

# Kirwan State High School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kirwan State High School** from **21 to 24 August 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [\*National School Improvement Tool\*](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Terry Heath	Peer reviewer
Ross Wallace	Peer reviewer
Chris Tobin	Peer reviewer
Jennifer Nayler	External reviewer



## 1.2 School context

<b>Location:</b>	Hudson Street, Kirwan
<b>Education region:</b>	North Queensland Region
<b>Year opened:</b>	1979
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	2048
<b>Indigenous enrolment percentage:</b>	20.75 per cent
<b>Students with disability enrolment percentage:</b>	4.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	947
<b>Year principal appointed:</b>	2016
<b>Full-time equivalent staff:</b>	157
<b>Significant partner schools:</b>	The Willows State School, Weir State School, Cranbrook State School, Kirwan State School
<b>Significant community partnerships:</b>	James Cook University (JCU), Council of International Schools (CIS), Australasian Schools Accreditation Agency (ASAA), Department of Education and Training (DET) International, Wordsmart Consulting, Dr Carol Christensen – School of Education University of Queensland (UQ), The Cure Starts Now, Marzano Institute, Child Health and Mental Services, Headspace, Queensland Pathways College, Youth with a Mission (YWAM), North Queensland Cowboys, Synergy Sports Performance, TAFE Queensland North, Binnacle Training, Connect 'n' Grow, Gateway Schools, Queensland Minerals and Energy Academy, artist in residence, Cairns Indigenous Art Fair
<b>Significant school programs:</b>	Global Leaders Academy, Sports Academy, Creative Arts Academy, Indigenous Young Leaders, Academic Achievement Class, Decoding Program, Literate Practices



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive Principal, principal, three deputy principals, four guidance officers, Parents and Citizens' Association (P&C) president, School Council representative, three Community Education Counsellors (CEC), Youth Support coordinator, 124 students, 111 teachers, three personal assistants, three IT technicians, marketing officer, seven parents, 11 teacher aides and schools facilities officer.

Community and business groups:

- Synergy Sports, two Investing for Success (I4S) consultants, leadership consultant, strategic planning consultant, National Rugby League (NRL) Cowboys House coordinator and Defence Transition Mentor.

Partner schools and other educational providers:

- JCU Science Department, Willows State School, Weir State School and Kirwan State School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2016-2020
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	





## 2. Executive summary

### 2.1 Key findings

**Staff, students, community representatives and parents are proud of the high standing the school has achieved in the broader school community.**

There is a strong and optimistic commitment by all staff members to the school improvement strategy and a clear belief that further improvement is possible. A strong school ethos exists around building social capital beyond the school through a philosophy of service delivery in the broader community.

**The school is driven by a deep belief that every student is capable of successful learning.**

There is a strong focus on engaged learning as the school's core business. The school prioritises student and staff member wellbeing and has processes established to provide academic and non-academic support to address individual needs.

**The school has high expectations that all teachers will be committed to continuous improvement of their own teaching to improve student learning outcomes.**

The development of the expert teaching team is conducted through Professional Development (PD) that includes classroom-based learning, mentoring, coaching and formal sessions. All school leaders have an active role in building the expert teaching team.

**The school leadership team and staff members have made significant financial and human commitments to utilise data to improve practice and outcomes at all levels in the school.**

Data is utilised to inform aspects of the school from strategic planning to individual student goal setting. The development of the school's data system provides all staff members with easy access to the specific data required to target performance gains.

**A broad range of structurally differentiated programs caters for students' interests and ability levels.**

The school places a high priority on catering for the diverse needs of learners. Data walls have been constructed across the school with involvement of all staff members in the identification and tracking of identified students. The articulation and application of differentiation strategies to respond to data is not yet consistent across the school.



**The Explicit Improvement Agenda (EIA) focuses on attendance, behaviour and effort, guaranteed and viable curriculum (GVC) and pedagogy.**

Staff members and students articulate student attendance to be the main priority. This is supported by comprehensive tracking and data collation. School and faculty targets are established regarding the school priorities. The depth of understanding of strategies utilised to achieve targets varies across faculties.

**The school's leadership team strongly promotes a learning environment that is safe, respectful, tolerant, and inclusive.**

Some staff members and students indicate a lack of clarity regarding the application of the school's Responsible Behaviour Plan for Students (RBPS). They indicate strategies to promote appropriate behaviour, including agreed responses and consequences for inappropriate student behaviour are not yet always consistently applied across the school.

**A whole-school curriculum map provides a platform on which to develop a coherent and sequenced whole-school curriculum plan.**

The school has curriculum planning documents that identify the curriculum and assessment expectations of learning from Years 7 to 12. School leaders focus attention and energy on priority curriculum areas including literacy. Whole-school plans for literacy and numeracy are yet to be developed.

**The school leadership team communicates clear expectations regarding the use of effective teaching strategies throughout the school to improve student outcomes.**

Collaborative teams analyse student performance data, identify specific classroom strategies to improve outcomes and share examples of 'best practice'. Some staff members indicate further development of strategies to enhance Upper Two Bands (U2B) performance is required.

**The parent community strongly identifies with the school's inclusive culture and values.**

Parents and families are recognised as integral members of the school community and are encouraged to participate in community forums. Parents speak highly of the communication between school and home and appreciate the follow-up they receive.

**The Kirwan community is attracted to the school as a school of choice.**

An extensive range of community partnerships contributes to student learning, wellbeing and pathways. Partnerships are numerous and have arisen in response to identified student need and an expanded specialised curriculum that provides significant opportunities for students.



## 2.2 Key improvement strategies

Build the range of strategies, including instructional leadership and focused PD, to enhance teacher understanding and application of differentiation strategies aligned to data sets.

Collaboratively review the school's behaviour philosophy and processes to further clarify roles and responsibilities and ensure the consistent application of consequences across the school.

Collaboratively develop, implement and monitor a whole-school literacy plan and a whole-school numeracy plan with clearly articulated roles and responsibilities.

Build the range of strategies to enhance the literacy and numeracy performance in the U2B of National Assessment Program – Literacy and Numeracy (NAPLAN).

Continue to build instructional support regarding the range of strategies to achieve school and classroom targets.