

Kirwan State High School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 33 Thuringowa Central 4817
Phone	(07) 4773 8111
Fax	(07) 4773 8100
Email	the.principal@kirwanshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Meredith Wenta

Principal's foreword

Introduction

Welcome to Kirwan High's 2014 Annual School Report. This report outlines the school's progress in 2014 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 School and the Habits of Mind International Learning Community of Excellence. The school boasts many achievements and has excellent results in the areas of Indigenous Education and Attendance. Kirwan State High School is a very Proud Public School and celebrates its many achievements through a range of forums.

2014 was a year of achievement and progress. Kirwan High was the only school in North Queensland to be awarded accreditation by the Australasian Schools Accreditation Agency (ASAA).

There were also many successes for students and staff:

- Janaya Barry attended Aboriginal Summer School in Technology and Science in Adelaide.
- Sophie Marmara awarded a prestigious Supporting Women in Engineering Scholarship.
- Michelle Liu named Townsville's Young Citizen of the Year for 2014 at the Australia Day celebrations.
- Yama Banu accepted into the National Indigenous Youth Parliament 2014. Yama travelled to Canberra in May for a seven day residential program.
- Emma McDougall awarded a highly commended TJ Ryan Memorial Medal Finding Future Leaders
- Angela Elias and Nina Barnes selected to attend the Queensland Minerals and Energy Academy MINE camp.
- Carra Barry invited to join the Creative Generation Symphony Orchestra and The James Morrison Creative Generation Big Band.
- Kurt Hennig awarded the Australian Vocational Student Prize for 2013 for achievement in the vocational education and training sector.
- Rhys Jenkins, Tim Salcole, Praveen Gurusinghe, Jack Camp, Charlotte Blagg, Juliet Forest and Alex Murray qualified for the Queensland finals of the Brain Bee. This is the best result we have ever had in this competition.
- Past student Jade Hourigan-Scammell awarded a Pearl Duncan Post Graduate Teaching Scholarship
- Fanfare results - Division 1 String Orchestra - Gold Award, Wind Symphony - Silver Award; Division 2 Big Band - Silver Award; Division 3 Stage Band - Gold Award, Concert Band - Silver Award
- Brayden Dee, Regan Grieve, Darren Schonig, Gideon Gela and Kurt De Luis selected in Queensland

- Schoolboys Rugby League team.
- The school was awarded the 2014 Queensland Reconciliation Award for Education.
 - Mitchell Nicholson and Bradley Moore selected in the U18 Queensland Schoolboys Hockey Team and Harrison Farrell selected in U16 Queensland Schoolboys Hockey team.
 - Kia SIRRIS Year 11 selected to attend the 2014 InspireU Winter Health Science Camp at the University of Queensland.
 - Zoe Rohrich won Townsville City Council's all expenses paid trip to Japan to visit Kirwan High School sister city of Iwaki. She submitted an extensive essay and sat through an interview to win the competition.
 - Ashlee Fricke awarded Regional School-based Trainee of the Year for the Queensland Training Awards.
 - Gideon Gela, Regan Grieve and Darryn Schonig selected for the Australian Rugby League Schoolboys team to tour Europe.
 - Bradley Moore awarded a Secondary Schools Citizenship Award from The Order of Australia Association, Queensland Branch for 2014.
 - Harrison Farrell selected in the U16 Australian Schoolboys Hockey team to tour Europe early 2015.
 - Stephanie Craperi received a Peter Doherty Outstanding Teacher of Science Award.
 - U15 Girls Soccer Team won the Queensland Schoolgirls Soccer Bill Turner Trophy.
 - Yama Banu selected to attend Hands Up - Uni Experience at Griffith University, Gold Coast Campus.
 - Claudia Matakaiongo awarded an ArtNOW Excellence Award.
 - Jessica Spencer awarded an ArtNOW Highly Commended Award.
 - Yama Banu, Cinquay Heron, Joseph Buhmann and Marcus Cummins won the Senior Long Term Problem Solving Competition at the Aboriginal and Torres Strait Islander Aspiration Program (ATSIAP) Competition.
 - Zac Parkes selected as a vocal soloist in the Creative Generation State Schools on Stage and selected as the MC for Showcase Awards for Excellence in Schools Gala Dinner.
 - Gideon Gela was selected for the prestigious award of Future State Great (FSG) in the secondary division, for North Queensland Region.
 - Angela Elias achieved an OP1.

