



Kirwan State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Kirwan High's mission is to provide educational excellence for tomorrow's citizens. Students pursue personal excellence across a wide range of outstanding curriculum and extra-curricular offerings. As part of our learning community's commitment to excellence and continuous improvement, the school has attained accreditation as a world-class school with the prestigious Council of International Schools. In order to gain this accreditation, the school undertook a comprehensive two year long self study and then hosted a weeklong evaluation visit by a team of educators from around Australia and the world. Kirwan High was the first school in North Queensland to be accredited by CIS. More recently the school was also the first school in North Queensland to be successful in attaining accreditation with the Australasian Schools Accreditation Agency. As a large school, Kirwan High is able to provide an unparalleled range of subjects to our students. The school has specialist Excellence Programs in Creative Arts, Sports and has a very strong academic culture. The school has established three academies that offer specialist programs.

The Creative Arts Academy specialises in Visual Arts, Drama, Music and Dance.

The Sports Academy offers programs in rugby League, Football, AFL, Touch, Netball and Basketball.

The Global Leaders Academy provides a strong academic focus and opportunities for students to develop their leadership and global citizenship through an internationally focused curriculum.

Kirwan High is committed to continuous growth in both its staff and students. We have a strong focus on literacy with all Junior School students participating in our award winning Literate Practices Program. School-wide implementation of the Art and Science of Teaching Framework grows teacher capacity and equips students with critical learning skills based on evidence-based research.

In the Senior School, students choose from over 60 academic and VET subjects. Kirwan is recognised as a leader in areas such as Science, Information Technology and International Education. The school continually seeks out innovative ways to utilise technology to enhance student learning and equip students with skills for the 21st century.

In the VET Pathway, Kirwan High is home to the NQ Minerals and Energy Trade Training Centre, allowing students to complete school-based apprenticeships in state-of-the-art facilities. The school's partnership with the Queensland Minerals and Energy Academy provides strong links with major employers in the mining and energy sectors, providing access to high quality industry-based experience and training. The school also has outstanding programs in the Allied Health, Fitness and Hospitality areas.

Kirwan High is a diverse school, with many different cultures and a strong commitment to our Charters of Reconciliation and Global Citizenship. Recently, the school won the Queensland Reconciliation Awards twice, and the Queensland Multicultural Award. As part of our commitment to multiculturalism, Kirwan High is also an accredited international school and hosts international students from around the world.

Our Student Wellbeing team delivers a range of proactive programs and works with individuals to ensure that all students can engage successfully in their studies within a safe, welcoming community. Kirwan has a firm, fair approach to student discipline, founded on the principles of respect, engagement and safety. Parents contribute to our vibrant community through our Parents and Citizens Association and our special interest School Partnership Networks.

Principal's Foreword

Introduction

Welcome to Kirwan High's 2017 Annual Report. This report outlines the school's progress in 2017 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 academic success, Indigenous education, leadership development, attendance and QCE attainment. Kirwan State High School is a very Proud Public School and celebrates its many achievements through a range of forums.

2017 was a year of great success and achievement including:

- 2016 Year 12 graduate Praveen Gurusinghe received an OP1
- 2016 Year 12 graduate Praveen Gurusinghe awarded a Townsville City Council Australia Day Junior Citizen Award.
- 2016 Year 12 graduate Harrison Farrell awarded a QUT Vice-Chancellor's Elite Athlete Scholarship. Harrison is studying a Bachelor of Engineering (Honours).
- Amber Hogarth selected to attend 2017 STEM Girl Power Camp in Brisbane from 21 – 25 March 2017.

