

Kirwan State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to Kirwan High's 2015 Annual Report. This report outlines the school's progress in 2015 toward achieving its mission of providing educational excellence for tomorrow's citizens. Kirwan State High School is a high performing Independent Public School accredited by the Council of International Schools (CIS), The Australasian Schools Accreditation Agency (ASAA) and the Habits of Mind International Learning Community of Excellence. The school boasts many achievements and has excellent results in the areas of Indigenous Education, Attendance and QCE attainment. Kirwan State High School is a very Proud Public School and celebrates its many achievements through a range of forums.

2015 was a year of great success and achievement including:

- Kirwan High was awarded continued accreditation with the Council of International Schools.
- Kirwan High was awarded continued accreditation with the Australasian Schools Accreditation Agency.
- Kirwan High were awarded the Queensland Multi Cultural Education and Training Innovation Award.
- Kirwan High were named as the Winner of the Regional 2015 Showcase Award in the Inclusive Education category.
- Kirwan High Brainiacs were placed 1st in the Team Championships of the Queensland State Finals of the Australian Brain Bee Challenge (ABBC) at the Queensland Brain Institute (QBI) at the University of Queensland. The team included Year 10 students Kayla Singleton, Vanessa Hartnett, Emma Nolan, Sirena Manicaros, Chase Trybula, Rhys Sheppard, Christopher Blackman and Daniel Kosov. Kayla Singleton was also awarded fourth place in the individual challenge. The award for the most creative visual representation of the brain was awarded to Sirena Manicaros.
- Kirwan Bears won the Australian Schoolboys GIO Cup Rugby League Final and the Queensland Schoolboys Championship.
- Kirwan High Bears won the final of the Aaron Payne Cup.
- Kirwan High Girls' Choir won the School Ensemble section of the Australian Concerto and Vocal Competition.
- Kirwan High School Captain Holly White awarded 'Best Negotiator' at United Nations Youth Debate. She was also selected as one of ten delegates in the state to attend the National Conference of United Nations, National Youth Conference in Hobart.
- Kirwan High Students Lauchlan Woodhall Year 12 and Timothy Salcole Year 11 both achieved a High Distinction in this year's Australian Mathematics Competition. Tim was placed in the top 1% of students in Australia while Lauchlan achieved a place in the top 3%.
- Kirwan High Students Year 11 students Praveen Gurusinghe and Rhys Jenkins received places at the very prestigious National Youth Science Forum being held in Canberra during the Christmas holidays.
- Kirwan High Student Maggie Gumbleton Year 12 won the North Queensland School based Apprentice or Trainee of the Year.
- Kirwan High Student Jemma Everett Year 12 was awarded the 2015 Queensland School Based Civil Federation, Certificate II Resources and Infrastructure Trainee of the Year.
- Kirwan High Student Harrison Farrell Year 11 was selected in the Australian Schoolboys Hockey team.
- Kirwan High Students Jemma Hall Year 12 and Maleek Quakawoot Year 12 were selected for the Health Industry experience at the Griffith University.
- Kirwan High Indigenous students Taylor Sullivan Year 10, Madelynn Lowe Year 10, Kane Leong Year 10, Aubiene Thompson Year 11 and Laquinta Zaro-Uiduldum Year 11 were successful in obtaining a place in the Indigenous Bunga Barrbugu Summer Program at the University of Sydney.
- Kirwan High Student Emma Nolan Year 10 came first in the Queensland First Aid Championships in Brisbane, which was run by St John Ambulance Cadets. She also represented Queensland at the National First Aid Championships in

Sydney. She was also part of the Australian contingent in the 2016 International Cadet Camp in Hong Kong in January 2016.

- Kirwan High Student Nicholas Bracher Year 11 and Curtis Mayne Year 11 were named as QMEA Ambassadors for 2016.