These are not just good achievements, they are great achievements. One of our core beliefs and actions is to demand greatness from all students, regardless of their socio economic background or past history. These achievements are testament to our commitment to this belief. In 2015, Kirwan High will continue to be a good school and a great place to be, a school for everyone, a school of excellence and a world class school.

Kirwan State High School's Statement of Intent

Our mission is to provide educational excellence for tomorrow's citizens.

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

We have respectful and supportive relationships with our whole school community, underpinned by the tenets of the United Nations Universal Declaration of Human Rights.

Our core beliefs about student learning are:

- All students can learn.
- All students can achieve at a high level.
- All students are part of a world-wide community of learners.
- All teachers have high expectations of all students.
- All teachers are responsible for student learning.

Our core beliefs about student wellbeing are:

- We all accept responsibility for the wellbeing of others.
- We all deserve to feel safe, valued and respected.
- All students are citizens of the world.
- We must demand “greatness” from everyone.
- “Something is Right” in every person.

Our Kirwan High Scholars are leaders who are:

- Inquiring
- Optimistic
- Inclusive
- Aspirational
- Acting with integrity

School progress towards its goals in 2014

Attendance	The whole school attendance strategy was further strengthened in 2014. This had significant effects with the average attendance rising to 91% by the end of the year. Indigenous student average attendance also increased significantly from 84.1% to 87%. By the end of 2014, Kirwan High’s average attendance and Indigenous attendance were above the state average for Secondary Schools.
Quality Outcomes	<p>The school maintained a relentless focus on professional development in the school’s pedagogical framework, the Art and Science of Teaching to improve teacher practice. Heads of Department also received professional development on Marzano’s coaching model. Both of the strategies were implemented with the specific intent of improving teacher capacity and student results. Consequently, student results continued to exceed like school data.</p> <p>Additionally, Kirwan High has continued to focus learning on the improvement of students’ literacy skills across all year levels. In 2014, the Decoding Intervention Program was introduced in Years 8-10 to support those students with very low reading comprehension levels. The school has also continued to implement programs to ensure the explicit teaching of comprehension and vocabulary occurs in all subjects.</p> <p>Furthermore, all staff included an element of the Art and Science of Teaching in their Annual Performance Development Plans.</p>
Leadership Capability	<p>In 2014, the School Wide Leadership Framework continued to be implemented to develop the leadership capabilities of staff and students. Student, staff and parent opinion survey data as well as school generated survey data reported very high levels of satisfaction with leadership opportunities for students and staff.</p> <p>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 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.</p> <p>In 2014, all Head of Department continued to engage in a Middle Leadership Development Program which was led by Dr. Lyn Bishop, a renowned principal and educational expert.</p> <p>In 2014, all Heads of Department and Core Mentor Teachers completed the Mentoring Beginning Teachers’ Program funded by the Department of Education and Training which focussed on professional development and growth for our beginning teachers.</p>

	This program has continued in 2015. With such a large contingent of beginning teachers at our school, this training proved integral in promoting teacher excellence and boosting student outcomes.
Global Citizenship	<p>Kirwan High Continued to implement a number of curricular and co-curricular programs to support international-mindedness in the school. These programs included embedding Indigenous and Asian perspectives in the curriculum, as well as the Wild Schools and 8s for Change units, both of which involved local and international collaboration.</p> <p>The school worked in partnership with a range of local, national and international charities to engage all staff and students in service learning. In addition, community building events such as the Cultural Fest and the Kirwan High Lip Dub were highly successful.</p>

Future outlook

In 2015, Kirwan High will be focused on 4 major areas of growth: Attendance, Quality Outcomes, Global Citizenship and Leadership Capability. The specific strategies that will be implemented to achieve this improvement are outlined in the school's Annual Implementation Plan for 2015, available on the Kirwan High Website.

