

# Kirwan State High School Annual Implementation Plan 2016

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

## 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.



# KIRWAN STATE HIGH SCHOOL

## 2016 ANNUAL IMPLEMENTATION PLAN

### ATTENDANCE AND ENGAGEMENT:

A Kirwan High Scholar is in every class, every day, working hard.

PERFORMANCE TARGETS	DATA SOURCE	SCHOOL IMPROVEMENT STRATEGIES	PERSONS RESPONSIBLE	EXECUTIVE LEADERSHIP TEAM SUPERVISOR	END OF YEAR REVIEW
93% average attendance rate.	OneSchool	<ul style="list-style-type: none"> <li>Increase teachers' capacity to implement ASOT strategies from Design Questions 5, 8 and 9 related to Student Engagement, Relationships and High Expectations.</li> </ul>	Heads of Department Teaching and Learning and Heads of Curriculum	Executive Leadership Team	
70% of students achieving 90% or better attendance rate.	OneSchool	<ul style="list-style-type: none"> <li>Continue to implement School Wide Attendance Strategy.</li> </ul>	Leadership Team and Student Engagement Team	Rochelle	
80% student attendance in House based school events.	OneSchool	<ul style="list-style-type: none"> <li>Employ 2 staff for the Student Engagement Team to maximise the attendance of all students from Years 7 to 12.</li> </ul>	Executive Leadership team	Meredith and Rochelle	
3% gap between Indigenous and Non-Indigenous students' attendance rates.	OneSchool	<ul style="list-style-type: none"> <li>Continue to implement HGR and subject lesson Attendance Data walls in individual classrooms.</li> </ul>	Heads of Department	Rochelle	
60% of Indigenous students achieving 90% or better attendance rate.	OneSchool	<ul style="list-style-type: none"> <li>Continue to implement HGR Attendance checks twice per term.</li> </ul>	Heads of Department Student Wellbeing	Rochelle	
90% of staff believe that staff morale is positive at this school.	School Opinion Survey	<ul style="list-style-type: none"> <li>Continue to implement strategies to celebrate improved attendance and behaviour.</li> </ul>	Heads of Department Student Wellbeing	Rochelle	
Continue to increase staff retention.	School Data Profile	<ul style="list-style-type: none"> <li>Continue to implement strategies including the use of digital media, subject specific parent support groups, open days to engage parents.</li> </ul>	Leadership Team and Marketing Team	Meredith and Sandy	
Continue to meet or exceed state wide Year 10 – 12 apparent retention data for all students	School Data Profile	<ul style="list-style-type: none"> <li>Continue to refine and implement Engagement strategies for at risk students.</li> </ul>	Heads of Department Student Wellbeing and Guidance Officers	Rochelle, Shannon and Stephen	
Maintain two thirds of Year 7 total enrolment numbers in Excellence Programs.	OneSchool	<ul style="list-style-type: none"> <li>Implement year level celebration parades each term to increase year level identify.</li> <li>Implement the Kirwan High Engagement and Improvement Program</li> </ul>	Heads of Department Student Wellbeing and House Masters  Deputy Principal Junior Secondary and Student Engagement Team	Rochelle, Shannon and Stephen  Rochelle	



