optimistic, and engages in the global community as a proactive, empathetic citizen.

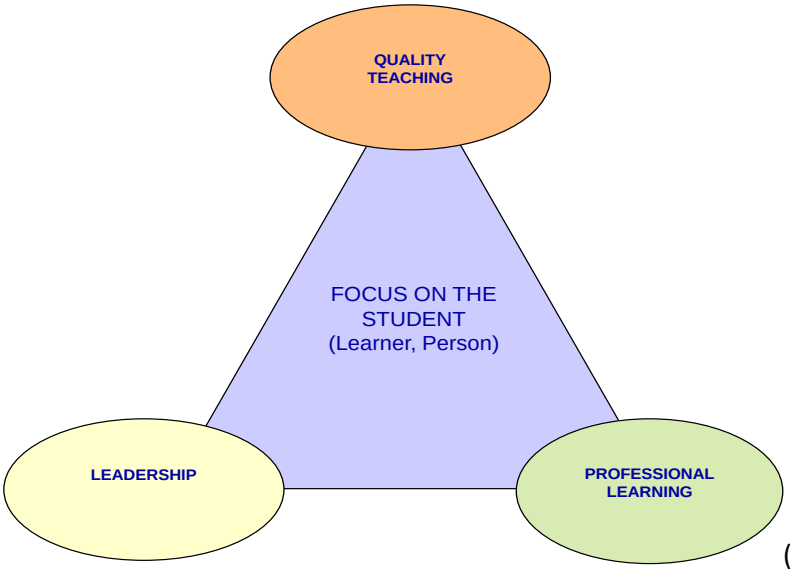
- Leadership Capability - A Kirwan High Scholar acts with integrity, leading self and others to a successful future.

INTRODUCTION

Educational research (Dinham 2008, Hattie 2012) tells us that student achievement is improved when students, as learners and as people, are the central *focus* of the school and teaching and learning are the central *purpose* of the school.

Strong leadership and teacher engagement in regular, focussed Professional Learning enable the implementation of Quality Teaching throughout the school.

This is illustrated in the following diagram:



(Dinham, 2008)

It is essential for the school's curriculum to consist of a range of relevant, challenging academic programs integrated with, and underpinned by student well-being and co-curricula programs that are responsive to the diversity of student and community needs.

At Kirwan State High School, the term Curriculum encompasses all of the planned learning that is offered and enacted within our school.

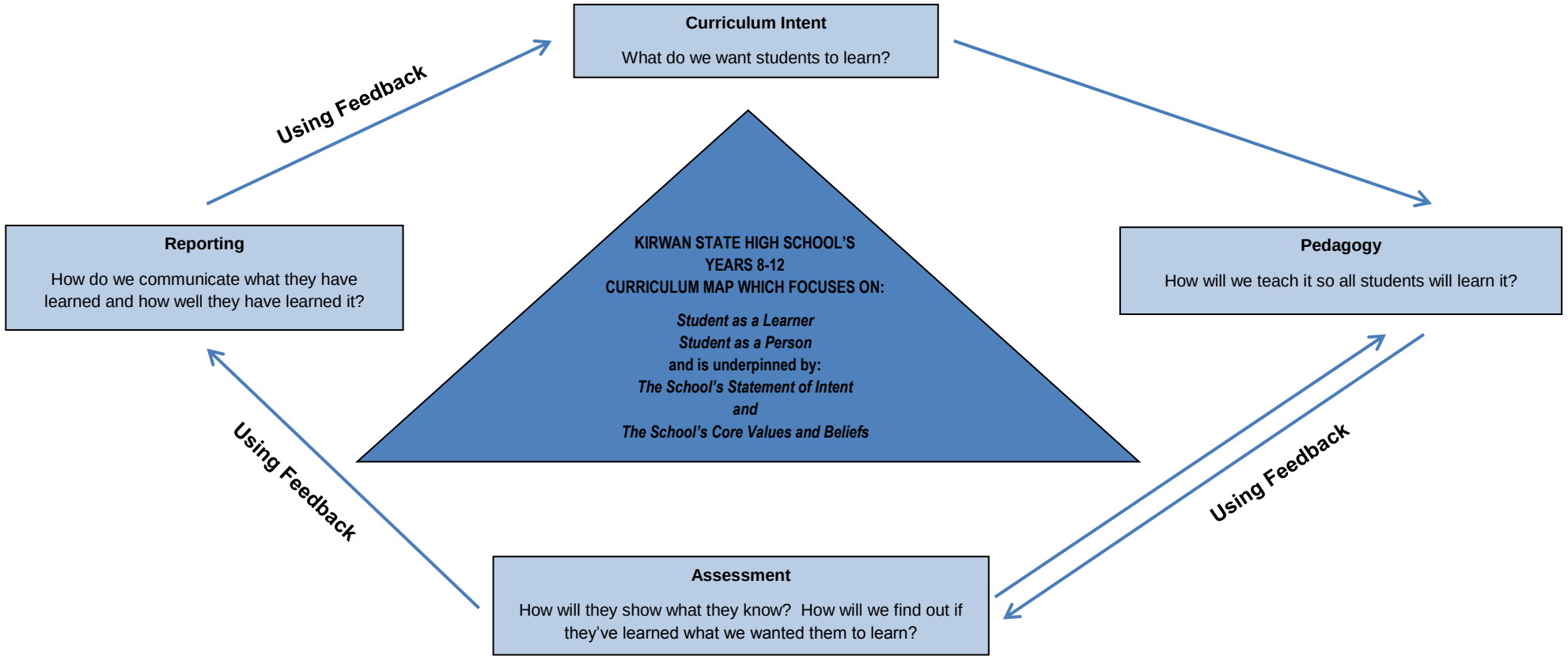
It is much more than a syllabus, which outlines what is to be taught. Curriculum is dynamic and encompasses:

- the learning environment
- resources
- teaching approaches and strategies
- assessment programs and methods
- the values and ethos of the school
- the relationships and behaviours among students and teachers.

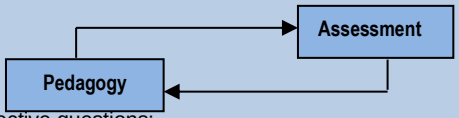
These are all interconnected and provide the experiences that contribute to student learning.

Aligning curriculum to focus on student learning

The student is at the centre of all teaching and learning. This means that, when planning, teachers *start* with the students and make curriculum decisions based on their students, as indicated below.



Pedagogy-Assessment loop



Reflective questions:

- Are all students learning?
- How can I re-teach to give students multiple opportunities to learn?
- Which pedagogical strategies might I use next time?
- Is my assessment valid, explicit, comprehensive?

Data Analysis

What have we learnt about student achievement – what has been taught and how it has been taught and assessed?
The Whole School Data Analysis Program will engage teachers in critical reflection, at a whole school, departmental and individual level.

HOW DO WE FRAME OUR CURRICULUM?

The Kirwan High Curriculum is responsive to our diverse student population and consists of a range of academic programs that prepare students for a university or vocational pathway. It is driven by the overarching framework, The Art and Science of Teaching (ASOT). This is a pedagogical framework which aligns with our approach to curriculum through its focus on the ways in which students learn. This model enables all teachers to implement quality teaching ensuring all of our students are able to learn and achieve at a high level.

ASOT consists of ten design questions that form a logical sequence for effective teacher planning and reflection:

- What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- What will I do to help students effectively interact with new knowledge?
- What will I do to help students practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypotheses about new knowledge?
- What will I do to engage students?
- What will I do to establish or maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?
- What will I do to develop effective lessons organized into a cohesive unit?

The Art and Science of Teaching, along with the school's focus on the *Habits of Mind*, develop graduates who are thoughtful, independent learners and successful people.

The following diagram illustrates the way in which this framework encompasses all aspects of the Kirwan High curriculum.

Kirwan High – Curriculum Organiser

Habits of Mind

Lesson Segments Enacted on the Spot

Leadership Framework
Attendance Policy and Procedures
SWPBS
Responsible Behaviour Plan
Better Behaviour Better Learning
Kirwan Scholar

Wellbeing Department
- Anti-bullying programs
- Reach for the Stars
- Power Up
- Year Level Camps

Excellence Programs
Coaching and Mentoring
Visible Leadership
Indigenous Perspectives
Student and Class Profiles
House Structure

5. Student Engagement

Lesson Segments Involving Routines

1. Learning Goals

Learning Goals
Proficiency Scales
Success Criteria
SWPBS

Reporting
Data Analysis
Monitoring Procedures
Feedback Policy

6. Rules and Procedures

Goal Setting
Student awards
Better Behaviour Better Learning

Lesson Segments Addressing Content

2. Interacting with New Knowledge

ACARA
C2C units
QCAA syllabi/Essential Learnings/
Year 10 Guidelines/Indicators
AQTF Packages
Learning Support Programs and Plans
Top Scholar
Digital Pedagogies
Productive Pedagogies
Literacy and Numeracy Strategies and Plans
Literate Practices
Common Curriculum Elements
International Perspectives
Indigenous Perspectives
Differentiation

3. Practising and Deepening Knowledge

ACARA
C2C units
QCAA syllabi/Essential Learnings/
Year 10 Guidelines/Indicators
AQTF Packages
Learning Support Programs and Plans
Top Scholar
Digital Pedagogies
Productive Pedagogies
Literacy and Numeracy Strategies and Plans
Literate Practices
Common Curriculum Elements
QCS Program
NAPLAN Preparation
International Perspectives
Indigenous Perspectives
Differentiation

4. Generating and Testing Hypotheses

ACARA
C2C units
QCAA syllabi/Essential Learnings/
Year 10 Guidelines/Indicators
Digital Pedagogies
AQTF Packages
Assessment Processes as outlined in ACARA, QSA EQ and AQTF documents
QCS Program
NAPLAN Preparation
Internal and external monitoring procedures
Data Analysis Processes
Reporting Procedures
Differentiation
Feedback Policy

8. Teacher/Student Relationships

7. Adhere to Rules and Procedures

9. High Expectations

CURRICULUM DOCUMENTS

THINK ♦ READ ♦ WRITE

Our school wide literacy policy is underpinned by our core beliefs:

About Student Learning

- *all students can learn*
- *all students can achieve at a high level*
- *all students are part of a world-wide community of learners.*
- *all teachers have high expectation of all students*
- *all teachers are responsible for student learning.*

About Student Wellbeing

- *we all accept responsibility for the wellbeing of others*
- *we all deserve to feel safe, valued and respected*
- *all students are citizens of the world*
- *we must demand "greatness" from everyone*
- *"Something is Right" in every person*

1. Literate Practices [LPR] – a school based Junior Subject which caters for the literacy needs of all students
2. Decoding Program [DPR] – a flexible small group intervention program focussed on teaching students letter sounds to a level of automaticity
3. English as a Second Language [ESL] – stand-alone subject for ESL speakers and in-class support
4. Vocabulary Focus – all subjects explicitly teach vocabulary using a range of strategies [e.g. Marzano's 6 Step Process or STRIVE]
   - Spelling strategies – LOOK SAY COVER WRITE CHECK
   - Word Knowledge – Greek and Latin Roots
5. Improving Reading Comprehension in the Subject Areas – explicit teaching of skills across curriculum areas.

