## SCHOOL CONTEXT

Kirrawee is a comprehensive, co-educational Languages high school that provides a quality education for 1196 students. We strive to provide a pleasant, supportive and safe learning environment where all students are encouraged to achieve personal excellence and attain social and emotional fulfilment.

Our sought-after school has a long-term reputation for outstanding academic, performing arts and sporting achievements. Each year over 260 out-of-area students apply for approximately 50 non-local positions in Year 7. We enjoy a close and highly supportive working relationship with our community.

The school motto is “Measure By Achievement” and students are strongly supported in their endeavours by a committed and talented teaching staff.

## INTENDED OUTCOME/S

### 1. Literacy and Numeracy
- New Literacy and Numeracy faculty policies.
- Greater consistency across key learning areas in the teaching of Literacy & Numeracy for Years 7, 8 and 9.
- Increased numbers of students participating in the Premier’s Reading Challenge in Years 7 and 8.
- Improvements in the identified Literacy and Numeracy needs.
- Improved reading and comprehension in Years 7, 8 and 9.

### 2. Curriculum and Assessment
- Moodle established as the definitive source of assessment information.
- All faculty assessment programs will be planned and published by the start of the academic year.
- Provide students with an accessible on-line environment from home or school where specific tasks and their individual assessment pattern for the academic year is available.

### 3. Organisational Effectiveness
- Increase student attendance rates even further above state average.
- Use of technology to facilitate and improve administration tasks within the school especially online subject selection, subject line construction, class lists, rolls, welfare records and parent and teacher evening bookings.
- Integration between SENTRAL and EDVAL to ensure data integrity and ability to access current data by teaching staff.
**1. Literacy and Numeracy**

**OUTCOMES**
- New Literacy and Numeracy faculty policies.
- Greater consistency across key learning areas in the teaching of Literacy and Numeracy for Years 7, 8 and 9.
- Increased numbers of students participating in the Premier’s Reading Challenge in Years 7 and 8.
- Improvements in identified Literacy and Numeracy needs.
- Improved reading and comprehension in Years 7, 8 and 9.

**TARGETS**
- In 2012:
  - 20% more Year 7 students participating in the Premier’s Reading Challenge.
  - 25% of Year 7 students to show growth in reading comprehension skills in “Torch” Reading test from pre-test to post-test.
  - 25% of students showing growth from “Daily Dose” skills pre-test to post-test in Year 7.
  - Year 7 cohort growth on identified NAPLAN elements comparative with 2011.
  - Improvement in 25% of Year 9 cohort on identified Literacy and Numeracy elements between pre-test and post-test.
- In 2013:
  - 20% more Year 8 students participating in Premier’s Reading Challenge.
  - Improvement in 25% of Year 7 and 9 cohorts on identified NAPLAN improvement elements.
- In 2014:
  - Growth maintained across Year 7 and 9 cohorts in NAPLAN, “Torch” and “Daily Dose”.

**INDICATORS**

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review and develop Literacy and Numeracy policies during Term 1.</td>
<td>Publication of faculty literacy and numeracy policies.</td>
<td>2012-2013</td>
<td>Head Teachers, Faculties</td>
<td>Global Budget/Faculty Budgets</td>
</tr>
<tr>
<td>- Formation of Literacy /Numeracy committee, which includes a member from each faculty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Committee to review current school Literacy and Numeracy policies, ensuring currency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Review/develop individual faculty policies, based on the whole school policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Faculty policies published during Term 2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. From NAPLAN data identify key areas for improvement in literacy and numeracy. Faculties to produce and deliver to Years 7, 8 and 9 classes during Term 2, a content specific worksheet for their subject, emphasising these literacy and numeracy elements.</td>
<td>Publication of subject specific worksheet focusing on key Literacy and Numeracy elements.</td>
<td>2013-2014</td>
<td>D.P. – Curriculum</td>
<td></td>
</tr>
<tr>
<td>- Analyse NAPLAN data identifying key areas for improvement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Literacy/Numeracy committee develops a worksheet template for faculties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Faculties develop subject specific worksheets emphasising key literacy and numeracy elements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Worksheets introduced to classes during Term 2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Improve effectiveness of DEAR program.</td>
<td>Significant increase in student numbers participating in Premier’s Reading Challenge.</td>
<td>2014-2015</td>
<td>Head Teachers, Roll teachers</td>
<td></td>
</tr>
<tr>
<td>- Use of librarian and Premier’s Reading Challenge to foster interest and motivation for reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop and publish best practice strategies for roll teachers in supervising DEAR classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide additional support and resources from HT’s for reluctant DEAR classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide support time for STL/HT English and HT Mathematics to review current program and identify areas for improvement from 2011/12/13 Year 7 and Year 9 NAPLAN results.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop resources and strategies to build upon current program and address identified data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Train staff and student tutors in delivery of revised “Daily Dose” program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Kirrawee High’s NAPLAN results indicate that our students are comparatively highly literate and numerate compared to state results.
### 2. Curriculum and Assessment

**OUTCOME/S**

- Moodle established as the definitive source of assessment information.
- All faculty assessment programs will be planned and published by the start of the academic year.
- Provide students with an accessible on-line environment from home or school where specific tasks and their individual assessment pattern for the academic year is available.
- All senior student assessment tasks completed by the due date.

