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**KIRWAN STATE HIGH SCHOOL**

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**ANNUAL**

**REPORT**

**2007**

*A PROUD CO-EDUCATIONAL STATE SCHOOL*

Total Enrolment: 1904

Year levels offered: Years 8 to 12.

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**KIRWAN STATE HIGH SCHOOL – A SCHOOL OF EXCELLENCE**

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

## **ACADEMICS**

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

### ***Literacy***

In 2007 Kirwan High continued to build on its outstanding Literacy program which has been recognised by Education Queensland's Showcase and National Literacy Awards. This has resulted from many years of staff development and pedagogical reform.

In 2002 Kirwan State High School collected extensive data in preparation for the development of the Whole School Literacy Strategy. The data revealed that our Middle Phase students were functioning within a broad range of achievement levels with a significant percentage experiencing difficulties with many elements of literacy. It was also evident that many of these students had disengaged from learning as a result of poor literacy and low motivation. Along with this quantitative data, anecdotal evidence from teachers informed us that Middle Phase students were experiencing difficulty with curriculum content because of poor literacy skills. As a result, the staff at Kirwan State High School made the commitment to implement a program that would give all students the opportunity to increase their literacy levels, particularly those at risk.

The Literate Practices Program was developed and implemented in 2003. The Program is based on knowledge and understanding about how students learn specifically in the Middle Phase. From the inception of the program, our consultant, Dr Carol Christensen, has presented a series of professional development sessions in which she clearly links theory of learning with the teaching of literacy to young adolescents. Teachers have taken on this new knowledge and are applying it not only in Literate Practices but also in their curriculum areas.

We have moved from reliance on our Critical Friend, Dr Carol Christensen, for all of our Professional and Program Development, to referring to her for advice. We now have the capacity within our staff to lead further development in this program. Furthermore, our Program Managers are now acting as Critical Friends in other schools.

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

- Reading comprehension ages;
- Cognitive strategy development (rehearsal, organizational, elaboration);
- Critical literacy knowledge and understanding;
- Writing Levels.

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

Post-testing occurs in November each year. This allows us to track student progress through their middle school years.

In 2006, our first group of students exited the program at Year 10 and their results clearly indicate that the program is an outstanding success. In 2007 we continued to build on this success.

## Science

The Science Department is an innovative place where students engage in real science contexts and practice skills for scientific thinking. In 2007, Kirwan State High School Science Department is leading the Townsville District in delivering the EQ Science Education Strategy, with the establishment of the **North Queensland Science Centre of Innovation and Professional Practice**.

### Relevant Data about our Science Department

2007: Department Profile

- Year 8 Science – 16 classes
- Year 9 Science – 15 classes
- Year 10 Science – 15 classes
- Year 9 Science, Research and Technology – 1 class
- Year 10 Science, Research and Technology – 1 class
- Year 9 Coast and Marine Education – 1 class
- Year 10 Coast and Marine Education – 1 class
- Year 11 and Biology – 7 classes
- Year 11 and 12 Chemistry – 8 classes
- Year 11 and 12 Physics – 6 classes
- 12 Science 21 – 1 class
- Year 11 Multistrand Science – 3 classes
- Year 11 and 12 Marine Studies – 2 classes
- Year 11 Marine and Aquatic Practices – 4 classes
- Year 11 and 12 Applied Science – 4 classes

### Science Department Achievements

#### **Peter Doherty Awards:**

- 2004 Outstanding Senior Student – Vino Vivek
- 2004 Teaching Excellence in the Middle Phase – Desley Sadler
- 2005 Science Success School
- 2006 Teaching Excellence in the Middle Phase - Kylie Waters
- 2006 Joanne Musumeci – Outstanding Scientific Assistant
- 2007 Miriam Kissane nominated for a Teaching Excellence in the Middle Phase award

