



KIRWAN STATE HIGH SCHOOL

A School of Excellence

2025 - 2028 STRATEGIC PLAN





SCHOOL PROFILE

ICSEA: 922

Total Students: 1948 (as of Monday 10 February)

First Nations Students: 571

Students With Disability: 334

Students In Care: 28

SCHOOL MOTTO

A School of Excellence

BEHAVIOUR EXPECTATIONS

We are Respectful.

We are Responsible.

We are Safe.

EXCELLENCE PROGRAMS



KIRWAN STATE HIGH SCHOOL
**CREATIVE ARTS
ACADEMY**



KIRWAN STATE HIGH SCHOOL
**SPORTS
ACADEMY**



KIRWAN STATE HIGH SCHOOL
**STEM
ACADEMY**

2024 SCHOOL REVIEW FINDINGS



| DOMAIN | IMPROVEMENT STRATEGY | | |
|--|--|--|--|
| 1 - Driving an explicit improvement agenda | Consolidate consultative processes for stakeholder input into the next strategic plan to foster ownership and a unified approach to the school's future direction. | | |
| 2 - Analysing and discussing data. | Enact academic case management for Years 7 to 10 students to provide opportunities for teachers to use student work sample data in making pedagogical decisions. | Systematically enact processes for quality assuring data analysis practices to ensure consistency across all faculties in the way data is used to inform targeted teaching and learning | |
| 3 - Promoting a culture of learning. | Review and refine PBL processes to facilitate consistent implementation of agreed systems and practices for enhancing student engagement and behaviour. | Broaden the positive learning culture to include promoting intellectual rigour to ensure all students are challenged and realising their potential. | |
| 4 - Targeting school resources | Consolidate current ICT practices and programs to provide all students with access to digital learning devices to enhance their engagement with the curriculum. | Review the expenditure on additional human resources to determine the impact on other areas within the budget. | |
| 5 - Building an expert teaching team | Sustain the school's strong culture of professional learning to build staff capability in driving current and future improvement priorities. | | |
| 6 - Leading systematic curriculum implementation | Further refine moderation processes in Years 7 to 10, including moderation at the planning stage and external moderation, to strengthen assessment literacy of all teachers. | Expand opportunities for teachers to incorporate general capabilities and cross-curriculum priorities to extend and deepen students' engagement with the curriculum. | |
| 7 - Differentiating teaching and learning | Collaboratively develop a whole-school differentiation plan to enhance staff knowledge and understanding of differentiated teaching and learning and to support the full range of students. | Prioritise building staff capability in differentiated teaching practices to better support the diverse range of students. | Strengthen staff understanding of NCCD processes, including requirements for recording evidence of adjustments to inform inclusive practices and resourcing. |
| 8 - Implementing effective pedagogical practices | Collaboratively develop a shared understanding and language of pedagogy to support teachers to engage in ongoing professional reflective conversations about teaching practices. | Review and refine collaborative processes, for discussing teaching practices, to assist in making informed pedagogical decisions that are responsive to the learner, the learning and the curriculum. | Broaden the purpose and intent of collaborative reflection processes to monitor and evaluate the impact of teaching practices on student learning outcomes. |
| 9 - Building school- community partnerships | Strengthen partnerships with feeder primary schools to enhance student transitions to high school. | Collaboratively review community and industry partnerships to measure their impact on, and support for, student learning and wellbeing. | |

PRIORITY ONE - CONTINUE TO IMPLEMENT AND EMBED THE AUSTRALIAN CURRICULUM TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT

SCHOOL REVIEW IMPROVEMENT STRATEGIES



6. Leading systematic curriculum implementation.

- Further refine moderation processes in Years 7 to 10, including moderation at the planning stage and external moderation, to strengthen assessment literacy of all teachers.
- Expand opportunities for teachers to incorporate general capabilities and cross-curriculum priorities to extend and deepen students' engagement with the curriculum.