SKILL	Making Connections to Prior Knowledge	Generating Questions	Creating Mental Images	Making Inferences	Determining Importance	Synthesising
YEAR 8	HPE	SCIENCE	LPR	ENGLISH	HISTORY	ALL
YEAR 9	SCIENCE	HPE	ENGLISH	HISTORY	LPR	ALL
YEAR 10	HISTORY	ENGLISH	HPE	LPR	SCIENCE	ALL

6. Improving Writing in the Subject Areas [under development]
7. Common Curriculum Elements [CCEs]
8. Habits of Mind
9. Microsoft 21st Century Skills
10. Higher Order Thinking Strategies in ASOT framework – examining similarities and differences, examining errors in reasoning, decision making, investigation, …

Data Sources		
- **NAPLAN**	- **TORC**	- **eTrack**
- **QCS**	- **PAT M**	- **aXcelerate**
- **Subject Results**	- **PAT R**	- **TraQCEr**

A Kirwan High Teacher Makes Thinking Visible

Ensuring Quality Teaching in Every Classroom

What	Why	How	When
A Kirwan High teacher **implements PBS** strategies to create **a safe and supportive learning environment**.	An effective environment for thinking and learning does not just happen – successful teachers plan for the active engagement and positive behaviour of their students. We need to teach students the expected classroom behaviour; acknowledge when they are doing well; and apply fair and consistent consequences when they do not adhere to our stated rules and procedures. **[Design Questions 5, 6, 7, 8 and 9]**	Explicit teaching of expected behaviours, classroom meetings re rules, simple verbal and non-verbal acknowledgement, parent contact, notice potential problems, being proactive, occupying the entire room, proximity, remaining calm and objective…	During unit and lesson planning and in every lesson.
A Kirwan High teacher **previews, communicates learning goals** and **sets the schemas** of their students. ***Preview*** *- spending time on vocabulary development, building background knowledge, and explicitly teaching students strategies for actively engaging with new knowledge* ***Schema*** *– a set of organisation or conceptual patterns in the mind [includes attitudes and perceptions about prior knowledge]* ***Learning Goals*** *– a statement of what students will know or be able to do*	To acquire new knowledge the brain needs to make connections to what it already knows i.e. prior knowledge [**Design Question Two**]. When you preview learning with students, they are likely to make the right connections earlier. Learning activities that help strengthen connections assist meaning. Learning goals are different to activities. Proficiency scales provide feedback to students about the attainment of a learning goal and allow them to track their progress and set goals for their own learning.	• KWL • Explicitly stating learning goals • Focus questions • Cueing • Non-linguistic representations • Anecdotes • Word Splashes • Proficiency Scales/Rubrics • …	At the start of every lesson; new phase of the lesson
A Kirwan High teacher systematically plans for and teaches the **Habits of Mind** to develop reflective, critical and creative thinkers.	Habits of Mind are ways of thinking and behaving in situations where solutions are not immediately apparent. Successful people employ the Habits of Mind. Deleted text here	- Exploring Meaning - Expanding Capacity - Increasing Alertness - Extending Value - Building Commitment	Unit planning and throughout lessons
A Kirwan High teacher teaches key vocabulary using the **Five Step Method for Direct Vocabulary Instruction**	Research shows that students, who participate in a systematic vocabulary program where new words are taught each week, would score 12 percentile points higher on a test on new content than students who do not participate in a vocabulary program. Research also indicates that student achievement will increase by 33 percentile points when vocabulary instruction focuses on specific words that are important to what they are learning. Vocabulary development is a key component of **Design Question Two**. We know that students learn by linking new knowledge to prior knowledge. Improving students' vocabulary will have a significant impact on their futures	**Five Step Strategy:** *1. Provide students with a description, an explanation or an example of the new term* *2. Present students with a non-linguistic representation of the new term or phrase* *3. Ask students to generate their own explanation or description of the term or phrase* *4. Ask students to create a non-linguistic representation of the new term or phrase.* *5. Periodically ask students to review the accuracy of their*	Key phases of lessons – especially when introducing new content and reviewing content

		explanations and representations	
A Kirwan High teacher plans and allows time for students to **construct meaning** and selects strategies and learning experiences to maximise **academic engagement.**	Constructing meaning is the active process of linking new information to prior knowledge. Students construct meaning by recalling prior knowledge and linking it with new knowledge, making and verifying predictions, and filling in unstated information. Part of constructing meaning is correcting misconceptions and identifying information that is confusing. You can either have your learner's attention or they can be making meaning, but never both at the same time. More simply, learners need time to construct new information. We need to vary our strategies and provide engaging ways to construct meaning and interact with new knowledge. Students who perceive the task as meaningful, fun or relevant are more likely to be motivated or stay on task. **[Design Questions 2 and 5]**	Three minute pause, reciprocal teaching, KWL, using a variety of senses, vocabulary activities [Frayer Models], advanced graphic organisers, three level guides, cooperative learning, academic games, role , non-linguistic representations…	Interacting with new knowledge phase of the unit. Academic engagement should occur throughout lessons.

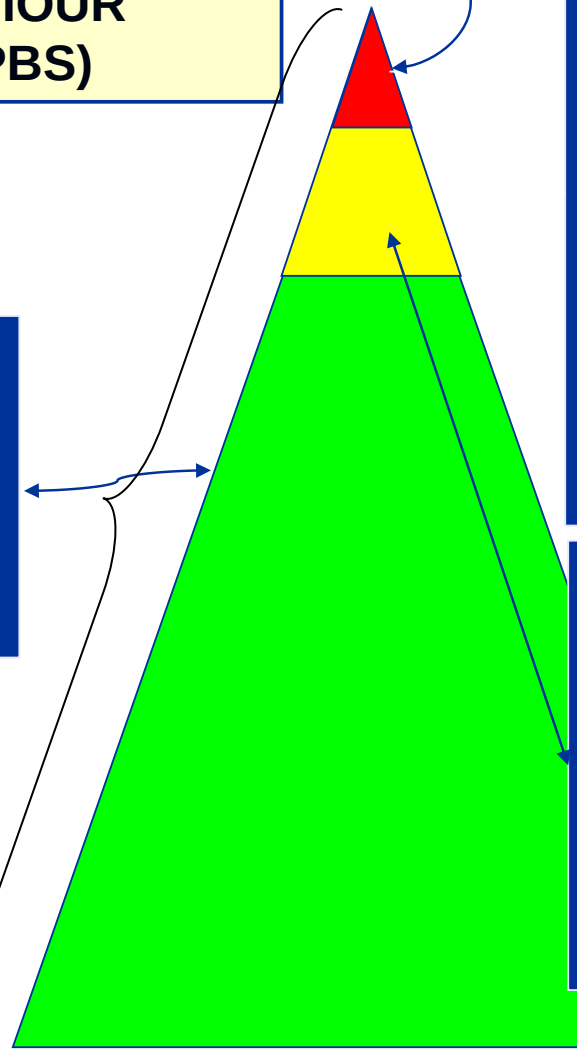
GOAL:

- **to foster independent, creative and critical learners through improving the capacity of all teachers to embed the Habits of Mind [and the Dimensions of Growth] in their teaching and learning across all curriculum areas**

STRATEGIES:

Focus Area	Strategy	Person Responsible	Timeline	Outcome/Evidence
Curriculum	Provide ongoing professional development for all staff on Dimensions of Growth.	HODs of Teaching and Learning and curriculum HODs	Ongoing	All teachers have a deep knowledge of and capacity to implement Habits of Mind through the Dimensions of Growth. This will be visible in curriculum documents [unit plans and lesson plans].
Supervisory Models	Align ASOT supervisory models to incorporate HOM	HODs of Teaching and Learning	End of 2013	A purposeful strategy for gathering evidence of classroom practice and providing feedback to staff. School documents will provide evidence e.g. Snapshot Observation Proforma
Gathering Evidence	Monitor and evaluate the implementation of Habits of Mind through walkthroughs, planning and assessment practices, data analysis of student results and student reflection and feedback.	Leadership Team and some expert teachers	Begin Sem 1 2013	Students and teachers use the Habits of Mind at a complex level. School documents [student assessment results, standardised testing results, curriculum planning, assessment tasks, and reflection records] reflect a growth in the planning and teaching of the Habits of Mind.
	Implement the practice of teacher and student generated Habits of Mind artefacts and track development of value and commitment over time.	HODs and teachers	Semester 2 2013	Teachers and students demonstrate increased complexity of thought and understanding of Habits of Mind over time. Artefacts such as posters, student created newsletter items etc become evidence.
	Implement a Habit of Mind focus in staff Performance Development Plans.	Leadership Team	2013	All teachers demonstrate an increased awareness of their development of Habits of Mind as a learner and a teacher. Performance Development Plans will be collated as evidence.
Recognition	Align existing awards and ceremonies with Habits of Mind.	Leadership Team and Year Coordinators	Semester 2 2011	The Habits of Mind are highly valued by all members of the school community and are integral to all awards ceremonies. This will be evidenced in programs, speeches, certificates, …
Community	Communicate the value of the HOM to the school community through various forms.	Principal	Semester 1 2013	The Habits of Mind are valued by all members of the school community. Records of meeting, newsletters, etc will provide evidence.

SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)



<u>Tertiary Prevention(2-5%):</u>
Specialized Individualised Systems for Students with High-Risk Behaviour

- GO-case management
- Youth support worker
- Nurse
- Wellbeing HODs
- YCOs
- DPs
- Outside agencies

<u>Primary Prevention(100%):</u>
School/Classroom-Wide Systems for All Students, Staff, & Settings,

<u>Secondary Prevention(10-15%):</u>
Specialised Group Systems for Students with At-Risk Behaviour

- Reach for the Stars
- Power Up
- Journey to Respect

ASSESSMENT POLICY

In a mindful school all students take responsibility for meeting assessment deadlines or negotiating alternatives when necessary.