Attendance	<p>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.</p> <p>Kirwan High will continue to implement the School Wide Attendance Strategy, with a targeted average attendance rate of 93% and a further target of 65% of students achieving 90% or better. Kirwan High will also continue to implement strategies to close the gap in attendance between Indigenous and non-Indigenous students, reducing it to 4%.</p>
Quality Outcomes	<p>Kirwan High has an unrelenting focus on setting high expectations for staff and students and for maintaining a positive, supportive and challenging learning community. Kirwan High will retain its strong focus on implementing the pedagogical framework of Dr Robert Marzano – The Art and Science of Teaching. This framework continues to drive the school's commitment to improving student learning outcomes. The next step in Kirwan High's teaching and learning reform is the implementation of Robert Marzano's whole school framework, High Reliability Schools, for which initial planning has begun.</p> <p>Additionally, in 2015 all staff will engage in an online professional development course which will focus on Carol Dweck's Growth Mindset. Furthermore, all Year 8 Students will complete a Brainology Program through Mindset Works. These programs will encourage both staff and students to adopt a 'growth mindset' (Dweck) which will foster a positive attitude to learning and the expectation of continuous improvement.</p> <p>In 2015, the school will continue to implement a number of targeted strategies that focus on improving student literacy through the Great Results Guarantee program.</p> <p>The school will continue to work with with Literacy Consultants Lindsay Williams and Carol Christensen to implement a school wide Writing Program. Further work is also being done on the explicit teaching of the CCEs across the school.</p>
Global Citizenship	<p>In 2015, Kirwan High will continue to develop Global Citizenship of its students. We do this because we strongly believe that all students, as citizens of the 21st century, must have the knowledge and skills required to be culturally mature global citizens.</p> <p>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</p>

	<p>and future of Indigenous Australians. The student body will also develop a Charter for Internationalism and a Reconciliation Statement.</p> <p>Other areas of focus will be ensuring that all students grow their capacity to engage with Asia and, in doing so, develop positive attitudes toward Asia. In order to achieve this, all curriculum areas will implement the Microsoft 21st Century Skills.</p>
Leadership Capability	<p>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.</p> <p>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.</p> <p>In addition, we will continue to grow student leadership through the House structure. This will include 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 2015 include our annual (and now famous) Lip Dub, the Cultural Fest and the Fun Run Day. We will also implement strategies to bolster year level identity.</p> <p>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 learning relationships with students and lead innovative, challenging classroom learning.</p> <p>In 2015, the Leadership Team (Executive Team and Heads of Department) will participate in professional development on the High Reliability Schools framework which will be provided by the Marzano Institute. This framework consists of five hierarchical levels of school factors that work together to increase student achievement. The levels are:</p> <ul style="list-style-type: none"> - Level 5 Competency-Based Education - Level 4 Standards-Referenced Reporting - Level 3 Guaranteed and Viable Curriculum - Level 2 Effective Teaching in Every Classroom - Level 1 Safe and Collaborative Culture

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	2147	1018	1129	87%
2013	2071	1021	1050	89%
2014	1994	996	998	89%

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

Characteristics of the student body:

Kirwan State High School is a coeducational state institution with enrolments from Years 7 to 12. The school draws on a diverse feeder area with many students from outside the immediate catchment attending the school. Over 20% of the student population identify as Aboriginal and/or Torres Strait Islander. Over 40 cultural groups are represented in the student cohort.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	25	25
Year 11 – Year 12	21	21	21

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	27	65	203
Long Suspensions - 6 to 20 days	360	219	41
Exclusions [#]	44	25	38
Cancellations of Enrolment	22	16	13

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings include:

Academics:

Kirwan High offers an extensive range of subjects in both the Junior Secondary and Senior Secondary school. These include a very strong focus on the core areas of Maths, English, Science and Humanities. Highlights of our academic program include our unique national award winning Literacy program, Maths 1000 (a 1st Year University level Maths subject) and various Science excellence programs which have been widely recognised as state of the art practice. The Science programs include significant collaboration with James Cook University, our Centre for Biotechnology Excellence and our Minerals and Energy Academy. The implementation of the Art and Science of Teaching Pedagogical framework is improving student engagement and achievement in all curriculum domains.

