



Kirwan State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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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 Forward

Introduction

Welcome to Kirwan High's 2016 Annual Report. This report outlines the school's progress in 2016 toward achieving its mission of providing educational excellence for tomorrow's citizens. Kirwan State High School is a high performing Independent Public School accredited by the Council of International Schools (CIS), The Australasian Schools Accreditation Agency (ASAA) and the Habits of Mind International Learning Community of Excellence. The school boasts many achievements and has excellent results in the areas of Indigenous Education, Attendance and QCE attainment. Kirwan State High School is a very Proud Public School and celebrates its many achievements through a range of forums.

2016 was a year of great success and achievement including:

- Four 2015 Year 12 graduates received **OP1s** - Clive Aaron, Reanna Jones, Stephanie Mee and Tayla Dahms.
- Three **Australia Day Award** recipients - Teacher Kylie Tillack received the Cultural Award, Teacher Peter Shefford received the Sports Administrator of the Year Award and Year 12 graduate Kaila Delany received the Junior Sportsperson of the Year award.
- Emily Wilson Year 10 selected to attend the **STEM Girl Power Camp** in Brisbane from 9 to 12 March.
- Chloe Thomas Year 12 selected to participate in the **21st National Schools Constitutional Convention** held at The Museum of Australian Democracy at Old Parliament House in Canberra from 16 – 18 March 2016.
- Ysobel Abordo Year 11 selected as a youth member for **2016 Queensland Youth Parliament**.