#### **Other Awards:**

- 2005 Desley Sadler awarded an **Outstanding Teacher of Chemistry** by the Royal Chemical Institute
- 2006: Felicity Roberts awarded a **Smart State: Smart Women Award for Women in the Public Sector**
- 2007: Felicity Roberts awarded a **National Excellence in Teaching Award (QLD State)**

#### **Leadership:**

- 2005: A member of the “**Queensland Biotechnology Education Network**” as a Biotechnology School of Excellence.
- 2006: A **Minerals and Energy Academy School**
- 2007: Lead school in the **North Queensland Science Centre of Innovation & Professional Practice**
- 2005: **Australian Schools Innovation in Science, Technology and Mathematics** grant (first round) - \$92,000

#### **Student Activities:**

- 2005 & 2006: Participation in the **Pinnacles Cluster Learn Quest days**
- 2006 Eight students participating in the **Australian Mineral Venture (AUSIMM)**
- 2007 Andrew Buckley accepted to participate in the **Biofutures** program
- 2007 Participation in the **Science Engineering Challenge**
- 2007 Three students participate in Engineering Experience at Mt Isa
- Yearly participation in the **Australasian Schools Science Competition**
- Yearly participation in the **Australian Chemistry Competition**
- Yearly participation of students in the **Siemens Science Summer School**
- Yearly nominations in the **National Science Forum**

## VOCATIONAL EDUCATION

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

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

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

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

Industry bodies also offer our students blocks of training. For example the *Step Out* program in bricklaying has been operating at Kirwan for three years. Students are given the opportunity to try out in this skills shortage industry, with the goal of obtaining a full time apprenticeship in bricklaying. Construction Training Queensland (CTQ) liaises with industry to provide an industry placement program for Construction students.

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

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

Kirwan State High School also employs school based and full time apprentices and trainees. Since 1999 we have employed over fifty in a range of industry areas including Information Technology, Horticulture, Retail, Business and Education Support.

We have had outstanding success in our Vocational Education programs at Kirwan State High School including:

### AUSTRALIAN FINALIST

Australian Training Awards School Based apprentice of the Year  
2006 Luke Norford Certificate III in Civil Construction

### STATE WINNER

#### Queensland Training Awards. School Based Apprentice / Trainee of the Year

2002 Jamie Sheehy Certificate II in Maritime Services  
2003 Lachlea Boulton Certificate II in Animal practices  
2006 Luke Norford Certificate III in Civil Construction  
2007 Rhys Morley Certificate III in Marine Engineering

### STATE FINALIST

#### Queensland Training Awards. School Based Apprentice / Trainee of the Year

2001 Tonielle Christiansen Certificate II in Retail Operations  
2004 Peter Godwin Certificate III in Information Technology

## **NORTH QUEENSLAND WINNER**

### **Queensland Training Awards School Based Apprentice / Trainee of the Year**

2001, 2002, 2003, 2004, 2006 and 2007

## **REGIONAL FINALISTS**

### **Queensland Training Awards. School Based Apprentice / Trainee of the Year**

2003, 2004, 2005, 2006 and 2007

### **Queensland Training Awards**

2005 Trainee of the Year (Full Time) Alex Van Akkeren Certificate III in Information Technology

## **STATE WINNER**

### **TEEN CHALLENGE Vocational Student of the Year.**

2003 Lachlea Boulton Certificate II in Animal Practices

2004 Peter Godwin Certificate III in Information Technology

2006 Luke Norford Certificate III in Civil Construction

## **STATE FINALIST**

### **TEEN CHALLENGE Vocational Student of the Year.**

2005 Justin Callander Certificate III in Information Technology

2006 Taigan Edwards Certificate III in Hairdressing

## **PRIME MINISTERS AWARD FOR SKILLS EXCELLENCE**

2006 Luke Norford Certificate III in Civil Construction

## **Australian Vocational Student Prize**

2005 (3 winners from Kirwan State High School)