These are not just good achievements, they are great achievements. One of our core beliefs and actions is to demand greatness from all students, regardless of their socio-economic background or past history. These achievements are testament to our commitment to this belief. In 2016, Kirwan State High will continue to be a good school and a great place to be, a school for everyone, a school of excellence and a world class school.

Kirwan State High School's 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

School progress towards its goals in 2015

Attendance

Overall student attendance remains strong at Kirwan High and, the whole school attendance strategy continues to be successful in maintaining these high levels. The average attendance for all students at the close of 2015 stood at 90.4% aligning closely to the 2014 rate. The Indigenous attendance rate has remained steady at 87%. By the end of 2015, Kirwan High's average attendance and Indigenous attendance were above the state average for Secondary Schools. Since 2011, Kirwan High's average attendance has improved by 5.3% and our Indigenous student attendance has increased by 8.1% over the same time period.

Quality Outcomes

The school maintained a relentless focus on professional development in the school's pedagogical framework, the Art and Science of Teaching to improve teacher practice. Heads of Department also received ongoing professional development on Marzano's coaching model. Additionally, an Instructional Rounds process was introduced in 2015 to allow teachers to observe each other to inform their practice. Each of these strategies were implemented with the specific intent of improving teacher capacity and student results. Consequently, student results continued to exceed like school data. This is reinforced in the 2015 Headline Indicators report where Kirwan High was placed in the highest category for percentage of students achieving a C or better in English, Maths and Science, and for all Vocational Education measures. Furthermore, Kirwan High achieved 100% QCE attainment in 2015. This was achieved through improved pedagogy, the targeted use of data walls and case management to track student progress and intervene appropriately when required.

Furthermore, Kirwan High has continued to focus learning on the improvement of students' literacy skills across all year levels. The Decoding Intervention Program students with very low reading comprehension levels and has experienced high levels of success. The school has also continued to implement programs to ensure the explicit teaching of comprehension, vocabulary and writing occurs in all subjects.

All teaching staff have included an element of the Art and Science of Teaching in their Annual Performance Development Plans.

Leadership Capability

In 2015, the School Wide Leadership Framework continued to be implemented to develop the leadership capabilities of staff and students. Student, staff and parent opinion survey data as well as school generated survey data reported very high levels of satisfaction with leadership opportunities for students and staff.

The school has continued to implement a Student Leadership Structure to enable our Senior students to become Buddies, Mentors and Leaders for their Junior classmates within our vertical House Groups (HGR) and across the school. From Year 9, students are provided with leadership training to build relationships, provide appropriate advice and to know when and how to refer for help. Service Learning was also a major focus of our student leadership structure resulting in significant contributions to the local and global community. In particular, 10 students and 2 teachers demonstrated their leadership capability by volunteering on a Service Learning Tour to Vietnam where they built infrastructure for a local family.

Additionally, demonstrating our strong leadership capability within the school and wider community, Kirwan High established a strong partnership with the Australian Branch of The Cure Starts Now which is an organisation that assists in funding research to cure childhood cancer. This initiative stemmed from the passing of our late Executive Principal of 27 years, Mr John Livingston. Mr Livingston was always committed to making a difference to the lives of young people and our involvement with this particular organisation will ensure his legacy lives on. Not only did students engage in whole school fundraising events but more significantly, inspired the wider Townsville community to take part in this worthy cause. Over \$60,000 was raised in a matter of months and was proudly donated to The Cure Starts Now, through Ren Pedersen, the founder of the Australian Branch.

In 2015, all Heads of Department and Core Mentor Teachers completed the Mentoring Beginning Teachers' Program funded by the Department of Education and Training which focussed on professional development and growth for our beginning teachers. This program has continued in 2016. With such a large contingent of beginning teachers at our school, this training proved integral in promoting teacher excellence and boosting student outcomes.

Global Citizenship

Kirwan High Continued to implement a number of curricular and co-curricular programs to support global citizenship in the school. To further strengthen the school's commitment to global citizenship, students, teachers and community members collaboratively developed a Charter for Global Citizenship and a Charter for Reconciliation. These important documents underpin the important work our school undertakes within these areas.

