



KIRWAN STATE HIGH SCHOOL

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

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 well-established Academies in Creative Arts and Sports along with a very strong academic culture. 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 for its staff and students. School-wide implementation of the Art and Science of Teaching Framework grows teacher capacity and engages students in research and evidence based learning.

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 celebrates its cultural diversity and is strongly committed to our Charters of Reconciliation and Global Citizenship. The school has won the Queensland Reconciliation Awards twice as well as the Queensland Multicultural Award. As part of our commitment to multiculturalism, Kirwan High is also an accredited Department of Education 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 High 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.

School progress towards its goals in 2018

This report outlines the school's progress in 2018 toward achieving its mission of providing educational excellence for tomorrow's citizens. Kirwan State High School is a high performing Independent Public School accredited by the Council of International Schools (CIS), The Australasian Schools Accreditation Agency (ASAA) and the Habits of Mind International Learning Community of Excellence. The school boasts many achievements and has excellent results in the areas of academic success, Indigenous education, leadership development, attendance and QCE attainment. Kirwan State High School is a very proud public school and celebrates its many achievements through a range of forums.

2018 was another year of great success and achievement including:

JANUARY

- 2017 Year 12 graduates Kayla Singleton and Chase Trybula received OP1s
- 2017 Year 12 graduate Emma Nolan awarded the Townsville City Council Australia Day Junior Citizen Award.

FEBRUARY

- Open Bears Rugby League Team won the Matty Bowen Nines carnival. Jacson Lott named as Player of the Carnival and Adrian Trevilyan awarded Player of the Final.

- Stephanie Corset Year 10 received Silver in the U17 Women's Team Pursuit and Bronze in the Keirin at the Junior National Track Championships.
- Jye McAtamney Year 8, Lochlann Percival Year 7 and Ella McCarthy Year 7 selected in Queensland Oztag team to compete at Tri Series Tournament.

MARCH

- Lucy Woodbury Year 11 selected in the 2018 BMX Australian National Championships. One of seventeen riders from all over Australia in the 16 Girls age category.
- Louisa House Master and Hockey Academy Coach, Aleisha Neumann part of the Ingham Queen's Baton Relay. Lea York Year 7 and Daniel Buckland School Captain ran in the Townsville Queen's Baton Relay.
- Aleisha Neumann selected as a Hockey umpire for Commonwealth Games.
- Chloe Whitton Year 12 selected in Queensland North State team to compete at the U18 National Basketball Championships. Chloe played for U18 Townsville Flames at the State Championships and the team was undefeated.
- Year 12 Creative Arts Academy student Abbie Cook selected as feature vocalist for the Queensland Department of Education 2018 Creative Generation State Schools on Stage.
- Year 12 student Crystal Franklin selected as Member for Thuringowa in YMCA Youth Parliament.
- 2017 graduate Kayla Singleton selected for a T J Ryan Highly Commended award as a result of her outstanding academic results and community engagement.

APRIL

- Opening of The Quad by the Honourable Grace MP, Minister for Education and Minister for Industrial Relations on Thursday 19th April.
- Tyla Craven-Griffiths School Vice-Captain selected as one of eight students to be awarded the Premier's Anzac Prize. She toured London, Paris and the Western front battlefields and was at Villers-Bretonneux for the Anzac Day Dawn Service with over 8000 people as they remembered and commemorated the sacrifices of those lost in war. Tyla also met and talked with Prince Charles as well as our Prime Minister, Mr Malcolm Turnbull.

MAY

- Tessa White Year 11 selected to attend the Rotary Adventure in Citizenship program, Canberra.
- Five Vocational Education students shortlisted for regional finals for the Queensland School Based Apprentice and Trainee of the Year Awards. Meagen Beaumont Year 12 and Sharni Rajan Year 12 - Aboriginal and Torres Strait Islander of the Year; Meagen Beaumont, Kody Page Year 12, Riley Parker Year 12 and Owen Barlagen Year 12 - School Based Apprentice/Trainee of the Year.
- Jayden Uiduldam Year 12 named as The Queensland Resources Council Exceptional Indigenous Queensland Minerals and Energy Academy Indigenous Student at the Queensland Resources Council Awards and was invited to participate in the National Minerals Forum in Canberra.
- Meagen Beaumont Year 12 - Certificate III in Health Service Assistant named as finalist in the regional School Based Apprentice or Trainee of the Year Awards. Meagen also was shortlisted for the Indigenous Apprentice or Trainee of the Year.
- Kody Page Year 12 - Certificate II in Warehousing Operations named as finalist in the regional School Based Apprentice or Trainee of the Year Awards.
- Riley Parker Year 12 - Certificate III in Plumbing named as finalist in the regional School Based Apprentice or Trainee of the Year Awards.

