



KIRWAN STATE HIGH SCHOOL

2025 ANNUAL IMPROVEMENT PLAN

A School of Excellence



SCHOOL PROFILE

ICSEA: 919

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.

SCHOOL ACADEMIES



KIRWAN STATE HIGH SCHOOL
**CREATIVE ARTS
ACADEMY**



KIRWAN STATE HIGH SCHOOL
**SPORTS
ACADEMY**



KIRWAN STATE HIGH SCHOOL
**STEM
ACADEMY**

SCHOOL REVIEW KEY IMPROVEMENT STRATEGIES FROM 2024



1. Review and refine PBL processes to facilitate consistent implementation of agreed systems and practices for enhancing student engagement and behaviour.
2. 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.
3. Collaboratively develop a shared understanding and language of pedagogy to support teachers to engage in ongoing professional reflective conversations about teaching practices.
4. 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.

SCHOOL PRIORITIES

1. Improve student level of achievement in Years 7 to 10 Australian Curriculum.
2. Continue to develop a positive learning culture.

SCHOOL PRIORITY 1: IMPROVE STUDENT LEVEL OF ACHIEVEMENT IN YEARS 7 TO 10 AUSTRALIAN CURRICULUM



STRATEGIES

Continue to develop and implement a whole school approach to Moderation:

- Professional learning.
- Collaborative planning.
- Quality assurance of Level II / Year Level / Band Plans and Level III / Unit Plans.
- Assessment instruments with marking guides.
- Development of A and C assessment exemplars.
- Quality assurance of assessment instruments, marking guides and exemplars.
- Know and Do Tables.
- Learning Goals and Success Criteria.
- Learning Walls.
- Know Your Learner Placemats.
- Moderation Cycle Curriculum Meetings.

Continue to develop and implement a whole school approach to pedagogy.

- Professional learning.
- Develop a shared understanding and language about pedagogy.
- Use data to inform a review of pedagogy.
- Determine pedagogies most effective in relation to the three principles – curriculum, learning and learner.
- Employ pedagogies to meet the diverse needs of students.
- Monitor and measure the evidence of impact for improvement.
- Pedagogy Coaches.
- Collegial Engagement Framework.

Develop an explicit whole school approach for teaching reading across all learning areas.

- Develop a shared commitment to the importance of reading in all learning areas.
- Develop the School Leadership Team's capability to lead teachers to effectively teach reading through the Australian Curriculum.
- Develop and deliver a suite of professional learning to build School Leadership Team's capability to implement a whole school approach to reading.
- The Simple View of Reading and Scarborough's Reading Rope Framework
- Knowledge of reading demands in subject areas
- Evidence-informed reading instruction
- Vocabulary and Word Knowledge
- Consistent routines to combine reading and writing

RESOURCES

Meeting Schedule.

Moderation Professional Learning Team.

Moderation professional learning.

Collaborative Planning Schedule.

Level II / Year Level / Band and Level III / Unit Plans.

Level II / Year Level / Band Plan and Level III / Unit Plan Quality Assurance Tool.

Assessment Instruments with marking Guides.

A and C assessment exemplars.

Learning Walls.

Know Your Learner Placemat.

Moderation Cycle Meeting Agendas.

Meeting Schedule.

Pedagogy Professional Learning Team.

Teaching and Learning Head of Department.

Pedagogy Coaches.

Whole School Approach to Pedagogy Framework.

Engagement Continuum.

Know Your Learner Placemat.

Collegial Engagement Framework.

Meeting Schedule.

Reading Strategic Action Plan.

Reading Professional Learning Team.

Instructional Models for teaching reading.

Consistent routines to combine reading and writing.

SUCCESS CRITERIA

85% of students achieving a C or above in English.

14% of students achieving an A in English.

75% of students achieving a C or above in Mathematics.

15% of students achieving an A in Mathematics.

90% of students achieving a C or above in Science.

15% of students achieving an A in Science.

80% of students achieving a C or above in Humanities.

15% of students achieving an A in Humanities.

75% of students achieving a C or above in Health and Physical Education.

5% of students achieving an A in Health and Physical Education.

85% of students achieving a C or above in Technologies.

13% of students achieving an A in Technologies.

85% of students achieving a C or above in The Arts.

15% of students achieving an A in The Arts.

95% of staff agree that 'I have access to relevant professional development.'

95% of staff agree that 'I receive useful feedback about my work at this school.'

100% of staff agree that 'This school encourages coaching and mentoring activities.'

90% of students agree that 'My teachers provide me useful feedback about my schoolwork.'

90% of students agree that 'I understand how I am assessed at my school.'

95% of students agree that 'My schoolwork challenges me to think.'

70% of student agree that 'I am interested in my schoolwork.'

SCHOOL PRIORITY 2: CONTINUE TO DEVELOP A POSITIVE LEARNING CULTURE



STRATEGIES

Embed whole school policies, procedures and practices to promote a positive learning culture.

- Attendance Policy
- Signature Practices
- Positive Behaviour for Living (PBL)
- Four Dimensions (4D)
- Restorative Practices

RESOURCES

Attendance Policy
Student Services Team
Case Management
Signature Practices Framework
Professional learning
Collegial Engagement Framework
Meeting Schedule
PBL Committee
Behaviour Expectations
Acknowledgement Systems
4D Implementation Plan
Professional learning
Collegial Engagement Framework
4D Database
Professional learning

SUCCESS CRITERIA

>88% Attendance Rate.

<30% students attending <85%.

<10% unexplained absences.

Reduce short suspensions.

Reduce long suspensions.

Reduce exclusions.

100% of staff agree that 'The expectations and rules are clear at this school.'

95% of staff agree that 'Student behaviour is well managed at this school.'

100% of students agree that 'The expectations and rules are clear at my school.'

70% of students agree that 'Student behaviour is well managed at my school.'

100% of students agree that 'My school celebrates student achievements.'

95% of parents agree that 'The expectations and rules are clear at this school.'

75% of parents agree that 'Student behaviour is well managed at this school.'

95% of parents agree that 'This school celebrates student achievements.'

SCHOOL ENDORSEMENTS



ENDORSED BY

H. Murry

Heather Murry
Executive Principal

Stephen Jess
P&C President

Stephen Baskerville
School Council Chair

