

KIRWAN STATE HIGH SCHOOL ANNUAL IMPLEMENTATION PLAN 2020

HPE AND SPORT 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	<p>Supporting the development of a Positive Learning Community for all students and teachers of HPE and Sport, by implementing:</p> <ul style="list-style-type: none"> Staff Professional Development on Authoritative Leadership. Professional Development Program on Restorative Practice focussing on Restorative Chats for all HPE and Sport staff. <ul style="list-style-type: none"> Developing capacity of all staff to effectively use restorative chats Develop a "Positive Learning Community" reflection tool to monitor progress Use of monitoring students contract agreements and monitoring disengaged students Continued development of Sports Academy Support Group and ongoing meetings and events with a focus on a wider spread of sporting academies 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>Providing classroom clarity for teachers on expectations associated with the effort & behaviour matrix and implement teacher support mechanisms as appropriate:</p> <ul style="list-style-type: none"> Continue to provide workshops for best practice at department level and embed in practice through curriculum teams Unpack current expectations and reward/consequences processes and provide clear rules to ensure improved consistency across the department. <ul style="list-style-type: none"> Sports Academy Contract Classroom Expectations Follow Up Process <p>Continuing to refine HPE and Sport leadership development by designing and implementing opportunities for Team Leaders, 2iCs, Mentors, SBTEs and Beginning Teachers to improve their practice.</p> <ul style="list-style-type: none"> Team teaching Coaching Instructional rounds Representations with other educational institutions Provide opportunities for all teachers to observe and be observed as part of a growth mindset culture <p>Regular timetabled activities to enhance or develop leadership within the team, individuals and groups.</p> <p>Continue to develop gratitude strategies for the HPE and Sport staff.</p> <ul style="list-style-type: none"> Enhance engagement in gratitude wall Develop 'Happy Hour' Positive contact home strategy 	HOD/HPE and Sport Teachers Wellbeing Team	Jamie Hunt
80% of staff are engaged in restorative chats	School Based Survey			
95% of parents are satisfied the school has a strong sense of community.	SASG Meeting minutes			
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		HOD/HPE and Sport Teachers	
80% of staff and students report that they use mobile phones and electronic devices responsibly.	School Based Survey		HOD/HPE and Sport Teachers	
80% of staff believe that they are satisfied with the opportunities available for career development.	School Opinion Survey		HOD/HPE and Sport Teachers	
97% of staff believe that they can contribute positively to staff morale.	School Based survey		HOD/HPE and Sport Teachers	

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	Increase the tracking and monitoring of Attendance in HPE and Sport classes. Implement the school wide proficiency scale for attendance and engagement to monitor student attendance in HPE and Sport classes.	HOD/HPE and Sport Teachers	Jamie Hunt
Students achieving 90% or better attendance rate. >65% - All >70% - Non-indigenous >45% - Indigenous	OneSchool	Increase teachers' capacity to apply strategies to monitor and improve attendance. <ul style="list-style-type: none"> Sharing best practice at department and collaborative team meetings; Continue to utilise and refine the HPE attendance cards; Implement follow up HPE and Sport procedures for truancy; Reinforce attendance and participation expectations for all Sporting Academies students through Sports Academy Contracts; Develop a process to track Sports Academy students attendance at Swimming, Cross Country and Athletics carnivals; Increase and monitor morning training opportunities and attendance; Facilitate a holistic approach to morning training improving attendance and preparedness via physical activity, breakfast and hygiene; Track and monitor HPE and Sport, year level and individual attendance with a focus on Indigenous students during the period of school disruption; Track and monitor student engagement in HPE and Sport lessons using a common process during the period of school disruption. 	HOD/HPE and Sport Teachers	
Students are achieving Excellent/Very Good in all subjects for: 35% effort/behaviour 35% effort 47% behaviour	InSchool	<ul style="list-style-type: none"> Develop a process to track Sports Academy students attendance at Swimming, Cross Country and Athletics carnivals; Increase and monitor morning training opportunities and attendance; Facilitate a holistic approach to morning training improving attendance and preparedness via physical activity, breakfast and hygiene; Track and monitor HPE and Sport, year level and individual attendance with a focus on Indigenous students during the period of school disruption; Track and monitor student engagement in HPE and Sport lessons using a common process during the period of school disruption. 	HOD/HPE and Sport Teachers	
Year 10 students are achieving Excellent/Very Good in all subjects for: > 27 % effort/behaviour > 30% effort > 38 % behaviour	InSchool	Collaborate with Wellbeing Department to develop an Action Plan for the implementation of the Be Here and Belong Strategy focusing on Block Sport sign up and participation.	HOD/HPE and Sport Teachers Well Being Team	
Student behaviour is well managed at this school. Parents >78% Students > 60% Teachers > 70%	School Opinion Survey	Collaborate with Clontarf to build rapport with students before school during physical activity sessions. Improve effort and behaviour data by: <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. 	HOD/HPE and Sport Teachers	
60% abundant and moderate results in Resilience domains of social skills, positive identity and positive values in Year 7.	Resilience Survey	<ul style="list-style-type: none"> 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. 		
50% in abundant and moderate across Resilience domains Educational Engagement, Social Skills, Positive Identity, and Positive Values in Year 10 and Year 11.	Resilience Survey	Embed gratitude strategies across the school for students and staff. Implement The Resilience Project to engage all students in HPE and Sport from Years 7 to 9.		