In addition, in 2015, Global Engagement Lessons were formally embedded within the vertical house structure to increase students understanding and awareness of important international issues.

Furthermore, Kirwan High was successful in continuing to be accredited with the Council of International Schools having successfully completed the five year visit. This recognises the high quality internationalised education that is available to all students at Kirwan High.

The school worked in partnership with a range of local, national and international charities to engage all staff and students in service learning. In addition, community building events such as the Cultural Fest and the Kirwan High Lip Dub were highly successful.

Future outlook

In 2016, Kirwan High will continue to be focused on 4 major areas of growth: Attendance, Quality Outcomes, Global Citizenship and Leadership Capability. The specific targets to meet and strategies that will be implemented to achieve this improvement are outlined in the school's Annual Implementation Plan for 2016, available on the Kirwan High Website.

Attendance

Improving student attendance has been the school's top priority for a number of years which is in line with system and government strategic intentions. Kirwan High will continue to implement the School Wide Attendance Strategy, with a targeted average attendance rate of 93% and a further target of 70% of students achieving 90% attendance or better. Kirwan High will also continue to implement strategies to close the gap in attendance between Indigenous and non-Indigenous students, reducing it to 3%.

Quality Outcomes

Kirwan High has an unrelenting focus on setting high expectations for staff and students and for maintaining a positive, supportive and challenging learning community. Kirwan High will retain its strong focus on implementing the pedagogical framework of Dr Robert Marzano – The Art and Science of Teaching. This framework continues to drive the school's commitment to improving student learning outcomes.

The next step in Kirwan High's teaching and learning reform is the implementation of Robert Marzano's whole school framework, High Reliability Schools. The school has engaged in ongoing professional learning in particular with Dr Janelle Wills (Director of Marzano Institute Australia) to ensure students at our school receive the highest quality teaching and learning.

In 2016, the school will continue to implement a number of targeted strategies that focus on improving student literacy through the Investing for Success program. This includes the appointment of two Heads of Curriculum to the Teaching and Learning Team. This team in collaboration with Heads of Department and School Leaders, are engaging in a program of coaching to develop teacher capacity in the key areas of teaching reading through content, and explicit teaching writing within key written genres.

The school will continue to work with Literacy Consultants Lindsay Williams and Carol Christensen to implement school wide reading and writing programs. Further work is also being done on the explicit teaching of the CCEs across the school curriculum.

Global Citizenship

In 2016, Kirwan High will continue to develop the Global Citizenship of its students. We do this because we strongly believe that all students, as citizens of the 21st century, must have the knowledge and skills required to be culturally mature global citizens. This will be supported by partnering with not for profit organisation, High Resolves who will deliver workshops to Year 7 and 8 students to develop a strong sense of collective identity.

With over 20% of our students identifying as Indigenous, Kirwan High will continue its strong commitment to Reconciliation by celebrating the outstanding contributions of our Indigenous students, while also ensuring that all students learn about the past, present and future.

Leadership Capability

Kirwan SHS is committed to continuous improvement and professional development of all staff. There is a strong focus on the development of cutting edge, research and evidence based practices. Professional development is highly valued and aligns with the school's improvement agenda. Kirwan High will continue to develop the leadership of staff and students through a focus on leadership of self and leadership of others.

Within the student community, we will continue to implement a Junior Secondary leadership program outlining roles and responsibilities. In addition, we will continue to grow student leadership through the House structure. This includes House Captains in the Junior School, who will work with their Senior counterparts to increase student engagement in House events, such as the Athletics and Swimming Carnivals.

Other events planned in 2016 include our annual (and now famous) Lip Dub, the Cultural Fest and the Fun Run Day. We will also implement strategies to bolster year level identity. Furthermore, we will continue to strengthen our partnership with the Cure Starts Now in order to raise much needed funds to cure childhood brain cancer.