JUNE

- Jestine Llewellyn Year 11 selected to represent Queensland at the 2018 National World skills VETiS Cookery Competition in Sydney.
- Kirwan High Big Band and Wind Symphony were regional finalists in Fanfare competition.
- Year 11 students, Karen Chau and Melissa Barker selected out of 220 applicants to participate in the QUT Vice Chancellors STEM camp.
- Grace Quin Year 7, Ally Quin Year 8 and Kira Warnecke Year 8 competed in the Readers Cup against 17 other high school teams from Townsville and Charters Towers. They placed fourth with Townsville Grammar School.
- Kirwan Bears Rugby League team defeated Mackay State High School in the inaugural LIVIN Strong Cup.
- Georgia Fogarty selected in the Queensland 13 - 15 Years Football team.
- Dylan White selected in the Queensland 16 - 18 Years Touch Team.
- Bella van Krieken selected in first place in the James Cook University Maths Explains Our World Year 8 competition.
- Year 10 Science Research and Technology students Meghan Camp, Nikhila Gurusinghe, Genevieve Chambers and Caleb Mario were State Finalists in the Brain Bee Queensland State Finals at the Queensland Brain Institute. Meghan Camp placed second in the Individual Brain Bee Quiz.

JULY

- Year 9 student Isabella Starr and Year 7 student Wyatt Zaro won Girls and Boys Kirwan High Gift at the Interschool Athletics Carnival.

- Year 12 student Meagen Beaumont was selected as the North Queensland School Based Apprentice of the Year as well as the Indigenous Vocational Student of the Year at the Queensland Training Awards. Meagen will now compete in the State Finals in September.
- Year 12 student Riley Parker won the title of State School Based Apprentice of the Year at the Master Builders Plumbing and Gas Awards.

AUGUST

- ATSIAP Team, Kasey Gardner, Moeisha-Lee Gardner, Lewis Kyle and Nikaya Page were overall winners in the Aboriginal and Torres Strait Islander Aspirations Program (ATSIAP) Senior Student Challenge. Moeisha-Lee Gardner received the Aunty Raba Solomon Award for the most inspirational student at the Challenge. She also won the Oral Persuasive Speech.
- Year 12 student Jestine Llewellyn was the state winner of the Queensland Tourism Industry Council Salute to Excellence Award for Cooking.
- Un13 and U15 Girls Rugby League teams went through to the Karen Murphy Cup Queensland Final.
- U15 Boys Rugby League team were winners of the Cowboys Challenge State Grand Final. Xavier Chatfield was named Player of the Final.
- Open Bears Rugby League team winners of the Aaron Payne Cup Grand Final. Tareq Parter was named Player of the Final.
- Year 11 students Jordon Ratcliff and Lucy Woodbury were selected to attend the prestigious National Youth Science Forum in January 2019.
- Year 12 student Masimango Benjamin was selected as Player of State Football Championships.
- Year 12 student Masimango Benjamin was selected in the Under 19 Boys Football Australian Shadow Team.
- Amily Phineasa Year 12, Matthew Howlett Year 12 and Long Nguyen Year 7 won the Open Division of the North Queensland Chess Tournament.