Dear Students, Parents, Teachers and Head of Departments,

1. Aim

Every student will complete all assessment items to the best of their ability to ensure they achieve their best possible outcomes.

2. Rationale

There will be times when students will have valid reasons for submitting an assignment late or for being absent from a test. The range of legitimate reasons for not completing a piece of assessment includes sickness, representation in sporting or cultural events and family issues.

3. Process

If students know they will be absent in advance (sporting event) they should complete the Request for Reasonable Adjustment form to ensure that arrangements are completed before the due date or examination time. If a situation occurs suddenly then the form should be completed on return to school.

4. Consequences

There will be very serious consequences for students who fail to comply with this process and do not attend for assessment or submit their work on time.

(i) If a teacher is concerned that a student is not going to complete their assessment task to a satisfactory standard, then they will make contact with parents. The students will be directed to attend After School Detentions and/or withdrawal from class in order to complete the task and achieve their best possible results.

(ii) If the work is not submitted on the due date, a mark will be awarded for drafts or other evidence sighted by the teacher on this date or beforehand.

(iii) If the assessment is not submitted on the due date and drafts or other evidence have not been submitted, the student will be awarded a N/S (Non-Submit).

(iv) Year 11 and 12 students

- If a student receives a N/S for a mandatory task or a number of assessment items then they will not receive a result.
- Failure to receive a result in a subject may prevent the student from receiving a QCE at the end of Year 12.
- Non-submission of assessment in VET subjects will prevent the student from obtaining their qualification (e.g. Certificate III in Childcare).
- Students who do not receive results in one or more subjects may be required to show cause as to why their enrolment should not be cancelled.

This is an open and fair system, based on the policies of the Queensland Curriculum and Assessment Authority, which gives an opportunity for due consideration in any particular circumstance. It is also a rigorous system which expects all students to carry out their responsibilities. I urge all students to develop a study schedule to ensure they meet drafting dates and complete their work by the due date. However, if circumstances are such that this can't be done I strongly urge you to use the Request for Reasonable Adjustment process or accept the consequences.

Best wishes,

Meredith Wenta

Meredith Wenta
Executive Principal

KIRWAN STATE HIGH SCHOOL

Mindful students take responsibility for achieving their potential

REQUEST FOR REASONABLE ADJUSTMENT

PART A: TO BE COMPLETED BY THE STUDENT AND PARENT/GUARDIAN

Student Name: ……

House Group: ……

Assessment Item: ……

Subject:……

Teacher:……

My assessment was due on: ……

The reason my assessment was not handed in on time: (attach a Doctor's Certificate if relevant)……..

……

……

I would be able to hand my assessment in on: DAY: …… DATE: ……

Student's Signature: .....Parent/Guardians Signature.....Date: ...../...../.....

PART B: RECOMMENDED ACTION BY CLASSROOM TEACHER

……

……

……

Teacher's Signature:.....Date: ...../...../….. ....

PART C: OUTCOME

……

……

……

Head of Department Signature:..... Date: ...../...../…....

THE HEAD OF DEPARTMENT IS REQUESTED TO DISTRIBUTE 3 COPIES

(1) for student/parents (2) teacher (3) HOD file

PART D: IF STUDENT/PARENT/GUARDIAN/TEACHER IS NOT SATISFIED WITH THE OUTCOME, AN APPEAL MAY BE MADE TO THE EXECUTIVE PRINCIPAL

Reasons for appeal ..... ……

..... ……

Signature:..... Date: ...../...../…… ....

ACHIEVING COMPARABILITY OF ASSESSMENT AND STANDARDS OF STUDENT WORK

In a mindful school all teachers accept accountability for their students' outcomes. Procedures are put in place to ensure the principles of equity are achieved.

The QCAA stipulates it is up to individual schools to develop policies and procedures that ensure comparability. This will encourage internal moderation, openness and consensus with respect to student assessment so that the probability of fair assessments for all classes is high.

This fairness implies that all students are awarded grades that accurately reflect the quality of their work and these assessments are not affected by extraneous factors which may include:

a) a teacher's personal grading practices; and

b) the design of the assessment program, particularly when choice of tasks is given.

Procedures that ensure independent monitoring of assessment tasks and cross marking of student work, can reduce these factors substantially. It is not sufficient to argue that all teachers are professional persons and therefore their judgements cannot be called into question. Procedures must be set up so that justice is done for all students. Furthermore, accepting responsibility for the comparability of our judgement about student assessment is part of a teacher's professional accountability.

"Defining and Achieving Comparability of Assessments" http://www.qcaa.qld.ed.au

The monitoring procedures for assessment tasks (including assignments and tests) and student work for Kirwan State High School are outlined in this document.

SUBJECT DEPARTMENT MONITORING PROCESS

ASSESSMENT

1. Individual teachers may write their own assessment items. These must be monitored by the Team Leader (if applicable) and Head of Department.

- Criteria for monitoring assessment tasks.

- Does the task reflect the teaching and learning within the unit?
- Does the criteria measure the expected outcomes?
- Is the task accessible to all students in the class? (use of language, clarity of expectations etc.)

2. Head of Department, Team Leader, and designated classroom teacher can write the assessment item for all classes.

- All teachers are to be given access to a draft of the item to give feedback.
- The Head of Department will give the final approval of the item before it is administered to teachers.
- The item is to be completed and distributed to the staff at the beginning of the unit.

MONITORING OF COMPARABILITY OF STANDARDS ACROSS CLASSES

The following process will be carried out for departments in which there are a number of classes for one (1) subject.

1) INDIVIDUAL ASSESSMENT TASKS

Teachers will mark assessment within a timely fashion. Once this is completed they will hand a sample of items to another teacher to ensure their standards are comparable. Minimum samples should include:

- (one) 1 sample from each level of achievement awarded.

- any borderline pieces or any for which the teacher may require further advice.

Any discrepancies must be monitored by the Head of Department.

The monitoring schedule is to be drawn up at the beginning of each semester by the Team Leader or Head of Department and a time frame for completion will be included.

Students receive their results once this process is completed. A two week turn around period is appropriate.

2) JUNCTURE MONITORING POINTS

At the end of each term/semester all teachers of each subject are to be involved in monitoring meetings. These can be facilitated by the Team Leader in consultation with the Head of Department. Before these meetings teachers are to rank each student within a level of achievement.

At the meetings all teachers are to bring their students' folios. They will all put forward at least one sample from the top, middle and lower bands from each level of achievement. These folios are to be read by at least one other teacher.

Before any students are moved from one band to another, the Head of Department must give approval.

The students are then to be informed of their placement.

3) YEAR 11 MONITORING/YEAR 12 VERIFICATION

Before R6s/SAIs can be finalised it is important that Heads of Department conduct monitoring meetings and establish a process for ranking students. It must be remembered that the exit criteria for levels of achievement are to inform student placement. Evidence of these criteria is to be sought from an wholistic reading of the student folio, as well as a reckoning of the results on the profile sheets.

I. Teachers are to assign a ranking within each level of achievement for each student. The teacher is to attach a blank sheet on the front of the folio and record the level of achievement on it.
II. All folios are then monitored by at least one other teacher. After reading the folio, the teacher is to indicate on the front sheet whether they agree with placement. If you disagree, comments related to the Exit Criteria from the syllabus must be included. This will assist the Head of Department to make a final decision. Differences within each band can also be indicated by + and – (e.g. VH1+). This will assist with SAI ranking.
III. Borderline folios HA10/VH1, SA10/HA1, LA10/SA1 are to be read by at least two (2) other teachers.
IV. The HODs will then read folios for which there is disagreement and the final placement decision will be made.
V. Samples of Monitoring or Verification can then be selected.

4) For subjects in which there is only one (1) class, these processes can be carried out through consultation between the teacher and the Head of Department.

KIRWAN STATE HIGH SCHOOL: JUNIOR SECONDARY _____
PROGRAM YEAR ___ PLAN

<table>
<tr><td colspan="4">Term ___: [Unit Title]

See Unit [____] (C2Cs) for extra details and resources</td></tr>
<tr><td colspan="4">Unit Overview: [a brief description of the unit – you may like to include essential questions]</td></tr>
<tr><td colspan="4">Assessment Overview:</td></tr>
<tr><td colspan="2">Task

Key Skill/s:

Conditions:</td><td colspan="2">Task

Key Skill/s:

Conditions:</td></tr>
<tr><td>Guaranteed Vocabulary:</td><td>Design Question Three Strategy</td><td>Design Question Four Strategy</td><td>21st Century Skill:</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Guaranteed Skills/Language Features:</td><td>Reading Comprehension Skill and Strategy</td><td>CCEs and Key Terms:</td><td>ICT to Enhance Learning:</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•

Possible Habit of Mind:				
Exploring Meaning of the HOM By the end of this unit students will be able to:	**Expanding Capacity for using the HOM** By the end of this unit students will be able to:	**Increasing Alertness for the HOM** By the end of this unit students will be able to:	**Extending Values of the HOM** By the end of this unit students will be able to:	**Building Commitment towards the HOM** By the end of this unit students will be able to:

General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy □ Comprehending texts through listening, reading and viewing □ Composing texts through speaking, writing and creating □ Text knowledge □ Grammar knowledge □ Word knowledge □ Visual knowledge **Numeracy** □ Estimating and calculating with whole numbers □ Recognising and using patterns and relationships □ Using fractions, decimals, percentages, ratios and rates □ Using spatial reasoning □ Interpreting statistical information □ Using measurement	**ICT** □ Applying social and ethical protocols and practices when using ICT □ Investigating with ICT □ Creating with ICT □ Communicating with ICT □ Managing and operating ICT **Critical and creative thinking** □ Inquiring - identifying, exploring and organising information and ideas □ Generating ideas, possibilities and actions □ Reflecting on thinking and processes □ Analysing, synthesising and evaluating reasoning and procedures	**Personal and social capability** □ Self-awareness □ Self-management □ Social awareness □ Social management **Ethical understanding** □ Understanding ethical concepts and issues □ Reasoning in decision making and actions □ Exploring values, rights and responsibilities **Intercultural understanding** □ Recognising culture and developing respect □ Interacting and empathising with others □ Reflecting on intercultural experiences and taking responsibility

Cross Curriculum Priorities:

□ Aboriginal and Torres Strait Islander histories and cultures	□ Asia and Australia's engagement with Asia	□ Sustainability

Differentiation [for small groups or individuals]:

LESSON PLAN	Week/Term:	
Subject:	Date:	Teacher:

Routines and Procedures – all lessons:	Routines and Procedures – this lesson:

LEARNING GOAL: By the end of the lesson students will:
RATIONALE [THE WHY]:

TIME	TEACHING ACTIVITIES & STRATEGIES	CHECK FOR UNDERSTANDING	MATERIALS/TEXT REFERENCES
	PREVIEW:		
	CRITICAL INPUT/DIRECT INSTRUCTION		
	MANAGEMENT STRATEGIES/DIFFERIENTATION:		
	GUIDED PRACTICE:		
	MANAGEMENT STRATEGIES/DIFFERIENTATION:		
	INDEPENDENT PRACTICE:		
	MANAGEMENT STRATEGIES/DIFFERIENTATION:		
	CONCLUSION:		

LESSON EVALUATION:

JUNIOR AND SENIOR SCHOOL SUBJECTS

JUNIOR SECONDARY SUBJECTS	SENIOR SECONDARY SUBJECTS
Art	**OP Eligible Subjects**
Dance	Ancient History
Design	Art
Drama	Biology
English	Chemistry
Excellence in Specialist Sports Programs	Dance
French	Drama
Furnishing	English
Geography	French
Graphics	Geography
Health and Physical Education	Graphics
History	Health Education
Home Economics (Core)	Information Processing and Technology
Home Economics (Hospitality Major)	Japanese
Industrial Technology and Design	Legal Studies
Information Communication Technologies	Marine Science
Instrumental Music	Mathematics A, B and C
Japanese	Modern History
Junior Business Education	Music
Junior Indigenous Studies	Music Extension (Year 12)
Literate Practices	Philosophy and Reason
Literature and Society	Physical Education
Mathematics	Physics
Music	Science 21
Outdoor Education Studies	**Vocational Oriented Subjects**
Science	Certificate II in Aboriginal or Torres Strait Islander Cultural Arts
Science, Research and Technology	Certificate III in Allied Health Assistants
Sports Science	Certificate II in Aquaculture and Certificate II in Sampling and Measurement
Studies of Society and the Environment (SOSE)	Certificate I in Automotive Vocational Preparation
	Certificate II and III in Business
	Certificate I in Construction
	Certificate II in Dance
	Certificate III in Early Childhood Education and Care
	Certificate II in Electro Technology
	English Communication
	Certificate II in Engineering
	Certificate II in Engineering Pathway
	Certificate III in Events
	Certificate III in Fitness
	Certificate II in Hospitality
	Certificate II in Information, Digital Media and Technology
	Certificate II in Kitchen Operations
	Certificate II in Outdoor Recreation
	Photo-Imaging Studies
	Prevocational Mathematics
	Certificate II in Retail Services
	Certificate II in Sport Coaching
	Certificate II in Sport and Recreation/Certificate II in Community Recreation
	Certificate III in Sport and Recreation
	Certificate II in Sport and Recreation (Rugby League)
	Certificate II in Tourism (Operations)
	Certificate II in Visual Arts
	School-Based Special Subjects
	Excellence in Specialist Sports Program
	Instrumental Music

CHOICE OF SUBJECTS

Subject choice must be related to known abilities, recorded performance, subjects taken in Year 9 and Year 10, tertiary entrance requirements and any particular career the student has in mind.

STUDENTS MUST CONSIDER THE FOLLOWING PRE-REQUISITES WHEN CHOOSING SUBJECTS

Subject	Department	Prerequisite Required
Ancient History	Humanities	C in Year 10 English B in Year 10 History
Biology	Science	C in Year 10 English B in Year 10 Science
Chemistry	Science	C in Year 10 English B in Year 10 Science B in Year 10 Tertiary Maths
Dance	The Arts	C in Year 10 English
Drama	The Arts	C in Year 10 English
English	English	C in Year 10 English
French	Languages	C in Year 10 English C in Year 10 French
Geography	Humanities and LOTE	C in Year 10 English
Graphics	Business and Industry	C in Year 10 English
Health Education	Health and Physical Education and Sport	C in Year 10 English
Information, Processing and Technology	Information Technology	C in Year 10 English C in Year 10 Maths
Japanese	Humanities and LOTE	C in Year 10 English C in Year 10 Japanese
Legal Studies	Humanities and LOTE	C in Year 10 English
Marine Science	Science	C in Year 10 English B in Year 10 Science
Mathematics A	Mathematics	C in Year 10 Maths
Mathematics B	Mathematics	B in Year 10 Maths
Mathematics C	Mathematics	B in Year 10 Maths
Modern History	Humanities and LOTE	C in Year 10 English B in Year 10 History
Music	The Arts	C in Year 10 English C in Year 10 Music
Philosophy & Reason	Humanities and LOTE	C in Year 10 English B in Year 10 History
Physical Education	Health and Physical Education and Sport	C in Year 10 English
Physics	Science	C in Year 10 English B in Year 10 Science B in Year 10 Maths
Science 21	Science	C in Year 10 English C in Year 10 Science C in Year 10 Maths
Visual Art	The Arts	C in Year 10 English C in Year 10 Art

Subject	Department	Prerequisite Required
Certificate III Allied Health Assistants	Vocational Education Department	C in Year 10 English
Certificate III in Business	Business and Industry	C in Year 10 English
Certificate III in Children's Services	Vocational Education Department	C in Year 10 English
Certificate III in Events	Vocational Education Department	C in Year 10 English
Certificate III Information, Digital Media and Technology	Information and Technology	C in Year 10 English C in Year 10 Maths
Certificate III in Fitness	Health and Physical Education and Sport	C in Year 10 English
Certificate III in Sport and Recreation	Vocational Education Department	C in Year 10 English

1. Students studying QSA Music in Years 11 and 12 are strongly advised to have studied Music to Year 10 and have studied voice or an instrument for at least two years.

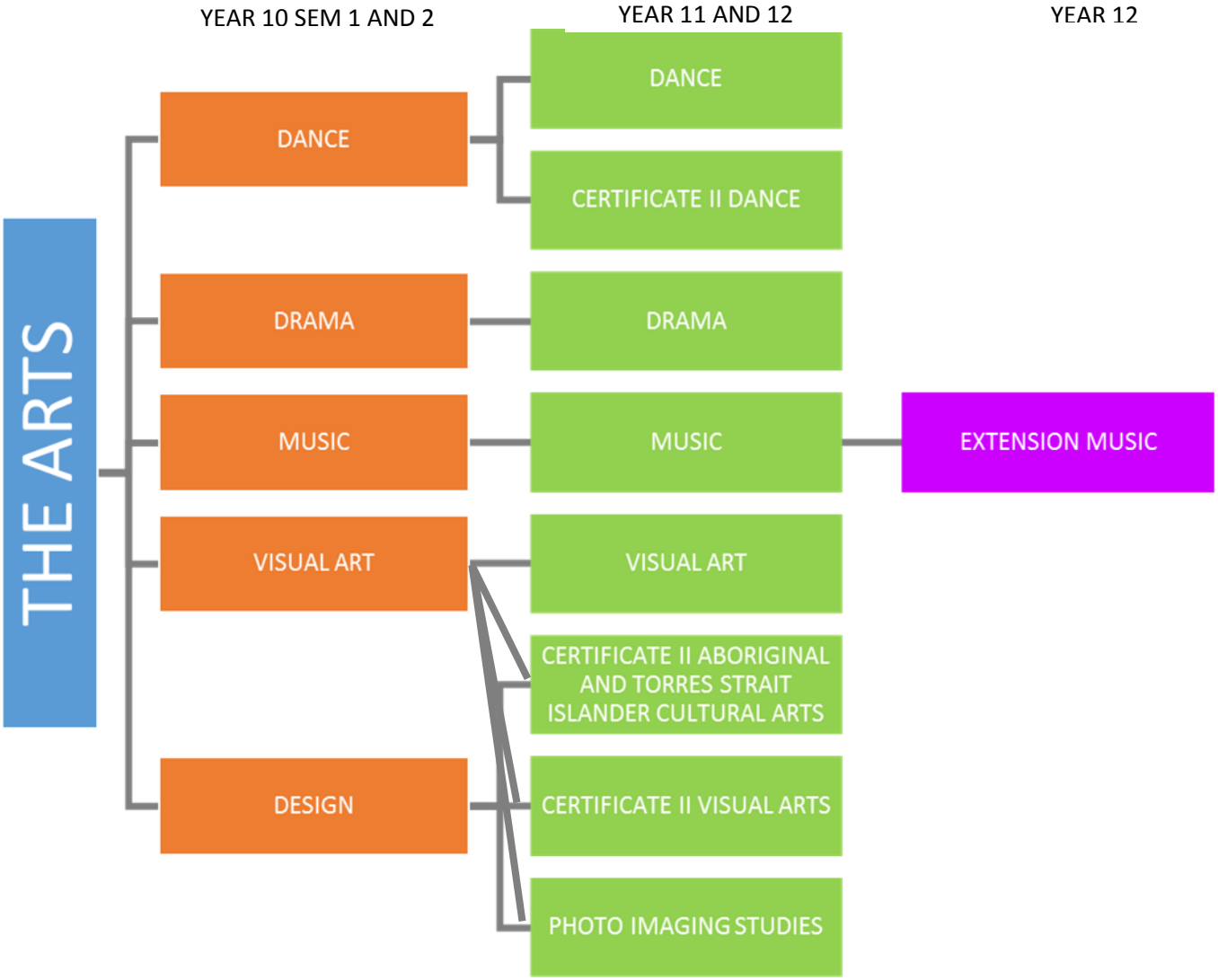
2. Students who wish to study Chemistry should study Maths B.