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"> 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. <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; Building co-teaching capacity to increase inclusive practices. Work with VET team and Binnacle to ensure VET subject requirements are met and developed. <p>Improve quality of teaching by:</p> <ul style="list-style-type: none"> Enacting a guaranteed and viable curriculum; Explicitly teaching cognitive verbs in each subject; Explicitly teaching subject specific vocabulary; Determine appropriate differentiation strategies (which extend or support) based on evidence of learning and guided by ASOT Feedback Elements, ICPs, PLPs and other Student Plans; Implement meaningful opportunities to use ICTs to assist the delivery of curriculum; 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>Support teacher growth and development by:</p> <ul style="list-style-type: none"> Showcasing and celebrating our teaching within and beyond the school community; Focussing on the ASOT strategy, recording and representing to improve the standard of academic notebooks; 	<p>HOD/HPE and Sport Teachers</p>	<p>Jamie Hunt</p>
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			
NMS for reading, writing and numeracy above QSS	School Data Profile			
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	School Based Survey			
75% of staff believe that ICT is well maintained	School Opinion Survey			
100% of year 7 and year 10 HPE teachers complete professional development in foundation Athletics coaching.	Course completion data		<p>HOD/HPE and Sport Teachers</p>	
100% of Academy staff complete professional development in basic strength and conditioning	Course completion data			

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	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; Auditing work programs to identify the existing guaranteed curriculum for the teaching and assessment of Global Citizenship; Integrating High Resolves Global Citizenship lessons within the Year 7 to 10 curriculum through the collaborative team process; Support the Professional development of staff to enhance their capacity to explicitly teach and embed the Charter for Global Citizenship and The Charter for Reconciliation across the school; Engage students in the use of ICT to investigate and respond to global events such as Covid-19 to develop global citizenship attributes. 	HOD/HPE and Sport Teachers	Jamie Hunt	
100% of teachers and students have engaged in Service Learning	School Based Survey				
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				
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		Embed Global Citizenship in the HPE and Sport Curriculum by: <ul style="list-style-type: none"> Professionally develop staff to increase understanding of the attribute of aspiration and its alignment with curriculum and pedagogy; Specifically target aspiration as an attribute of Kirwan High Scholar in year 7 HPE and across sports academy. 		HOD/HPE and Sport Teachers
>95% of students believe that the school encourages them to be a good community member.	School Opinion Survey		Continue to engage the whole school community in Service Learning through a focus on The Cure Starts Now, Youth with a Mission and sustainability. <ul style="list-style-type: none"> Embed service learning into appropriate sports trips by giving back to the community; Investigate PNG sporting tour and service learning experience; Increased opportunities to increase HPE and sport service learning experiences such as fundraising for the cure starts now (eg bears shirts); Encouraging students to enjoy a community club. 		HOD/HPE and Sport Teachers
95% of parents feel that this school has a strong sense of community.	School Opinion Survey				
85% of students, staff and parents feel that the school is environmentally friendly.	School Opinion Survey and School Based Survey	Continue to develop and market meaningful intercultural engagement between the Kirwan High Community and local, national and international people and organisations. <ul style="list-style-type: none"> Continue to develop community links that have been established (JCU, Crossfit, etc.); Develop international and regional tours for a variety of sports; Parent Support Group (SASG). 	HOD/HPE and Sport Teachers		

Certification

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

.....Dave Ackers, Head of HPE and Sport

..... Jamie Hunt, Deputy Principal