- Yasabel Abordo selected to attend National Constitutional Convention being held in Canberra from 15 – 17 March 2017.
- Year 12 student, Josie Henry selected as one of 3 state finalists for the “Winning Woman” award. Josie was selected from students in 36 Queensland Minerals and Energy Academy schools across Queensland. This award profiles women who work in the Resources and Energy sector.
- Kayla Singleton Year 12 selected to attend 2017 National Youth Science Forum International Program in Heidelberg from 23 July to 19 August.
- Past graduate Elizabeth Forest received JCU University Medal on graduation.
- Amber Hogarth, Year 10 was recently invited to apply for SAITAMA study Tour in Japan. This was a result of acceptance into the Girl Power STEM program and the fact that she is a high achieving student in Japanese and STEM subjects.
- Tyla Craven-Griffiths selected to participate in the Queensland – Swiss/German Exchange Program for 2017 – 2018.
- Rachel Pritchard recipient of the Pacific Honours Ensemble Program Scholarship. This program is a partnership between Griffith University’s Open Conservatorium and the Western International Band Clinic Seattle, Washington USA. Rachel will travel to Seattle in November to participate in this prestigious instrumental wind program.
- Emily Wilson and Lucy Gardner – Coral Watch Ambassadors
- Karen Chau selected as a recipient of the Global Citizens of the Future – Tokyo study tour 2017
- Emma Nolan Year 12 recipient of *Peter Doherty Outstanding Senior STEM Student Award*
- Kayla Singleton Year 12 recipient of *Peter Doherty Outstanding Senior STEM Student Award*
- ATSIAP Results – 1st in Quiz, 1st in Commercial, 2nd in Long Term Problem Solving, 2nd Overall. Kasey Gardner won the Aunty Raba Solomon Trophy for Most Inspiration Student.
- Morgan Hurlock and Piper Rains have been selected to attend the QUT Vice-Chancellor’s STEM camp in September.
- Kyla Buchanan selected to receive a 2017 Pierre de Coubertin award.
- Griffith University Senior Physics online STEM course – Desley Sadler
- Griffith University online Digital Technology Course – Jennifer Bannan and Paddy MacLeod
- Zoe Hiddins winner of the 3MT (Three Minute Thesis) competition at the 2017 CQU School of Education and the Arts Research Symposium.
- Queensland Training Awards Regional Finalists 2017: Kane Leong – Indigenous Student of the Year; Bria Cusack – Indigenous Student of the Year; Laquinta Zaro – Vocational Student of the Year; Rhiannon Beerwald – Equity Student of the Year;
- Bria Cusack – School Based Apprentice/Trainee of the Year
- Bria Cusack – Indigenous Student of the Year
- Queensland Tourism Industry Council Awards 2017 Salute to Excellence Finalists: Jade Field – Kitchen Operations; Alyce Parsons – Hospitality; Kayleigh Bull – Hospitality
- Queensland Tourism Industry Council Awards 2017 Salute to Excellence winner – Alyce Parsons - Hospitality
- Piper Rains selected to attend the National Youth Science Forum
- Kirwan State High School Regional Winner of The QSuper Showcase Award for Excellence in the Senior Years – QCE success: every face and every story matters.
- Emma Nolan Year 12 awarded The Order of Australia Association, Queensland Branch Secondary Schools Citizenship Award 2017.
- Tiarna Riley accepted for the 2017-2018 UQ Young Scholars Program.
- Kacey-Rae Murray, Rahni McCullough, Libby Hawken and Amily Phineasa accepted in the Creative General Excellence Awards in Visual Arts 2017.
- Year 9 student Andrew Talbot competed in the International Choi Kwang Do ‘Showcase of Excellence’ contest at the 30th Anniversary of Choi Kwang Do in Atlanta, Georgia USA. Andrew attained his third degree black belt and is considered top 3 in the world for his age and belt rank.
- AMEB results – Bridget Wegner – A Honours for her grade 4 viola; Adelin Whitburn B+ Credit for grade 1 cello; Alexandria Quin B+ Credit for grade 2 viola.
- Year 11 student Stacy Rockliff who has been selected in the Queensland Under 18 girls cricket team.
- Year 12 student Kiara Clay received a 1st in Townsville Eisteddfod Novelty Duet Ages 13-18 and a 2nd in Modern Pop Vocal Solo Ages 16-18. She was also awarded the Susan Grinsell Trophy for the Most Promising Vocalist Ages 12-18 Years. Kirwan High Enigma were awarded 1st place in the Instrumental Ensemble 18 Years and Under section and the Kirwan High Choir were awarded 1st in the Vocal – Folk and 1st in the Vocal – Modern Chorus sections of the Townsville Eisteddfod.
- State Finalist in Senior Years Category of Department of Education and Training 2017 Showcase Awards for Excellence in Schools for QCE success: every face and every story matters.
- Open Boys Hockey Team, The Cobras, won the Queensland All Schools State Finals.
- Year 12 student Kavakore Jackway selected in the Under 20 Basketball State Teams Squad.
- Melissa Barker who has been accepted into the 2017 STEM Hiroshima and Kyoto Student Exchange Program which promotes Japanese language and STEM studies. Melissa will travel to Japan early in December with other selected students from around the state.
- Teachers Jennifer Bannan and Zoe Hiddins state finalists in the Queensland College of Teachers Excellence in Teaching awards.
- Year 8 students Ella Gausden, Taleisha Riley and Callum Riley participated in The Brainways Quest Competition in the Year 7 – 10 Category and came equal First with St Margaret Mary’s College. The team will attend the State Finals in Brisbane in November.
- Year 10 student Jestine Llewellyn regional winner of WorldSkills National competition. Jestine will participate in the National Competition in Sydney in June 2018.
- Year 9 students Tyreece Woods and Nikaya Page accepted into the Indigenous Australian Engineering Summer School being held at the University of Sydney in January 2018.
- Tyla Craven-Griffiths was the recipient of The Premier’s Anzac Prize 2018.

