

KIRWAN STATE HIGH SCHOOL ANNUAL IMPLEMENTATION PLAN 2019

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>We are all working together to further develop a Positive Learning Community for all by:</p> <ul style="list-style-type: none"> Engaging all staff in professional development on Authoritative Leadership through the Performance Development Planning process. Engaging all staff in a Professional Development Program on Restorative Practice focussing on Restorative Conversations for all staff. Engaging all staff in The Resilience Project. Continuing to celebrate staff service to the school, as well as their expertise and achievement. Implementing a revised Student Voice Program to engage all students in student led, discussion forums and workshops. 	Leadership Team	Meredith
95% of parents are satisfied the school has a strong sense of community.	School Opinion Survey		Wellbeing Team	Vicki
80% of staff are satisfied they can confidently engage in restorative chats.	School Based Survey		Executive Team	Meredith/Sandy
80% of students are satisfied my school takes students' opinions seriously.	School Opinion Survey		Executive Team	Meredith
92% of staff are satisfied my school inspires me to do the best in my job.	School Opinion Survey		HODs Student Wellbeing	Vicki/Meredith
98% of staff are satisfied my school encourages me to take responsibility for my work.	School Opinion Survey			
80% of students are satisfied my school encourages me to take responsibility for my own learning.	Student School Based Survey			
80% 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	EXECUTIVE LEADERSHIP TEAM SUPERVISOR
Average attendance rate. 93% - All 95% - Non-indigenous 87% - Indigenous	OneSchool	Review and reinvigorate the School Wide Attendance Strategy to <ul style="list-style-type: none"> • Include the Be Here and Belong strategy • Articulate roles and responsibilities of students, parents, teachers, Engagement Team, Leadership Team and Executive Team 	Attendance Team	Deputy Principals
Students achieving 90% or better attendance rate. >65% - All >70% - Non-indigenous >45% - Indigenous	OneSchool	Create an Indigenous Girls' Academy in alignment with Clontarf Academy. Improve effort and behaviour data by: <ul style="list-style-type: none"> • Embedding the Wellbeing Framework with a focus on the PBL quadrant. • Responding to data from eMark effort and behaviour summary report. • Targeting students achieving excellent or very good in effort and behaviour in all but one subject. • 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. 	CECs, Business Managers, HODs Student Wellbeing Leadership Team	Karen Executive Team
Students are achieving Excellent/Very Good in all subjects for: 35% effort/behaviour 35% effort 47% behaviour	InSchool	<ul style="list-style-type: none"> • Embedding the Wellbeing Framework with a focus on the PBL quadrant. • Responding to data from eMark effort and behaviour summary report. • Targeting students achieving excellent or very good in effort and behaviour in all but one subject. • 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. 		
60% abundant and moderate results in Resilience domains of social skills, positive identity and positive values in Year 7.	Resilience Survey	Implement The Resilience Project for all students through: <ul style="list-style-type: none"> • Year 7-9 Health and Physical Education • Year 10-12 Line 5 • Whole-school initiatives in response to data 	Wellbeing Team HOD HPE & Sport	Vicki
50% in abundant and moderate across Resilience domains Educational Engagement, Social Skills, Positive Identity, and Positive Values in the senior school.	Resilience 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	EXECUTIVE LEADERSHIP TEAM SUPERVISOR
Year 12 attainment 100% QCE/QCIA. >70% OP 1- 15.	School Data Profile	Support and develop HODs and Team Leaders to facilitate the collaborative team cycle and monitor its effectiveness.	Executive Team/ HODs Teaching and Learning.	Meredith
>90% certificate attainment for all VET subjects.	School Data Profile	<p>All teachers engage in the Collaborative Team Cycle to develop their capacity to:</p> <ul style="list-style-type: none"> • Enact a guaranteed and viable curriculum • Explicitly teach cognitive verbs in each subject • Explicitly teach subject specific sentence structures • 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 	Leadership Team	Executive Team
>75% of 2020 Year 11 VET students enrol in 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			
Year 9 NAPLAN attainment	School Based Data			
<ul style="list-style-type: none"> • > 0.4 effect size Year 7 to 9 in the U2B in Writing, Reading and Numeracy. • NMS for reading, writing and numeracy above QSS 	School Data Profile			

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
85% of students believe that they are part of a world-wide community of learners.	School Based Survey	Embed Global Citizenship in the school's curriculum by: <ul style="list-style-type: none"> Scanning 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. Improving teacher capacity to explicitly teach and embed the Charter for Global Citizenship and The Charter for Reconciliation through Collaborative Team Processes. 	Leadership Team	Steve
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	Professionally develop staff to increase understanding of the attribute of aspiration and its alignment with curriculum and pedagogy.	Leadership Team	Executive Team
>90% of students believe that their teachers help them to become Global Citizens.	School Based Survey	Engage Alumni members, led by the School Council, to promote and model an aspirational mindset with students.	Executive Team	Meredith/Steve
>90% 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	Continue to engage the whole school community in Service Learning through a focus on The Cure Starts Now, Youth with a Mission and sustainability.	Leadership Team	Executive Team
>90% of students believe that the school encourages them to be a good community member.	School Opinion Survey	Continue to develop and market meaningful intercultural engagement between the Kirwan High Community and local, national and international people and organisations.	Leadership Team	Executive Team
>90% of students believe that the school encourages them to be a good community member.	School Opinion Survey	Develop a Mother Tongue Strategy that celebrates the school's cultural diversity and highlights the value of diverse languages.	Executive Team/HOD International	Steve
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			

Certification

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

Meredith Wenta

.....Meredith Wenta, Executive Principal

M Brine

.....Mark Brine, Chair, School Council