Principal’s foreword

Introduction

The mission of Kirwan High is to “Provide Educational Excellence for Tomorrow's Citizens.”

Our philosophy is to enable greatness through an inclusive and student centred culture underpinned by a mindful, caring and compassionate school community and built on professionalism, continuous improvement and accountability.

We value and commit to:

- Thoughtful behaviours
- Respectful, positive and supportive relationships with our whole school community, underpinned by the tenets of the United Nations Universal Declaration of Human Rights
- Excellence in professional practice
- Passion for lifelong learning, the pursuit of knowledge and a commitment to make a difference
- Providing opportunities for students to achieve success
- The diversity of culture, talents, interests and pathways of our students
- The United Nations Universal Declaration of Human Rights

We enable our students to:

Demonstrate personal excellence by being:

- Passionate, hard working and active participants in their own learning
- Deep thinking, reflective learners with an understanding of how they learn
- Self regulated, resilient and motivated learners with a knowledge of their aspirations and goals

Prepare for the future by being:

- Creative and innovative learners committed to lifelong learning
- Effective communicators who are confident in a wide range of settings and with a wide repertoire of technologies
- Healthy and well balanced citizens

Be confident and caring citizens by being:

- Individuals who respect and value themselves, others and their environment
- Local leaders who contribute to their community
- Actively engaged global citizens

This is accounted for in the strategic plan that prioritises: Leadership Capability, Quality Outcomes and International-Mindedness.

Students pursue personal excellence at Kirwan High across a range of formal and extra-curricular offerings. Our large school has specialist programs in:

- Academics
- Vocational Education
- Music
- The Arts
- Sport
- Literacy
- International Education
- Indigenous Education
- Student Wellbeing

School wide implementation of the Art and Science of Teaching as the school pedagogical framework equips students with the critical life long skills based on evidence based research. Kirwan has a school wide approach to student behaviour in the Positive Behaviour Support Program that is founded on the principles of respect, safety and engagement. Parents contribute to our vibrant community through our Parents and Citizens’ Association and special interest School Partnership groups which include the Music Support Group and the Indigenous Parent Support Group.
School progress towards its goals in 2011

Using the principles and processes of Appreciative Inquiry with a strong emphasis on continuous improvement and evidenced based practice, Kirwan State High School’s Strategic Plan (2011-2015) was developed through a collaborative process that involved the development of mission statements and strategic plans for each department within the school. These are closely aligned with the school’s Philosophy and Mission Statement. In 2011, the school made considerable progress in relation to key priorities such as:

Quality Outcomes:

Embedding the use of a School Wide Pedagogical Framework:

The school had previously used the Dimensions of Learning as the School Wide Pedagogical Framework. This evolved into the implementation of the Art and Science of Teaching as the school wide pedagogical framework. To support the implementation of this framework, the school has implemented professional development, classroom walkthroughs and formalised feedback loops to build the capacity of all staff.

Leadership Capability:

Developing and Implementing a School Wide Leadership Framework:

Kirwan High is committed to building the capacity of all Kirwan High community members as leaders. To achieve this, a School Wide Leadership Framework for staff and students has been developed and implemented. This program firstly articulates the school’s shared understanding of leadership and leadership skills and then enacts specific programs and strategies to deliberately build the capacity of staff and students as leaders. This has been supported by a range of other initiatives such as vertical house structures, service learning projects and leadership programs in each year level to ensure engagement of all staff and students.

International Mindedness:

In May 2010, Kirwan High was accredited by the Council of International Schools. This process provided a rigorous framework for self-study in all aspects of school organisation and function. The school has recently had its First Report on Progress and Planning report accepted by the Council of International Schools. The Council commended the School on its positive approach.

The school recently hosted the Council of International Schools’ Annual Conference with educators and presenters from all over the world. The school continues to deepen its engagement with this global network of educators to support the development of international mindedness in the school.

Following our Level Two Accreditation with Education Queensland International Student Program in 2011, Kirwan continues to host students from a range of countries. These students add to the cultural diversity of the school and are an important part of the school’s intention to develop student international mindedness.

In 2011, Kirwan High was the only secondary school in Queensland to be recognised as a Microsoft Innovative School. This global program engages schools in rigorous curriculum development in collaboration with experts in teaching and learning worldwide. This on-going collaboration and associated projects has secured for the school a number of international partners.

Future outlook

In the 2012 Annual Implementation Plan, the following have been identified as areas for focus over the next twelve months.

Improving Student Attendance: Kirwan High will continue to implement the School Wide Attendance Strategy to improve all students attendance and to continue to close the gap between the attendance of Indigenous and non- Indigenous students.

Continuing to build staff capacity to implement Whole School Curriculum Framework. The school is focussed on building the capacity of staff in the Art and Science of Teaching. This will occur through professional development and supervisory models based on our work with the Marzano institute and John Hattie’s research to collect evidence and evaluate teachers’ impact on student learning. The school has also implemented strategies based on Hattie’s research, to engage all teachers in the analysis of students’ individual data to ensure differentiation in teaching practice.