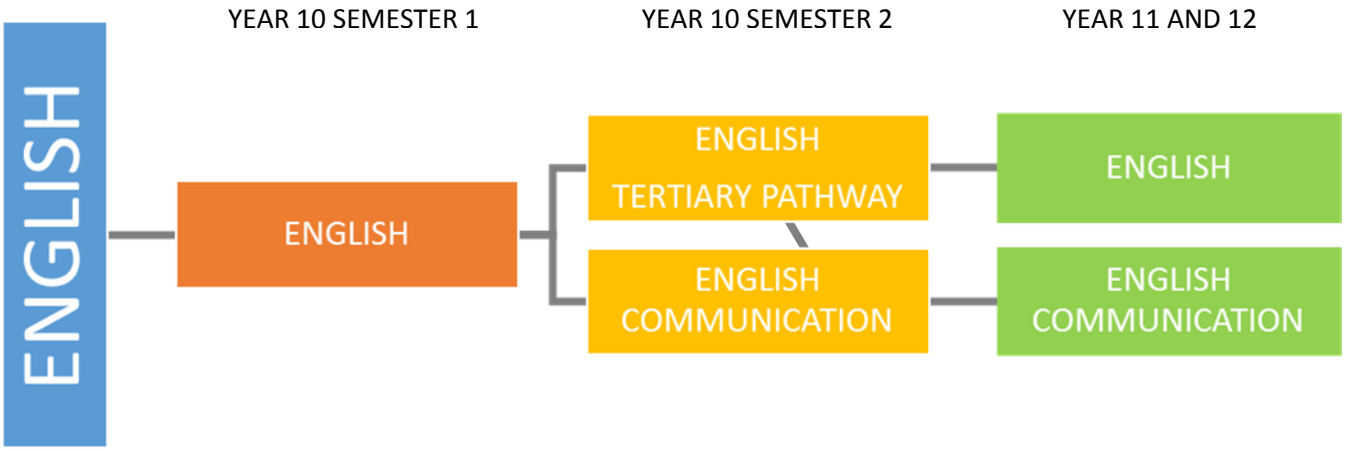
3. Any student who has doubts about choice of subjects in Year 11 should arrange an appointment with one of the Guidance Officers at the earliest possible opportunity. An appointment may be made by phoning the school on 4773 8111.

YEAR 10 SUBJECTS and SENIOR PATHWAYS

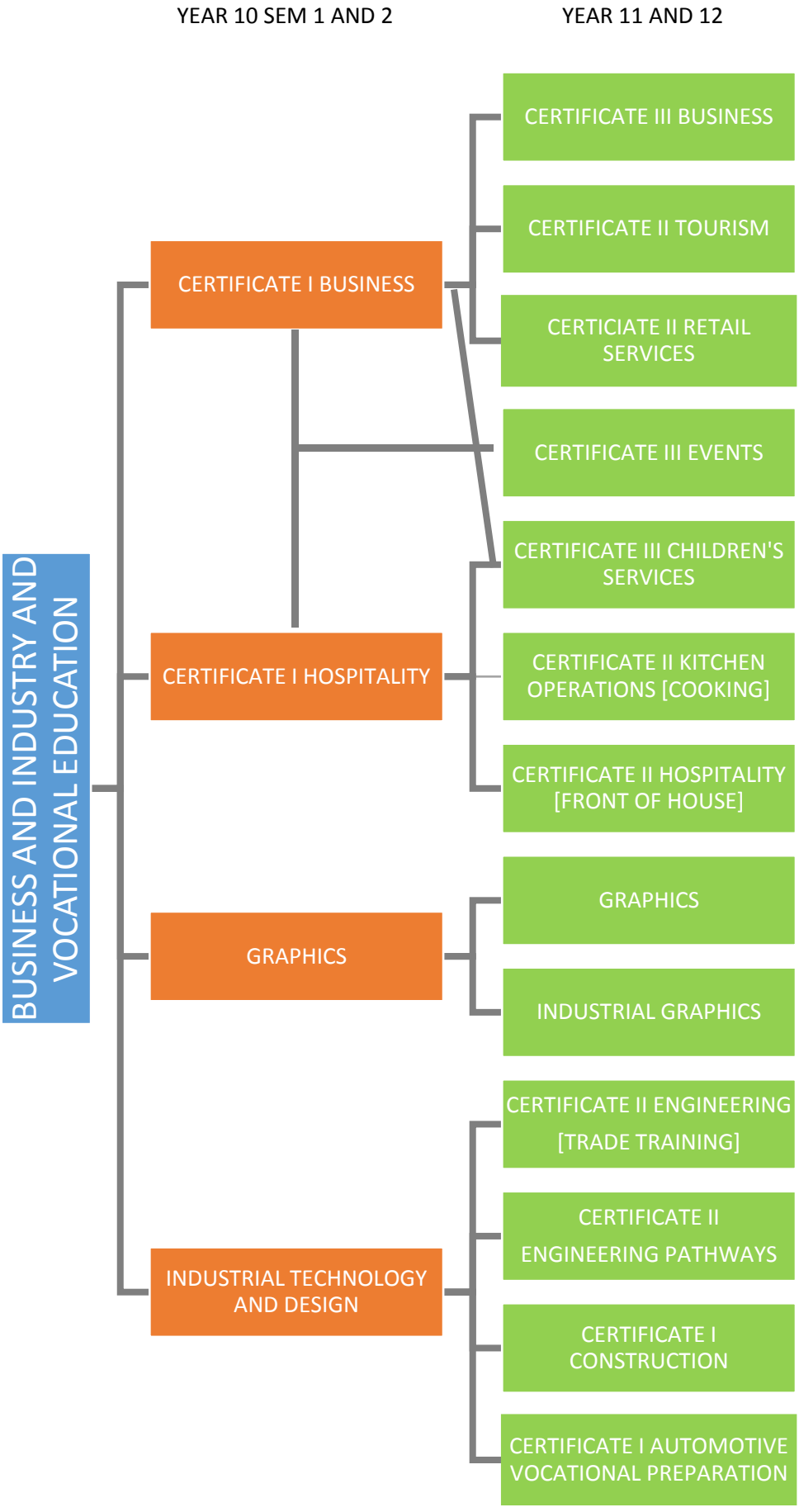
The diagrams on the following pages show you the Year 10 Subjects offered by each Subject Department and then the pathway your Year 10 Subject will lead to in Year 11 and 12.

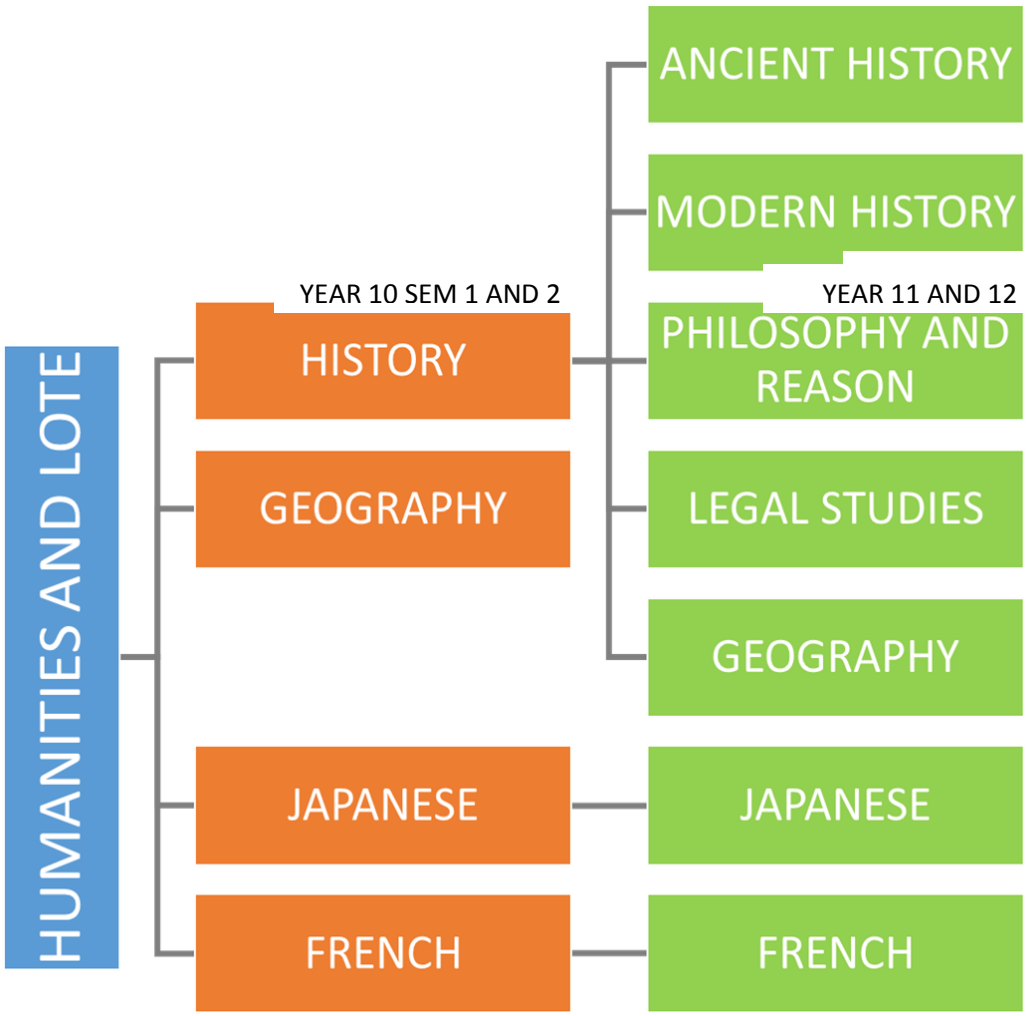
Subject choice in Year 10 must be related to your known abilities, your performance in the subjects studied in Year 8 and 9, tertiary entrance requirements and any particular career you may have in mind.

