

KIRWAN STATE HIGH SCHOOL ANNUAL IMPLEMENTATION PLAN 2020

MATHEMATICS 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"> developing the capacity of all staff to effectively use restorative chats. continuing to engage all staff in authoritative leadership through the performance development plan process. Mathematics department teachers participating in the development of a responsible use of mobile phone policy professionally develop staff to increase understanding of the attribute of aspiration and its alignment with teacher belief and pedagogy. participating in the survey to determine teachers' perceptions regarding their capacity to lead on-line teaching and learning and contribute positively to staff morale during the pandemic. 	Leadership team	Vicki
80% of staff are engaging in restorative chats.	School Based Survey		Maths HOD	Vicki
100% of students say that my teachers encourage me to do my best.	School Opinion Survey		Maths teachers	Meredith
90% of teachers believe that they have the authority necessary to do their job effectively.	School Opinion Survey		Leadership team	Meredith Vicki
80% of staff and students report that they use mobile phones and electronic devices responsibly.	School Based 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	EXECUTIVE LEADERSHIP TEAM SUPERVISOR
Average attendance rate. >90% - All >93% - Non-indigenous >87% - Indigenous	OneSchool	Implement tracking and monitoring of attendance by teachers in every classroom. Implement tracking and monitoring of student engagement in daily lessons during the period of school disruption.	HOD Maths HODs Student Wellbeing	Vicki 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. Improve Mathematics department effort and behaviour data by:	HOD Maths Maths teachers	Vicki
Students are achieving Excellent/Very Good in all subjects for: 35% effort/behaviour 35% effort 47% 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 both the department and classroom level. Increasing teachers' capacity to implement NASOT 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. 		
Year 10 students are achieving Excellent/Very Good in all subjects for: > 27 % effort/behaviour > 30% effort > 38 % behaviour	InSchool			
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	EXECUTIVE LEADERSHIP TEAM SUPERVISOR	
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. <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 NASoT strategy, recording and representing, to improve the standard of academic notebooks in all Mathematics subjects. building Mathematic teachers 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. <p>Improve teacher, student and parent capacity to support year level transitions by:</p> <ul style="list-style-type: none"> utilising effective 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 mathematics department specific ICT capabilities in the school curriculum map and auditing these to determine commonalities and gaps. building Mathematics staff and student capacity to use common platforms such as Education Perfect, Champion MyConnect and The Learning Place (eLearn). <p>Continue the development of the new senior syllabi for mathematics –TLAPs and assessment items.</p>	Leadership team HOD Maths	Executive team	
Year 12 attainment 100% QCE/QCIA.	School Data Profile				
All Mathematics subjects attain >85% C or better >40% A or B >25% A or B Indigenous students.	InSchool			Leadership team	Executive team
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	School Based Survey			Executive team HOD Maths	Steve
75% of staff believe that ICT is well maintained	School Opinion Survey			HOD Maths Teachers	Steve and Jamie
			HOD Maths	Vicki	

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. ▪ Engage students in the use of ICT to investigate and respond to global events such as Covid-19 to develop global citizenship attributes Continue to implement and market meaningful intercultural engagement between the Kirwan High Community and local, national and international people and organisations	Leadership Team HOD Maths	Karen	
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			HOD Maths	Vicki
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				
>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 Mathematics Department and meets school needs and systemic requirements.

_____ Nigel Martin, Head of Department, Mathematics

_____ Vicki James, Deputy Principal