**TARGET/S**

- In 2012 100% of all senior assessment programs will be published on-line in Moodle.
- 100% of faculty senior assessment programs will be published electronically by the start of the 2012 academic year.
- In 2012 100% of senior students will be able to access their assessment tasks electronically from home or school.
- Maintain senior student assessment completion rate at or above 99.5% in 2012/13/14.
- In 2013 100% of Year 10 assessment programs will be published on-line in Moodle.
- In 2013 100% of Year 10 students will be able to access their assessment tasks electronically from home or school.
- In 2013 conduct a trial of Year 9 assessment programs being published on Moodle.
- By 2014 100% of student tasks published on-line in Moodle.

**STRATEGIES**

- Current Assessment policy will be reviewed to establish acceptance of uniform assessment guidelines.
- Template will be designed to allow faculties to publish timeline for tasks in a uniform table and Moodle framework set up.

**INDICATORS**

- At the start of each Academic Year the Assessment Policy for each year will be published and available on Moodle with:
  - Year specific assessment program;
  - Hyperlinked tasks with notifications.
- All assessment policies signed off by Head Teachers and the Deputy Principal – Curriculum.
- Recorded Moodle assessment task hits.
- Comparison of completion rates with previous cohort.

**TIMEFRAME**

- 2012
- 2013
- 2014

**RESPONSIBILITY**

- Executive
- Moodle Co-ordinator
- Head Teachers
- Head Teachers
- Head Teachers and D.P. – Curriculum as above
- Faculty Teachers

**FUNDING SOURCE/BUDGET**

- Period allocation built into timetable for Moodle Co-ordinator.
- SENTRAL
- $4,000 per year
- EDVAL
- $4,678 per year

**STEPS**

**Years 11 and 12**

1. Each faculty will devise assessment program ensuring all Board of Studies requirements are met.
2. Tasks will be hyperlinked with notifications and, where possible, actual requirements. Marking guidelines will be published.
3. All policies will be signed-off by Head Teachers and Deputy Principal Curriculum.

**Year 10**

The above steps will be applied to Year 10. The process will assess new circumstances given the changes to the School Certificate now that the RoSA is in place.

**Year 9**

The process steps will be applied to Year 9 as a trial across some faculties in 2013.

**Year 7 and 8**

The process steps will be applied to Years 7 and 8 (streamlining).

All assessment tasks are recorded and accessible on "Moodle" according to the following timelines:

- 2012 - Years 11 and 12
- 2013 - Years 10 (Trial for Year 9 and implement in 2014 if successful)
- 2014 - Years 7 and 8 (streamlining phase).
### 3. Organisational Effectiveness

**OUTCOME/S**
- Increase student attendance rates even further above state average.
- Use of technology to facilitate and improve administration tasks within the school especially online subject selection, subject line construction, class lists, rolls, welfare records and parent and teacher evening bookings.
- Integration between SENTRAL and EDVAL to ensure data integrity and ability to access current data by teaching staff.