Mary Peach Certificate III in Laboratory Practices

Daniel Knight Certificate III in Information Technology

Chris Keats Certificate I in Construction, Certificate I in Engineering

## **2006**

Luke Norford Certificate III in Civil Construction

Renee Pillieron Certificate II in Business

Susan Cochran Certificate I in Hospitality

## **2007**

Rhys Morley Certificate III in Marine Engineering

Danielle Vass Certificate III in Business and Administration & Certificate II in Hairdressing

## **DISTRICT WINNER**

Showcase Award for Excellence in the Senior Phase of Learning (VET initiatives) 2004, 2005

## **STATE WINNER**

Premier's Smart State Teacher Excellence Award for Vocational Education 2004

## **STATE WINNER**

DEST Industry Placement Scholarship 2007

## **Torgas Awards**

2002, 2003 and 2004

## THE ARTS

The Arts is an integral part of the Kirwan High identity. With a diverse range of outstanding opportunities in Dance, Drama, Media, Music, and Visual Arts on offer, our school is widely recognised as an Arts Hub within the North Queensland community. Students choosing to study the Arts at Kirwan High benefit from the passion and expertise of a highly dedicated team of specialist teachers coupled with a wide range of partnerships with community Arts organisations. The experience of learning through The Arts at our school is second to none.

Kirwan High is widely recognised as an innovator in The Arts. It was our school that set the standard for production excellence within the region through our annual school musical productions, which are performed each year to over 2,500 members of the wider community. In 2007, we presented *The Sound of Music* to packed houses at the Townsville Civic Theatre. We continue to be recognised as the leader in school musical production excellence within the region.

We were the first school in the region to introduce school-based vocational qualifications in Visual Art; and we lead the way in our strategic partnerships with James Cook University and industry.

Some of our many recent achievements and highlights include:

- An unparalleled range of academic and vocational Arts subjects on offer to students, including six specific subjects in the Middle School (Music, Dance, Drama, Visual Art, Design, and Craft) and seven areas of study in the Senior School (Music, Dance, Drama, Visual Art, Design, Media Studies, and Photography).
- Our gifted and talented Visual Art students regularly receive recognition and accolades in the annual *Minister's Awards for Excellence in Art*, with Kirwan students being named as Regional Award winners in every year since the competition's inception; and three Kirwan students having received overall State awards.
- Our instrumental music program has a proven track record of success, and provides an excellent range of opportunities for students with two Concert Bands, two String Orchestras, Stage Band, and Percussion Ensemble all widely recognised as leaders in their field.
- Our Vocal Studies program continues to grow, with over 60 students undertaking group-based vocal lessons at the school.
- Our instrumental ensembles have received outstanding results at Regional Fanfare Festivals, with five Gold Awards and eight Silver Awards received at the last two festivals – the best overall result of any secondary school in the Region.
- Our students are regularly invited to participate in MOST – Education Queensland's prestigious biennial Scholarship Program for Musically Outstanding Students. Six Kirwan High music students have received these scholarships in the past two years.

## **SPORT**

Kirwan State High School is a nationally recognised school for its performances in Sport. Approximately seven hundred students were enrolled in sporting programs in 2007. A major factor in attracting such significant enrolments has been the schools focus on its 'Sports Excellence' Programs which have been established for the past thirteen years.

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

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

In 2007 approximately one hundred students gained selection in North Queensland representative sporting teams, with numerous students achieving State and National Selection. Currently at Kirwan there are numerous students enrolled who are part of Australian Institute of Sport and Queensland Academy of Sport programs as well as several National Rugby League Clubs. Kirwan also has many former students competing at the highest levels in their chosen sports.

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

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

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

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

Kirwan State High School has over 700 computers for student to use and every teacher has a laptop. The school has a wireless network that covers 90% of the school. We encourage students to bring laptops to school so that they can learn anywhere anytime. We believe that students need to be developing tomorrow's skills today. This is so that they can flourish in the knowledge economy of the future.