SEPTEMBER

- Meagen Beaumont was selected as the Aboriginal and Torres Strait Islander Student of the Year: (Certificate III in Health Services Assistance with Connect 'N' Grow) at the Queensland Training Awards.
- Past graduate, Abi Chase, was awarded the James Cook University's Ronald McDonald Charlie Bell Scholarship. Abi is a remarkable young woman who despite significant health problems, achieved excellent results at school and has gone on to study Science at university.
- Amily & Rikisha Phineasa were invited by the Cape York Leaders Program to attend a leadership opportunity in Sydney – "Unleash the Power Within" program presented by Tony Robbins (world renowned American author, entrepreneur, philanthropist and life coach. Both girls were successful in receiving a scholarship through the Tony Robbins Foundation, to participate in the Youth Leadership Program.
- Ameya Ransom, Year 8 was selected to participate in the Griffith University State Honours Ensemble Program for Vocal students.
- Year 9 Sports Academy student Isabella Starr competed in the ANQ Championships where she won the Campbell Miles 90 yard feature event. Isabella was the youngest competitor in this race and she achieved a personal best time.
- Braiden Driscoll Year 8 student was ranked 5th in Australia when he represented Queensland in Melbourne at the 'Australian Ninja Games Kids Titles' in the 12-13 year age division. Braiden was one of only five boys representing Queensland.
- Kirwan High Year 11 students Lucy Woodbury and Mikeeley Ferguson participated in the BMX State Titles. Both girls were awarded state title plates in the 16 year old 20" girls' class.
- Year 12 student Stacey Rockcliff travelled to Christchurch, New Zealand in the September school holidays with the Australian Girls 17 Years and Under Indoor Cricket team to compete in the Junior Indoor Cricket World Series. The team was victorious in this competition and were named world champions.
- Year 12 student, Abbie Cook was invited to attend the Australian Honours Ensemble program for Vocalists at Griffith University in Brisbane during the September holidays.

OCTOBER

- Bella Van Krieken Year 8 won an ICAS Medal in recognition for her outstanding performance in the ICAS English competition. Bella achieved the highest result in this competition in her age group across the state.
- Meagen Beaumont was the recipient of the QATSIF Young Indigenous Leader Award.
- Year 12 Indigenous Captains were recipients of a QATSIF Leadership Badge.
- Year 11 student Bradley Stevenson was selected as a Queensland Minerals and Energy Academy Student Ambassador for 2019.
- Year 12 student Tyla Craven-Griffiths and Year 10 student Darcy Singleton were recipients of a 2018 ADF Long Tan Youth Leadership and Teamwork Award.
- Piper Rains received Kirwan High's prestigious academic award, Senior Dux.
- Tyla Craven-Griffiths was named as the Matthew Lee Student of the Year in recognition of her exceptional academic results, her outstanding leadership in the school and wider community and her successful engagement in local, national and international opportunities.
- Year 12 student, Crystal Franklin received the John Livingston 110% award.

DECEMBER

- Ella Gausden Year 9 was selected to participate in the STEM Girl Power Camp in March 2019.

Kirwan State High School continued to progress its strategic agenda across its four strategic priorities:

Attendance

Overall student attendance remains a strong area of focus at Kirwan High and the whole school attendance strategy was implemented throughout 2018. The average attendance for all students at the close of 2018 stood at 89.5%. The Indigenous attendance rate was 84%.

Quality Outcomes

The school maintained a relentless focus on professional development in the school's pedagogical framework, the New 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 2018 to allow teachers to observe each other to inform their practice. This was further supported by the appointment of four Peer Coaches, who work to support the growth of teacher pedagogy and improve student learning.

Student results continued to exceed like school data. This was reinforced in the 2018 Headline Indicators report where Kirwan High was placed in the highest category for percentage of students achieving a C or better in English and Science, and for the majority of the Vocational Education measures. Furthermore, Kirwan High achieved 100% QCE/QCIA attainment for the fourth consecutive year. This was achieved through improved pedagogy, the targeted use of data 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 targets 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 reading comprehension, vocabulary and academic writing occurs in all subjects. In 2018, Kirwan High was placed in the highest category of schools for improvement in the National Minimum Standard for Literacy and Numeracy results in NAPLAN on the Headline Indicators report.

All teaching staff have included an element of the New Art and Science of Teaching in their Annual Performance Development Plans.

Leadership Capability

The School Wide Leadership Framework has 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 and commitment to service learning within the school and wider community, Kirwan High continued its partnership with the Australian Branch of The Cure Starts Now, an organisation that funds research to cure childhood cancer. This initiative stemmed from the passing of our late Executive Principal of 27 years, Mr John Livingston. 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 \$94 000 was raised in a matter of months and was proudly donated to The Cure Starts Now. This takes the total donated to The Cure Starts Now to \$281 000 in four years.

Global Citizenship

Kirwan High continued to implement a number of curricular and co-curricular programs to support global citizenship in the school. These programs were underpinned by our Charters for Global Citizenship and Reconciliation.

Global Engagement Lessons continued to be formally embedded within the vertical house structure to increase students' understanding and awareness of important international issues.