- Shelby Green Year 11 won the title of **Australian BMX Champion** – 1A (fastest in Australia in her age group of 16 year girls), National Series overall winner – 1st, Winner of the Grands Challenge.
- Molly-Beth Campbell Year 11 was selected as one of fifty Australian dancers to perform with the **Royal Edinburgh Military Tattoo in Melbourne**.
- Harrison Farrell Year 12 selected in the **U18 and U21 Queensland Schoolboys Hockey teams**. At 16 years of age Harrison is the youngest team member of the U21 team. Janaye Williams Year 10 and Nicolaas Smith Year 9 were selected in the **U15 Queensland Schoolboy and Schoolgirl Hockey teams**.
- Annaliese Palmer Year 12 awarded the **Green Eagle Award at the Australian Air Force Cadets National Field Craft Competition**. An award presented to a cadet of any rank who has demonstrated and sustained a level of leadership well above the expectation of their rank and experience. The Green Eagle Award is presented by CDR-AAFC at the discretion of the DETCDR and is not necessarily awarded every exercise. Apparently the last time it was given out was 7yrs ago, so it was quite an achievement for her.
- Linnie-Rose Vinton Year 12 selected to attend the **2016 Indigenous Australian Science and Infrastructure Development (SID) Winter School** from Monday 27th June to Friday 1st July at the Gardens Point Campus of Queensland University of Technology.
- **Fanfare results** – Division 1 – Big Band – Gold (Regional Finalists); Wind Symphony – Gold; Enigma Orchestra – Silver; Division 2 – ACE Symphony – Silver; ACE Strings – Silver; Concert Band – Bronze; Stage Band – Bronze; Division 3 – Wind Ensemble – Silver.
- Regional Showcase winner - QSuper **Showcase Award for Excellence in the Senior Years** – QCE Success: *Every Face and Every Story Matters*
- John Livingston Building selected as a state finalist **Queensland Architectural Award**.
- Kayla Singleton Year 11 selected to attend the **National Youth Science Forum** in January 2017.
- Year 10 student Daniel Buckland selected in the **U15 Australian Schoolboys Rugby League Merit Team**.
- \$25,000 Languages Improvement Grant
- \$16,600 Entrepreneurs of Tomorrow Grant
- India Kubin Year 10 selected for **Junior Matildas' squad**.
- Year 11 students Vanessa Hartnett, Emma Nolan and Christopher Blackman accepted into the **QUT Vice-Chancellor's STEM Camp**.
- Kirwan Bears Open Rugby League team winners of **Aaron Payne Cup** for the third consecutive year.
- Two Kirwan High teams participated in **ATSIAP** (Aboriginal and Torres Strait Islander Aspirations Program) competition receiving three awards – third in the Quiz, second in the Long Term Problem Solving and third in the Overall Challenge. Year 8 student Rikisha Phineasa was chosen by her peers for the **Raba Solomon Perpetual Trophy** for Being Inspirational.
- Year 12 Hospitality students Mia McLeish and Cheyne Millington successful at the state wide **Salute to Excellence Queensland Tourism Industry Council Awards**. Mia achieved first place in the Cooking Operations section and Cheyne placed second in the Front of House.
- Mia McLeish was a finalist in **Queensland Training Awards Regional Finals in the School based Apprentice of the Year category**.
- Zachary Kollman Year 12 achieved the Gold in the Under 93kg Sub-Junior category at **Powerlifting Australia Junior Nationals** in Melbourne on Saturday 6th August.
- Kirwan High named as the Regional winners in the **Department of Education and Training QSuper Showcase Award for Excellence in the Senior Years category**. This was awarded in recognition of the school's outstanding senior results in 2015.
- Praveen Gurusinge awarded The **Order of Australia Association Secondary Schools Citizenship Award**.
- India Kubin selected into the Under 16 **Mini Matildas**.
- Crystal Franklin Year 10 selected as one of the recipients of the **2016 STEM Student Study Tour to Japan** in December.
- Year 10 students Tyla Craven-Griffiths, Tamlin Swain, Crystal Franklin, Morgan Hurlock, Zach Blad, Bradley Martin, Grace Gin and Daniel Carrol won the **Young Diplomats Program** held at James Cook University.
- Japanese Teacher Susan Xue won a place in the **Saitama Crest Teacher Program** and will travel to Japan at the end of the year.
- Presley Wilcox Year 12 selected as a member of the Australian **Youth Boxing team** that travelled to Russia to train and compete earlier in the year. He was also selected in the Queensland team to compete against New South Wales. Presley was awarded the 2016 **Wingate Properties North Queensland Sports Encouragement Bursary** by the Townsville City Council.
- Tayla Hiller Year 12 achieved second place in the **Regional Final of the Apex Australian Teenage Fashion and Arts Award competition**.
- Senior ACE Dance Company awarded first place in the **Townsville Eisteddfod** Secondary School section and second place in the Cabaret or Novelty section.
- Wind Symphony placed second in the **Townsville Eisteddfod** Band Orchestra section, Big Band first in the Stage Band section, Clarinet Quartet second place in Instrumental Quartet section. The Choir placed first in Folk Chorus and Unison Chorus, second place in Novelty Chorus and Chief Chorus, third in Modern Chorus and Song by Australian Composer.
- Kiara Clay Year 11 won first place in the **Townsville Eisteddfod Solo Extemporised Improvisation in the Drama** section.
- Charlotte Blagg Year 12 received highly commended in the **Creative Generation Regional Exhibition Pinnacles Gallery**.
- Harrison Farrell Year 12 capped off a big year of representative hockey with selection into the **2016 Australian Futures Hockey Squad**.
- Yamatha Loban Year 8, Abeli Makamba Year 8 and Isabella Starr Year 7 selected to represent Queensland at the **National Track and Field Championships**.
- Jared Craven-Griffiths Year 8 and Lorenzo Nicola Year 11 achieved **High Distinctions in the Australian Mathematics Competition**. This result places them in the top 2% of students in their year levels.



Kirwan High - a great school...a good place to be!

International Habits of Mind Learning Community of Excellence ~ Leading 21st Century School ~
Queensland Minerals and Energy Academy ~ Asia Education Foundation Access Asia School ~ Reef Guardian School

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- Ysabel Abordo selected to represent North Queensland region at the **National Schools Constitutional Convention** in Canberra in March 2017.
- Josie Henry 2017 **Queensland Minerals and Energy Academy Student Ambassador**.
- Principal Murray James received a **Regional School Sport Award**.
- Head of Department Mathematics, Nigel Martin, awarded **Life Membership of Queensland School Sport**.