Improving Year 12 OP, Certificate II and Certificate III outcomes: Kirwan High is continuing to implement and refine SET planning structures to ensure appropriate course placement and increasing the number of Certificate Two and Three courses on offer. The school intends to develop and implement an Indigenous Mentoring Program to close the achievement gap between Indigenous and non-Indigenous students.

Developing leadership capacity and opportunities for staff and students: The School is further implementing the school wide leadership framework for staff and students. Building the capacity of the school Leadership Team in Instructional Leadership and build teacher’s knowledge, skills and behaviour associated with Appreciative Leadership.

Continuing to develop Whole School Curriculum Assessment and Reporting Plan: Kirwan High is continuing to develop and implement Whole School Curriculum Assessment and Reporting Plan in alignment with the Art and Science of Teaching and Australian Curriculum. This will involve rewriting work programs and units of work as well as reporting programs and procedures.
Increasing International Mindedness in the school community: Kirwan High is working on developing a shared understanding and definition for international mindedness and will continue to increase the number of partnerships between our school and international schools and organisations.

Continuing to engage students and staff in Service Learning and Community Building: Kirwan High is further implementing new House Structures and service based projects to increase student engagement and each individual’s development of the Kirwan High attributes.
### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Year 8 - Year 12

**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2131</td>
<td>1002</td>
<td>1129</td>
<td>87%</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

Kirwan State High School is a coeducational state institution with enrolments from Years 8 to 12. 23% of the student population identify as Aboriginal and/or Torres Strait Islander. Over 29 cultural groups are represented in the student cohort. The school draws on a diverse feeder area with many students from outside the immediate catchment attending the school.

### Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>25.8</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>22.6</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.5</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>153</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>183</td>
</tr>
<tr>
<td>Exclusions</td>
<td>9</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>33</td>
</tr>
</tbody>
</table>
Our school at a glance

Our distinctive curriculum offerings include

**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. The implementation of the Art and Science of Teaching framework is improving student engagement and achievement.

**Vocational Education:**

Our VET offerings at Kirwan State High School are substantial. We offer fourteen 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; Resources and Infrastructure; Engineering, and Work Education. We currently have over one hundred school based apprentices and trainees in a variety of industry areas including Information Technology, Hospitality, Dental Assisting, Animal Practices, Marine Operations, Fitting and Turning, Business, Hairdressing, Construction (Carpentry), Floor Tiling, Children’s Services, Plastering, and Automotive. We have had approximately three hundred school based trainees and apprentices over the past decade. The introduction of the Trade Training Centre has further enhanced our Vocational Education Pathways.

**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.

**Sport:**

Kirwan State High School is nationally recognised for its performance in Sport. Approximately seven hundred students were enrolled in sporting programs in 2011. A major factor in attracting such significant enrolments has been the school’s focus on its ‘Sports Excellence’ Programs which have been established for the past fourteen years. From Years 9 and 10, students progress to the specific Sports Excellence Programs (AFL, Basketball, Cricket, Hockey, Netball, Rugby League, Touch, Soccer and Volleyball). Kirwan has successfully won nineteen Queensland Championships in sports such as Soccer, Hockey, Indoor Cricket, Touch, Volleyball and Rugby League. These programs allow students to develop in their sport of choice.

**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:

- 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.

**How Information and Communication Technologies are used to assist learning:**

Kirwan High has been recognised as a state leader in the use of Information Technologies to teach students and to increase communication with the community. We are seen as one of the leading schools in the state when it comes to smart classrooms and the concept of learning “anywhere anytime”.

Kirwan High has over 1600 computers for students to use and every teacher has a laptop. The wireless network covers 90% of the campus and over a dozen computer laboratories are embedded in subject areas across the school. We believe that students need to be developing tomorrow’s skills today. The school operates a dedicated Laptop Program in selected Top Scholar and Music Excellence classes.

The school pioneered the development of a computer based system that allows staff to record, track and analyse key information about students and to provide information to parents and students. The school’s ourSchool and inSchool initiatives allow our school community to utilise technology flexibly and responsibly to enhance student learning outcomes and opportunities. The ourSchool and inSchool initiatives have been used as a model for the development of the statewide OneSchool information management system. Kirwan High is a member of the Guiding Coalition of schools piloting OneSchool developments.

Kirwan High continues to embrace opportunities to embed ICTs effectively in students learning and is focused on staff attainment of ICT Pedagogical Licences and the mapping of Student ICT Expectations. In 2011, an ICT peer coaching program has been introduced to build the capacity of all staff to use ICT to enhance learning. The school was admitted into the Microsoft Innovative Schools Program in recognition of its achievements in ICT.
Social climate

The Student Wellbeing Department’s 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 (Junior School and Senior School), these departments work with staff to improve student attendance, engagement, achievement and to ensure a successful future for each student.

A co-ordinator has been assigned to each year level to ensure that students have access to a rich selection of activities to support students’ academic and social development. The co-ordinator’s brief is to build a sense of community, and to encourage belonging. Their responsibilities include the organisation of camps, students participation in community, cultural and sporting events; parent information and Orientation Programs.

The coordinators work the 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.

In 2011, Vertical House Structures were developed and 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.

