ANNUAL REPORT

2005

A PROUD CO-EDUCATIONAL STATE SCHOOL

Total Enrolment: 1945

Year levels offered: Years 8 to 12.
Kirwan State High School has six distinctive curriculum areas which offer programs of excellence. These include: Academics, Vocational Education, The Arts, Sport, Information and Communication Technology, Care and Personal Development.

**ACADEMICS**

Kirwan High offers an extensive range of subjects in both the middle and senior schools. These include traditional academic subjects as well as Vocational, Arts, Sports Excellence, Business and Industry options. Highlights of our academic program include our unique national award winning Literacy program and various Science excellence programs which have been widely recognized as state of the art practice. The Science programs include our Centre for Biotechnology Excellence and our Minerals and Energy Academy.

**Literacy**

In 2005 Kirwan High received national recognition for our outstanding Literacy program. It has resulted from many years of staff development and pedagogical reform.

In 2002 Kirwan State High School collected extensive data in preparation for the development of the Whole School Literacy Strategy. The data revealed that our Middle Phase students were functioning within a broad range of achievement levels with a significant percentage experiencing difficulties with many elements of literacy. It was also evident that many of these students had disengaged from learning as a result of poor literacy and low motivation. Along with this quantitative data, anecdotal evidence from teachers informed us that Middle Phase students were experiencing difficulty with curriculum content because of poor literacy skills. As a result, the staff at Kirwan State High School made the commitment to create a program that would give all students the opportunity to increase their literacy levels, particularly those at risk. Our student population includes a significant proportion of indigenous students (approx 20%) as well as other students from non-English speaking backgrounds and a diverse range of socio economic circumstances. It also aims to further extend the Literacy of our gifted and talented students by immersing them in the critical evaluation of texts and the development of sophisticated cognitive strategies.

A database has been established to record students’ results. The data collected includes:

- Reading comprehension ages;
- Cognitive strategy development (rehearsal, organizational, elaboration);
- Critical literacy knowledge and understanding;
- Writing (We are in the initial stages of implementing a writing program).

This combination of data provides us with a thorough knowledge of our students’ starting points in the program and each student’s literacy strengths and weaknesses.

Post-testing occurs in November each year. This allows us to track student progress through their middle school years. Finally, Literate Practices is endorsed by our administration, our teaching staff and all members of our school community as a successful, sustainable literacy program.

The Program is based on knowledge and understanding about how students learn specifically in the Middle Phase. From the inception of the program, our consultant, Dr Carol Christensen, has presented a series of professional development opportunities in which she clearly links theory of learning with the teaching of literacy to young adolescents. Teachers have taken on this new knowledge and are applying it not only in Literate Practices but also in their curriculum areas. We have moved from reliance on our Critical Friend, Dr Carol Christensen, for all of our Professional and Program Development, to referring to her for advice. We now have the capacity within our staff to lead further development in this program. Furthermore, our Program Managers are now acting as Critical Friends in other schools.
Tracking of Participating Group 1 (Year 8 2003) has shown a dramatic improvement in reading comprehension levels – this is particularly evident for students experiencing extreme difficulties – Graph 2.

- When entering Year 8, 25.5% of students were reading at or below a Grade 4 level. By October 2005 (Year 10) this was reduced to 8.2%.
- When entering Year 8 only 35.2% of the cohort was reading at a secondary level, by the end of Year 10 this had increased to 68%.

In just one year, significant gains have also been made by the 2004 year 8 cohort (Participating Group 2) - Graph 3.

- Again the vast improvement by students experiencing extreme literacy difficulties was very encouraging – at the beginning of Year 8, 27.1% of Participating Group 2 were reading at or below grade 4 level, by October 2005 (Year 9) this had been reduced to 17%.
- At the commencement of Year 8, 34% of these students were reading at a secondary level – by the end of Year 9 this had increased to 54%.

The improvement continues with the Year 8 group for 2005 (Participating Group 3). There has been an 8% decrease in students reading at Years 1 – 4 and an 18% increase in the number of students reading at Years 10 – 12 in a twelve month period (Graph 4).