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

School Progress towards its goals in 2016

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 2016 stood at 89.7% falling slightly lower than the 2015 rate. The Indigenous attendance rate has fallen from 87% to 85.4%. This slight drop has been identified by the school as a major area of focus in 2017. Since 2011, Kirwan High's average attendance has improved by 4.6% 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 2016 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 2016 Headline Indicators report where Kirwan High was placed in the highest category for percentage of students achieving a C or better in English, Maths and Science, and for all Vocational Education measures. Furthermore, Kirwan High achieved 100% QCE attainment in 2016. 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 2016, 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 \$50 000 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 \$110 000 in two years.

Global Citizenship

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

In addition, in 2016, 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. The school also worked in partnership with a range of local, national and



international charities to engage all staff and students in service learning. In addition, community building events such as the Cultural Fest and the Kirwan High Lip Dub were highly successful.

Finally, Kirwan High welcomed over 30 International Students throughout the year from countries all over the world. These students integrated into our school community and enriched our cultural diversity.

Future Outlook

In 2017, 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 2017 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 2017 the school will transition to an updated version of this framework to maintain alignment with the latest educational research.

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

In 2017, 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 school will continue to work with Literacy Consultants Lindsay Williams and Carol Christensen to implement school wide reading and writing programs. Further work is also being done on the explicit teaching of the CCEs across the school curriculum.

Finally, 2017 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 2017, 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.

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 2017 include our annual (and now famous) Lip Dub, the Cultural Fest and the Fun Run Day. We will also implement strategies to bolster year level identity. Furthermore, we will continue to strengthen our partnership with the Cure Starts Now in order to raise much needed funds to cure childhood brain cancer, 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.

In 2017, the Executive Team will continue to participate in professional development on the High Reliability Schools framework which will be provided by the Marzano Institute. This framework consists of five hierarchical levels of school factors that work together to increase student achievement. The levels are:

- Level 5 Competency-Based Education

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

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

In 2017, 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 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1994	996	998	372	89%
2015*	2170	1076	1094	443	90%
2016	2062	1004	1058	400	91%

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

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

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	25	25	24
Year 11 – Year 12	21	20	21

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

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 2017 the School will introduce a Global Leaders Academy Year 7, which will support students to achieve high levels of academic success whilst fostering their leadership and Global Citizenship skills. Students in this subject will be able to study the subject Human Technologies, which was developed internationally at International College Hong Kong. Kirwan will be the only school in Queensland to offer this subject.

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 2016, more than 1000 certificates were awarded across twenty-eight Certificate I, II and III courses in: Construction; Engineering; Furnishing; Information Technology; Hospitality; Retail; Tourism; Childcare; Business; Visual Arts; Outdoor Recreation; Sport; Sport and Recreation; Sport Coaching; Fitness; Allied Health; Events; Cultural Arts; Aboriginal and Torres Strait Islander Primary Health; Kitchen Operations and Aquaculture. In 2016 we had 28 school based apprentices and trainees in a variety of industry areas including Hospitality, Dental Assistant, Retail, Animal Practices, Warehouse Operation, Business, Engineering, Automotive, Commercial Cookery and Hairdressing. The introduction of the Trade Training Centre has further enhanced our Vocational Education Pathways. To increase the range of Vocational Pathways available to our students, the completion of our commercial kitchen has provided a stepping stone into the Hospitality Industry. In 2016, a number Certificate II courses were offered over one year instead of the traditional two.

The Arts:

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

The Kirwan High Arts Centre of Excellence Dance Company, Actors Troupe and Instrumental Music Ensembles continue to compete with great success at the Townsville Eisteddfod. The Arts Department also launched its Arts Centre of Excellence Charter. The annual School Musical is a highlight of the Townsville cultural calendar and is produced to the professional standard that has become synonymous with Kirwan High musical theatre productions. In 2017 the school will introduce 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. Approximately seven hundred students were enrolled in sporting programs in 2016. A major factor in attracting such significant enrolments has been the school's focus on its 'Sports Excellence' Programs which have been established for many years. From Years 9 and 10, students' progress to the specific Sports Excellence Programs (AFL, Basketball, Hockey, Netball, Rugby League, Touch and Soccer). Kirwan has successfully won twenty-five Queensland Championships in sports such as Soccer, Hockey, Indoor Cricket, Touch, Volleyball and Rugby League. In 2016, we had a large number of students who attained state and national representation in their sporting field.