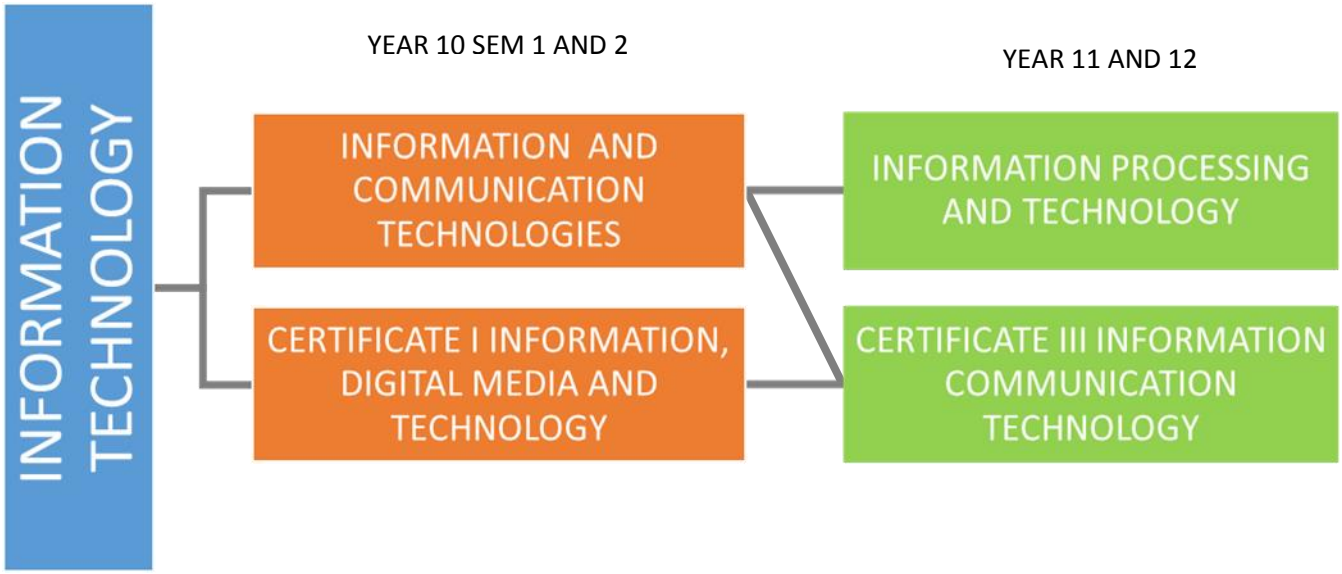




YEAR 10 SEM 1 AND 2 YEAR 11 AND 12

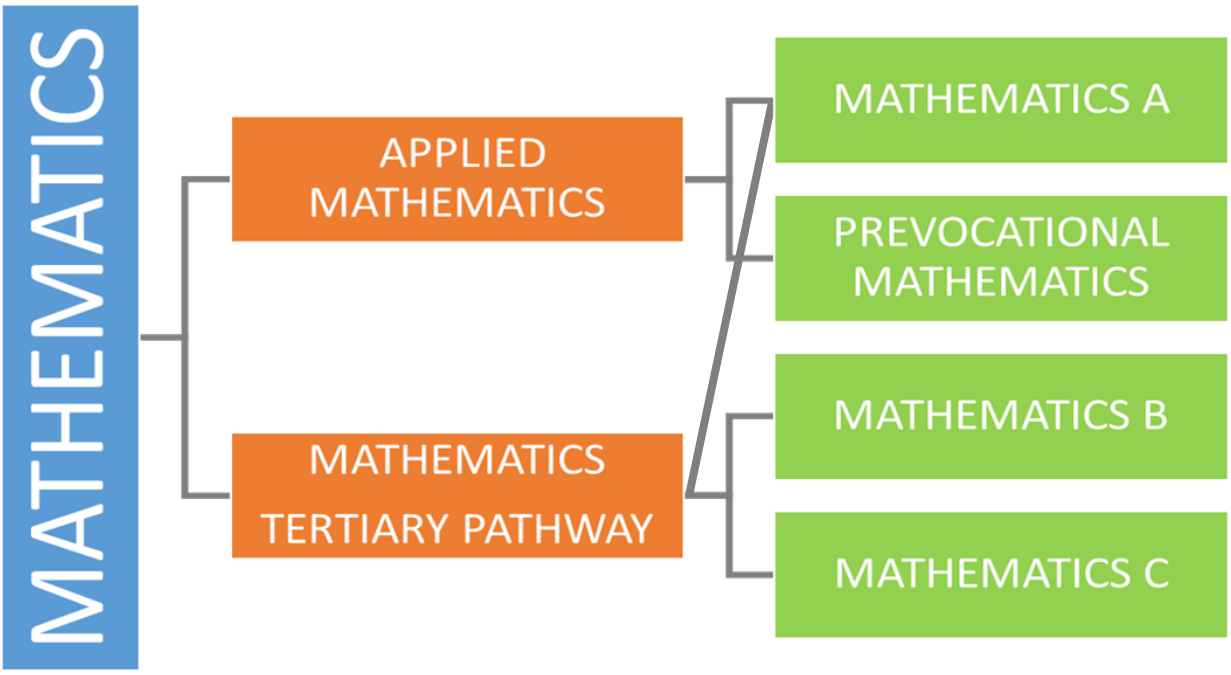

YEAR 10 SEM 1 AND 2
YEAR 11 AND 12
BUSINESS AND INDUSTRY AND VOCATIONAL EDUCATION
CERTIFICATE I BUSINESS
CERTIFICATE I HOSPITALITY
GRAPHICS
INDUSTRIAL TECHNOLOGY AND DESIGN
CERTIFICATE III BUSINESS
CERTIFICATE II TOURISM
CERTICIATE II RETAIL SERVICES
CERTIFICATE III EVENTS
CERTIFICATE III CHILDREN'S SERVICES
CERTIFICATE II KITCHEN OPERATIONS [COOKING]
CERTIFICATE II HOSPITALITY [FRONT OF HOUSE]
GRAPHICS
INDUSTRIAL GRAPHICS
CERTIFICATE II ENGINEERING [TRADE TRAINING]
CERTIFICATE II ENGINEERING PATHWAYS
CERTIFICATE I CONSTRUCTION
CERTIFICATE I AUTOMOTIVE VOCATIONAL PREPARATION


YEAR 10 SEM 1 AND 2
YEAR 11 AND 12
HUMANITIES AND LOTE
HISTORY
GEOGRAPHY
JAPANESE
FRENCH
ANCIENT HISTORY
MODERN HISTORY
PHILOSOPHY AND REASON
LEGAL STUDIES
GEOGRAPHY
JAPANESE
FRENCH


INFORMATION TECHNOLOGY
YEAR 10 SEM 1 AND 2
YEAR 11 AND 12
INFORMATION AND COMMUNICATION TECHNOLOGIES
CERTIFICATE I INFORMATION, DIGITAL MEDIA AND TECHNOLOGY
INFORMATION PROCESSING AND TECHNOLOGY
CERTIFICATE III INFORMATION COMMUNICATION TECHNOLOGY