Furthermore, Literate Practices has ensured substantially improved outcomes for our Indigenous students. The following data shows the dramatic percentage growth in reading comprehension ages of these students over a two year period (2004 to 2005):

- 71% increase in the number of students from Year 8 to 9 with reading ages at secondary level.
- 50% decrease in the number of students from Year 8 to 9 with reading ages below Year 4.
Science

The Science Department has been invited to present at local meetings of Science teachers and to provide assessment tasks for other schools as exemplars. Our curriculum is connected and intellectually challenging. In 2006 AOP, Spotlight on Science initiative was rated “Embedded in Practice”, the highest level attainable.

Relevant Data about our Science Department

2006: Department Structure

12 Subjects: 82 classes
- Year 8 Science – 14 classes
- Year 9 Science – 15 classes
- Year 10 Science – 14 classes
- Year 9 Science, Research and Technology – 1 class
- Year 10 Science, Research and Technology – 1 class
- Year 9 Coast and Marine Education – 1 class
- Year 10 Coast & Marine Education – 1 class
- Year 11 and Biology – 8 classes
- Year 11 and 12 Chemistry – 7 classes
- Year 11 and 12 Physics – 6 classes
- Year 11 and 12 Science 21 – 5 classes
- Year 11 and 12 Marine Studies – 3 classes
- Year 11 Marine and Aquatic Practices – 2 classes
- Year 11 and 12 Applied Science – 4 classes

2003: Trial Pilot School in Marine Studies

2004: Only school in QLD to offer trial Coast & Marine Education as a separate junior science subject

2005: Extended Trial Pilot School in Physics

2005: Extended Trial Pilot School in Chemistry

2005: Trial Pilot School in Science 21

2005: At or above state averages for all subject results.

2004/2005: 100% of R6 and R3s agreed to with outstanding comments

Example Comments 2006 – Year 11 Monitoring:

The panel thanks the school for an excellent submission.
- Presentation / organisation excellent
- Assessment package is an excellent reflection of syllabus intent
- Scaffolding of EEI and ER was extensive providing good support for students
- Tasks offered variety and opportunity for students to demonstrate abilities

Schools judgements were appropriate. The panel commends the teachers for their consistency of judgements and their extensive and supportive comments on student work.

Thank you for a well presented submission. Within the managing of marine resources, extended written responses are of a very high standard. Panel felt that the IPR questions throughout the submission were of a very high standard. Panel congratulates the school on this effort. Panel agrees with the judgements made in marking and student placement. It was noted that criteria sheets and expected responses were well structured. Skill criteria sheets were well developed. Panel was impressed with feedback provided to students on assessment pieces.
Science Department Achievements

Peter Doherty Awards:
2004 Outstanding Senior Student – Vino Vivek
2004 Teaching Excellence in the Middle Phase – Desley Sadler
2005 Science Success School
2006 Nominated Kylie Waters – Teaching Excellence in the Middle Phase and Joanne Musumeci – Outstanding Scientific Assistant
2005 Desley Sadler awarded an Outstanding Teacher of Chemistry by the Royal Chemical Institute
2005 Invited to join the “Queensland Biotechnology Education Network” as a Biotechnology School of Excellence.
2006 Hosted three Professional Development Workshops in Biotechnology for the North Queensland region. Positive feedback in evaluation.
2006 Invited to become a Minerals and Energy Academy School
2005 Australian Schools Innovation in Science, Technology and Mathematics grant (first round) - $92,000
2005 & 2006 Participation in the Pinnacles Cluster Learn Quest days
2006 Eight students participating in the Australian Mineral Venture (AUSIMM)
Yearly participation in the Australasian Schools Science Competition
Yearly participation in the Australian Chemistry Competition
Yearly participation of students in the Siemens Science Summer School
Yearly nominations in the National Science Forum

VOCATIONAL EDUCATION

Our VET offering at Kirwan State High School are substantial. We offer 14 certificate I, II and III courses in: Construction; Engineering; Furnishing; Information Technology; Hospitality; Retail; Tourism; Childcare; Business; Visual Arts and Contemporary craft; Outdoor Recreation; Sport; Sport and Recreation; Work Education.

In addition, students in Year 10, 11 and 12 are given the opportunity to attend Barrier Reef TAFE. This usually occurs for one full day per week throughout the school year.