3. Promoting a Culture of Learning

- **Broaden the positive learning culture to include promoting intellectual rigour to ensure all students are challenged and realising their potential.**

| STRATEGY: CONTINUE TO IMPLEMENT MODERATION IN AUSTRALIAN CURRICULUM YEARS 7 TO 10 | | | |
|---|---|--|--|
| School leaders will: | | Teachers will: | Students will: |
| <p>Continue to develop, implement and embed a whole school approach to moderation.</p> <ul style="list-style-type: none">• Moderation Professional Learning Team.• Moderation Strategic Action Plan. <p>Continue to build the capability of leaders and teachers to implement a whole school approach to moderation.</p> <ul style="list-style-type: none">• Moderation Professional Learning Team.• Moderation Strategic Action Plan.• Professional development.• Staff meetings.• Curriculum meetings.• Collaborative planning. <p>Continue to provide opportunities for teachers to engage in a whole school approach to moderation.</p> <ul style="list-style-type: none">• Staff meetings.• Curriculum meetings.• Collaborative planning. <p>Continue to quality assure a whole school approach to moderation.</p> <ul style="list-style-type: none">• SLT meetings. | | <p>Continue to engage in professional development to build capability.</p> <ul style="list-style-type: none">• Moderation Professional Learning Team.• Moderation Strategic Action Plan.• Professional development.• Staff meetings.• Curriculum meetings.• Collaborative planning. <p>Implement a whole school approach to moderation.</p> <p>Before:</p> <ul style="list-style-type: none">• Three levels of planning.• Assessment including marking guides.• A and C assessment exemplars / model responses.• Know and Do Tables.• Learning Goals and Success Criteria.• Learning Walls. <p>After</p> <ul style="list-style-type: none">• Calibration. <p>After After</p> <ul style="list-style-type: none">• Conferencing. <p>End</p> <ul style="list-style-type: none">• Data Analysis. | <p>Engage in a high standard of academic notetaking.</p> <p>Use Know and Do Table to engage in learning and measure progress.</p> <p>Use Learning Goals and Success Criteria to engage in their learning and measure progress.</p> <p>Contribute to the development of learning walls to support learning.</p> <p>Use learning walls to support learning.</p> <p>Use Assessment Task Sheets and Marking Guides to inform responses.</p> <p>Use A and C exemplars and model responses to inform responses.</p> <p>Use Marking Guides to engage in self-reflection and peer reflection.</p> <p>Use Marking Guides to interpret and apply feedback for improvement.</p> <p>Reflect on academic achievement to develop subject-specific goals.</p> |
| Resources: | | | |
| <p>Human:</p> <ul style="list-style-type: none">• School Leadership Team.• Professional Learning Team.• Curriculum HoDs.• Teachers. | | <p>Physical:</p> <ul style="list-style-type: none">• Meeting Schedule.• Moderation Strategic Action Plan.• Three levels of planning.• Assessment including marking guides.• A and C assessment exemplars / model responses.• Know and Do Tables.• Learning Goals and Success Criteria.• Learning Walls. | |
| Measurable Outcomes: | | | |
| Improved LOA in Years 7 to 10 Australian Curriculum. | | | |
| Phases: | | | |
| 2025 | 2026 | 2027 | 2028 |
| Developing Implementing Embedding | Developing Implementing Embedding | Implementing Embedding | Embedding |

STRATEGY: IMPLEMENT READING THROUGH THE AUSTRALIAN CURRICULUM.