Academic Excellence is a specific program for academically gifted students in Junior Secondary. Through Kirwan High Academic Excellence programs we create passionate life-long learners and highly skilful thinkers whose deep knowledge about the world has been enriched through sophisticated extended learning experiences.

Vocational Education:

The school's performance in VET has recently been recognised with a State Showcase award for 'Excellence in Community Partnerships.' The VET offerings at Kirwan State High School are substantial. In 2014 more than 900 certificates were awarded across twenty-two Certificate I, II and III courses in: Construction; Engineering; Furnishing; Information Technology; Hospitality; Retail; Tourism; Childcare; Business; Visual Arts; Outdoor Recreation; Sport; Sport and Recreation; Sport Coaching; Fitness; Resources and Infrastructure; Engineering, and Work Education. In 2014 we had 78 school based apprentices and trainees in a variety of industry areas including Information Technology, Hospitality, Dental Assistant, Animal Practices, Marine Operations, Fitting and Turning, Business, Hairdressing, Construction (Carpentry), Floor Tiling, Children's Services, Plastering, and Automotive. We have approximately three hundred school based trainees and apprentices over the past decade. The introduction of the Trade Training Centre has further enhanced our Vocational Education Pathways.

The Arts:

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

The Kirwan High Arts Centre of Excellence Dance Company, Actors Troupe and Instrumental Music Ensembles continue to compete with great success at the Townsville Eisteddfod. The Arts Department also launched its Arts Centre of Excellence Charter. The annual School Musical is a highlight of the Townsville cultural calendar and is produced to the professional standard that has become synonymous with Kirwan High musical theatre productions.

Sport:

Kirwan State High School is nationally recognised for its performance in Sport. Approximately seven hundred students were enrolled in sporting programs in 2014. A major factor in attracting such significant enrolments has been the school's focus on its 'Sports Excellence' Programs which have been established for many years. From Years 9 and 10, students progress to the specific Sports Excellence Programs (AFL, Basketball, Hockey, Netball, Rugby League, Touch and Soccer). Kirwan has successfully won twenty-four Queensland Championships in sports such as Soccer, Hockey, Indoor Cricket, Touch, Volleyball and Rugby League. These programs allow students to develop in their sport of choice.

Extra curricula activities

Students say they like coming to Kirwan State High School because it is a friendly school with a wide range of opportunities. These opportunities include an extensive list of diverse extra curriculum programs, including:

- Student Leadership;
- Service Learning Projects;
- Excursions and Outdoor Activities;
- Interact;
- Junior and Senior Debating and Public Speaking;
- School Musical and a range of community, civic and social opportunities.

How Information and Communication Technologies are used to assist learning

The school was admitted as a Microsoft Pathfinder School in recognition of its achievements in ICT in 2012. Kirwan High has been recognised as a state leader in the use of Information Technologies to teach students and to increase communication with the community. We are seen as one of the leading schools in the state when it comes to smart classrooms and the concept of learning “anywhere anytime”. The school’s purposeful use of technology to enhance student learning was recognised through Education Queensland’s 2013 Showcase Awards as a Regional Winner and State Finalist in the category of Innovation.

In 2014, Kirwan High developed and implemented a number of innovative systems to ensure teachers are better informed about student learning needs at all stages of student enrolment. This includes a school-based data collection tool as a one stop data point for staff. eTrack draws a range of data sources together onto a single page summary that can be downloaded as an individual student or class document. These profiles are used widely within the school to inform teacher understanding of student learning needs and to effectively track student progress. A further reform and innovation in 2014 was the creation of a data trends report within eTrack, which allows teachers to review how student data has trended over time.

Kirwan High has over 1600 computers for students to use and every teacher has a laptop. The wireless network covers 90% of the school. We believe that students need to be developing tomorrow’s skills today.