**TARGET/S**
- Switch to 90% on-line daily roll marking in 2012 by fulltime teaching staff.
- Improve senior class attendance in 2012 by a further 2% above state average.
- 100% of Year 10 into Year 11 and Year 8 into Year 9 students in 2012 submitting subject selections on-line.
- Integrate electronic subject selection with manual system in 2012 to increase student main choice selection to 80%.
- Achieve 90% of parent/teacher on-line meeting requests in 2012.
- Achieve 100% recording of welfare incidents electronically in 2012 in SENTRAL.
- Improve overall class attendance by a further 2% above state average in 2013.
- Introduce “Period by Period” on-line roll marking into Years 9 & 10 in 2013
- Introduce “Period by Period” on-line roll marking into Years 7 & 8 in 2014
- Introduce new resource applications within SENTRAL and EDVAL or LMBR in 2014.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Full time staff marking daily morning rolls online using provided electronic device.</td>
<td>As indicated in SENTRAL.</td>
<td>12</td>
<td>Head Teachers</td>
<td>Technology Budget/Global Budgets/Faculty Budgets</td>
</tr>
<tr>
<td>• Ongoing formative evaluation of number of rolls marked each day electronically.</td>
<td>Electronic record proforma.</td>
<td>13</td>
<td>Tech. Co-ordinator</td>
<td></td>
</tr>
<tr>
<td>• Introduction of “Period by Period” on-line roll marking into the school, firstly in the Senior School then Years 9 &amp; 10 in 2013 and Years 7 &amp; 8 in 2014.</td>
<td>As indicated in SENTRAL.</td>
<td>14</td>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>• Electronic monitoring of attendance patterns and records.</td>
<td>Student attendance record in SENTRAL and OASIS compared to state average.</td>
<td></td>
<td>Head Teacher - Welfare and Class Teacher</td>
<td></td>
</tr>
<tr>
<td>• On-line subject selection.</td>
<td>Percentage of students submitting subject selections online.</td>
<td></td>
<td>Tech. Co-ordinator</td>
<td></td>
</tr>
<tr>
<td>• Electronic subject line construction.</td>
<td>Percentage of students with main preferences achieved.</td>
<td></td>
<td>D.P. – Admin. and Tech. Co-ordinator</td>
<td></td>
</tr>
<tr>
<td>• Establish on-line Parent/Teacher evening booking system.</td>
<td>Percentage of requested Parent/Teacher evening bookings met.</td>
<td></td>
<td>Tech. Co-ordinator</td>
<td></td>
</tr>
<tr>
<td>• Recording welfare incidents electronically in SENTRAL.</td>
<td>Welfare incidents recorded in SENTRAL.</td>
<td></td>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>• Introducing new resources coming on-line from SENTRAL and EDVAL or introduction of LMBR.</td>
<td>Record of new resources being used or use of LMBR across our system.</td>
<td></td>
<td>Senior Executive and Tech. Co-ordinator</td>
<td></td>
</tr>
</tbody>
</table>
- Trial and evaluate “Swipe Card” roll marking for Year 12.

| Completed evaluation of SENTRAL system as a “Swipe Card” trial platform. | Tech. Co-ordinator |
## SUMMARY OF TARGETS

### 1. Literacy and Numeracy

**In 2012:**
- 20% more Year 7 students participating in Premier’s Reading Challenge.
- 25% of Year 7 students to show growth in reading comprehension skills in “Torch” Reading test from pre-test to post-test.
- 25% of students showing growth from “Daily Dose” skills pre-test to post-test in Year 7.
- Year 7 cohort growth on identified NAPLAN elements comparative with 2011.
- Improvement in 25% of Year 9 cohort on identified literacy and numeracy elements between pre-test and post-test.

**In 2013:**
- 20% more Year 8 students participating in Premier’s Reading Challenge.
- Improvement in 25% of Year 7 and 9 cohorts on identified NAPLAN improvement elements.

**In 2014:**
- Growth maintained across Year 7 and 9 cohorts in NAPLAN, “Torch” and “Daily Dose”.

### 2. Curriculum and Assessment

- In 2012 100% of all senior assessment programs will be published on-line in Moodle.
- 100% of faculty senior assessment programs will be published electronically by the start of the 2012 academic year.
- In 2012 100% of senior students will be able to access their assessment tasks electronically from home or school.
- Maintain senior student assessment completion rate at or above 99.5% in 2012/13/14.
- In 2013 100% of Year 10 assessment programs will be published on-line in Moodle by Term 1 Week 7.
- In 2013 100% of Year 10 students will be able to access their assessment tasks electronically from home or school.
- In 2013 conduct a trial of Year 9 assessment programs being published on Moodle.
- By 2014 100% of student tasks published on-line in Moodle.

### 3. Organisational Effectiveness

- Switch to 90% on-line daily roll marking in 2012 by fulltime teaching staff.
- Improve senior class attendance in 2012 by a further 2% above state average.
- 100% of Year 10 into Year 11 and Year 8 into Year 9 students in 2012 submitting subject selections on-line.
- Integrate electronic subject selection with manual system in 2012 to increase student main choice selection to 80%.
- Achieve 90% of parent/teacher on-line meeting requests in 2012.
- Achieve 100% recording of welfare incidents electronically in 2012 in SENTRAL.
- Improve overall class attendance by a further 2% above state average in 2013.
- Introduce “Period by Period” on-line roll marking into Years 9 & 10 in 2013
- Introduce “Period by Period” on-line roll marking into Years 7 & 8 in 2014
- Introduce new resource applications within SENTRAL and EDVAL or LMBR in 2014.