



KIRWAN
STATE HIGH SCHOOL

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KIRWAN STATE HIGH SCHOOL

Vocational Department

STRATEGIC Plan

2016 – 2019



Kirwan High – a great school...a good place to be!

KIRWAN STATE HIGH SCHOOL

A School of Excellence. A School for Everyone. A World Class School. A great school and a good place to be.

Resources and Industry Links (VET Department)

VISION:

Providing quality programs, measurable outcomes and successful transitions to further study, training or work in order to equip our students' to become 21st century learners and global citizens.

Our VALUES:

Educational outcomes are measurable not just by academic achievement but also by access to schooling, participation and completion rates, and successful transition to employment or further study. We continue to develop and grow:

Quality Programs that attract: - The VET Department offers a range of high-level Certificate II and III courses that meet the needs to the students and the wider community.

Quality teachers who engage: - Vocational Education teachers are passionate about their courses and aim to develop and extend students to be global citizens of the world.

Quality students who retain: - Vocational students benefit from Differentiation and the Art and Science of Teaching, to create real world experiences beyond the classroom.

Quality students who transition: - Vocational students are able to transition successfully into further work, study or training.

This **Vision** 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 State High Scholar is enquiring, 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 State High Scholar acts with integrity, leading self and others to a successful future.

The VET Department provides authentic learning experiences and ensures that every student is achieving at a high level, enabling them to and make successful transitions to further education, training and work.

Attendance: Every student will achieve >95% attendance rate

The VET Department strives for >95% attendance rate for students. The VET Department is committed to establishing and maintaining high expectations where students are in class, on task, every day.

Performance Targets	Data source	Timeline
<ul style="list-style-type: none"> >95% average attendance rate in VET subjects. 80% of students achieving 90% attendance. 100% of teachers tracking and analysing attendance data in VET subjects. 0% gap between Indigenous & Non-indigenous students' attendance 100% of VET Staff and students are tracking their own attendance data 	ID Attend and OneSchool School Data ID attend and OneSchool ID Attend and OneSchool In class charts and Axcelerate data	2016 2016 2016 2016-2019 2016
Vet Department Improvement Strategy	Persons Responsible	Timeline
1.6 Develop the capacity of the YSC to support disengaged students & VET. 1.3 Implement attendance-tracking charts in all VET classes. 1.2 Cultivate a culture of accountability and responsibility between staff and students. 1.4 Promote strategies to celebrate improved attendance. 1.3 Link attendance data to students' attainment		2016 2016 2016 2016 2016

Quality Outcomes: 100% of students achieve a C or better for Competencies in relation to achievement, behaviour and effort in every Vocational class.

The VET Department aims to provide authentic learning experiences to ensure that every student is achieving at a high level and that they are able to and make successful transitions to further education, training and work.

Performance Targets	Data source	Timeline
<p>100% of Year 12 VET students achieve a QCE/QCIA</p> <p>100% of staff visually track students' competencies.</p> <p>100% of VET staff are implementing a pedagogy based on ASOT.</p> <p>Senior Secondary Implementation Plans are completed</p> <p>85% of students receive a C standard or better for effort and behaviour in every class.</p> <p>100% of Year 12 VET students achieve a minimum of one Certificate II</p> <p>75% of Year 12 VET students achieve a Certificate III or higher</p> <p>90% of all VET students transition successfully to further education, training and work.</p> <p>Establish and maintain partnerships and learning networks that expose students to authentic learning environments.</p> <ul style="list-style-type: none"> ○ QMEA ○ Beacon Schools ○ BHP-Cannington Mine ○ Yubulu Copper Refinery ○ Good Shepherd Nursing Home ○ Indigenous Health ○ Townsville city Council <ul style="list-style-type: none"> ● Increase In uptake of Certificate III's from 2013 – 2014 – 2015-2016 (Target is 75%) 	<p>Data Profile/Axcelerate/TracQer</p> <p>In class charts and Axcelerate data</p> <p>Walkthrough data.</p> <p>Curriculum Documents</p> <p>VET moderation/validation processes</p> <p>School Data, Axcelerate</p> <p>Data Profile/Axcelerate/TracQer</p> <p>Next Step Destination Survey</p> <p>Collegial Feedback</p> <p>Media</p> <p>Parental Feedback</p> <p>Axcelerate</p>	<p>Ongoing</p> <p>Ongoing</p> <p>2016, ongoing</p> <p>2016</p> <p>2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>2016</p> <p>Ongoing</p>
School Improvement Strategy	Persons Responsible	Timeline
<p>Implement VET ASOT lesson plan</p> <p>Implement competency-tracking charts in all VET classes.</p> <p>2.1 Create and implement VET curriculum unit plans that are underpinned by the following imperatives:</p> <ul style="list-style-type: none"> ▪ ASOT ▪ Habits of Mind 	<p>All VET teachers</p>	<p>2016 and ongoing</p> <p>2016 and ongoing</p> <p>2016 and ongoing</p>