The school is acting as a consultant to Education Queensland with a project called OurSchool. This will provide parents, students and teachers secure access to students' details. Details such as timetables, past report cards, absences, assessment schedules will be available for the learning community. The goal of OurSchool is to provide a tool for anywhere, anytime learning as well as to improve the communication between parents and the school. Kirwan was the first school to provide this facility to its students and parents. The education minister at the time, Anna Bligh, saw what Kirwan had and wanted every school and parent to have the ability to do what Kirwan could do.

One other aspect of the Education Queensland Smart classroom strategy is the development of a computer based system that will enable students and teachers to access information anytime and anywhere. This strategy is called OneSchool and is modelled on the schools intranet called inSchool. At the moment the Ourschool project is an information portal mainly for parents and it has limited information.

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

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

## **STUDENT WELFARE**

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

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

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

Outcomes of these departments include:

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

## **EXTRA-CURRICULAR ACTIVITIES**

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

## **STAFF DEVELOPMENT PRIORITIES FOR THE YEAR**

Kirwan High provides extensive professional development opportunities for its staff. The three major areas of development in recent years have been Productive Pedagogies, Literacy Development and Embedding Information Communication Technology in the curriculum. In 2007 major staff development was carried out in the areas of Habits of Minds, Dimensions of Learning, School Wide Positive Behaviour Support Program and Essential Skills for Classroom Management. Each Department also provides specific professional development based on the particular focus of their discipline.

## **THE SOCIAL CLIMATE OF THE SCHOOL, INCLUDING PASTORAL CARE PROGRAMS**

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

These groups are designed:

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

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

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

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

In Year 8, 9 and 10 each Care Meeting Group has four (4) Healthy Living Program periods per week. The Healthy Living Program teacher conducts a structured program of activities based on the Key Learning Area Strands of Physical Activity, Personal Development and Health.

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

An integral part of the Healthy Living Program is the Senior Buddy Project. This project is based on the belief that senior members of a school are responsible young adults willing to contribute positively towards a favourable school climate by helping the younger students fit into their new environment as quickly as possible. In this program Year 8 classes are matched with two to four Year 11 Senior Buddies. These Senior Buddies meet once a week with the class for the whole of Term One and work through a set of structured activities. They also attend the Year 8 Care Meeting classes throughout the year.

A co-ordinator has been assigned to each year level to ensure that students have access to a rich selection of activities to support the school experience.

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

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

## **STRATEGIES USED FOR INVOLVING PARENTS IN THEIR CHILD'S EDUCATION**

The Parents and Citizens' Association meets monthly. Other support groups and sub committees eg. Music Support Group, Tuckshop Committee, Touch Support Group etc meet on a regular basis.

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

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

## **APPARENT RETENTION RATES**

Apparent retention rates for Year 8 to 12 is 85%.

## **STUDENT ATTENDANCE RATE**

The average student attendance rate is 87%.

## **YEAR 12 OUTCOMES**

In 2007 our Year 12 outcomes reflected the diversity of our student population and the success they achieved in a variety of pathways. Traditional academic success was complemented by a high level of VET participation and achievement. In all 354 VET qualifications were awarded.

- Total number of Senior Certificates awarded 310
- Percentage of OP eligible students with OP1 – 15 64
- Percentage of students awarded Senior Certificate and awarded a VET qualification 68
- Percentage of students awarded Senior Certificate with OP-eligibility or awarded a VET qualification 95
- Percentage of QTAC applicants receiving an offer 96

# YEAR 12 2007 STUDENT DESTINATIONS Kirwan State High School



## Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Certificate or Certificate of Post-Compulsory School Education in 2007, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 2 April and 17 May 2008, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interview with a paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

## Response rate for Kirwan State High School

Table 1 below reports the response rate for Kirwan State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Kirwan State High School in 2007.

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

**Table 1** Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
232	310	74.8

## Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep)

## Summary of findings

In 2008, 53.4 per cent of young people who completed their Year 12 at Kirwan State High School in 2007 continued in some recognised form of education and training in the year after they left school.