At Kirwan High all teachers are leaders and we will continue to develop teacher leadership so that teachers will continue to be able to form positive relationships with students and lead innovative, challenging classroom learning.

In 2016, the Executive Team will continue to participate in professional development on the High Reliability Schools framework which will be provided by the Marzano Institute. This framework consists of five hierarchical levels of school factors that work together to increase student achievement. The levels are:

- Level 5 Competency-Based Education
- Level 4 Standards-Referenced Reporting
- Level 3 Guaranteed and Viable Curriculum
- Level 2 Effective Teaching in Every Classroom
- Level 1 Safe and Collaborative Culture

Heads of Department will continue to focus heavily on the development of highly effective collaborative teams of teachers. This will improve the teaching and learning that takes place in the classroom enabling the achievement of high quality outcomes for all students.

In 2016, all teaching staff will engage in continued professional development on the Art and Science of Teaching in collaboration with Dr Janelle Wills, Director of Marzano Institute of Australia. This will further develop their capacity to be leaders in the classroom.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	2071	1021	1050	364	89%
2014	1994	996	998	372	89%
2015	2170	1076	1094	443	90%

Characteristics of the student body:

Kirwan State High School is a coeducational state institution with enrolments from Years 7 to 12. The school draws on a diverse feeder area with many students from outside the immediate catchment through the school's programs of excellence. Over 20% of the student population identify as Aboriginal and/or Torres Strait Islander. Over 40 cultural groups are represented in the student cohort.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	25	25
Year 11 – Year 12	21	21	20

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	65	203	238
Long Suspensions - 6 to 20 days	219	41	30
Exclusions	25	38	17
Cancellations of Enrolment	16	13	4

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Academics:

Kirwan High offers an extensive range of subjects in both the Junior Secondary and Senior secondary school. These include a very strong focus on the core areas of Maths, English, Science and Humanities. Highlights of our academic program include our unique national award winning Literacy program, Maths 1000 (a 1st Year University level Maths subject) and various Science excellence programs which have been widely recognised as state of the art practice. The Science programs include significant collaboration with James Cook University, our Centre for Biotechnology Excellence and our Minerals and Energy Academy. The implementation of the Art and Science of Teaching Pedagogical framework is improving student engagement and achievement in all curriculum domains.

Academic Excellence is a specific program for academically gifted students in Junior Secondary. Through Kirwan High Academic Excellence programs we create passionate life-long learners and highly skilful thinkers whose deep knowledge about the world has been enriched through sophisticated extended learning experiences.

Vocational Education:

The school's performance in VET has recently been recognised with a State Showcase award for 'Excellence in Community Partnerships.' The VET offerings at Kirwan State High School are substantial. In 2015, more than 1000 certificates were awarded across twenty-eight Certificate I, II and III courses in: Construction; Engineering; Furnishing; Information Technology; Hospitality; Retail; Tourism; Childcare; Business; Visual Arts; Outdoor Recreation; Sport; Sport and Recreation; Sport Coaching; Fitness; Allied Health; Events; Cultural Arts; Aboriginal and Torres Strait Islander Primary Health; Kitchen Operations and Aquaculture. In 2015 we had 30 school based apprentices and trainees in a variety of industry areas including Hospitality, Dental Assistant, Animal Practices, Fitting and Turning, Business and Hairdressing. The introduction of the Trade Training Centre has further enhanced our Vocational Education Pathways. To increase the range of Vocational Pathways available to our students, the completion of our commercial kitchen has provided a stepping stone into the Hospitality Industry, In 2016, a number Certificate II courses are being offered over one year instead of the traditional two.

The Arts:

The Arts are an integral part of the Kirwan High identity. With a diverse range of outstanding opportunities in Dance, Drama, Music, and Visual Arts on offer, our school is widely recognised as an Arts Hub within the North Queensland community. Students choosing to study the Arts at Kirwan High benefit from the passion and expertise of a highly dedicated team of specialist teachers coupled with a wide range of partnerships with community Arts organisations.