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

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

Future Outlook

In 2019, Kirwan High will continue to be focused on 4 major areas of growth: Attendance, Quality Outcomes, Global Citizenship and Leadership Capability. The specific targets and strategies that will be implemented to achieve this improvement are outlined in the school's 2018 Annual Implementation Plan 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 >65% 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. The school will introduce a Be Here and Belong strategy, aimed at increasing student belonging at school and their connections to a wide range of opportunities and extra-curricular activities, including student clubs and school initiatives.

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 New Art and Science of Teaching. This framework continues to drive the school's commitment to improving student learning outcomes. In 2019 the school will continue implementing this framework to maintain alignment with the latest educational research.

In 2019, 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 Executive Team are engaging in a program of coaching to develop teacher capacity in the key areas of Teaching Content through Reading, and explicit teaching of writing within key written genres. The capacity of teachers to implement these strategies will be developed through collaborative teaching teams that focus on the use of evidence of student learning, proficiency scales and the selection of specific strategies to refine teaching practice. The school will also continue the appointment of four Peer Coaches who will work intensively with beginning teachers to support their growth in the New Art and Science of Teaching.

The school will continue to work with Literacy Consultant Lindsay Williams to implement school wide reading and writing programs. Specifically, there will continue to be a school wide focus on teaching academic writing, with a particular focus on Year 8. Kirwan High will also continue its long-standing association with Dr Janelle Wills, the school's New Art and Science of Teaching consultant, who will deliver a five-hour professional development on differentiation to all teaching staff.

Finally, 2019 will see a strong focus on implementation of the Queensland Government's New Senior for Year 11 students and preparation for its continued implementation into Year 12 in 2020.

Global Citizenship

In 2019 Kirwan High will support Global Citizenship through the appointment of a Head of Department of Global Education who will oversee the development of Global Citizenship of all our 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 our continued partnership 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 appointing 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 2019 include our annual (and now famous) Lip Dub and the Cultural Fest. We will also implement strategies to bolster year level identity. Furthermore, we will continue to strengthen our partnership with the Cure Starts Now in order to raise much needed funds to cure childhood brain cancer, and with YWAM, to make a difference in the lives of others.

At Kirwan High all teachers are leaders and we will continue to develop teacher leadership so that teachers will continue to be able to form positive relationships with students and lead innovative, challenging classroom learning.

Heads of Department will continue to focus heavily on the development of highly effective collaborative teams of teachers. This will improve the teaching and learning that takes place in the classroom enabling the achievement of high quality outcomes for all students. In 2019 the school will continue to refine and implement the collaborative team cycle which engages teachers in collaborative curriculum planning, monitoring student learning and the collective development and evaluation of highly effective teaching strategies.

In 2019, all teaching staff will engage in continued professional development on the New Art and Science of Teaching in collaboration with Dr Janelle Wills, Director of Marzano Institute of Australia. This will further develop teachers' capacity to be leaders in the classroom. All teachers will also continue to develop their capacity to implement Restorative Justice, which supports students to maintain positive relationships with their peers and teachers.

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school Yes

Year levels offered in 2018 Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	2062	1997	1935
Girls	1004	977	955
Boys	1058	1020	980
Indigenous	400	423	408
Enrolment continuity (Feb. – Nov.)	91%	91%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Kirwan State High School is a coeducational state school with enrolments from Years 7 to 12. The school draws on a diverse catchment area with many students from outside the immediate catchment enrolled through the school's programs of excellence. Over 20% of the student population identify as Aboriginal and/or Torres Strait Islander and over 50 cultural groups are represented in the student cohort.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	23	24
Year 11 – Year 12	21	21	19

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Kirwan High offers an extensive range of Australian Curriculum subjects in both the Junior Secondary and Senior Secondary School. Teachers work collaboratively to unpack the Australian Curriculum into engaging sequences of learning for students. The school has a clear, collaborative process for developing strong alignment between curriculum documents, assessment and teaching strategies.

Our Academic Program includes a range of extension subjects, including Science, Research and Technology (SRT) and Literature and Society (LSO). SRT is a STEM extension subject that provides students with opportunities to develop in depth understanding across four disciplines including Physics, Chemistry, Biology and Earth Science. LSO is designed to broaden students' appreciation of literature through time periods and extend their general knowledge and their reading, writing and speaking capabilities.

Students in Years 7 and 8 also study the subject Human Technologies, developed initially at the International College Hong Kong. Kirwan High is only the second school in the world to offer this subject, which provides students with opportunities to build the skills required for Global Citizenship. The course offers a perspective on human beliefs, conduct, practices and activity. Students learn how Human development has been shaped by technologies as sets of tools which humans use in their engagement with one another and the natural world. This subject develops students as creative, critical and collaborative thinkers.

