

# KIRWAN STATE HIGH SCHOOL ANNUAL IMPLEMENTATION PLAN 2020

## CREATIVE ARTS DEPARTMENT

A School of Excellence. A School for Everybody. 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.

## 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	EXECUTIVE LEADERSHIP TEAM SUPERVISOR
Continued reduction in OneSchool incident reports and behaviour referrals.	OneSchool	Leading self and others to further develop a Positive Learning Community for all by: <ul style="list-style-type: none"> <li>Developing the capacity of all staff to effectively use Restorative Chats.</li> <li>Continuing to engage all staff in authoritative leadership through the Performance Development Plan process.</li> <li>Implementing the Staff Wellbeing and the Student Learning and Wellbeing Frameworks.</li> <li>Professionally develop staff to increase understanding of the attribute of aspiration and its alignment with teacher belief and pedagogy.</li> <li>Provide ongoing departmental professional development in PBL and behaviour management to increase staff capacity to explicitly teach and enforce behaviour expectations, particularly in a Creative Arts classroom context.</li> <li>Develop department technology guidelines for safe and responsible use of technology in the classroom.</li> <li>Continue to develop the Creative Arts Student Support Group to work collaboratively with the Creative Arts Support Group</li> <li>Collaboratively develop and implement strategies to build the leadership capability of Team leaders, 2ICs and Music Coordinator (Sem 2)</li> <li>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.</li> </ul>	Leadership Team	Vicki Executive Team
80% of staff are engaging in restorative chats.	School Based Survey		Leadership Team	
100% of students say that my teachers encourage me to do my best.	School Opinion Survey		Executive Team	Meredith
90% of teachers believe that they have the authority necessary to do their job effectively.	School Opinion Survey		Executive Team	Meredith
80% of staff and students report that they use mobile phones and electronic devices responsibly.	School Based Survey		Leadership Team	Executive Team
80% of staff believe that they are satisfied with the opportunities available for career development.	School Opinion Survey		Executive Team HOD's Wellbeing	Meredith Vicki
97% of staff believe that they can contribute positively to staff morale.	School Based Survey		HOD CAA CASG	

## 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
Average attendance rate. >90% - All >93% - Non-indigenous >87% - Indigenous	OneSchool	Supervise the tracking and monitoring of Attendance at the classroom, department, year level and whole school level.  Track and monitor whole school, 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	Leadership Team  HODs Student Wellbeing	Executive Team  Vicki
Students achieving 90% or better attendance rate. >65% - All >70% - Non-indigenous >45% - Indigenous	OneSchool	Implement a proficiency scale for attendance and engagement to monitor student attendance across the school.  Review and reinvigorate the School Wide Attendance Strategy into the routines and procedures of the Creative Arts department through:		Vicki  Jamie
Year 11 VET students attendance. >88%	InSchool	<ul style="list-style-type: none"> <li>• Include the Be Here and Belong strategy</li> <li>• Weekly attendance checks and discussion within all Creative Arts classes</li> <li>• Use of Attendance Tracking walls and student accountability tracking in all Creative Arts classes</li> <li>• Sharing of best practice within department and collaborative team meetings</li> </ul>	HOD CAA and CAA teachers	
Students are achieving Excellent/Very Good in all subjects for: 35% effort/behaviour 35% effort 47% behaviour	InSchool	Improve effort and behaviour data by: <ul style="list-style-type: none"> <li>• Regularly engaging students in reflection on their effort and behaviour using the matrix.</li> <li>• Responding to data from eMark effort and behaviour summary report at a whole school, department and classroom level.</li> <li>• Increasing teachers' capacity to implement ASOT strategies from Design Questions 7 (Element 32), 8, 9 &amp; 10 related to Student Engagement, Physical Layout of the classroom, Relationships and High Expectations.</li> <li>• Implementing specific strategies to refine and embed the use of student planners.</li> </ul>	HODs Student Wellbeing & House Masters	
Year 10 students are achieving Excellent/Very Good in all subjects for: > 27 % effort/behaviour > 30% effort > 38 % behaviour	InSchool	Embed gratitude strategies across the school for students and staff.  Target students achieving below excellent or very good in effort and behaviour their Creative Arts Academy class through the contract process.  Increase staff and student involvement in extra-curricular programs across the Creative Arts Academy.  Implement contracts for students not reaching Extra Curricula and Instrumental Music attendance target.	Leadership Team HOD CAA and CAA teachers	Vicki  Vicki
Student behaviour is well managed at this school. Parents >78% Students > 60% Teachers > 70%	School Opinion Survey	Celebrate Instrumental Music Attendance results at Musicians Farewell Continue to seek new and varied performance/exhibition opportunities [specifically in the local community] for all Creative Arts students in order to increase sustained engagement, developing strong links to curriculum and industry.	HOD CAA and CAA teachers Lindsay Nobile and Fiona Cochrane	
93% Attendance in all Extra Curricula and Instrumental Music Programs	Sharepoint - Rolls	Continue to celebrate staff service to the school, as well as their expertise and achievement across the Creative Arts community.  Develop and implement a Creative Arts Marketing Plan, particularly promoting the Creative Arts Academy and the Indigenous Art Program.  Implementation of data analysis of Year 8 CAA students subject selections in Term 3 and Term 4 for 2020.	HOD CAA and CAA teachers	
90% Retention of Year 8 CAA students into Year 9 CA subjects	Inschool			