| School leaders will: | | Teachers will: | Students will: |
|--|----------------------------|--|--|
| <p>Develop and implement a whole school approach to reading through the Australian Curriculum.</p> <ul style="list-style-type: none"> Reading Professional Learning Team. Reading Strategic Action Plan. <p>Build the capability of leaders and teachers to implement a whole school approach to reading through the Australian Curriculum.</p> <ul style="list-style-type: none"> Reading Professional Learning Team. Reading Strategic Action Plan. Professional development. School Leadership Team meetings. Staff meetings. Curriculum meetings. <p>Provide opportunities for teachers to engage a whole school approach to reading through the Australian Curriculum.</p> <ul style="list-style-type: none"> Professional development. Staff meetings. Curriculum meetings. <p>Quality assure the implementation of a whole school approach to reading through the Australian Curriculum.</p> <ul style="list-style-type: none"> Curriculum meetings. Focused observations. | | <p>Engage in reading professional development to build capability.</p> <ul style="list-style-type: none"> Reading Professional Learning Team. Reading Strategic Action Plan. Professional development. School Leadership Team meetings. Staff meetings. Curriculum meetings. <p>Implement a whole school approach to reading through the Australian Curriculum.</p> <ul style="list-style-type: none"> Word study. Text-based discussion. Vocabulary Walls. | <p>Junior secondary students engage in silent reading.</p> <p>Engage in word study and text-based discussions to develop vocabulary and comprehend complex texts.</p> <p>Contribute to the development of vocabulary walls to support learning.</p> <p>Use vocabulary walls to support learning.</p> |
| Resources: | | | |
| <p>Human:</p> <ul style="list-style-type: none"> School Leadership Team. Professional Learning Team. Curriculum HoDs. Teachers. | | <p>Physical:</p> <ul style="list-style-type: none"> Meeting Schedule. Reading Strategic Action Plan. | <p>Financial</p> <ul style="list-style-type: none"> Professional development. |
| Measurable Outcomes: | | | |
| Improved LOA in Years 7 to 10 Australian Curriculum. | | | |
| Phases: | | | |
| 2025 | 2026 | 2027 | 2028 |
| Developing | Developing Implementing | Developing Implementing | Implementing |

STRATEGY: IMPLEMENT ACADEMIC CASE MANAGEMENT IN YEARS 7 TO 10.

| School leaders will: | Teachers will: | Students will: |
|---|---|---|
| <p>Develop and implement a whole school approach to academic case management in Years 7 to 10.</p> <ul style="list-style-type: none"> Executive Leadership Team. Curriculum Heads of Department. Year Level Certificate. Year 7 to 10 Academic Case Management Procedure. <p>Build the capability of executive and curriculum leaders and teachers to implement academic case management.</p> <ul style="list-style-type: none"> Year Level Certificate. Year 7 to 10 Academic Case Management Procedure. Executive Leadership Team meetings. School Leadership Team meetings. Staff meetings. Curriculum meetings. <p>Quality assure academic case management.</p> <ul style="list-style-type: none"> Executive Leadership Team meetings. School Leadership Team meetings. Curriculum meetings. | <p>Engage in academic case management of identified students.</p> <p>Engage in professional development to build capability.</p> <ul style="list-style-type: none"> Moderation Professional Learning Team. Moderation Strategic Action Plan. Pedagogy Professional Learning Team. Pedagogy Strategic Action Plan. Reading Professional Learning Team. Reading Strategic Action Plan. Professional development. Staff meetings. Curriculum meetings. Collaborative planning. | <p>Maintain a high standard of attendance, behaviour and effort.</p> <p>Implement feedback from classroom teachers to improve achievement standard.</p> <p>Engage in personal achievement planning to set goals and develop strategies for improvement.</p> |

Resources:

| | |
|---|---|
| <p>Human:</p> <ul style="list-style-type: none"> Executive Leadership Team. School Leadership Team. Curriculum Heads of Department. Teachers. | <p>Physical:</p> <ul style="list-style-type: none"> Year 7 to 10 Academic Case Management Procedure. |
|---|---|

Measurable Outcomes:

Improved LOA in Years 7 to 10 Australian Curriculum.

Phases:

| 2025 | 2026 | 2027 | 2028 |
|------------|----------------------------|--------------|---------------------------|
| Developing | Developing Implementing | Implementing | Implementing Embedding |

PRIORITY TWO - BUILD THE CAPABILITY OF STAFF TO IMPLEMENT EFFECTIVE PEDAGOGY PRACTICES TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT FOR ALL STUDENTS.