The Senior Secondary School subject offering includes a wide range of vocational and OP/ATAR subjects. There are also opportunities for students to study university courses through James Cook University for Mathematics and Academic Writing. MA1000 is a First Year University Subject for all students who study Maths and Engineering Courses while CU1010 focuses on building student academic writing skills.

Academies

Global Leaders Academy: The Global Leaders Academy is a program designed for students who are committed to academic success and to developing their leadership capability. Through the Global Leaders Academy, we develop socially conscious leaders who are consultative, collaborative and a force for positive change. Students in the Global Leaders Academy engage in a range of enrichment and extension programs and leadership opportunities. In 2020 the program will continue into Year 10 for the first time.

Creative Arts Academy: The Creative Arts Academy is an integral part of the Kirwan High identity. With a diverse range of outstanding opportunities in Dance, Drama, Music and Visual Art, including an Indigenous Art pathway. Our school is widely recognised as an Arts Hub within the North Queensland community. Students choosing to study the Creative 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 Creative Dance Company (CDC), Creative Arts Drama Troupe (CADT) and Instrumental Music Ensembles continue to compete with great success, particularly at the Townsville Eisteddfod and at FANFARE. The annual school musical is a highlight of the Townsville cultural calendar and is produced to a professional standard that has become synonymous with Kirwan High musical theatre productions.

After the introduction of the Creative Arts Academy in 2017, Kirwan High continued to develop the program in 2018 to ensure it provides an extensive and rigorous curriculum that focusses on developing each student's creative potential through Performing and Visual Arts.

Sports Academy: Kirwan State High School is nationally recognised for its performance in Sport. More than 600 students were enrolled in sporting programs in 2018. A major factor in attracting such significant enrolments has been the school's focus on its Sports Academy Programs, which have been established for many years. From Year 9, students are able to study specific Sports Academy Programs (AFL, Basketball, Hockey, Netball, Rugby League, Touch and Soccer). Kirwan has successfully won twenty-six Queensland Championships in sports such as Soccer, Hockey, Indoor Cricket, Touch, Volleyball and Rugby League. In 2018, we had a large number of students who attained state and national representation in their sporting field.

In 2017, Kirwan High introduced a Sport Academy, which caters for aspiring young athletes and provide them with every opportunity to excel. In 2018 we continued to develop the most up-to-date and progressive programs available. To assist in this we have recruited staff that provide a very high level of expertise and an extensive background in the coaching and development of young athletes. In addition to this we have engaged some of the leading coaches in their respective sports.

Vocational Education

Students undertaking the VET Pathway have access to world class facilities that deliver a high quality curriculum, linked to tangible employment outcomes. Kirwan High is home to the NQ Minerals and Energy Trade Training Centre, allowing students to participate in 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, resources and energy sectors, providing access to high quality industry-based experience and training. The school also has outstanding programs in the fields of Community Services, Allied Health, Fitness and Hospitality.

The school's performance in VET has resulted in numerous students receiving recognition at Regional, State and National Awards. 51% of students undertaking the VET Pathway have attained a Certificate III, exceeding the STATE average of 29.6%.

In 2018 we had 37 school based apprentices and trainees in a variety of industry areas including Hospitality, Warehousing Assistant, Plumbing, Retail, Animal Practices, Health Services, Business, Engineering, Automotive, Commercial Cookery and Hairdressing.

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 (Green Frogs)
- Chess Club
- STEM Club
- Duke of Edinburgh and BRIDGE Program
- Optiminds
- Brainways Education
- Reader's Cup

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 2018, 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, particularly on data walls, to inform teacher understanding of student learning needs and to effectively track student progress.

In preparation for the New QCE in 2019, Kirwan High implemented and trialled a range of technology-based authentication strategies to assist with the submission and collation of assessment. Several classes trialled submitting written tasks through The Learning Place to utilise the anti-plagiarism functionality and to assist with collaborative learning.

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 2018, the school implemented a trial of iPad classes, providing two junior classes with an iPad to enhance the learning in their classes. 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 who can make a difference to the lives of others. In 2018, this department was led by two Heads of Department (Junior School and Senior School) who worked with staff to improve student attendance, engagement, achievement and to ensure a successful future for each student. In 2018 Kirwan High's Engagement Team, consisted of HODs Wellbeing, Guidance Officers, Youth Support Coordinators, Defence Force School Mentor, School Based Youth Health Nurse, Chaplain, House Masters, Community Education Counsellors and other non-teaching staff. In 2018, all staff worked extensively with our school community to support and engage students at school.