Courses offered through TAFE include: Hairdressing; Beauty; Hospitality (Kitchen operations) or (Food and beverage); Automotive; Music Industry; Childcare; Retail; Business; Fitness; CAD (Computer aided design).

In addition TAFE offers a number of Short courses over one full week, including Spray painting and Panel beating courses.

Industry bodies also offer our students blocks of training. For example the Step Out program in bricklaying has been operating at Kirwan for two years. Students are given the opportunity to try out in this skills shortage industry, with the goal of obtaining a full time apprenticeship in bricklaying.

We have a Work Experience program that caters for over 500 placements of Year 10, 11 and 12 students annually, as well as an Industry Placement program for students studying Vocational subjects and a VET teacher placement in industry program.

We have over 65 current school based apprentices and trainees in a variety of industry areas including Information Technology, Hospitality, Dental Assisting, Animal Practices, Marine Operations, Fitter and Turner, Entertainment, Horticulture, Business, Hairdressing, Construction (Carpentry), Floor Tiling, Children’s Services, Plastering, Automotive, etc. To date we have had over 250 school based trainees and apprentices since 1998.

Kirwan State High School also employs school based and full time apprentices and trainees. Since 1999 we have employed over 50 in a range of industry areas including Information Technology, Horticulture, Retail, Business and Education Support.
We have had outstanding success in our Vocational Education programs at Kirwan State High School including:

**STATE WINNER**
Queensland Training Awards. Most Outstanding School Based Apprentice / Trainee of the Year
2002 Jamie Sheehy Certificate II in Maritime Services
2003 Lachlea Boulton Certificate II in Animal practices

**STATE FINALIST**
Queensland Training Awards. Most Outstanding School Based Apprentice / Trainee of the Year
2001 Tonielle Christiansen Certificate II in Retail Operations
2004 Peter Godwin Certificate III in Information Technology

**NORTH QUEENSLAND WINNER**
Queensland Training Awards
Most Outstanding School Based Apprentice / Trainee of the Year

**REGIONAL FINALISTS**
Queensland Training Awards
2003, 2004 & 2005
Most Outstanding School Based Apprentice / Trainee of the Year
Queensland Training Awards
2005 Trainee of the Year (Full Time)
Alex Van Akkeren Certificate III in Information Technology

**STATE WINNER**
Education Queensland Vocational Student of the Year.

2003 Lachlea Boulton Certificate II in Animal Practices
2004 Peter Godwin Certificate III in Information Technology
2005 Mary Peach Certificate III in Laboratory Practices

Inaugural Australian Vocational Student Prize
2005 (3 winners from Kirwan State High School)
Mary Peach Certificate III in Laboratory Practices
Daniel Knight Certificate III in Information Technology
Chris Keats Certificate I in Construction, Certificate I in Engineering

**DISTRICT WINNER**
Showcase Award For Excellence in the Senior Phase of Learning (VET initiatives) 2004, 2005

**STATE WINNER**
Premier’s Smart State Teacher Excellence Award for Vocational Education 2004
THE ARTS

The Arts is an integral part of the Kirwan High identity. With a diverse range of outstanding opportunities in Dance, Drama, Media, 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 the benefits of access to an exclusive partnership with James Cook University's College of Music, Visual Arts and Theatre. The experience of learning through The Arts at our school is second to none.

Kirwan High is widely recognised as an innovator in The Arts. It was our school that set the standard for production excellence within the region through our annual school musical productions, which are performed each year to over 2,500 members of the wider community. We continue to be recognised as the leader in school musical production excellence within the region. We were the first school in the region to introduce school-based vocational qualifications in Visual Art; and we lead the way in our strategic partnerships with James Cook University and industry.

Some of our many recent achievements and highlights include:

- An unparalleled range of academic and vocational Arts subjects on offer to students, including six specific subjects in the Middle School (Music, Dance, Drama, Visual Art, Design, and Craft) and seven areas of study in the Senior School (Music, Dance, Drama, Visual Art, Design, Media Studies, and Photography).

- Our gifted and talented Visual Art students regularly receive recognition and accolades in the annual Minister's Awards for Excellence in Art, with Kirwan students being named as Regional Award winners in every year since the competition’s inception; and three Kirwan students having received overall State awards.