SCHOOL REVIEW IMPROVEMENT STRATEGIES

8. Implementing Effective Pedagogy Practices:

- Collaboratively develop a shared understanding and language of pedagogy to support teachers to engage in ongoing professional reflective conversations about teaching practices.
- Review and refine collaborative processes, for discussing teaching practices, to assist in making informed pedagogical decisions that are responsive to the learner, the learning and the curriculum.
- Broaden the purpose and intent of collaborative reflection processes to monitor and evaluate the impact of teaching practices on student learning outcomes.

7. Differentiating teaching and learning.

- Collaboratively develop a whole-school differentiation plan to enhance staff knowledge and understanding of differentiated teaching and learning and to support the full range of students.
- Prioritise building staff capability in differentiated teaching practices to better support the diverse range of students.

3. Promoting a Culture of Learning

- Broaden the positive learning culture to include promoting intellectual rigour to ensure all students are challenged and realising their potential.

STRATEGY: DEVELOP AND IMPLEMENT A WHOLE SCHOOL APPROACH TO PEDAGOGY.

| School leaders will: | Teachers will: | Students will: |
|--|--|---|
| <p>Develop and implement a whole school approach to pedagogy.</p> <ul style="list-style-type: none"> • Pedagogy Professional Learning Team. • A Whole School Approach to Pedagogy Strategic Action Plan. <p>Build the capability of teachers to implement effective pedagogy across the whole school.</p> <ul style="list-style-type: none"> • Pedagogy Professional Learning Team • A Whole School Approach to Pedagogy Strategic Action Plan. • Professional development. • Collaborative planning. <p>Observation and feedback.</p> | <p>The Curriculum</p> <ul style="list-style-type: none"> • Identify and employ effective discipline-specific pedagogy in each curriculum area. • Identify and embed the interdisciplinary skills from the general capabilities, cross-curriculum priorities of the Australian Curriculum and the 21st century skills from the Queensland Curriculum and Assessment Authority senior subjects. <p>The Learning</p> <ul style="list-style-type: none"> • Identify where the learner is in the learning process. • Identify and employ evidence-informed pedagogical practices and teaching strategies in relation to the nature of learning, how learning occurs and how students move through the process of learning. <p>The Learner</p> <ul style="list-style-type: none"> • Identify and employ pedagogical practices and high-impact teaching strategies that respond to student needs. • Identify and employ pedagogical practices leading to successful transitions and achievement of the expected learning. | <p>Actively engage in learning experiences.</p> <p>Demonstrate their learning in a range of ways.</p> <p>Develop independent learning skills.</p> |

Resources:

| | |
|--|--|
| <p>Human:</p> <ul style="list-style-type: none"> • School Leadership Team. • Head of Department Teaching and Learning. • Head of Department Student Engagement. • Pedagogy Coaches. • Teachers. | <p>Physical:</p> <ul style="list-style-type: none"> • Meeting Schedule. • A Whole School Approach to Pedagogy Strategic Action Plan. |
|--|--|

Measurable Outcomes:

Improved LOA in Years 7 to 10 Australian Curriculum.

Phases:

| 2025 | 2026 | 2027 | 2028 |
|----------------------------|----------------------------|--------------|--------------|
| Developing Implementing | Developing Implementing | Implementing | Implementing |

PRIORITY THREE- EMBED SCHOOL WIDE PRACTICES TO CONTINUE TO PROMOTE A CULTURE OF LEARNING.

SCHOOL REVIEW IMPROVEMENT STRATEGIES



3. Promoting a Culture of Learning

- Review and refine PBL processes to facilitate consistent implementation of agreed systems and practices for enhancing student engagement and behaviour.