## 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
90% of teachers says 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"> <li>Building Team Leader capacity to lead the collaborative team cycle.</li> <li>Enacting a guaranteed and viable curriculum through the use of a common process to prioritise standards.</li> <li>Using proficiency scales and data walls to monitor and respond to student progress.</li> </ul>	Leadership Team	Executive Team
Year 12 attainment 100% QCE/QCIA	School Data Profile	<p>Support teacher growth by:</p> <ul style="list-style-type: none"> <li>Showcasing and celebrating our teaching within and beyond the school community.</li> <li>Timetabling Walkthroughs to improve pedagogy.</li> <li>Focussing on the ASOT strategy, Recording and Representing to improve the standard of Academic Notebooks.</li> <li>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.</li> <li>Building co-teaching capacity to increase inclusive practices.</li> </ul>	Leadership Team	Executive Team
>90% certificate attainment for all VET subjects.	School Data Profile	<p>Improve teacher, student and parent capacity to support year level transitions by:</p> <ul style="list-style-type: none"> <li>Enhancing the transition from 6 into 7 by increasing engagement with feeder schools and student data.</li> <li>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.</li> <li>Increasing parent understanding of, and involvement in student transitions into Years 7 and 10.</li> <li>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</li> </ul>	Executive Team	Executive Team
All subjects (non-VET) attain >85% C or better >40% A or B >25% A or B Indigenous students.	InSchool	<p>Improve ICT Capability by:</p> <ul style="list-style-type: none"> <li>Developing a Five Year Plan for ICT infrastructure</li> <li>Including department specific ICT capabilities in the school Curriculum Map and auditing these to determine commonalities and gaps</li> <li>Building staff and student capacity to use common platforms such as Education Perfect, eLearn, Share Point, Microsoft Teams and Clickview</li> <li>Develop a parent survey to determine existing ICT capabilities and barriers</li> </ul> <p>Develop a parent engagement strategy using a range of platforms to increase parent capability in supporting students' on-line learning</p>	Executive Team	Steve
Year 9 JCE/JCIA attainment >85% all students >55% Indigenous students	InSchool	<p>Improve ICT Capability by:</p> <ul style="list-style-type: none"> <li>Developing a Five Year Plan for ICT infrastructure</li> <li>Including department specific ICT capabilities in the school Curriculum Map and auditing these to determine commonalities and gaps</li> <li>Building staff and student capacity to use common platforms such as Education Perfect, eLearn, Share Point, Microsoft Teams and Clickview</li> <li>Develop a parent survey to determine existing ICT capabilities and barriers</li> </ul> <p>Develop a parent engagement strategy using a range of platforms to increase parent capability in supporting students' on-line learning</p>	Leadership Team	Steve
90% of teachers have improved their capacity to use the school's online learning platforms to improve learning	School Based Survey	<p>Continue to improve Creative Arts teachers' capacity to implement the new ASOT by:</p> <ul style="list-style-type: none"> <li>Growing an academic culture through the use of explicit learning routines [including recording and representing knowledge in an academic notebook; test protocols; processing of knowledge].</li> </ul> <p>Establish the use of Marker Students in Years 8, 9 and 10 to engage collaborative teams in tracking the progress of students in Creative Arts classes.</p> <p>Continue to implement school wide reading and writing strategies across the Creative Arts Academy classes including a focus on vocabulary, Teaching Content through Reading and Highly Valued Language Features.</p>	Lindsay Nobile and Teachers in the CAA	Steve and Jamie
80% of students and teachers believe that ICT is used to improve learning	School Based Survey	<p>Implement the new senior syllabus in the Creative Arts department by:</p> <ul style="list-style-type: none"> <li>Embedding cognitive verbs in all Creative Arts subjects.</li> <li>Aligning the junior work program to the new senior units</li> <li>Engage all teachers in QCAA online professional development (eg. Syllabus Orientation, Assessment Literacy, etc.)</li> <li>Support teachers in their applications for roles within the new senior (eg. Assessors, Confirmers, Writers, etc.)</li> <li>Unpacking the new syllabus documents in collaborative teams</li> </ul>	Lindsay Nobile and Teachers in the CAA	Steve and Jamie
75% of staff believe that ICT is well maintained	School Opinion Survey	<p>Continue monitoring and tracking student progress in the Creative Arts through:</p> <ul style="list-style-type: none"> <li>Marker students and data analysis to target teaching strategies to student needs</li> <li>Cohort data wall to monitor student progress</li> <li>CT meetings dedicated to interrogating the data to answer the 5 questions for teachers</li> </ul> <p>Continuing to implement processes to target at risk and extending students in all year levels</p>	Lindsay Nobile and Teachers in the CAA	Steve and Jamie