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 2018, 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.

In addition to these outstanding outcomes, the school has continued its program of facilities improvement and 2017 included several significant developments. This includes the completion of 'The Quad' at the heart of the school, giving our students a wonderful, modern and shady space for parades and other key events. 2017 also saw the beginning of work on the school's new hall. This fantastic modern hall will be completed in 2018.

School Progress towards its goals in 2017

Attendance

Overall student attendance remains a strong area of focus at Kirwan High and the whole school attendance strategy continues to be implemented every day. The average attendance for all students at the close of 2017 stood at 90.4%, a 0.7% increase from than the 2016 rate of 89.7%. The Indigenous attendance rate remained the same as 2016 at 85.4%. Since 2011, Kirwan High's average attendance has improved by 5.3% and our Indigenous student attendance has increased by 6.5% 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 continued in 2017 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 2017 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 bar one of the Vocational Education measures. Furthermore, Kirwan High achieved 100% QCE/QCIA attainment in 2017 for the third consecutive year. This was achieved through improved pedagogy, the targeted use of data walls and case management to track student progress and intervene appropriately when required. 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 2017, 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.

Additionally, demonstrating our strong leadership capability within the school and wider community, Kirwan High continued its 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. Nearly \$62 000 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. This takes the total donated to The Cure Starts Now to \$187 000 in three years.

Global Citizenship

Kirwan High Continued to implement a number of curricular and co-curricular programs to support global citizenship in the school. The school's commitment to global citizenship has been guided by the school's recently developed Charter for Global Citizenship and Charter for Reconciliation. These important documents underpin the important work our school undertakes within these areas.

In addition, in 2017, Global Engagement Lessons continued to be formally embedded within the vertical house structure to increase students understanding and awareness of important international issues.

All Year 7 and 8 students engaged with the not for profit global citizenship organisation High Resolves, to develop a collective identity as citizens of Kirwan High and the World. In addition, community building events such as the Cultural Fest and the Kirwan High Lip Dub were highly successful.

Finally, Kirwan High welcomed over 40 International Students throughout the year from countries all over the world, and many more students on shorter study tour visits. These students integrated into our school community and enriched our cultural diversity.

Future Outlook



In 2018, 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 2018 Annual Implementation Plan for and Explicit Improvement Agenda, 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 reinvigorate 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. In 2018 the school will continue implementing an updated version of this framework to maintain alignment with the latest educational research.

In 2018, 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 continuing 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 capacity of teachers to implement these strategies will be developed through collaborative teaching teams that focus on using evidence of student learning to refine teaching practice. The school will appoint 5 Peer Coaches who will work intensively with beginning teachers to support their growth in the Art and Science of Teaching.

The school will continue to work with Literacy Consultants Lindsay Williams and Carol Christensen to implement school wide reading and writing programs. Specifically, there will continue to be a school wide focus on teaching writing, with a particular focus on Year 8.

Finally, 2018 will see a strong focus on planning and preparing for the implementation of the Queensland Government's New Senior, which will be implemented for Year 11 students in 2019.

Global Citizenship

In 2018, 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 students to develop a strong sense of collective identity. In 2018 Kirwan High will also partner with the Global Learning Centre to deliver professional learning for teaching staff about embedding Global Citizenship in teaching areas.

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 2018 include our annual (and now famous) Lip Dub and the Cultural Fest. 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, and with YWAM, to make a difference in the lives of others.

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.

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 2018 the school will refine a role description for team leaders and build their knowledge in the collaborative team cycle.

In 2018, 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. All teachers will also work with Andrew Fuller, the leading educational psychologist, who will develop the capacity of teachers to develop a resilient mindset in students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	2170	1076	1094	443	90%
2016	2062	1004	1058	400	91%
2017	1997	977	1020	423	91%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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 50 cultural groups are represented in the student cohort.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	24	23
Year 11 – Year 12	20	21	21

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. In 2018 this program will continue in Year 9.

In 2017 the School introduced a Global Leaders Academy Year 7, which supported students to achieve high levels of academic success whilst fostering their leadership and Global Citizenship skills. Students in this academy studied the subject Human Technologies, which was developed internationally at International College Hong Kong. Kirwan is the only other school in the world to be teaching this subject. In 2018 this program continues into Year 8.

