

KIRWAN STATE HIGH SCHOOL ANNUAL IMPLEMENTATION PLAN 2020

TEACHING AND LEARNING 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	DEPARTMENT IMPROVEMENT STRATEGIES	PERSONS RESPONSIBLE	EXECUTIVE LEADERSHIP TEAM SUPERVISOR
Continued reduction in OneSchool incident reports and behaviour referrals.	OneSchool	<p><i>Leading self and others to further develop a Positive Learning Community for all by:</i></p> <ul style="list-style-type: none"> Using Restorative Practices with staff and students as part of the behaviour referral process and supporting staff to engage in Restorative Conversations; and engaging in reflective discussions with teachers after the conversation in order to promote the value of the process Developing the leadership capacity of the Pedagogical Coaches through regular meetings, book club, professional development and the Annual Performance Review Process Revising the Annual Performance Review Process to align the plans more closely to Australian Professional Standards for Teachers. Supporting staff to implement the Resilience Project lessons in Year 10 Career Education and Year 11 Study classes 	Karen Watson	Meredith Wenta
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			
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	DEPARTMENT IMPROVEMENT STRATEGIES	PERSONS RESPONSIBLE	EXECUTIVE LEADERSHIP TEAM SUPERVISOR
Average attendance rate. >90% - All >93% - Non-indigenous >87% - Indigenous	OneSchool	<ul style="list-style-type: none"> Monitor attendance tracking in Career Education and Study classes and track class engagement in CRS during the period of school disruption 	Karen Watson	Meredith Wenta
Students achieving 90% or better attendance rate. >65% - All >70% - Non-indigenous >45% - Indigenous	OneSchool	<p><i>Improve effort and behaviour data by:</i></p> <ul style="list-style-type: none"> Revising the Effort and Behaviour Matrix by the end of Semester One Developing a bank of school based examples [recordings and artefacts] to illustrate best practice for the Context Dimension of The New Art and Science of Teaching Sharing examples of strategies that target the Context Dimension Engaging Career Education teachers in reflective protocols regarding Effort and Behaviour Summary Data after key reporting dates 		
Students are achieving Excellent/Very Good in all subjects for: 35% effort/behaviour 35% effort 47% behaviour	InSchool	<ul style="list-style-type: none"> Implement The Resilience Project for all students through: <ul style="list-style-type: none"> Year 10 Career Education Year 11 Study Classes 		
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	DEPARTMENT 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><i>Improve the implementation of the Collaborative Team Cycle by:</i></p> <ul style="list-style-type: none"> Engaging all Team Leaders in professional development designed to support their role with a particular focus on Proficiency Scales and their function in each phase of the cycle including the ways they may be used with Data Walls Supporting HODs and Team Leaders to review Curriculum Documents using the Guaranteed and Viable Curriculum proforma to identify priority standards Reflecting on NAPLAN response strategies during particular phases of the cycle <p><i>Support teacher growth by:</i></p> <ul style="list-style-type: none"> Coaching beginning and experienced teachers using the 4C model Developing the coaching capacity of the Pedagogical Coaches Engaging in regular walkthroughs with the Leadership Team and Pedagogical Coaches and sharing feedback with teachers Supporting HODs and teachers to explicitly teach cognitive verbs and measure the effectiveness of their teaching through proficiency scales Continuing to develop staff knowledge of sentence structures, and which structures best reflect the responses required in their subjects Supporting teachers to 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 Working with the Leadership Team to develop and implement a school-wide goal for teaching comprehension Engaging all teachers in a coaching model with Teaching Content through Reading strategy in order to develop their capacity to support student comprehension through the Annual Performance Review Process Reviewing 'Recording and Representing Content' and the Academic Notebooks Engaging teachers in regular reflective practices as part of the Annual Performance Review Process <p><i>Improve teacher, student and parent capacity to support year level transitions by:</i></p> <ul style="list-style-type: none"> Establishing expectations through Induction Parades for Year 10 Career Education and Year 11 at the beginning of the school year <p><i>Improve ICT capability by:</i></p> <ul style="list-style-type: none"> Using ICTs in Career Education to support the students' career development and planning and their Certificate II attainment Developing and maintaining a Career Education course in eLearn Developing and maintaining an ICT component on the Curriculum Map Aligning ASOT and ICT to support teacher selection of ICT tools to achieve particular pedagogical purposes 	Karen Watson	Meredith Wenta
Year 12 attainment 100% QCE/QCIA.	School Data Profile			
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	School Based Survey			
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	DEPARTMENT 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	<i>Embed Global Citizenship in the school's curriculum by:</i> <ul style="list-style-type: none"> Incorporating explicit Global Citizenship learning experiences into Year 10 Career Education with a specific focus on 21st Century Skills Continue to engage a range of individuals and organisations to support the Year 10 Career Education students as they plan for their future 	Karen Watson	Meredith Wenta
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			
>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.

_____ Karen Watson, Head of Department, Teaching and Learning

_____ Meredith Wenta, Executive Principal