- Our instrumental music program has a proven track record of success, and provides an excellent range of opportunities for students with three Concert Bands, three String Orchestras, Stage Band, and Percussion Ensemble all widely recognised as leaders in their field.

- Our instrumental ensembles have received outstanding results at Regional Fanfare Festivals, with five Gold Awards and eight Silver Awards received at the last two festivals – the best overall result of any secondary school in the Region.

- Our students are regularly invited to participate in MOST – Education Queensland’s prestigious biennial Scholarship Program for Musically Outstanding STudents. Six Kirwan High music students have received these scholarships in the past two years.

- Our dedicated Arts staff are recognised in the wider community for their commitment to our students. Most recently, one of our instrumental music teachers received the Thuringowa City Council Australia Day Cultural Award. Our Arts staff are also actively engaged as professionals in their field, whether it be as choreographer for local musical productions, section leader in the Barrier Reef Orchestra, or exhibitor at one of our region’s prestigious Art Galleries.
Kirwan State High School is a nationally recognised school for its performances in Sport. Approximately 700 students were enrolled in sporting programs in 2006. A major factor in attracting such significant enrolments has been the schools focus on its ‘Sports Excellence’ Programs which have been established for the past twelve years.

The aim of the Sports Excellence Department is to take some of the best sports students in North Queensland and provide them with the opportunity to excel. Initially, students enrol in the Year 8 ESP program and are guided by skilled and experienced staff. The Year 8 ESP teachers have a high level of expertise and experience in coaching and development, providing students with progressive, up-to-date programs. The highlight of this program is the Year 8 ESP Camp and in 2006, just on 100 students participated in the annual camp at Mungalli Falls. Students actively participated in three intense days of sporting experiences under close supervision of their teachers.

In Years 9 and 10, students progress to the specific Sports Excellence Programs (Basketball, Cricket, Hockey, Netball, Rugby League, Touch, Soccer and volleyball). Kirwan has successfully won 16 Queensland Championships in sports such as Soccer, Hockey, Indoor Cricket and Rugby League. The Specific Sports Excellence programs allow students to develop in the sport of choice. Students continue their development through a progressive and balanced approach progressing to Years 11 and 12 in Senior Specific Sports Excellence Programs.

In 2006 approximately 100 students gained selection in NQ representative sporting teams, with numerous students achieving State and National Selection. Currently at Kirwan there are numerous students enrolled who are part of AIS and QAS programs as well as several National Rugby League Clubs. Kirwan also has many former students competing at the highest levels in their chosen sports.

In 2006 two former students from the class of 2002, Sam Thaiday and Jacob Lillyman gained selection in the Queensland State Of Origin team and Brent Webb (1996) played a significant role in the 2005 World Cup winning New Zealand Kiwis. Lisa Braunburger (Sports Captain 2005), has also gained selection in the Australian under 19’s team and has just been recruited in the Townsville Firebirds in the National Women’s Basketball League.

Kirwan also has a ‘Top Scholar’ Sports Excellence class to develop and support students hoping to balance academic achievement with sporting pursuit. This program has been especially beneficial for students wanting to excel at school and aiming to graduate into tertiary study.

The Sports Department has also developed two certificate 2 courses in Sport, Coaching and Officiating. These courses provide a level 2 certificate qualification for non-QCS students that may want to enter or participate in future careers for sport after they leave school at the end of grade 12.

**INFORMATION AND COMMUNICATION TECHNOLOGY**

Schools have had big changes in the last decade through the use of Information Technology. At Kirwan we strive for each child to obtain their educational excellence and we have been recognised as state leaders in the use of Information Technologies to teach students and to increase the communication with home. Kirwan State high school is seen as one of the best schools in the state when it comes to smart classrooms and the concept of learning anywhere anytime.

Kirwan State High School has over 700 computers for student to use and every teacher has a laptop. The school has a wireless network that covers 90% of the school. We encourage students to bring laptops to school so that they can learn anywhere anytime. We believe that students need to be developing tomorrow’s skills today. This is so that they can flourish in the knowledge economy of the future.
The school is acting as a consultant to Education Queensland with a project called OurSchool. This will provide parents, students and teachers secure access to students’ details. Details such as timetables, past report cards, absences, assessment schedules will be available for the learning community. The goal of OurSchool is to provide a tool for anywhere, anytime learning as well as to improve the communication between parents and the school. Kirwan was the first school to provide this facility to its students and parents. The education minister at the time, Anna Bligh, saw what Kirwan had and wanted every school and parent to have the ability to do what Kirwan could do.