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 2017, more than 1000 certificates were awarded across twenty-eight Certificate I, II and III courses in: Construction; Engineering; Information Technology; Hospitality; Retail; Tourism; Childcare; Business; Visual Arts; Outdoor Recreation; Fitness; Sport and Recreation; Sport Coaching; Fitness; Events; Health Services Assistants, Cultural Arts; Aboriginal and Torres Strait Islander Primary Health; Kitchen Operations and Aquaculture.

In 2017 we had 40 school based apprentices and trainees in a variety of industry areas including Hospitality, Warehousing Assistant, Retail, Animal Practices, Health Services, Business, Engineering, Automotive, Commercial Cookery and Hairdressing.

The growth of the Trade Training Centre and the completion of our new commercial kitchen has provided a multitude of opportunities for our students undertaking a Vocational Pathway.

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. In 2017 the school introduced the Creative Arts Academy, which will foster creativity, innovation and personal excellence within a rich and diverse learning environment. The Creative Arts Academy will provide an extensive and rigorous curriculum that focusses on developing a student's creative potential through Performing and Visual Arts.

Sport:

Kirwan State High School is nationally recognised for its performance in Sport. More than 600 students were enrolled in sporting programs in 2017. A major factor in attracting such significant enrolments has been the school's focus on its Sports Academy 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-six Queensland Championships in sports such as Soccer, Hockey, Indoor Cricket, Touch, Volleyball and Rugby League. In 2017, we had a large number of students who attained state and national representation in their sporting field.

In 2017, Kirwan High introduced a Sport Academy, which caters for aspiring young athletes and provide them with every opportunity to excel. We have developed the most up-to-date and progressive programs available. To assist in this we have recruited staff that provide a very high level of expertise and an extensive background in the coaching and development of young athletes. In addition to this we have engaged some of the leading coaches in their respective sports.

Co-curricular 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:

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

How Information and Communication Technologies are used to Assist Learning

Kirwan High has long been recognised as a state leader in the use of Information Technologies to improve student learning. In 2017, 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 2017 the school is implementing a trial of a one to one program. In addition, students have access to state of the art technology that supports specific disciplines, including:

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

Social Climate

Overview

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

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	94%	95%
this is a good school (S2035)	94%	95%	89%
their child likes being at this school* (S2001)	95%	91%	92%
their child feels safe at this school* (S2002)	93%	94%	94%
their child's learning needs are being met at this school* (S2003)	91%	92%	89%
their child is making good progress at this school* (S2004)	93%	92%	92%
teachers at this school expect their child to do his or her best* (S2005)	96%	94%	98%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	92%	93%
teachers at this school motivate their child to learn* (S2007)	91%	93%	92%
teachers at this school treat students fairly* (S2008)	88%	87%	87%
they can talk to their child's teachers about their concerns* (S2009)	93%	95%	98%
this school works with them to support their child's learning* (S2010)	92%	90%	90%
this school takes parents' opinions seriously* (S2011)	86%	87%	80%
student behaviour is well managed at this school* (S2012)	82%	85%	83%
this school looks for ways to improve* (S2013)	96%	94%	94%
this school is well maintained* (S2014)	93%	95%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	95%	91%
they like being at their school* (S2036)	96%	91%	87%
they feel safe at their school* (S2037)	95%	94%	87%
their teachers motivate them to learn* (S2038)	93%	90%	88%
their teachers expect them to do their best* (S2039)	98%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	89%	91%	88%
teachers treat students fairly at their school* (S2041)	78%	78%	78%
they can talk to their teachers about their concerns* (S2042)	77%	80%	72%
their school takes students' opinions seriously* (S2043)	79%	79%	72%
student behaviour is well managed at their school* (S2044)	72%	71%	67%
their school looks for ways to improve* (S2045)	95%	93%	89%
their school is well maintained* (S2046)	93%	94%	83%
their school gives them opportunities to do interesting things* (S2047)	92%	94%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	95%	95%
they feel that their school is a safe place in which to work (S2070)	95%	96%	96%
they receive useful feedback about their work at their school (S2071)	94%	93%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	84%	86%
students are encouraged to do their best at their school (S2072)	96%	98%	98%
students are treated fairly at their school (S2073)	93%	94%	94%
student behaviour is well managed at their school (S2074)	74%	75%	74%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
staff are well supported at their school (S2075)	86%	85%	83%
their school takes staff opinions seriously (S2076)	87%	87%	81%
their school looks for ways to improve (S2077)	98%	96%	99%
their school is well maintained (S2078)	89%	93%	95%
their school gives them opportunities to do interesting things (S2079)	94%	95%	92%

* Nationally agreed student and parent/caregiver items

'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 continues to implement 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 2017. There were also two formal parent teacher interviews in 2017, although parent contact with the school was encouraged at all other times throughout the year. In 2017, the school continued using the 3 Way Conference Model to encourage student participation in the discussion of their results.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	238	172	222
Long Suspensions – 11 to 20 days	30	52	41
Exclusions	17	25	25
Cancellations of Enrolment	4	6	6

Environmental Footprint

Reducing the school's environmental footprint

In 2017 Kirwan High continued to modernise its facilities and, in doing so, moved toward more energy efficient practices.