The Kirwan High Arts Centre of Excellence Dance Company, Actors Troupe and Instrumental Music Ensembles continue to compete with great success at the Townsville Eisteddfod. The Arts Department also launched its Arts Centre of Excellence Charter. The annual School Musical is a highlight of the Townsville cultural calendar and is produced to the professional standard that has become synonymous with Kirwan High musical theatre productions.

Sport:

Kirwan State High School is nationally recognised for its performance in Sport. Approximately seven hundred students were enrolled in sporting programs in 2015. A major factor in attracting such significant enrolments has been the school's focus on its 'Sports Excellence' Programs which have been established for many years. From Years 9 and 10, students' progress to the specific Sports Excellence Programs (AFL, Basketball, Hockey, Netball, Rugby League, Touch and Soccer). Kirwan has successfully won twenty-five Queensland Championships in sports such as Soccer, Hockey, Indoor Cricket, Touch, Volleyball and Rugby League. In 2015, the Kirwan Bears Rugby League Team won the State Championship and the GIO Cup National Final.

Extra curricula activities

Students say they like coming to Kirwan State High School because it is a friendly school with a wide range of opportunities.

These opportunities include an extensive list of diverse extra curriculum programs, including:

- o Student Leadership;
- o Service Learning Projects;
- o Excursions and Outdoor Activities;
- o Interact;
- o Junior and Senior Debating and Public Speaking;
- o School Musical and a range of community, civic and social opportunities.

How Information and Communication Technologies are used to improve learning

Kirwan High has long been recognised as a state leader in the use of Information Technologies to improve student learning.

In 2015, Kirwan High continued to develop and refine a number of innovative systems to ensure teachers are better informed about student learning needs at all stages of student enrolment. This includes a school-based data collection tool as a one stop data point for staff. eTrack draws a range of data sources together onto a single page summary that can be downloaded as an individual student or class document. These profiles are used widely within the school to inform teacher understanding of student learning needs and to effectively track student progress.

Kirwan High has over 1500 computers for students to use and every teacher has a laptop. The wireless network covers 90% of the school. Students use this technology to access online learning environments and to create and produce high quality work. In addition, students have access to state of the art technology that supports specific disciplines, including:

Robotics
Coding

Prototyping boards
 3D printers
 State of the art scientific data loggers
 Video conferencing to engage with partner schools
 Specialist applications in all subject areas

In 2015, Kirwan High introduced a small BYOD program to improve student access to technology. Although small, there are many examples of students using their own technology within the classroom to improve their learning. Over the next few years Kirwan High will work to grow its BYOD program whilst also supporting students who are unable to provide their own device.

Social Climate

The Student Wellbeing Department's key purpose is to create a school community in which all students feel they belong, are safe and are worthwhile citizens. Led by two Heads of Department (Junior School and Senior School), this department works with staff to improve student attendance, engagement, achievement and to ensure a successful future for each student. Kirwan High's Engagement Team, consisting of 8 non-teaching staff engage extensively with our school community. The Engagement team spend a significant amount of time visiting the homes of students who may need special assistance to attend and succeed at school. A Housemaster has been assigned to each house to ensure that students have access to a rich selection of activities to support students' academic and social development. The Housemaster's brief is to build a sense of community, and to encourage belonging. Their responsibilities include the organisation of camps, student participation in service learning, community, cultural and sporting events; parent information and orientation programs.

The Housemasters work with the Executive Principal and their Heads of Department to implement Student Voice. This program allows students to have input into the life and governance of the school.

Vertical House Structures continue to be implemented as a strategy to further build community in the school. Students and teachers work in vertical groupings on a number of service learning and other projects to develop students' capacity to make valuable contributions to the local and global communities.