## 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
90% of students believe that they are part of a world-wide community of learners.	School Based Survey	<p>Embed Global Citizenship and intercultural learning in the school's curriculum and pedagogy by:</p> <ul style="list-style-type: none"> <li>▪ Improving teacher understanding of the interconnectedness of the 21<sup>st</sup> Century Skills, global competencies, general capabilities and the Charters for Global Citizenship and Reconciliation;</li> <li>▪ Ensuring these frameworks inform teaching and learning practices to develop Global Citizenship attributes.</li> <li>▪ Engage students in the use of ICT to investigate and respond to global events such as Covid-19 to develop global citizenship attributes.</li> </ul> <p>Continue to engage the whole school community in Service Learning through a focus on <i>The Cure Starts Now</i> and <i>Youth with a Mission</i>.</p> <p>Promote a range of opportunities across the school for students to lead Global Citizenship initiatives.</p> <p>Continue to implement and market meaningful intercultural engagement between the Kirwan High Community and local, national and international people and organisations.</p> <p>Showcase globally minded/ successful Creative Arts alumni as role models for the attributes of a Kirwan High Scholar.</p> <p>Continue to develop and market meaningful intercultural engagement between the Kirwan High community and local, national and international people and organisations through:</p> <ul style="list-style-type: none"> <li>- Development camps (eg. FANFARE camp, Drama Retreat, Creative Generation, CIAF, etc)</li> <li>- All Creative Arts students engaging in at least one workshop with an Industry Professional</li> <li>- Engagement with International students</li> <li>- Memorandums of Understanding</li> </ul> <p>Incorporate community events into curriculum planning to increase student access to these events</p> <ul style="list-style-type: none"> <li>- Eisteddfod</li> <li>- SHEP (Cairns and Townsville)</li> <li>- Carols by Candlelight</li> <li>- The Scene Project</li> <li>- Creative Generation</li> </ul>	Leadership Team	Karen
100% of teachers and students have engaged in Service Learning	School Based Survey		Executive Team/HODs Wellbeing	
100% of teachers teach Global Citizenship in all of their classes.	School Based Survey		HOD Wellbeing	Executive Team
>90% of students believe that their teachers help them to become Global Citizens.	School Based Survey		HOD Science	Vicki and Karen
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		HOD's Global Education / Wellbeing	
>95% of students believe that the school encourages them to be a good community member.	School Opinion Survey		Lindsay Nobile and the CAA Team	Vicki and Karen
95% of parents feel that this school has a strong sense of community.	School Opinion Survey		Lindsay Nobile and the CAA Team	
100% of Creative Arts subjects have established local, national and/or global partnerships			Lindsay Nobile and the CAA Team	
100% of Creative Arts programs have students involved in community arts events				

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**Certification**

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

\_\_\_\_\_ Lindsay Nobile, Acting Head of Department, CAA

\_\_\_\_\_ Jamie Hunt, Deputy Principal