## 2016 ANNUAL IMPLEMENTATION PLAN

### QUALITY OUTCOMES:

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

PERFORMANCE TARGETS	DATA SOURCE	SCHOOL IMPROVEMENT STRATEGIES	PERSONS RESPONSIBLE	EXECUTIVE LEADERSHIP TEAM SUPERVISOR	END OF YEAR REVIEW
100% of Year 12 students achieve a QCE/QCIA.	School Data Profile	<ul style="list-style-type: none"> <li>Increase 1.0 Guidance Allocation to manage students at risk of not achieving a QCE/JCE.</li> </ul>	Executive Principal	Meredith	
70% OP students achieve OP 1- 15.	School Data Profile	<ul style="list-style-type: none"> <li>Implement processes to target at risk students in Years 10, 11 and 12 in each subject department.</li> </ul>	Heads of Department	Murray, Shannon and Stephen	
Year 12 student results are at or above QCAA state averages for VHA and HA	eMark	<ul style="list-style-type: none"> <li>Appoint two Heads of Curriculum to improve the implementation of ASOT, Reading and Writing.</li> </ul>	Executive Principal	Meredith	
70% of Year 12 VET students achieve a minimum of one Certificate III or higher.	Year 12 Learner Report	<ul style="list-style-type: none"> <li>Continue to implement the Intensive Reading Comprehension Intervention</li> </ul>	Head of Department Junior Secondary Teaching and Learning	Rochelle	
95% of Year 11 students are on track to achieve a QCE.	TraQCEr	<ul style="list-style-type: none"> <li>Employ .8 additional literacy teacher.</li> </ul>	Executive Principal	Meredith	
80% of Year 8 and 9 students achieving a C or better in English and Maths.	eMark	<ul style="list-style-type: none"> <li>Employ 6 additional support staff to support the implementation of the Decoding Program and provide increased in-class literacy support.</li> </ul>	Head of Department Junior Secondary Teaching and Learning	Rochelle	
35% attainment of A or B standard in each Year 8 and 9 English, Maths, Science and Humanities cohort	eMark	<ul style="list-style-type: none"> <li>Implement a school based Junior Certificate of Education (JCE) to monitor student progress and provide targeted intervention where needed.</li> </ul>	Leadership Team	Shannon and Rochelle	
25% attainment of A or B standard for Indigenous students in each Year 8 and 9 English, Maths, Science and Humanities cohort.	eMark	<ul style="list-style-type: none"> <li>Implement Leading Quality Teaching and Learning strategies:                             <ul style="list-style-type: none"> <li>Whole cohort and individual class Data Walls.</li> <li>Gradual release of Responsibility Model.</li> <li>Know and be able to do tables.</li> <li>Using common formative assessment and feedback to create short term data cycles.</li> <li>Using proficiency scales and explicit success criteria.</li> </ul> </li> </ul>	Leadership Team	Executive Leadership Team	
>85% of Year 9 students achieving the National Minimum Standard in the NAPLAN test for reading	School Data Profile	<ul style="list-style-type: none"> <li>Implement Instructional Rounds</li> </ul>	Leadership Team	Shannon	
		<ul style="list-style-type: none"> <li>Continue to revise Junior Secondary Work Programs and Units of Work with a focus on CCEs, Literacy, International</li> </ul>	Leadership Team	Rochelle and Shannon	

<p>&gt;60% of Year 9 students achieving the National Minimum Standard in the NAPLAN test for writing</p>	<p>School Data Profile</p>	<p>and Indigenous perspectives, 21<sup>st</sup> Century Skills, Habits of Mind.</p>		<p>Rochelle and Shannon</p>	
<p>Effect size of 0.6 in all areas of NAPLAN from Year 7 to 9.</p>	<p>School Data Profile</p>	<ul style="list-style-type: none"> <li>Continue to provide whole staff and department specific professional development opportunities for teachers to improve their capacity to implement the school's pedagogic framework, ASOT including a specific focus on Junior Secondary.</li> </ul>	<p>Leadership Team</p>		
<p>&gt;85% of students achieve a C or better in all subjects in Years 7 - 10.</p>	<p>eMark</p>	<ul style="list-style-type: none"> <li>Improve teachers' capacity to implement the Habits of Mind and Growth Mindset.</li> </ul>	<p>Leadership Team</p>	<p>Executive Leadership Team</p>	
<p>&gt;80% of Year 9 students achieve a Junior Certificate of Education.</p>	<p>eMark</p>	<ul style="list-style-type: none"> <li>Implement cross curricular digital pedagogy trial.</li> </ul>	<p>Heads of Curriculum</p>	<p>Stephen and Murray</p>	
<p>Reduce the achievement gap between Junior Secondary Indigenous students and Non-Indigenous students achieving a C or better to 10% in all subjects.</p>	<p>eMark</p>	<ul style="list-style-type: none"> <li>Employ an IT Technician to work with the Head of Department Data Analysis and School Improvement</li> </ul>	<p>Executive Leadership Team</p>	<p>Meredith</p>	
<p>95% of students satisfied with feedback received.</p>	<p>School Opinion Survey</p>	<ul style="list-style-type: none"> <li>Engage all staff in professional development on Reading Comprehension and Writing within subject areas led by external coach, Lindsay Williams.</li> </ul>	<p>Leadership Team</p>	<p>Executive Leadership Team</p>	
<p>100% of departments create, implement and supervise subject specific writing improvement and reading comprehension improvement strategies.</p>	<p>Work Programs and Classroom Observation Data</p>	<ul style="list-style-type: none"> <li>Implement School Wide Improvement Plans for Reading Comprehension and Writing.</li> </ul>	<p>Leadership Team</p>	<p>Executive Leadership Team</p>	
		<ul style="list-style-type: none"> <li>Continue to implement explicit gifted and talented strategies for improving performance of Academic Excellence students in Years 7, 8 and 9.</li> </ul>	<p>Head of Department Junior Secondary Teaching and Learning, Heads of Curriculum</p>	<p>Rochelle and Shannon</p>	
		<ul style="list-style-type: none"> <li>Implement student Personal Achievement Plans in which students set goals, track progress and lead student/ parent/ teacher reporting conferences.</li> </ul>	<p>Leadership Team</p>	<p>Rochelle, Stephen and Shannon</p>	
		<ul style="list-style-type: none"> <li>Establish a student scholarship program.</li> </ul>	<p>Executive Leadership Team</p>	<p>Meredith and Murray</p>	