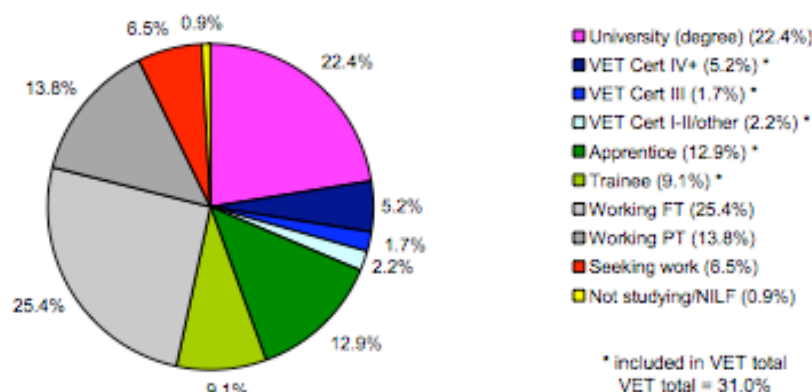
The most common study destination was university (22.4 per cent). The combined VET study destinations accounted for 31.0 per cent of respondents, including 9.1 per cent in campus-based VET programs, with 5.2 per cent of Year 12 completers entering programs at Certificate IV level or higher.

22.0 per cent commenced employment-based training, either as an apprentice (12.9 per cent) or trainee (9.1 per cent).

In addition to the above study destinations, a further 9.5 per cent of respondents from this school deferred a tertiary offer in 2008 (deferrers are shown in Figure 1 in their current destination).

46.6 per cent did not enter post-school education or training, and were either employed (39.2 per cent), seeking work (6.5 per cent) or neither studying nor in the labour force (0.9 per cent).

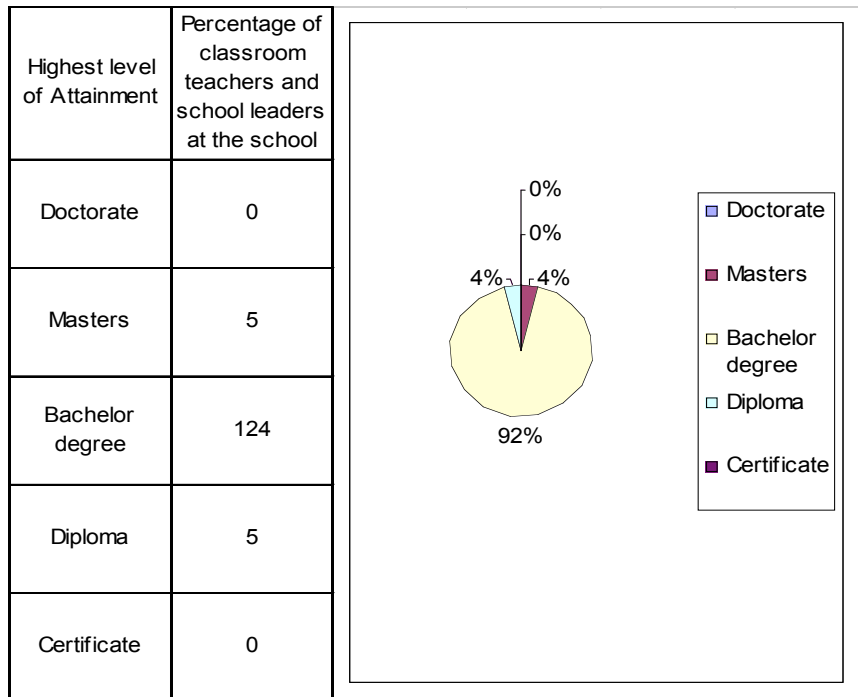
**Figure 1** Main destinations of Year 12 completers



# STAFF

## Teacher Qualifications

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



## Teacher Participation in Professional Development

The involvement of the teaching staff in professional development activities during 2007 was 90%.