An integral part of the Student Wellbeing Department is the Senior Buddy Program. It is based on the belief that senior members of the school are responsible young adults willing to contribute to mentoring junior students. The excellent work of our Student Wellbeing Department was recognised through Education Queensland's 2011 Showcase Awards as a State Finalist in the category of Leadership.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	98%	93%	95%
this is a good school (S2035)	100%	91%	94%
their child likes being at this school (S2001)	100%	90%	95%
their child feels safe at this school (S2002)	98%	89%	93%
their child's learning needs are being met at this school (S2003)	98%	90%	91%
their child is making good progress at this school (S2004)	100%	90%	93%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	90%	92%
teachers at this school motivate their child to learn (S2007)	98%	90%	91%
teachers at this school treat students fairly (S2008)	90%	86%	88%
they can talk to their child's teachers about their concerns (S2009)	95%	95%	93%
this school works with them to support their child's learning (S2010)	95%	87%	92%
this school takes parents' opinions seriously (S2011)	97%	85%	86%
student behaviour is well managed at this school (S2012)	92%	79%	82%
this school looks for ways to improve (S2013)	100%	92%	96%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school is well maintained (S2014)	97%	92%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	97%	96%
they like being at their school (S2036)	96%	95%	96%
they feel safe at their school (S2037)	95%	91%	95%
their teachers motivate them to learn (S2038)	98%	93%	93%
their teachers expect them to do their best (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	94%	94%	89%
teachers treat students fairly at their school (S2041)	90%	83%	78%
they can talk to their teachers about their concerns (S2042)	88%	84%	77%
their school takes students' opinions seriously (S2043)	92%	89%	79%
student behaviour is well managed at their school (S2044)	81%	80%	72%
their school looks for ways to improve (S2045)	98%	98%	95%
their school is well maintained (S2046)	95%	89%	93%
their school gives them opportunities to do interesting things (S2047)	97%	95%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	91%	94%	98%
they feel that their school is a safe place in which to work (S2070)	90%	89%	95%
they receive useful feedback about their work at their school (S2071)	88%	91%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	84%	88%
students are encouraged to do their best at their school (S2072)	98%	96%	96%
students are treated fairly at their school (S2073)	85%	84%	93%
student behaviour is well managed at their school (S2074)	73%	64%	74%
staff are well supported at their school (S2075)	75%	78%	86%
their school takes staff opinions seriously (S2076)	85%	79%	87%
their school looks for ways to improve (S2077)	98%	98%	98%
their school is well maintained (S2078)	76%	80%	89%
their school gives them opportunities to do interesting things (S2079)	87%	88%	94%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

All members of our community come together to create a range of events to celebrate the achievement of our students and staff. At these events the tradition of strong community, and celebration of diversity and genuine pride in the school are highly visible.

The Parents and Citizens' Association meets monthly. Strategies have been put in place to provide a greater focus on informing and involving parents in key educational initiatives.

In consultation with the P&C and School Council, the school has developed a Marking Strategy to increase engagement with the community. This has included the creation of the school's Facebook page and the move to an online newsletter. Kirwan High provided three written reports on student progress to parents and students in 2014. There were also two formal parent teacher interviews in 2015, although parent contact with the school was encouraged at all other times throughout the year. In 2016, it is anticipated that the school moves to a 3 Way Conference Model to encourage student participation in the discussion of their results.

Reducing the school's environmental footprint

In 2015 Kirwan High continued to modernise its facilities and, in doing so, moved toward more energy efficient practices.

Additionally, air-conditioner units have been installed across the school that hold a higher efficiency rating. To further reduce the school's energy consumption, all lighting installations throughout the school will be replaced with energy efficient fluorescent lighting. In addition, the school is currently in consultation with a major solar company who is investigating how solar power can be effectively implemented at Kirwan High.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	1,340,688	38,166
2013-2014	1,356,754	29,220
2014-2015	1,506,279	35,605