A key component of this was the expansion of the school's Chiller Plant, resulting in more energy efficient air-conditioning of the school. To further reduce the school's energy consumption, all lighting installations throughout the school are being replaced with energy efficient fluorescent lighting.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	1,506,279	35,605



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	1,596,964	36,980
2016-2017	1,593,990	18,585

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	156	75	<5
Full-time Equivalent	145	59	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	10
Graduate Diploma etc.**	47
Bachelor degree	93
Diploma	3
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 was \$248 355

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- Collaboration
- The development of a high quality 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 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	85%

*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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

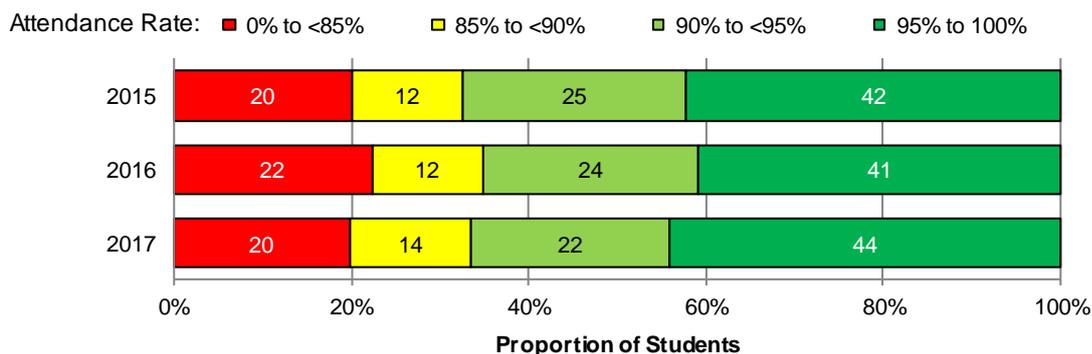
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	93%	90%	87%	90%	89%
2016								93%	90%	90%	88%	87%	90%
2017								93%	92%	88%	90%	89%	91%

*Attendance rates effectively count 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 Department of Education 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.

The school tracks student attendance closely, and engages with parents and carers to support students attending. Rolls are marked every period and parents are notified of absences by an SMS. The school develops its teachers to ensure that every classroom has high expectations and strong teacher-student relationships, which creates a supportive environment and encourages student attendance.

When students stop attending the school the school conducts home visits and provides support to re-engage these students.

NAPLAN

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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	328	354	297
Number of students awarded a Queensland Certificate of Individual Achievement.	4	7	4
Number of students receiving an Overall Position (OP)	125	131	126
Percentage of Indigenous students receiving an Overall Position (OP)	17%	18%	27%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	36	26	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	238	234	207
Number of students awarded an Australian Qualification Framework Certificate II or above.	236	225	174
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	324	347	293
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	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.	62%	74%	71%
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.	100%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	96%	98%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	17	27	33	42	6
2016	16	43	38	27	7
2017	17	27	46	30	6

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	120	202	160
2016	116	216	161
2017	164	169	116

As at 14th February 2018. The above values exclude VISA students.

In 2017, more than 1000 certificates were awarded across twenty-eight Certificate I, II and III courses in: Construction; Engineering; Information Technology; Hospitality; Retail; Tourism; Childcare; Business; Visual Arts; Outdoor Recreation; Fitness; Sport and Recreation; Sport Coaching; Fitness; Events; Health Services Assistants, Cultural Arts; Aboriginal and Torres Strait Islander Primary Health; Kitchen Operations and Aquaculture.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	83%	78%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	87%	77%	74%	

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.kirwanshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

Early leavers, who leave school in Year 10, 11 or 12 are supported to attain further education, training or employment. The school's engagement team supports these students in transition from school. Where possible, the school provides statements of attainment to these students to support their continued engagement in vocational education. In 2017 the school worked closely with a Transition Officer to successfully support leaving students into continued education, further training or employment.