The total expenditure on teacher Professional Development in 2007 was \$94,335.

The average staff attendance rate was 96% in 2007.

The proportion of staff retained from the previous school year was 86%.

## Staff Opinion Survey Results

88% of staff interacts well with the students in the school.

92% of staff report good working relationships with other staff.

87% of staff report that they have the work skills to make a worthwhile contribution to the school.

## HOW COMPUTERS ARE USED TO ASSIST LEARNING

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

### ourSchool™ / inSchool™

This network allows students and parents to access:

- Student absences – daily;

- A list of resources and web links;
- Student timetable;
- Semester reports back to Semester 1, 1999;
- Email that can be 'picked up' anywhere and at anytime.

## **EXPANDING THE CURRICULUM**

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

These include:

- Year 8 ITS (Information Technology Studies). This course gives all Year 8 students a broad exposure to IT tools including studies in Word, Publisher, Powerpoint, Image Composer, Email and Front Page that are embedded into their subject areas.
- Year 9 ITS exposes students to Information Technology skills in the context of a real world client and a real world problem. The class is guided by their teacher through a Problem-Solving/Software Development cycle to deliver: a Web Site; Powerpoint Show; Brochures; Reports and Logos to meet client needs. Generally, one project is pursued for the entire year.
- Year 10 ITS builds on the Year 9 Course, it gives students greater independence and moves them towards thinking entrepreneurially. Small groups of students form companies and find their own clients in order to deliver: a Website; Powerpoint Show; Brochures; Reports and Logos. Communication with their client is managed by students via a message board, website, email and granting client's access to their work in progress online.
- Year 11 and 12 Information Technology Studies continues the client-centered, problem-based approach introduced in Years 9 and 10. The course ranges from understanding networks to creating manuals and documentation. It contributes to a student's Overall Position (OP) and gives students the opportunity to achieve a Certificate III in Information Technology.
- Year 11 and 12 Applied Information Technology provides students with a broad exposure to Information Technology. The course prepares students to work in the demanding yet ever expanding world of Information Technology. Students, if successful, will gain a Certificate II in Information Technology which is the entry level qualification. Areas covered are: multimedia; helpdesk operation; communication and workplace health and safety; working in an Information Technology environment and integration of Office Applications. The field of Information Technology is the main focus for all content and assessment is designed to simulate the real work environment where practical.
- Year 11 and 12 Information Processing and Technology (IPT). This is an extension course for students who have the aptitude to design and build programs and information systems. The course also offers studies in Artificial Intelligence, Computer Systems and explores the implications of Information Technology on society. IPT is a subject that contributes to a student's OP.

## **Student Laptop Program**

In 2007 Kirwan State high school introduced a Student Laptop Program. The program's goals are to develop students' skills at using technology as an information and communication tool. The laptops are used to help students access, gather, shape and organise information. The laptops allow students to communicate with their teachers, their peers and the broader community through safe 21<sup>st</sup> century tools such as forums, comic chats, blogs, project rooms, email and virtual classrooms. These tools are provided by Education Queensland through the [www.learningplace.com.au](http://www.learningplace.com.au). Only Education Queensland teachers, students and invited community members have access to these valuable resources.

## **PARENT AND STUDENT OPINION SURVEY RESULTS**

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

The school was significantly above like school benchmarks in the following areas:

### **Parents**

- Student outcomes
- Curriculum
- Pedagogy
- Learning climate
- School climate
- Overall rating for all questions

### **Students**

- Curriculum

### **Staff**

- Coaching or mentoring activities
- Developing intellectually challenging and connected curriculum
- Alignment of quality assessment, curriculum, pedagogy and reporting

## **PROGRESS TOWARDS GOALS**

Kirwan High has made excellent progress towards its key goal of enhancing student learning and achievement in a diverse range of pathways by providing excellent programs of work taught by highly qualified, committed staff.