In 2017, Kirwan High will introduce a Sport Academy, which will cater for aspiring young athletes and provide them with every opportunity to excel. We will provide the most up-to-date and progressive programs available. To assist in this we have staff that will 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

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 2016, Kirwan High continued to develop and refine a number of innovative systems to ensure teachers are better informed about student learning needs at all stages of student enrolment. This includes a school-based data collection tool as a one stop data point for staff. eTrack draws a range of data sources together onto a single page summary that can be downloaded as an



individual student or class document. These profiles are used widely within the school to inform teacher understanding of student learning needs and to effectively track student progress.

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

- Robotics
- Coding
- Prototyping boards
- 3D printers
- 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			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	95%	94%
this is a good school (S2035)	91%	94%	95%
their child likes being at this school* (S2001)	90%	95%	91%
their child feels safe at this school* (S2002)	89%	93%	94%
their child's learning needs are being met at this school* (S2003)	90%	91%	92%
their child is making good progress at this school* (S2004)	90%	93%	92%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	92%
teachers at this school motivate their child to learn* (S2007)	90%	91%	93%
teachers at this school treat students fairly* (S2008)	86%	88%	87%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	95%	93%	95%
this school works with them to support their child's learning* (S2010)	87%	92%	90%
this school takes parents' opinions seriously* (S2011)	85%	86%	87%
student behaviour is well managed at this school* (S2012)	79%	82%	85%
this school looks for ways to improve* (S2013)	92%	96%	94%
this school is well maintained* (S2014)	92%	93%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	96%	95%
they like being at their school* (S2036)	95%	96%	91%
they feel safe at their school* (S2037)	91%	95%	94%
their teachers motivate them to learn* (S2038)	93%	93%	90%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	89%	91%
teachers treat students fairly at their school* (S2041)	83%	78%	78%
they can talk to their teachers about their concerns* (S2042)	84%	77%	80%
their school takes students' opinions seriously* (S2043)	89%	79%	79%
student behaviour is well managed at their school* (S2044)	80%	72%	71%
their school looks for ways to improve* (S2045)	98%	95%	93%
their school is well maintained* (S2046)	89%	93%	94%
their school gives them opportunities to do interesting things* (S2047)	95%	92%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	98%	95%
they feel that their school is a safe place in which to work (S2070)	89%	95%	96%
they receive useful feedback about their work at their school (S2071)	91%	94%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	88%	84%
students are encouraged to do their best at their school (S2072)	96%	96%	98%
students are treated fairly at their school (S2073)	84%	93%	94%
student behaviour is well managed at their school (S2074)	64%	74%	75%
staff are well supported at their school (S2075)	78%	86%	85%
their school takes staff opinions seriously (S2076)	79%	87%	87%
their school looks for ways to improve (S2077)	98%	98%	96%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	80%	89%	93%
their school gives them opportunities to do interesting things (S2079)	88%	94%	95%

* 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 2016. There were also two formal parent teacher interviews in 2016, although parent contact with the school was encouraged at all other times throughout the year. In 2016, the school moved to a 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 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	203	238	172
Long Suspensions – 6 to 20 days	41	30	52
Exclusions	38	17	25
Cancellations of Enrolment	13	4	6

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

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

Environmental Footprint

Reducing the school's environmental footprint

In 2016 Kirwan High continued to modernise its facilities and, in doing so, moved toward more energy efficient practices.

Additionally, air-conditioner units have been installed across the school that hold a higher efficiency rating. To further reduce the school's energy consumption, all lighting installations throughout the school will be replaced with energy efficient fluorescent lighting.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	1,356,754	29,220
2014-2015	1,506,279	35,605
2015-2016	1,596,964	36,980

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.