## 2016 ANNUAL IMPLEMENTATION PLAN

### GLOBAL CITIZENSHIP:

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

PERFORMANCE TARGETS	DATA SOURCE	SCHOOL IMPROVEMENT STRATEGIES	PERSONS RESPONSIBLE	EXECUTIVE LEADERSHIP TEAM SUPERVISOR	END OF YEAR REVIEW
Establish baseline data for Kirwan High Scholar survey.	School based survey	<ul style="list-style-type: none"> <li>Develop and implement Kirwan High Scholar survey.</li> </ul>	Executive Leadership Team	Stephen	
100% of Departments have established local, national and global partnerships.	Partnerships database	<ul style="list-style-type: none"> <li>Explicitly teach the attributes of a Kirwan High Scholar and embed these across all subject areas.</li> </ul>	Leadership team	Executive Leadership Team	
85% of teachers express confidence in their ability to implement 21st Century Skills in their classrooms.	School based survey	<ul style="list-style-type: none"> <li>Explicitly teach the Charters for Global Citizenship and Reconciliation and embed these across all subject areas.</li> </ul>	Leadership team	Stephen and Rochelle	
100% of teachers and students are engaged in Service Learning that has links to the "Declaration of Human Rights".	School based survey	<ul style="list-style-type: none"> <li>Implement one Global Engagement lesson per term that is linked to the Charter for Global Citizenship.</li> </ul>	Leadership team	Stephen	
90% of students and staff are satisfied that all people and all cultures are respected in the school.	School Opinion Survey	<ul style="list-style-type: none"> <li>Continue to build meaningful and sustainable partnerships locally, nationally and globally through all departments.</li> </ul>	Leadership team	Stephen	
95% of students believe that the school encourages them to be a good community member.	School Opinion Survey	<ul style="list-style-type: none"> <li>Prototype two cross-curricular units in Junior Secondary that engage students in service learning about global issues with purposeful use of technology.</li> </ul>	Leadership team	Rochelle and Murray	
95% of staff and parents feel that this school has a strong sense of community.	School Opinion Survey	<ul style="list-style-type: none"> <li>Develop teachers' capacity to embed the 21<sup>st</sup> Century Skills in their classrooms.</li> </ul>	Leadership Team	Stephen	
95% of students feel that the school encourages them to be a good community member.	School Opinion Survey	<ul style="list-style-type: none"> <li>Continue to refine and implement service learning within HGR.</li> </ul>	Heads of Department Student Wellbeing	Rochelle	
95% of staff and parents feel that this school has a strong sense of community.	School Opinion Survey	<ul style="list-style-type: none"> <li>Increase intercultural learning for students through study tours, exchanges and direct engagement with visiting international students.</li> </ul>	Leadership team	Stephen and Meredith	
90% of students, staff and parents feel that the school is environmentally friendly.	School Opinion Survey and School based survey	<ul style="list-style-type: none"> <li>Establish a school recycling program and enhance the student environmental program.</li> </ul>	Heads of Department Science and Arts	Stephen and Shannon	