A Housemaster is assigned to each house to ensure that students have access to activities and learning experiences that support students' academic and social development. The Housemasters work collaboratively to build a sense of community and to encourage belonging. Their responsibilities included the organisation of camps, student participation in service learning, orientation programs and community, cultural, sporting and leadership events.

In 2018, Kirwan High partnered with The Resilience Project to build student resilience. In this program, students engaged with guest presenters who raised student awareness of resilience and introduced simple strategies that students could use to develop it.

Vertical house structures continued to be implemented in 2018 as a strategy to further build community in the school. Students and teachers worked in vertical groupings on a number of service learning projects to develop students' capacity to make valuable contributions to the local and global communities.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	95%	92%
• this is a good school (S2035)	95%	89%	89%
• their child likes being at this school* (S2001)	91%	92%	86%
• their child feels safe at this school* (S2002)	94%	94%	86%
• their child's learning needs are being met at this school* (S2003)	92%	89%	86%
• their child is making good progress at this school* (S2004)	92%	92%	88%
• teachers at this school expect their child to do his or her best* (S2005)	94%	98%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	87%
• teachers at this school motivate their child to learn* (S2007)	93%	92%	86%
• teachers at this school treat students fairly* (S2008)	87%	87%	88%
• they can talk to their child's teachers about their concerns* (S2009)	95%	98%	91%
• this school works with them to support their child's learning* (S2010)	90%	90%	89%
• this school takes parents' opinions seriously* (S2011)	87%	80%	83%
• student behaviour is well managed at this school* (S2012)	85%	83%	74%
• this school looks for ways to improve* (S2013)	94%	94%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	95%	96%	92%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	91%	96%
• they like being at their school* (S2036)	91%	87%	86%
• they feel safe at their school* (S2037)	94%	87%	87%
• their teachers motivate them to learn* (S2038)	90%	88%	88%
• their teachers expect them to do their best* (S2039)	98%	95%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	88%	89%
• teachers treat students fairly at their school* (S2041)	78%	78%	83%
• they can talk to their teachers about their concerns* (S2042)	80%	72%	70%
• their school takes students' opinions seriously* (S2043)	79%	72%	77%
• student behaviour is well managed at their school* (S2044)	71%	67%	61%
• their school looks for ways to improve* (S2045)	93%	89%	94%
• their school is well maintained* (S2046)	94%	83%	90%
• their school gives them opportunities to do interesting things* (S2047)	94%	90%	94%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	95%	94%
• they feel that their school is a safe place in which to work (S2070)	96%	96%	88%
• they receive useful feedback about their work at their school (S2071)	93%	91%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	86%	81%
• students are encouraged to do their best at their school (S2072)	98%	98%	96%
• students are treated fairly at their school (S2073)	94%	94%	91%
• student behaviour is well managed at their school (S2074)	75%	74%	68%
• staff are well supported at their school (S2075)	85%	83%	76%
• their school takes staff opinions seriously (S2076)	87%	81%	77%
• their school looks for ways to improve (S2077)	96%	99%	97%
• their school is well maintained (S2078)	93%	95%	97%
• their school gives them opportunities to do interesting things (S2079)	95%	92%	92%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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 at a range of events to celebrate the achievement of our students and staff. At these events the tradition of strong community, celebration of diversity and genuine pride in the school are highly visible.

The Parents and Citizens' Association meets monthly and strategies have been put in place to provide a greater focus on informing and involving parents in key educational initiatives. In 2018, the Creative Arts Support Group and Sports Academy Support Group continued to meet as sub-committees of the P & C.

In consultation with the P&C and School Council, the school continues to implement a Marketing Strategy to increase engagement with the community. This includes a frequently updated school Facebook page and a comprehensive online newsletter

Kirwan High provided three written reports on student progress to parents and students in 2018. There were also three allocated times for parent teacher interviews in 2018, although parent contact with the school was encouraged at all other times throughout the year. In 2018, the school continued using the Three Way Conversations model to encourage student participation in the discussion of their results.

Respectful relationships education programs

Kirwan SHS has implemented a whole school approach to pro social behavior by implementing Restorative Practices and The Resilience Project.