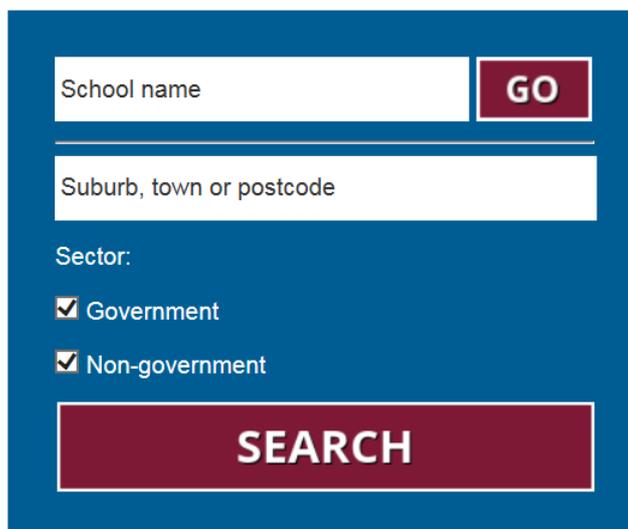
School Funding

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



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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	153	80	6
Full-time Equivalent	146	62	5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	15

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	41
Bachelor degree	98
Diploma	1
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 2016 were \$160,675

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 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	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 2016 for all Queensland Secondary schools was 90%.

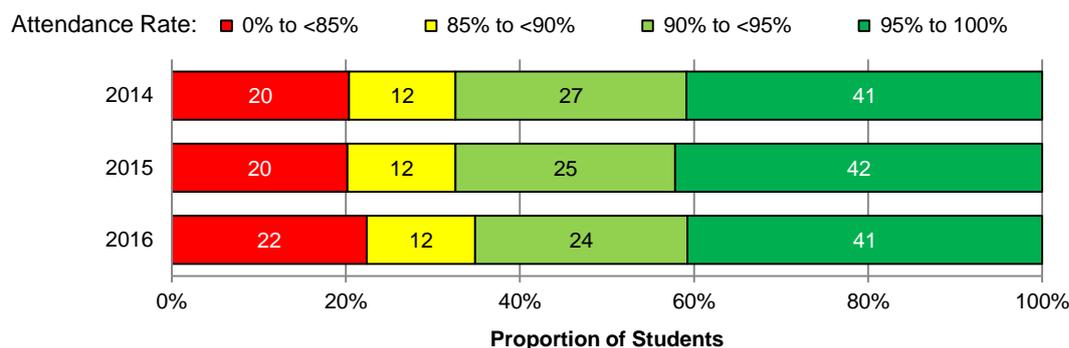
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									93%	91%	90%	90%	90%
2015								93%	93%	90%	87%	90%	89%
2016								93%	90%	90%	88%	87%	90%

*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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

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

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 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	2014	2015	2016
Number of students receiving a Senior Statement	356	328	354
Number of students awarded a Queensland Certificate of Individual Achievement.	4	4	7
Number of students receiving an Overall Position (OP)	150	125	131
Percentage of Indigenous students receiving an Overall Position (OP)	20%	17%	18%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	37	36	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	205	238	234
Number of students awarded an Australian Qualification Framework Certificate II or above.	200	236	225
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	332	324	347
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	87%	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.	71%	62%	74%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	97%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	98%	96%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016

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
2014	20	33	54	40	3
2015	17	27	33	42	6
2016	16	43	38	27	7

As at 3rd February 2017. 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
2014	88	195	124
2015	120	202	160
2016	116	216	161

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

In 2016, more than 1000 certificates were awarded across twenty-eight Certificate I, II and III courses in: Construction; Engineering; Furnishing; Information Technology; Hospitality; Retail; Tourism; Childcare; Business; Visual Arts; Outdoor Recreation; Sport; Sport and Recreation; Sport Coaching; Fitness; Allied Health; Events; Cultural Arts; Aboriginal and Torres Strait Islander Primary Health; Kitchen Operations and Aquaculture .

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	82%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	73%	87%	77%

* 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

At the time of publishing this School Annual Report, the results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

Early leavers are supported to attain further education, training or employment. The school's engagement teach 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.