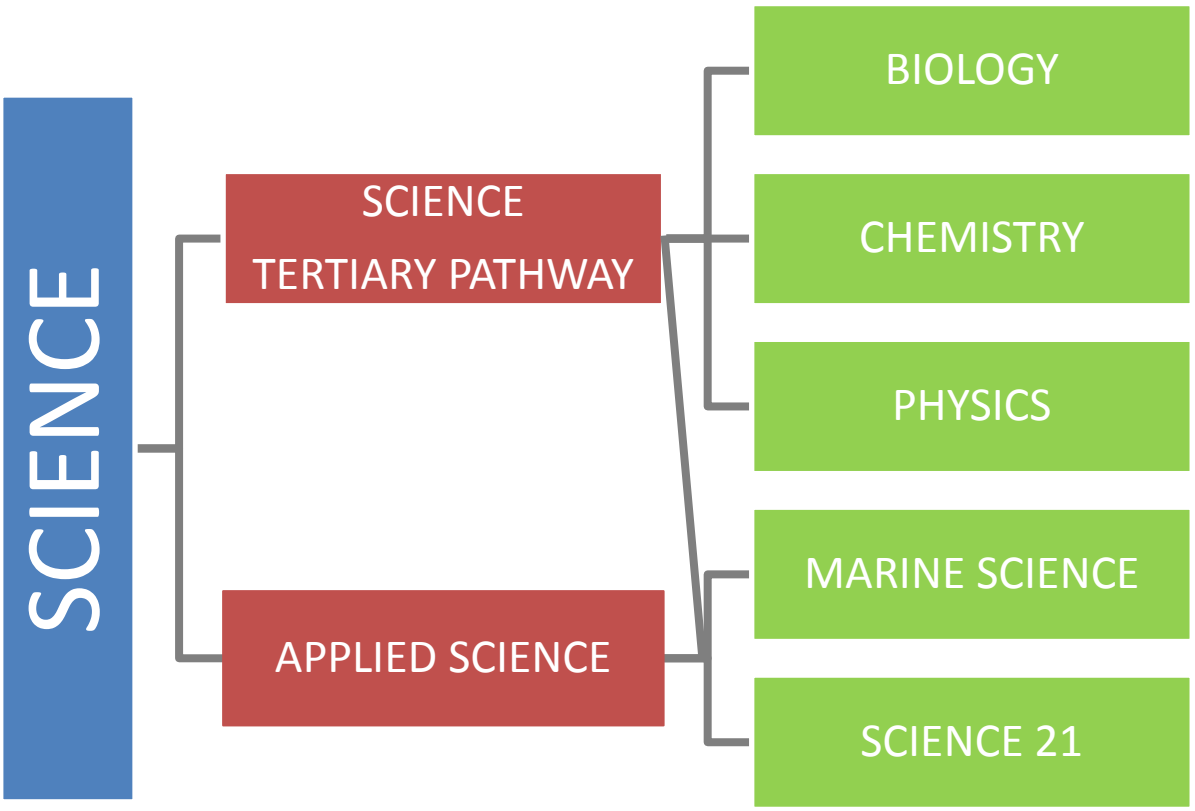
YEAR 10 SEM 1 AND 2

YEAR 11 AND 12



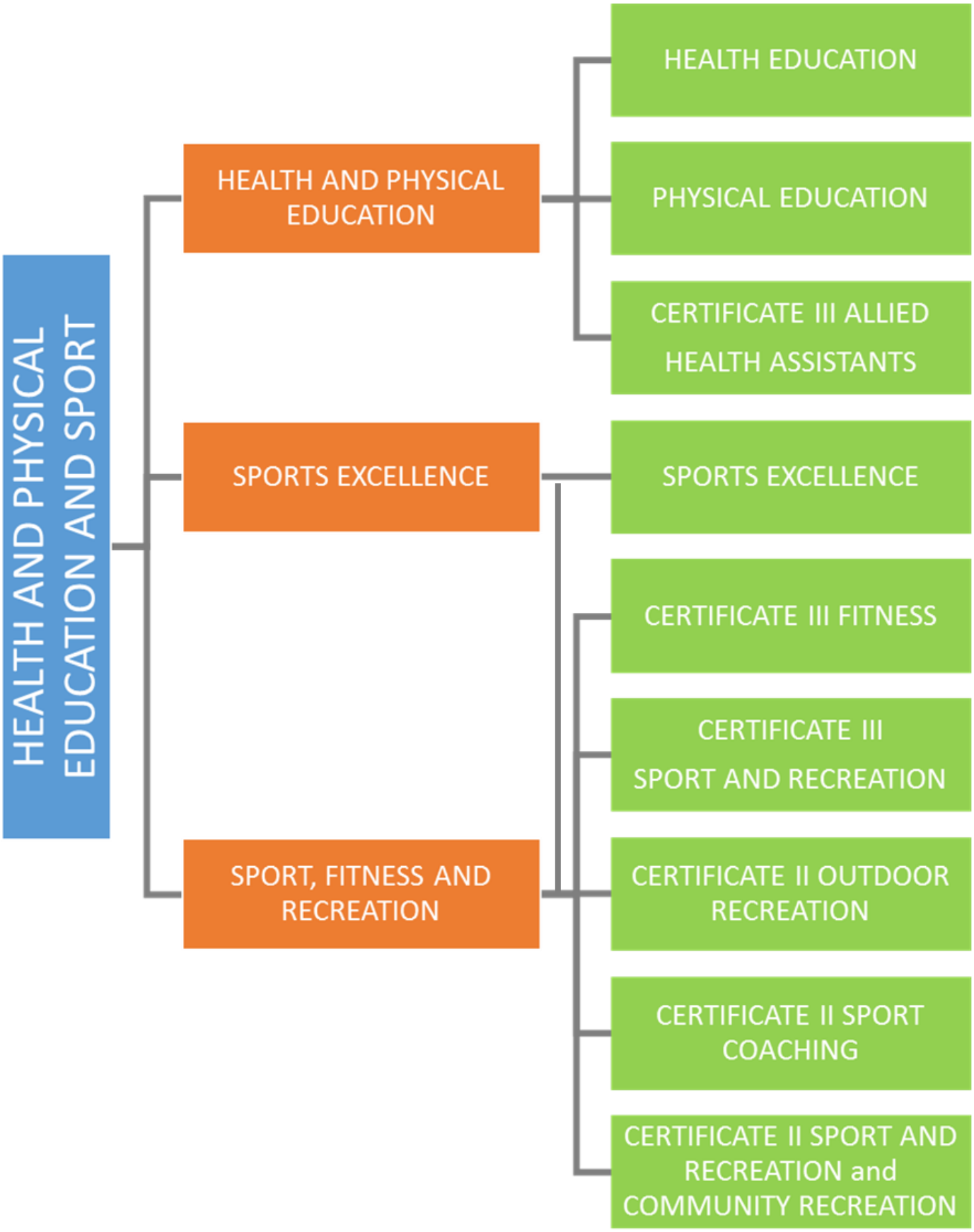
YEAR 10 SEM 1 AND 2

YEAR 11 AND 12



YEAR 10 SEM 1 AND 2

YEAR 11 AND 12



Kirwan State High S

SUBJECT CHA
2017

Hudson Street
KIRWAN
PO Box 33
THURINGOWA CENTRAL 4817
(07)4773 8111 (ph)
(07)4773 8100 (fax)
principal@kirwanshs.eq.edu.au

INSTRUCTIONS
Students are to ensure all parts of this form are completed. It is then to be handed in at the student counter. REMAIN IN YOUR CURRENT CLASS UNTIL YOU RECEIVE A NEW TIMETABLE. This will be distributed through your HGR roll.

Part A. Student to complete.

Name:	**HGR:**	**Year:**
Which subject do you want to change?		
What is your reason for changing?		
Which subject(s) would you prefer to do instead? (list in order of preference) 1 _____ 2 _____ 3 _____		
What are your career goals?		
Only year 11 & 12 students should complete the following 1. Do you want to be OP eligible? Yes ☐ No ☐ 2. Do you want to be QCE eligible? Yes ☐ No ☐ 3. List any previous changes that you have made in year 11 or 12.		

Part B. Current subject teacher to complete.

Teacher:	**Signature:**	**Date:**
How is this student progressing in this subject? ☐ Current level of achievement with rung position (eg SA5)/Fraction of VET competencies completed (eg 50%)		
In your opinion, has this student made an effort in this subject?		

Part C. Current Head of Department (HOD) to Complete

HOD:	**Signature:**	**Date:**
Recommendation Yes ☐ No ☐ Comments:		

Part D. Proposed Head of Department (HOD) to complete.

HOD Name:	**Staffroom:**
Recommendation Yes ☐ No ☐ Cost of Subject $_____ Comments:	
Signature:	Date:

Part E. Guidance Officer to complete.

Signature:	Date:
Change to SET Plan required: Yes ☐ No ☐ **Other Subjects (Results if possible)** **Comments: (Career goals, improvement strategies used by student to date, recommendation)**	

Part F. Parent/Guardian to complete

Parent/guardian:	**Signature:**	**Date:**
Has the student discussed this subject change with you? Yes ☐ No ☐		
In your opinion, has the student made an effort to achieve their best in this subject?		
Do you support this change? Yes ☐ No ☐	COST OF NEW SUBJECT TO BE PAID PRIOR TO CHANGE **$.....**	

ONCE COMPLETED THIS FORM MUST BE TAKEN TO THE STUDENT COUNTER

Part G. Principal to complete

Subject change approved: Yes ☐ No ☐	
Signature:	Date:

OFFICE USE ONLY

Change to	**by**	**Signature**	**Date**
☐ SDCS			
☐ VET			
☐ SET Plan			
☐☐INVOICE	RECEIPT NO:		

STUDENT WELLBEING PROGRAMS

At Kirwan State High School, there are a number of whole school programs and processes which include:

1. Attendance Strategy (see Attendance Strategy Booklet)

2. Anti-Bullying Policy and Procedures

3. Growing Leadership at Kirwan High - Student Leadership Framework

4. Service Learning Philosophy and House Charities

5. Extended House Group Meeting Program

6. House Structure

7. Power Up Program – Years 8 -12

8. Reach for the Stars Program – Grades 8-10

KIRWAN STATE HIGH SCHOOL HOUSE STRUCTURE

Kirwan High has 6 houses:

CASTLE Saints (White)

COOK Crocodiles (Blue**)**

LOUISA Lions (Orange)

ELLIOT Eagles (Green)

STUART Sharks (Yellow)

MAGNETIC Marlins (Purple)

The Purpose of the House Structure:

For Students:

The House Structure evolved as a means of providing better personal care, mentoring and leadership opportunities for all students at Kirwan State High School

For Staff:

The House Structure allows staff to develop a relationship with students across year levels over a number of years (staff will stay with their House Group for their time at KSHS, where possible). It also allows an ongoing relationship to form between staff and families.

For Parents:

The House structure provides an opportunity for families to develop a relationship with one staff member who will work daily with their child/children. It will provide a "go to" person for families who have any questions or concerns regarding their child/children.

House Groups

A House Group consists of students from each year level (Years 8-12). The House Group is led by the **House Group Teacher.**

House Groups meet daily. On Mondays, the House Group Meetings run for 35 mins, Tuesday-Friday meetings run for 10mins (every House will attend a House Parade on one of these days). During this time roll marking is completed and Student Notices are read.

Students and teachers will remain in the same House Group for their time at Kirwan High, where possible. Students will also be placed into the same House Group as their siblings, where possible.

STUDENT LEADERSHIP FRAMEWORK

At Kirwan State High our major purpose is to provide educational excellence for all students to ensure they are well prepared for the future as confident and caring citizens. Our philosophy is to enable all students to achieve greatness through an inclusive and student-centred culture underpinned by a mindful and compassionate school community.

In order to achieve this purpose and philosophy we recognise the need to grow strong leadership of self and others in all levels of our school community, inclusive of all staff and students.

Leadership of self is an individual's capacity to take charge of his or her own life. Personal leaders realise that leadership is not a position or title, but an outlook on life and their role in the world. They give their lives direction by developing a vision for their futures and setting goals and objectives to achieve it. They take responsibility for establishing their own path in life.

Leadership of others is the ability to influence a group towards the achievement of goals and to direct an organisation in a way that makes it more cohesive and coherent. Such a leader has a vision for a better future for the organisation and draws others along with them toward that destination.

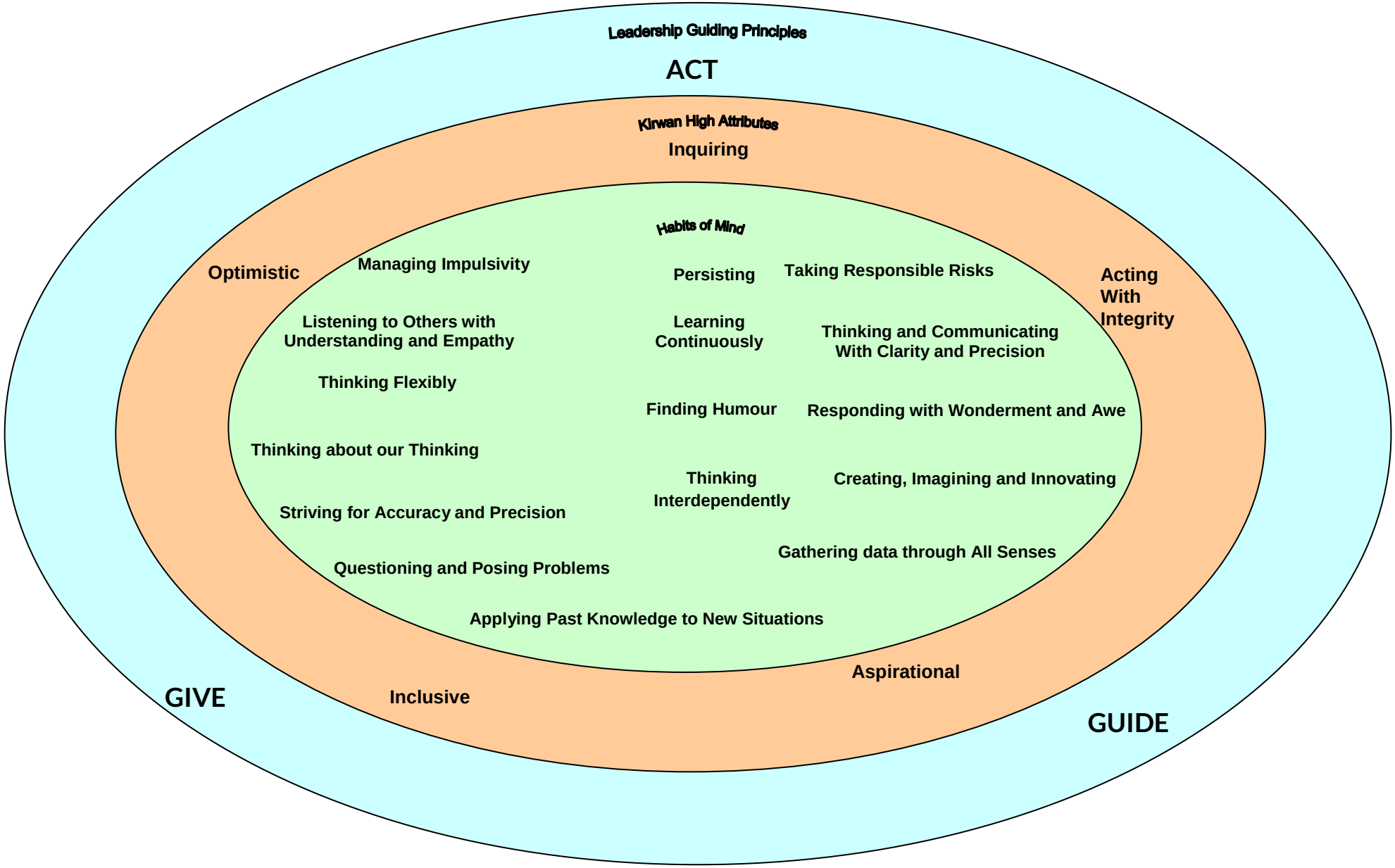
We are committed to ensuring our students and staff develop and practice the five strategies of Appreciative Leadership (Diana Whitney, Amanda Trosten-Bloom, Kae Rade, 2010) to achieve self actualisation for individuals and a strong, healthy, caring and compassionate community.