The school also has a strong Information Technology curriculum. We cater for students who want to study Information Technology at university, for students who want to have it as an embedded skill for their chosen career path such as engineers or accountants and we cater for students who want to be technicians through our VET strand of subjects.

The IT department has had success in a number of competitions that students compete in. We have had students who have won the prestigious state Byte awards for the most talented IT project. We have had students who have been state finalist for the trainee of the year award. As well as entering students into the Australian Informatics Competition where we placed third place in Australia.

CARE AND PERSONAL DEVELOPMENT

Established in 2005, the Student Welfare Departments’ key purpose is to create a school community in which all student members feel they belong, they are safe and they are worthwhile citizens.

Led by two Heads of Department (middle school and senior school), these departments are unique in that a whole school approach to welfare and its organisation has been constructed. This has meant that our ‘Welfare Team’ consisting of the Deputy Principal (program manager), two Heads of Department, five Year Coordinators, three Guidance Officers, two Community Education Counsellors (Indigenous support), School Chaplain, Behaviour Management Teacher, School Based Youth Health Nurse, School Based Police Officer, Defence Transition Mentor, and the Department of Communities Youth Support Coordinator all work together in regular meetings, and networking to achieve the school’s welfare goals and meet individual students’ needs.

The Student Welfare Departments seek to engage students in schooling in order to ensure their personal success through focussing on attendance, assessment submission, and participation in school activities.

Outcomes of these departments include:

- Improved proactive communication to parents/carers about attendance and achievement
- Entrenched methods of identifying students who are at risk of disengagement as a result of issues connected to attendance, lack of achievement or personal issues
- The development of a whole school approach to monitor and respond to: attendance, submission of assessment, achievement, personal issues of individuals and groups.
- The implementation of programs in order to engage students who have been identified as ‘at risk’ including service learning projects, camps, ongoing monitoring and counselling, emotional workshops, work experience, “Reach for the Stars” (Kirwan High based program), success/improvement plans etc
- Improved engagement of students who have been identified as “at risk” who have worked in the “Reach for the Stars” program
- The implementation of “Rock and Water” programs in Year 8 and 9
- The implementation of healthy living programs, and personal care and development programs in all year levels which meets students’ needs.
EXTRA-CURRICULAR ACTIVITIES

Students say they like coming to Kirwan because it is a friendly school with a wide range of opportunities. These opportunities include an extensive list of diverse extra curriculum programs, including: Senior Leadership Programs; School Discos; Excursions and Outdoor Activities; Interschool Christian Fellowship; Interact; Junior and Senior Debating and Public Speaking; Senior Magazine; Annual Carnival and a range of community, civic and social opportunities. There is no shortage of things to do at Kirwan State High School.

STAFF DEVELOPMENT PRIORITIES FOR THE YEAR

Kirwan High provides extensive professional development opportunities for its staff. The three major areas of development in recent years have been Productive Pedagogies, Literacy Development and Embedding Information Communication Technology in the curriculum. In 2006 major staff development will also be carried out in the areas of Student Welfare and Responsible Behaviour and the Dimensions of Learning. Each Subject Department also provides specific professional development based on the particular focus of their discipline.

THE SOCIAL CLIMATE OF THE SCHOOL, INCLUDING PASTORAL CARE PROGRAMS

At Kirwan High, Care Meeting Groups have been established as the basis of all school organisations.

These groups are designed:

- To provide students/teachers with an opportunity to know one another as human beings.
- To ensure that all students in the school have someone who takes a personal interest in them with the aim of helping them.
- To provide all students in the school with a member of staff in whom they can confide.
- To develop desirable ideals and traits of citizenship.

On enrolling at the school the student is placed into a Care Meeting Group. Each Care Meeting Group has students of one year level only and is under the care and supervision of a Care Meeting Group teacher.

The Care Meeting Group teacher is a key person. The students in the group will expect understanding, guidance, interest and loyalty from their Care Meeting Group teacher. Care Meeting Groups meet daily. Each Care Meeting Group will be assigned a Care Meeting Group area where students will meet regularly.