In 2011, the school took further measures to develop student leadership through the developments and implementation of the School Leadership Framework, the continuation of Student Voice (Class Representatives) and the introduction of processes such as the Tell Them From Me survey to provide students’ with a ‘voice’ and ‘choice’ in their learning and the community.

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 teacher satisfaction with the school

School Opinion Survey results indicate that parents believe Kirwan High is a safe school with good discipline where their students are treated fairly and are happy to go to school. This was confirmed through our CIS Accreditation Visit and Education Queensland Teaching and Learning Audit.

Involving parents in their child’s education

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.

The school has also recently built on the successful model of our Music Support Group to develop a range of Parent Support Groups in key areas including, Indigenous Education, Special Education and Trade Training. These groups provide opportunities for parents to have meaningful input into specific areas of interest. The school prides itself on having a welcoming atmosphere and readily invites parents to contact the school personally by phone or email. This is supported by a weekly newsletter and regular information nights.
Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

The school has committed to decreasing its environmental footprint. For 2011, sustainability has been nominated as a strategic priority and a schoolwide sustainability plan is being developed. In 2010, a student group Club Eco was formed to work with staff and students to educate all in more sustainable practice.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity kWh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1,534,425</td>
<td>17,881</td>
</tr>
<tr>
<td>2010</td>
<td>1,484,825</td>
<td>29,181</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>3%</td>
<td>-39%</td>
</tr>
</tbody>
</table>
## Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>150</td>
<td>59</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>143</td>
<td>45</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

## Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>12</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>129</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development:
The total funds expended on teacher professional development in 2011 was $131 000.

The Professional Development Program for all teachers addresses the strategic intent of the school and Education Queensland. The major foci for Professional Development in 2011 were:

- The Art and Science of Teaching
- The Australian Curriculum
- eLearning and the use of technology to enhance learning
- International Mindedness
- Leadership

The proportion of the teaching staff involved in professional development activities during 2011 was 100%

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2011 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry webpage. School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 85%.
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89%</td>
<td>85%</td>
<td>83%</td>
<td>84%</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

![Student Attendance Distribution Graph]

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET 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.

Our Specific Strategy:
Kirwan High is a mindful school in which education is highly valued as a means for success for individuals and the community as a whole. We have high expectations and demand greatness from all students. To achieve at a high level and attain a successful future, students must attend school regularly. The aim of our attendance strategy is to ensure Every student is in Every class Every day
All teachers accept responsibility for implementing this strategy as we believe we are accountable for our students’ outcomes.

In 2011, the School introduced ID attend to better monitor student attendance and invested further resources and staffing to address student absence.

This Whole School Attendance Policy is supported by our Indigenous Attendance Policy in which the attendance of all Indigenous students is monitored and followed up weekly by our Indigenous Student Attendance Team.

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. (See Appendix A)
Performance of our students

Achievement – Closing the Gap
Kirwan High’s commitment to Closing the Gap between Indigenous and Non-Indigenous student performance continues to be a priority for all members of our community. Kirwan High continues to exceed Queensland and North Queensland Region results for the apparent retention of Year 10 -12 Indigenous students and has done so consistently for a number of years. Our apparent retention of Indigenous students compared with Non-Indigenous students is also consistently higher.

Closing the Gap between Indigenous and Non-Indigenous student attendance continues to be a challenge. In 2011 an Indigenous Student Attendance Strategy was implemented. This has already seen improvement with the gap reducing from 15.8% in 2010 to 7.2% in Term 1 2011.

Kirwan High’s commitment to improving student attendance is clearly aligned with its focus on closing the gap between Indigenous and Non-Indigenous student achievement. Kirwan High and its community believe that by improving student attendance, student attainment will also improve. This is key to Closing the Gap to ensure a productive future for our Indigenous students.

Attainment and Achievement – Year 12
Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort. 86%

Outcomes for our Year 12 cohort of 2011
Number of students receiving a Senior Statement. 295
Number of students awarded a Queensland Certificate Individual Achievement. 0
Number of students receiving an Overall Position (OP). 120
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship. 44
Number of students awarded one or more Vocational Educational Training qualifications. 228
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. 195
Number of students awarded a Queensland Certificate of Education at the end of Year 12. 243
Number of students awarded an International Baccalaureate Diploma (IBD). 0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD. 68%
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. 98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. 97%

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>23</td>
<td>40</td>
<td>31</td>
<td>7</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>164</td>
<td>190</td>
<td>26</td>
</tr>
</tbody>
</table>

Kirwan High students undertook Certificate One in the following areas:
Construction
Automotive
Workplace Practices

These certificates were offered to students and were undertaken after a thorough SET planning process that ensured students would gain appropriate qualifications and were QCE eligible.

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 at Kirwan High, there is a comprehensive range of programs in place to support students at risk of leaving school early. This is evidenced by our above average retention rates. Students who leave the school early are most often transitioning to the workforce, relocating to other communities or enrolling in other local schools. Students who transition to work are supported by the Student Wellbeing and Guidance Departments as well as external providers they have been linked with prior to leaving.

2011 School Annual Report
Queensland Government