<ul style="list-style-type: none"> ▪ Essential Learnings (CCE's) ▪ State syllabi and Training Packages ▪ Australian Curriculum and General Capabilities ▪ Indigenous Perspectives ▪ International Mindedness ▪ PBS ▪ ICT indicators and Digital Pedagogy Framework ▪ Literacy and Numeracy Indicators ▪ 21st Century Skills <p>2.1 Engage in meaningful partnerships with community organisations and experts to develop real world vocational programs</p> <p>2.2 Continue to improve teacher pedagogy through professional development and ASOT based feedback models.</p> <p>2.5 All teachers use E-MARK to differentiate students within the Vocational curriculum.</p> <p>2.5 All teachers analyse student results in their classes to improve student-learning outcomes.</p> <p>2.6 Teachers plan and document for individual difference in their classes. Units implement a variety of learning strategies.</p>		
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Global Citizenship

The VET Department provides students with skills to enable them to become global citizens.

Performance Targets	Data source	Timeline
<p>All classes have established links with community groups and other educational providers in Australia and overseas.</p> <p>Vet subjects have embedded links to Asian perspectives and real world experiences.</p> <p>All VET subjects explicitly develop 21st century skills in students through unit plan developments.</p>	<p>Work Programs/Community Links/Partnerships</p> <p>Partnership Register</p> <p>Unit Plans</p>	<p>Ongoing</p> <p>2016</p> <p>2016</p>
School Improvement Strategy	Persons Responsible	Timeline
<p>3.2 Continue to embed learning experiences that develop global citizenship across all VET subjects.</p> <p>3.3 Develop staff capacity to implement the 21st century skills of knowledge building, ICT usage, global awareness, collaborative and skilled communication, self-regulation and assessment and problem solving and innovation.</p> <p>3.4 Develop meaningful partnerships locally, nationally and internationally.</p> <p>3.6 Build student and staff capacity to use ICT to inquire, create and communicate both within and beyond the Kirwan High community.</p>	<p>All VET staff</p> <p>All VET staff</p> <p>HODs, Team leaders and teaching staff</p> <p>All VET staff</p>	<p>2016- 2017</p>

Leadership Capability

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

Performance Targets	Data source	Timeline
<p>100% of VET teachers participate in external Vocational community partnerships.</p> <p>All staff engage in peer evaluation of PDPs, Vocational Education Curriculum compliancy processes and revise performance targets/timelines</p> <p>All VET teachers access and analyse school data from school databases to inform future curriculum directions.</p> <p>All VET teachers' PDPs implemented and reviewed</p> <p>Increased numbers of students and staff engage in opportunities to showcase VET.</p>	<p>School PDP Plans (Partnerships Register)</p> <p>Validation/Moderation Processes</p> <p>Unit plans, Department Meetings and School Based Data</p> <p>School Based Data</p> <p>Completion of Cert IV TAE and Up skilling of qualifications.</p> <p>QLD Training Awards. World Skills.</p>	<p>2016</p> <p>2016</p> <p>Ongoing</p> <p>Ongoing</p>
School Improvement Strategy	Persons Responsible	Timeline
<p>1. Establish and implement staff professional development to build teacher capacity to be an effective leader of the</p>	<p>All teachers</p>	<p>2016 - 2017</p>

classroom environment.		
4.2 Create a safe, supportive classroom environment.	All teachers	
4.3. Seek out and participate in leadership opportunities within the school and wider education community.	All teachers	
4.4 Encourage the attributes of a Kirwan High Scholar in all students	All teachers	
4.5 Implement high expectations for student management and learning in all school settings	All teachers	
4.6 Seek out and participate in leadership opportunities within the school and wider educational community	All teachers	
4.7 Embed leadership skills into unit planning	All teachers	
4.8 All staff create and implement a PDP and engage in regular collaborative review of this	All teachers	
4.9 Establish and maintain meaningful links with the wider community through ongoing partnerships with academic, industry and community to inform curriculum development		