One day per week the Care Meeting Groups of various levels will have an assembly. Full school assemblies will be held on a less frequent basis.

In Year 8, 9 and 10 each Care Meeting Group has two Health and Personal Development periods per week. The Health and Personal Development teacher conducts a structured program of activities based on four broad categories: Health; Human Development; Human Relations and Safety.

Camps, Care Meeting class excursions and various Care Meeting class projects are offered to complement the in-class activities.

An integral part of the Care and Personal Development Program is the Senior Buddy Project. This project is based on the belief that senior members of a school are responsible young adults willing to contribute positively towards a favourable school climate by helping the younger students fit into their new environment as quickly as possible. In this program Year 8 classes are matched with two to four Year 11 Senior Buddies. These Senior Buddies meet once a week with the class for the whole of Term One and work through a set of structured activities. They also attend the Year 8 Care Meeting classes throughout the year.
A co-ordinator has been assigned to each year level to ensure that students have access to a rich selection of activities to support the school experience.

The co-ordinator's brief is to build a sense of community, and to encourage belonging. Their responsibilities include the organisation of: Camps, Discos, Musical, Kermis; Students to participate in community events; Committees; Parent information and ‘getting to know you’ sessions; Structures to counsel students with poor results and poor attendance.

Parents are encouraged to contact their Year Level Co-ordinator should they have any questions or concerns regarding their student.

**STRATEGIES USED FOR INVOLVING PARENTS IN THEIR CHILD’S EDUCATION**

The Parents and Citizens’ Association meets monthly. The School Council meets once per term. Other support groups and sub committees eg. Music Support Group, Tuckshop Committee, Touch Support Group etc meet on a regular basis.

The school prides itself on having a welcoming atmosphere and readily invites parents to contact the school personally, by phone or email. The school Extranet allows parents to have a virtual presence in the school life of their children.

Our welcoming attitude is supported by a weekly Newsletter and regular information and report nights.

**APPARENT RETENTION RATES**

Apparent retention rates for Year 8 to 12 is 77.9%. The state retention rate is 77.8%.

**YEAR 12 OUTCOMES**

In 2005 our Year 12 outcomes reflected the diversity of our student population and the success they achieved in a variety of pathways. Traditional academic success was complemented by a high level of VET participation and achievement. In all 336 VET qualifications were awarded.

- Total number of Senior Certificates awarded 273
- Percentage of OP eligible students with OP1 – 15 58
- Percentage of students awarded Senior Certificate and awarded a VET qualification 92
- Percentage of students awarded Senior Certificate with OP-eligibility or awarded a VET qualification 59
- Percentage of QTAC applicants receiving an offer 98

**DISTINCTIVE SKILLS OF STAFF**

Kirwan High has approximately 120 teachers who demonstrate a wide range of distinctive skills relevant to the six distinctive curriculum areas of the school. These include highly expert Academic and Vocational Education teachers as well as many gifted Arts teachers, expert Sports Coaches, highly qualified Information and Communication Technology teachers and caring, committed Pastoral Care teachers.
HOW COMPUTERS ARE USED TO ASSIST LEARNING

The Kirwan State High School network services students anywhere and at anytime. The school’s internal network is referred to as inSchool™ and when accessed from off site via the internet, it is referred to as ourSchool™.

ourSchool™/inSchool™
This network allows students and parents to access:

- Student absences – period and daily;
- The assessment schedule (Year 10, 11 and 12);
- A list of resources and web links;
- Student timetable;
- Semester reports back to Semester 1, 1999;
- Email that can be ‘picked up’ anywhere and at anytime.

EXPANDING THE CURRICULUM
Whilst the network is there to support all curriculum and is accessible from every block in the school via 700 computers, the school provides a number of subjects specifically designed to enhance computer literacy.

These include:

- Year 8 ITS (Information Technology Studies). This course gives all Year 8 students a broad exposure to IT tools including studies in Word, Publisher, Powerpoint, Image Composer, Email and Front Page that are embedded into their subject areas.

- Year 9 ITS exposes students to Information Technology skills in the context of a real world client and a real world problem. The class is guided by their teacher through a Problem-Solving/Software Development cycle to deliver: a Web Site; Powerpoint Show; Brochures: Reports and Logos to meet client needs. Generally, one project is pursued for the entire year.

