

KIRWAN STATE HIGH ANNUAL IMPLEMENTATION PLAN 2020

SCIENCE DEPARTMENT

A School of Excellence. A School for Everyone. A World Class School. A great school ... 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

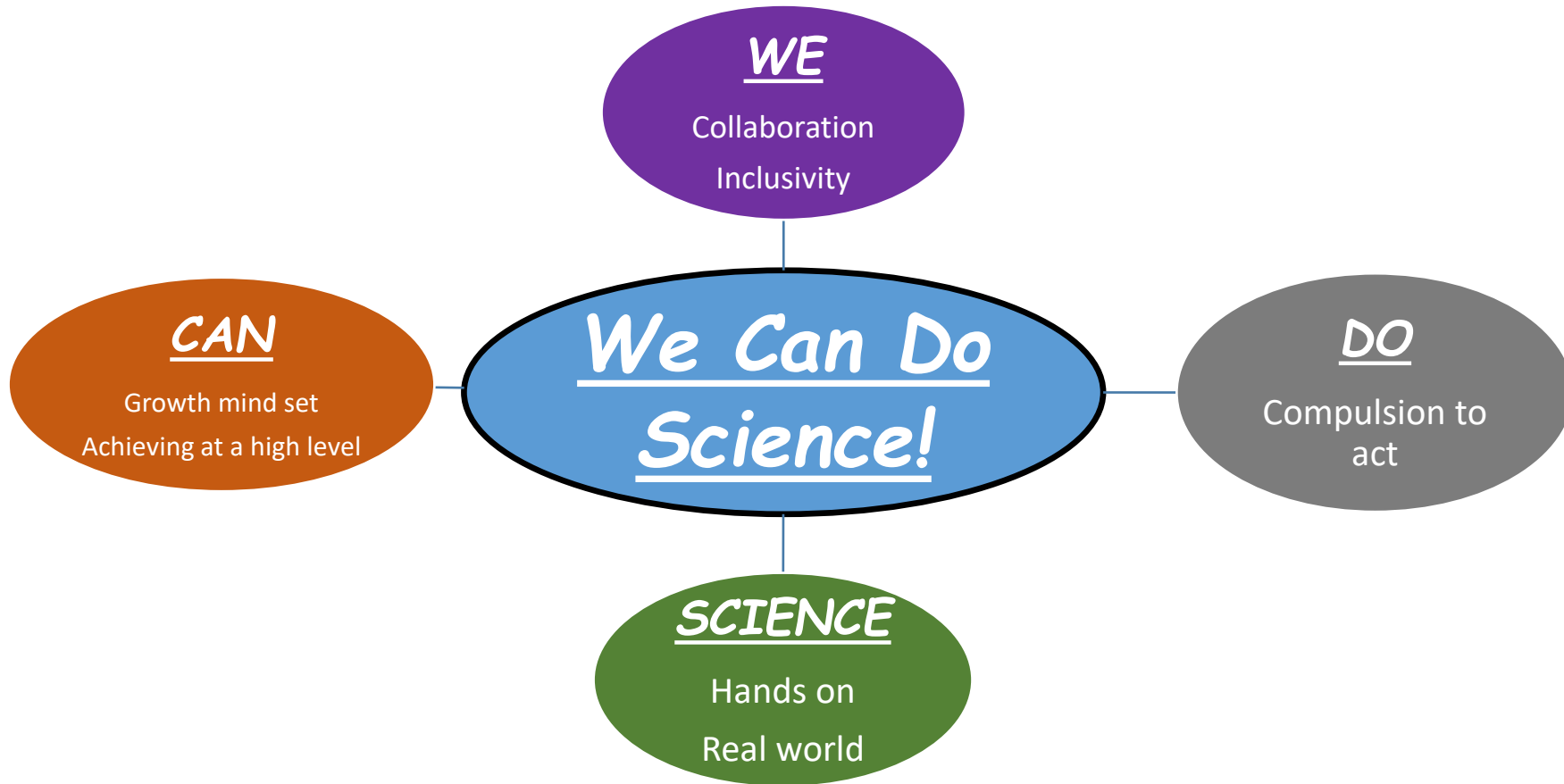
Our Kirwan High Scholars are leaders who are:

- 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 – Science Vision

A whole school community engaging with the wonders, the power and the impact of science.