Appreciative Leadership was born out of the Appreciative Inquiry process. It is defined as "the relational capacity to mobilize creative potential and turn it into positive power – to start positive ripples of confidence, energy, enthusiasm and performance – to make a positive difference in the world". (Diana Whitney, Amanda Trosten-Bloom, Kae Rade, 2010).

The Five Strategies of Appreciative Leadership:

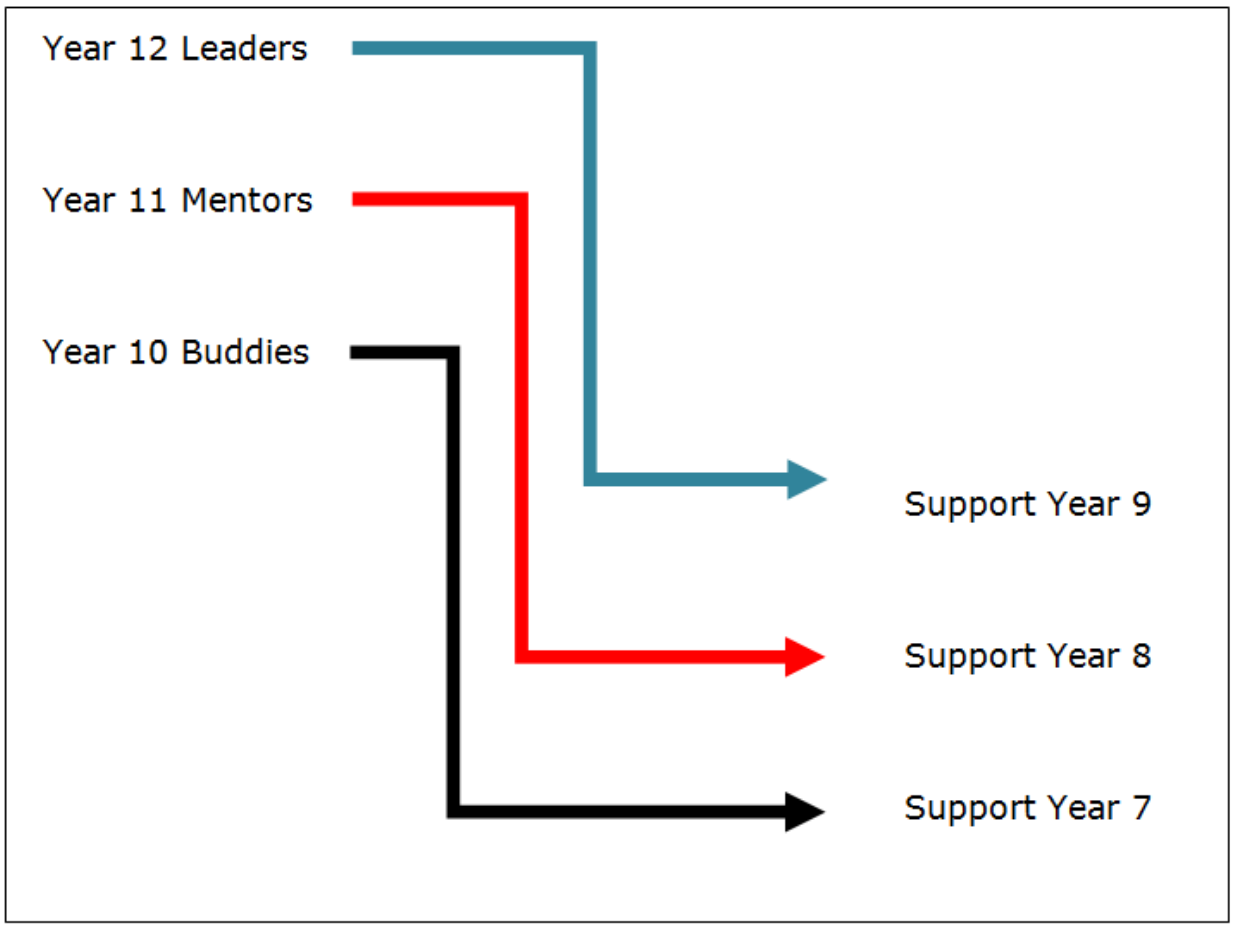
Inquiry: Leading with Positively Powerful Questions
By asking positive and valued-based questions, Appreciative Leaders invite themselves and others to share thoughts, feelings, success stories and ideas for the future to cultivate an environment in which people are empowered to make decisions and take risks and are encouraged to learn, experiment and innovate.
Illumination: Bringing out the Best in People and Situations
Appreciative Leaders seek to discover the unique skills, strengths and positive potential of themselves and every person and situation. They look to see what works, when people are at their best. They tell stories to recognise and celebrate people's success and to share best practice. They align strengths to enable effective collaboration.
Inclusion: Engaging with People to Co-Create the Future
By addressing people's need for belonging and creativity, Appreciate Leaders open the door for commitment,
alignment and co-creation. They engage people in a manner that fosters safety and encourages equal voice.
Inspiration: Awakening the Creative Spirit
By drawing from the wisdom of many, Appreciative Leaders present 'hopeful' visions along with resources and paths for achieving them. They give people the courage to let go of habitual ways of living and take on new, innovative and affirming directions.
Integrity: Making Choices for the Good of the Whole
Appreciative Leaders make conscious choices to serve the whole (person, organisation, world) and encourage and empower others to do the same. By embracing Integrity, they let others know they are expected to give their best for the greater good and that they can trust others to do the same.

STUDENT LEADERSHIP FRAMEWORK



STUDENT LEADERSHIP FRAMEWORK CONT.

The Leadership Framework consists of a buddy system that operates across the whole school and allows students to strengthen relationships. Students undergo training in Years 10-12 and progress from buddies to leaders over the duration of their senior schooling. Students therefore will support or be supported by the same cohort as they progress through their years at Kirwan (see diagram).



WHAT IS SERVICE LEARNING AT KIRWAN STATE HIGH SCHOOL?

Service learning is classroom learning that is deepened through service to others. It goes further than other forms of community service work because it requires us to develop a strong understanding of the issue being addressed.

One example is a school that collects cans of food for homeless shelters in the local community. If a school collects cans that consist of kidney beans, water chestnuts and coconut milk (all the things people wanted to get rid of from home), it probably wouldn't combine to make a very good meal for anyone! However, if the school did some research to find out what the shelters really needed (for example by talking to community group members), they'll be able to really make a real difference and gain a better understanding of what is going on in their local (or wider) community.

4 CATEGORIES OF "SERVICE"

Direct Service- Directly affects and involves the recipients as the interactions are face-to-face. For example, tutoring young people and working with elders.

Indirect Service- Does not provide service to individuals but benefits the community or environment as a whole. For example, restoring a wetland area or collecting items for animals at the RSPCA shelter.

Advocacy- Creates awareness of or promotes action in an area of public interest. For example, writing letters, public speaking or performing a play.

Research- Involves finding, gathering and reporting on information in the public interest. For example, developing surveys, experiments or conducting interviews.

4 STAGES OF SERVICE LEARNING

1. Preparation
The teacher and students work together to:
- *Identify a need* (through input of community partners or by conducting own investigating using surveys, media reports or other sources of information).
- *Investigate and analyse* it (using books, interviews the Internet and field trips). You should come to understand the underlying problem and the associated subject matter.
- *Make a plan for action* (draw on the skills, talents and interests of students). You may establish partnerships with other classes, local agencies, universities or other groups and services.

2. Action
- The plan may be carried out over any set time frame.
- Continue to develop knowledge and raise questions that lead to a deeper understanding of the societal contexts of the issue.

3. Reflection
- Consider how the experience, knowledge and skills you are acquiring relate to your own life and your community.
- Reflection can occur before, during and after implementation through using various strategies.

4. Demonstration
- Display your expertise through public presentations, displays, performances, letters to the editor and class discussions. These should draw on the preparation, action and reflection stages.

Source: Kaye, C. (2004) The Complete Guide to Service Learning. Free Spirit Publishing: Minneapolis.

CO-CURRICULAR ACTIVITIES 2015

Co-curricular or extra curricular activities are most important to the life of any school. The school curriculum is comprised of "all" the learning activities which engage students. If we offer it, students should learn from it. Lessons in life can, and should, be learned from active participation in sporting, cultural and social experiences.

Fundamental to the success of schools are the concepts of personal identity and community. These concepts are taught and nurtured not only in the classroom but also on the sporting fields, the stage or the debating forum. Instruction becomes education when students learn about their lives. There are many venues and opportunities to achieve this. Co-curricular activities are an integral part of our total school curriculum.

Kirwan High has thus far been very successful in this area. Parent and student surveys demonstrate that they value co-curricular activities very highly.

It is very gratifying therefore to see so many staff volunteering to support student activities in so many different ways.

Please complete the form attached to nominate the areas you are interested in and return it to the Executive Secretary Geraldine Glazier. If you are interested in any not listed, please feel free to make a suggestion. Could you please indicate any interest you have by Friday 6th February. There is nothing binding about this. By compiling a list of people and their interests, we will know who to contact when opportunities arise.

Thank you,

Meredith Wenta
Executive Principal

CO-CURRICULAR PARTICIPATION
2015

Everyone who would like to help will be included.

Name: _____

AREA	NAME	TYPE OF PARTICIPATION
Sport		
Musical		
Lunch time Activities		
Debating/Public Speaking		
Opti Minds		
Duke of Edinburgh		
Grounds Improvement		
Chess		
School Camps		

Year Level Leadership Programs		
Homework Programs		
House Captains' Leadership Program		
Indigenous Young Leaders Program		
Reach For The Stars		
Power Up		
Interact		
Newspapers in Education		
Other		

Please complete and return the form via email to Geraldine Glazier (gglaz1@eq.edu.au) by Friday 6th February.