- Year 10 ITS builds on the Year 9 Course, it gives students greater independence and moves them towards thinking entrepreneurially. Small groups of students form companies and find their own clients in order to deliver: a Website; Powerpoint Show; Brochures; Reports and Logos. Communication with their client is managed by students via a message board, website, email and granting client’s access to their work in progress online.

- Year 11 and 12 ITS continues the client-centered, problem-based approach introduced in Years 9 and 10. The course ranges from understanding networks to creating manuals and documentation. It contributes to a student’s Overall Position (OP) and gives students the opportunity to achieve a Certificate III in Information Technology.

- Year 11 and 12 Applied Information Technology provides students with a broad exposure to Information Technology. The course prepares students to work in the demanding yet ever expanding world of Information Technology. Students, if successful, will gain a Certificate II in Information Technology which is the entry level qualification. Areas covered are: multimedia; helpdesk operation; communication and workplace health and safety; working in an Information Technology environment and integration of Office Applications. The field of Information Technology is the main focus for all content and assessment is designed to simulate the real work environment where practical.

- Year 11 and 12 Information Processing and Technology (IPT). This is an extension course for students who have the aptitude to design and build programs and information systems. The course also offers studies in Artificial Intelligence, Computer Systems and explores the implications of Information Technology on society. IPT is a subject that contributes to a student’s OP.
• Year 9 and 10 Keyboarding and Computer Studies (KCS). Much more than the course name suggests, Keyboarding and Computer Studies is a project-based course that offers students the chance to complete extended projects. The course uses business contexts to expand on skills gained during Year 8 ITS.

PARENT AND STUDENT OPINION SURVEY RESULTS

Both students and parents express satisfaction with Kirwan High and the education it offers. This satisfaction is reflected in the large enrolment which has existed for more than twenty years now. Kirwan High is one of the largest schools in the state and draws more than 50% of its population from outside of its immediate catchment area – a sure sign of student and parent satisfaction.

PROGRESS TOWARDS GOALS

Kirwan High has made excellent progress towards its key goal of enhancing student learning and achievement in a diverse range of pathways by providing excellent programs of work taught by highly qualified, committed staff.
YEAR 12 2005
STUDENT DESTINATIONS
KIRWAN STATE HIGH SCHOOL

Introduction
This report is based on the findings of the Queensland Government Next Step destination survey, which targeted all students who completed Year 12 and gained a Senior Certificate or Certificate of Post-Compulsory School Education in 2005, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 27 March and 8 May 2006, approximately six months after the young people left school. Responses were predominantly collected via computer aided telephone interview with a paper-based survey collected from a small number of students for whom telephone details were not available.

The survey results were analysed and reported on by the Centre for Post-compulsory Education and Lifelong Learning at the University of Melbourne.

The statewide and regional reports of the Next Step survey can be located at the Next Step website at www.education.qld.gov.au/nextstep

Response rate for Kirwan State High School
Table 1 below reports the response rate for Kirwan State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Kirwan State High School in 2005.

It has not been possible to ascertain how representative these responses are of all students at this school.

<table>
<thead>
<tr>
<th>Number of respondents</th>
<th>Number of students who completed Year 12</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>211</td>
<td>273</td>
<td>77.3</td>
</tr>
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Definitions of main destinations
The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

Summary of findings
In 2006, 58.8 per cent of young people who completed their Year 12 at Kirwan State High School in 2005 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (26.0 per cent). The combined VET study destinations accounted for 28.0 per cent of respondents, including 6.2 per cent in campus-based VET programs, with 1.9 per cent of Year 12 completers entering programs at Certificate IV level or higher.

22.7 per cent commenced employment-based training, either as an apprentice (14.2 per cent) or trainee (8.5 per cent).

In addition to the above study destinations, a further 6.2 per cent of respondents from this school deferred a tertiary offer in 2006 (deferrees are shown in Figure 1 in their actual current destination).

41.2 per cent did not enter post-school education or training, and were either employed (31.8 per cent), seeking work (7.6 per cent) or neither studying nor in the labour force (1.9 per cent).

Figure 1 Main destinations of Year 12 completers