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

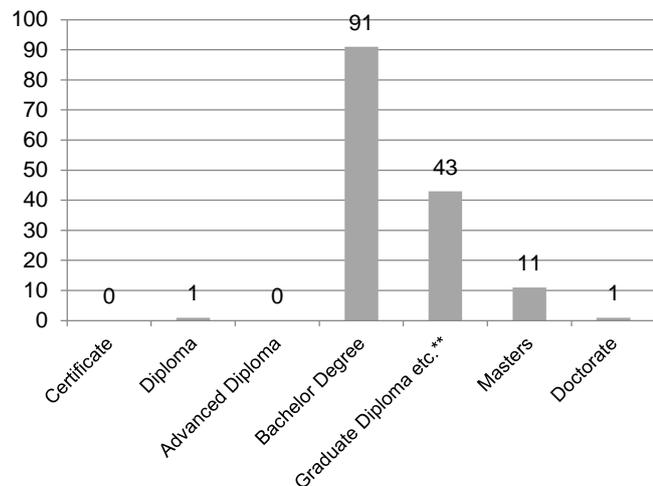
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	159	75	6
Full-time equivalents	150	58	5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	99
Graduate Diploma etc.**	48
Masters	9
Doctorate	1
Total	159



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$108, 000

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- Embedding Indigenous and international perspectives in the curriculum
- Positive Behaviour Support
- 21st Century Skills
- Mentoring of Beginning Teachers
- Reading Comprehension and Writing across the curriculum

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	87%	87%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

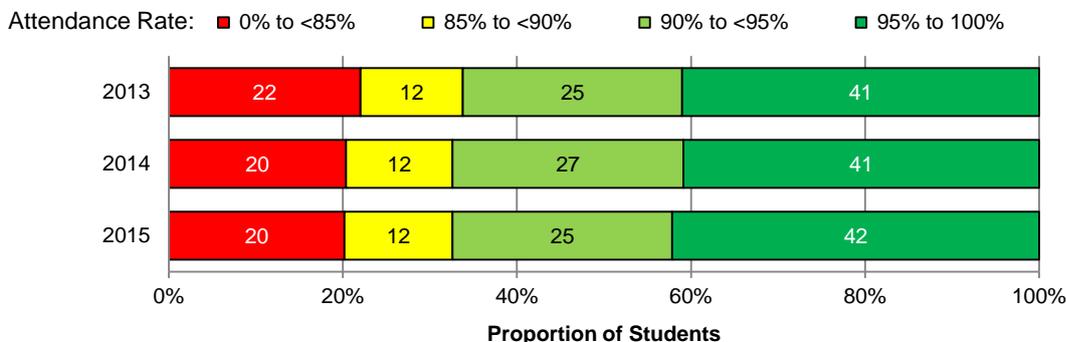
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	89%	89%	90%	91%
2014									93%	91%	90%	90%	90%
2015								93%	93%	90%	87%	90%	89%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: *Managing Student Absences* and SMS-PR-036: *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	82%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	69%	73%	87%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	351	356	328
Number of students awarded a Queensland Certificate of Individual Achievement.	1	4	4
Number of students receiving an Overall Position (OP)	139	150	125
Percentage of Indigenous students receiving an Overall Position (OP)	19%	20%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	37	36
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	211	205	238
Number of students awarded an Australian Qualification Framework Certificate II or above.	205	200	236
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	326	332	324
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	90%	87%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	63%	71%	62%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	97%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	98%	98%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	19	28	40	47	5
2014	20	33	54	40	3
2015	17	27	33	42	6

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	182	204	72

2014	88	195	124
2015	120	201	159

As at 16 February 2016. The above values exclude VISA students.

In 2015, more than 1000 certificates were awarded across twenty-eight Certificate I, II and III courses in: Construction; Engineering; Furnishing; Information Technology; Hospitality; Retail; Tourism; Childcare; Business; Visual Arts; Outdoor Recreation; Sport; Sport and Recreation; Sport Coaching; Fitness; Allied Health; Events; Cultural Arts; Aboriginal and Torres Strait Islander Primary Health; Kitchen Operations and Aquaculture .

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

At the time of publishing this School Annual Report, the results of the 2015 post-school destinations survey, Next Step – Student Destination Report (2014 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.