Restorative Practices is a proactive and supportive approach to building positive relationships between students, teachers and families. Through open and honest conversations, it supports individuals to reflect on past behaviours. In doing this, individuals who have caused harm to others are able to repair this harm. Professional learning, supports staff to apply a restorative mindset to their classroom teaching and implementation of the school's Positive Behaviour for Learning (PBL) framework.

The Resilience Project is a whole of school program that has been implemented to build student resilience. The program provides practical, evidence based strategies, which are delivered through emotionally engaging lessons. These lessons include four key components; gratitude, acts of kindness, mindfulness and emotional literacy.

The school has also continued to implement pastoral care programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	172	222	250
Long suspensions – 11 to 20 days	52	41	57
Exclusions	25	25	30
Cancellations of enrolment	6	6	6

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

In 2018 the expansion of the Chiller Plant was carried out with the installation of a third Chiller Plantroom built on the Southern side of the school which provided a connection point for the new Excelsior Centre.

The Excelsior Centre was built with full compliance to the Building Code of Australia's Energy Efficiency requirements as well as the Department of Education's Design Standards to ensure it is an environmentally sustainable design and energy efficient.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	1,596,964	1,593,990	1,589,087
Water (kL)	36,980	18,585	23,223

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the My School link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter buttons: 'School sector', 'School type', and 'State', each with a dropdown arrow.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text 'View School Profile' inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation menu with several options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' option is highlighted with a white background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	152	76	10
Full-time equivalents	144	60	8

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	12
Graduate Diploma etc.*	58
Bachelor degree	88
Diploma	4
Certificate	

*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 2018 were \$228 889

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- Collaborative Team Cycle
- The development of a high quality curriculum
- Restorative Justice
- Positive Behaviour for Learning
- 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	90%
Attendance rate for Indigenous** students at this school	85%	85%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

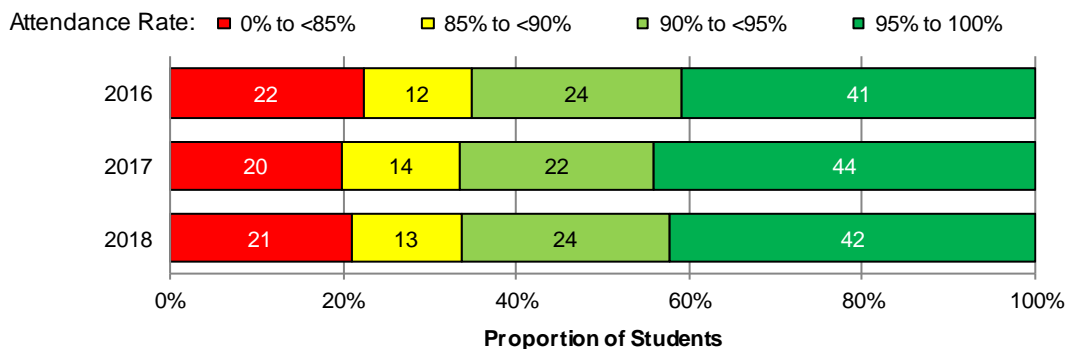
Year level	2016	2017	2018
Year 7	93%	93%	92%
Year 8	90%	92%	90%
Year 9	90%	88%	89%
Year 10	88%	90%	87%
Year 11	87%	89%	91%
Year 12	90%	91%	90%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

The school tracks student attendance closely and engages with parents and carers to support student attendance. 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 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the My School link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	354	297	289
Number of students awarded a QCIA	7	4	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	347	293	284
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	131	126	132
Percentage of Indigenous students who received an OP	18%	27%	18%
Number of students awarded one or more VET qualifications (including SAT)	234	207	203
Number of students awarded a VET Certificate II or above	225	174	158
Number of students who were completing/continuing a SAT	26	21	25
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	74%	71%	59%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	96%	98%	99%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	16	17	10
6-10	43	27	23
11-15	38	46	45
16-20	27	30	41
21-25	7	6	13

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	116	164	158
Certificate II	216	169	155
Certificate III or above	161	116	108

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	83%	78%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	77%	74%	79%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Early leavers, who leave school in Year 10, 11 or 12 are supported to attain further education, training or employment. The school's engagement team supports these students in transition from school. Where possible, the school provides statements of attainment to these students to support their continued engagement in vocational education. In 2018 the school worked closely with a Transition Officer to successfully support leaving students into continued education, further training or employment.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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