LEADERSHIP:

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

PERFORMANCE TARGETS	DATA SOURCE	SCHOOL IMPROVEMENT STRATEGIES	PERSONS RESPONSIBLE	END OF YEAR REVIEW
Continued reduction in OneSchool incident reports and behaviour referrals.	OneSchool	<p>Leading self and others to further develop a positive learning community for all by:</p> <ul style="list-style-type: none"> • Professionally develop Science staff to increase understanding of the attribute of aspiration and its alignment with teacher belief and pedagogy. • Continuing to engage Science staff in authoritative leadership through the performance development plan process. • Developing the capacity of Science staff to support the resilience project • Developing the capacity of Science staff to effectively use restorative conversations. <p>Continue to refine science leadership development by designing and implementing growth opportunities for team leaders, 2ics, mentors, SBTEs and beginning teachers to improve their practice through:</p> <ul style="list-style-type: none"> • Team teaching • Coaching • Action research • Instructional rounds • Representations with their educational institutions <p>Implement a survey to determine teachers' perceptions regarding their capacity to lead on-line teaching and learning and contribute positively to staff morale during the pandemic.</p> <p>Recognising high performing students and teachers by supporting their applications for awards eg. Peter Doherty, NYSF, stem camps, QMEA camps, brain bee, engineering challenge</p>	HOD	
80% of staff are engaging in restorative chats.	School Based Survey			
100% of students say that my teachers encourage me to do my best.	School Opinion Survey		HOD	
90% of teachers believe that they have the authority necessary to do their job effectively.	School Opinion Survey			
80% of staff believe that they are satisfied with the opportunities available for career development.	School Opinion Survey			
97% of staff believe that they can contribute positively to staff morale.	School Based Survey			

ATTENDANCE AND ENGAGEMENT:

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

PERFORMANCE TARGETS	DATA SOURCE	SCHOOL IMPROVEMENT STRATEGIES	PERSONS RESPONSIBLE	END OF YEAR REVIEW
Average attendance rate. >90% - All >93% - Non-indigenous >87% - Indigenous	OneSchool	Improve science attendance by: Supervise the tracking and monitoring of attendance at the classroom, department, year level and whole school level.	All School wide	
Students achieving 90% or better attendance rate. >65% - All >70% - Non-indigenous >45% - Indigenous	OneSchool	Track and monitor department, year level and individual attendance with a focus on Indigenous students during the period of school disruption. Track and monitor student engagement in daily lessons using a common process during the period of school disruption		
Students are achieving Excellent/Very Good in all subjects for: 35% effort/behaviour 35% effort 47% behaviour	InSchool	Implement a proficiency scale for attendance and engagement to monitor student attendance across the school. Improve science effort and behaviour data by:	All	
Year 10 students are achieving Excellent/Very Good in all subjects for: > 27 % effort/behaviour > 30% effort > 38 % behaviour	InSchool	<ul style="list-style-type: none"> regularly engaging students in reflection on their effort and behaviour using the matrix. responding to data from eMark effort and behaviour summary report at a whole school, department and classroom level. increasing teachers' capacity to implement ASOT strategies from design questions 7 (element 32), 8, 9 & 10 related to student engagement, physical layout of the classroom, relationships and high expectations. implementing specific strategies to refine and embed the use of student planners. engaging student with be here and belong strategy collaboratively workshop relationship building opportunities and feedback strategies (39) and cross referencing data on data wall 		
Student behaviour is well managed at this school. Parents >78% Students > 60% Teachers > 70%	School Opinion Survey			

QUALITY OUTCOMES:

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

PERFORMANCE TARGETS	DATA SOURCE	SCHOOL IMPROVEMENT STRATEGIES	PERSONS RESPONSIBLE	END OF YEAR REVIEW
90% of teachers say that staff at my school work as a team to deliver improved outcomes.	School Opinion Survey	<p>Improve the implementation of the collaborative team cycle by:</p> <ul style="list-style-type: none"> Building team leader capacity to lead the collaborative team cycle. Enacting a guaranteed and viable curriculum through the use of a common process to prioritise standards. Using proficiency scales and data walls to monitor and respond to student progress. Explicitly teach cognitive verbs and subject specific writing. <p>Support teacher growth by:</p> <ul style="list-style-type: none"> Showcasing and celebrating our teaching within and beyond the school community. Timetabling walkthroughs to improve pedagogy. Focussing on the ASOT strategy, recording and representing to improve the standard of academic notebooks. Building teacher capability to embed differentiation practices (including the use of ICT) and reading strategies in their planning, teaching and assessment to meet the needs of all learners. <ul style="list-style-type: none"> Developing handover process (7-8, 8-9, 9-10) to better understand and meet the learning needs of students at the start of the year. Implement plans for transitioning students to the three modes of learning (on-line at home, on-line at school and printed resources at home) during COVID-19, and for transitioning students back to full-time learning at school when appropriate <p>Improve ICT capability by:</p> <ul style="list-style-type: none"> Including department specific ICT capabilities in the school curriculum map and auditing these to determine commonalities and gaps Building staff and student capacity to use common platforms such as education perfect eLearn, Share Point, Microsoft Teams and Clickview Investigate on line PD through Impact Centre webinars for department meetings Implement document sharing collaborations through Sharepoint Implement academic cycle with education perfect tracking <p>Develop a parent survey to determine existing ICT capabilities and barriers</p> <p>Develop a parent engagement strategy using a range of platforms to increase parent capability in supporting students' on-line learning</p> <p>Continue development and implementation of the new senior syllabus in science by:</p> <ul style="list-style-type: none"> Providing teachers with opportunities to develop high quality TLAPs and assessment instruments Facilitating teacher collaboration between schools Broadening work with JCU, CUQ, UQ, QMEA, STAQ etc to provide specific co tent PD for teachers 	HOD / TLS	
Year 12 attainment 100% QCE/QCIA.	School Data Profile			
>90% certificate attainment for all VET subjects.	School Data Profile			
>75% of 2020 year 11 vet students attain a minimum of one Certificate III or higher.	OneSchool			
All subjects (non-VET) attain >85% C or better >40% A or B >25% A or B Indigenous students	InSchool			
Year 9 JCE/JCIA attainment >85% all students >55% Indigenous Students	InSchool			
80% of students and teachers believe that ICT is used to improve learning	School Based Survey			
90% of teachers have improved their capacity to use the school's online learning platforms to improve learning				
75% of staff believe that ICT is well maintained	School Opinion Survey			

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	END OF YEAR REVIEW
90% of students believe that they are part of a world-wide community of learners.	School Based Survey	Embed Global Citizenship and intercultural learning in the school's curriculum and pedagogy by: <ul style="list-style-type: none"> ▪ Improving teacher understanding of the interconnectedness of the 21st Century Skills, global competencies, general capabilities and the Charters for Global Citizenship and Reconciliation; ▪ Ensuring these frameworks inform teaching and learning practices to develop Global Citizenship attributes. ▪ Engage students in the use of ICT to investigate and respond to global events such as Covid-19 to develop global citizenship attributes. 	HOD / Tls	
100% of teachers teach Global Citizenship in all of their classes.	School Based Survey			
>90% of students believe that their teachers help them to become Global Citizens.	School Based Survey	Continue to implement and market meaningful intercultural engagement between the Kirwan High Community and local, national and international people and organisations.	ALL	
100% of students and staff believe that the school has an inclusive culture where diversity is valued and respected.	School Opinion Survey and School Based Survey	Further develop the Entrepreneurs of Tomorrow regional schools project as part of the Townsville STEM Hub. Secure 3 year funding growth through incorporation with: <ul style="list-style-type: none"> • SMART Precinct • Inspire Australia 	HOD	
>95% of students believe that the school encourages them to be a good community member.	School Opinion Survey			
95% of parents feel that this school has a strong sense of community.	School Opinion Survey			

Certification

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

_____ Patrick McLeod, Head of Department, Science

_____ Karen Andersen, Deputy Principal