## 2016 ANNUAL IMPLEMENTATION PLAN

### LEADERSHIP CAPABILITY

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

PERFORMANCE TARGETS	DATA SOURCE	SCHOOL IMPROVEMENT STRATEGIES	PERSONS RESPONSIBLE	EXECUTIVE LEADERSHIP TEAM SUPERVISOR	END OF YEAR REVIEW
Continued reduction in School Disciplinary Absences	OneSchool	<ul style="list-style-type: none"> <li>Implement revised SWPBS behaviour expectations.</li> </ul>	Leadership Team	Murray	
75% of students are satisfied that behaviour is well managed at Kirwan High.	School Opinion Survey	<ul style="list-style-type: none"> <li>Engage Heads of Department in Restorative Justice practices.</li> </ul>	Executive Leadership Team	Murray	
85% of parents are satisfied that behaviour is well managed at Kirwan High.	School Opinion Survey	<ul style="list-style-type: none"> <li>Continue to refine whole school leadership programs and training.</li> </ul>	Heads of Department Student Wellbeing	Rochelle	
75% of teachers are satisfied that behaviour is well managed at Kirwan High.	School Opinion Survey	<ul style="list-style-type: none"> <li>Continue to implement strategies to increase Social Capital within all Departments and across the school.                             <ul style="list-style-type: none"> <li>- Provide professional development on Social Capital.</li> <li>- Develop a shared vision and school wide processes for collaborative teams.</li> </ul> </li> </ul>	Leadership Team	Executive Leadership Team	
75% of student participation rate in all leadership programs.	OneSchool	<ul style="list-style-type: none"> <li>Continue partnership with external coach Ken Rogers to further develop instructional leadership capability of the Executive Team.</li> </ul>	Executive Principal	Meredith	
90% of staff agree that the Performance Development and Improvement planning process helps them to improve their work.	School Opinion Survey	<ul style="list-style-type: none"> <li>Continue partnership with Marzano Institute to implement the High Reliability Schools framework.</li> </ul>	Executive Leadership Team	Meredith	
90% of staff agree they are encouraged to undertake leadership roles.	School Opinion Survey	<ul style="list-style-type: none"> <li>Continue to engage all staff in the Performance Development Planning and Review process based on data analysis discussions.</li> </ul>	Leadership Team	Meredith and Diana	
95% of teachers are satisfied that the school encourages coaching and mentoring activities.	School Opinion Survey	<ul style="list-style-type: none"> <li>Continue to develop and implement Junior Secondary leadership opportunities.</li> </ul>	Executive Leadership Team and Head of Department Junior Student Wellbeing	Rochelle	
90% of staff agree that they have input into school decision making.	School Opinion Survey	<ul style="list-style-type: none"> <li>Implement a formal vertical Buddy Program.</li> </ul>	Heads of Department Student Wellbeing	Rochelle	
		<ul style="list-style-type: none"> <li>Prototype an Experiential Outdoor Education Program for Junior Secondary At Risk students.</li> </ul>	Executive Leadership Team	Murray and Rochelle	
		<ul style="list-style-type: none"> <li>Establish a teacher scholarship program.</li> </ul>	Executive Leadership Team	Meredith	

		<ul style="list-style-type: none"> <li>• Develop a parent education program.</li> </ul>	Executive Leadership Team and Guidance Offices	Meredith	
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**Certification**

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

*Meredith Wenta*

*Ryan Daniel*

.....Meredith Wenta, Executive Principal

..... Professor Ryan Daniel, Chair, School Council