| STRATEGY: EMBED POSITIVE BEHAVIOUR FOR LEARNING (PBL) | | | | STRATEGY: EMBED FOUR DIMENSIONS (4D) | | | | STRATEGY: EMBED SIGNATURE PRACTICES | | | | STRATEGY: EMBED A RESTORATIVE APPROACH | | | |
|---|------|------|------|---|------|------|------|--|------|------|------|---|------|------|------|
| School leaders will: | | | | School leaders will: | | | | School leaders will: | | | | School leaders will: | | | |
| Embed PBL across the school. <ul style="list-style-type: none"> PBL Committee. PBL Strategic Action Plan. Extended HGR. Demonstrate a sense of accountability and ownership of the school's positive learning environment. | | | | Embed 4D across the school. <ul style="list-style-type: none"> Whole school scan. Professional development. 4D Committee. Observation and feedback. | | | | Embed Signature Practices across the school. <ul style="list-style-type: none"> Provide observation and feedback through walkthroughs. Targeted professional development. | | | | Embed a restorative approach across the school. <ul style="list-style-type: none"> Professional development. Restorative conversations. Reflect on behaviour and personal contribution to conflict and actively work towards a positive solution. | | | |
| Teachers will: | | | | Teachers will: | | | | Teachers will: | | | | Teachers will: | | | |
| Teach the school behaviour expectations. Model the school's behaviour expectations. Acknowledge students demonstrating the school's behaviour expectation through PBL postcards. Report on student behaviour and effort in academic reporting. Demonstrate a sense of accountability and ownership of the school's positive learning environment. | | | | Participate in professional development. Participate in observations and feedback. Implement strategies that contribute to a green footprint. | | | | Participate in professional development. Implement signature practices. Participate in observation and feedback through walkthroughs. | | | | Participate in professional development. Implement a restorative approach in the classroom. Facilitate restorative conversation. Engage in restorative conversations. Reflect on behaviour and personal contribution to conflict and actively work towards a positive solution. | | | |
| Students will: | | | | Students will: | | | | Students will: | | | | Students will: | | | |
| Demonstrate the school's behaviour expectations. Demonstrate a sense of accountability and ownership of the school's positive learning environment. | | | | Create a positive learning environment. | | | | Participate in signature practices. | | | | Engage in restorative chats and conversations. Reflect on behaviour and personal contribution to conflict and actively work towards a positive solution. | | | |
| Resources: | | | | Resources: | | | | Resources: | | | | Resources: | | | |
| Human: <ul style="list-style-type: none"> PBL Committee. Teachers. Students. Physical: <ul style="list-style-type: none"> Meeting Schedule. PBL Strategic Action Plan. PBL lessons. PBL postcards. PBL signage. Financial <ul style="list-style-type: none"> Professional development. PBL postcards. PBL signage. PBL acknowledgment activities. | | | | Human: <ul style="list-style-type: none"> HoD Teaching and Learning. 4D Observers. Teachers. Physical: <ul style="list-style-type: none"> Meeting Schedule. Financial <ul style="list-style-type: none"> Professional development. Whole school scan. | | | | Human: <ul style="list-style-type: none"> HoD Teaching and Learning. Teachers. Students. Physical <ul style="list-style-type: none"> Learning Culture Placemat. Financial <ul style="list-style-type: none"> Learning Culture Placemat. | | | | Human: <ul style="list-style-type: none"> Teachers. Students. Financial: <ul style="list-style-type: none"> Professional development. | | | |
| Measurable Outcomes: | | | | Measurable Outcomes: | | | | Measurable Outcomes: | | | | Measurable Outcomes: | | | |
| Improved distribution of PBL postcards. Increased number of students achieving Green Level of Engagement. Improved student behaviour in academic reporting. Decrease in student behaviour incidents. Decrease in student disciplinary absences. | | | | Improved green footprint in whole school sweep. | | | | Decrease in student behaviour incidents. | | | | Decrease in student disciplinary absences. | | | |
| Phases: | | | | Phases: | | | | Phases: | | | | Phases: | | | |
| 2025 | 2026 | 2027 | 2028 | 2025 | 2026 | 2027 | 2028 | 2025 | 2026 | 2027 | 2028 | 2025 | 2026 | 2027 | 2028 |
| Embedding | | | | Embedding | | | | Embedding | | | | Embedding | | | |

SCHOOL ENDORSEMENTS



ENDORSED BY

H. Murry

Heather Murry
Executive Principal

Stephen Jess
P&C President

Stephen Baskerville
School Council Chair