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

Social Climate

The Student Wellbeing Department’s key purpose is to create a school community in which all students feel they belong, are safe and are worthwhile citizens. Led by two Heads of Department (Junior School and Senior School), this department works with staff to improve student attendance, engagement, achievement and to ensure a successful future for each student. Kirwan High’s Engagement Team, consisting of 8 non-teaching staff engage extensively with our school community. The Engagement team spend a significant amount of time visiting the homes of students who may need special assistance to attend and succeed at school.

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

The Housemasters work with the Principal and their Heads of Department to implement Student Voice. This program allows students to have input into the life and governance of the school.

Vertical House Structures continue to be implemented as a strategy to further build community in the school. Students and teachers work in vertical groupings on a number of service learning and other projects to develop students' capacity to make valuable contributions to the local and global communities.

An integral part of the Student Wellbeing Department is the Senior Buddy Program. It is based on the belief that senior members of the school are responsible young adults willing to contribute to mentoring junior students. The excellent work of our Student Wellbeing Department was recognised through Education Queensland's 2011 Showcase Awards as a State Finalist in the category of Leadership.

Parent, student and staff satisfaction with the school

School Opinion Survey results indicate that parents believe Kirwan High is a safe school with good discipline where their students are treated fairly and are happy to go to school. This was confirmed through our CIS Accreditation, the Education Queensland Teaching and Learning Audit and through school based survey data undertaken as preparation for the ASAA survey. High levels of satisfaction are found throughout the school opinion survey.

All members of our community come together to create a range of events to celebrate the achievement of our students and staff. At these events the tradition of strong community, and celebration of diversity and genuine pride in the school are highly visible.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	98%	93%
this is a good school (S2035)	95%	100%	91%
their child likes being at this school* (S2001)	100%	100%	90%
their child feels safe at this school* (S2002)	98%	98%	89%
their child's learning needs are being met at this school* (S2003)	93%	98%	90%
their child is making good progress at this school* (S2004)	88%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%	90%
teachers at this school motivate their child to learn* (S2007)	90%	98%	90%
teachers at this school treat students fairly* (S2008)	95%	90%	86%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	95%
this school works with them to support their child's learning* (S2010)	93%	95%	87%
this school takes parents' opinions seriously* (S2011)	97%	97%	85%
student behaviour is well managed at this school* (S2012)	85%	92%	79%
this school looks for ways to improve* (S2013)	97%	100%	92%
this school is well maintained* (S2014)	95%	97%	92%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	97%	96%	97%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they like being at their school* (S2036)	97%	96%	95%
they feel safe at their school* (S2037)	98%	95%	91%
their teachers motivate them to learn* (S2038)	97%	98%	93%
their teachers expect them to do their best* (S2039)	99%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	94%
teachers treat students fairly at their school* (S2041)	81%	90%	83%
they can talk to their teachers about their concerns* (S2042)	85%	88%	84%
their school takes students' opinions seriously* (S2043)	88%	92%	89%
student behaviour is well managed at their school* (S2044)	72%	81%	80%
their school looks for ways to improve* (S2045)	98%	98%	98%
their school is well maintained* (S2046)	88%	95%	89%
their school gives them opportunities to do interesting things* (S2047)	95%	97%	95%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		91%	94%
they feel that their school is a safe place in which to work (S2070)		90%	89%
they receive useful feedback about their work at their school (S2071)		88%	91%
students are encouraged to do their best at their school (S2072)		98%	96%
students are treated fairly at their school (S2073)		85%	84%
student behaviour is well managed at their school (S2074)		73%	64%
staff are well supported at their school (S2075)		75%	78%
their school takes staff opinions seriously (S2076)		85%	79%
their school looks for ways to improve (S2077)		98%	98%
their school is well maintained (S2078)		76%	80%
their school gives them opportunities to do interesting things (S2079)		87%	88%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The Parents and Citizens' Association meets monthly. Strategies have been put in place to provide a greater focus on informing and involving parents in key educational initiatives.

The school has also recently built on the successful model of our Music Support Group to develop a range of Parent Support Groups in key areas including, Indigenous Education Special Education and

Trade Training. These groups provide opportunities for parents to have meaningful input into specific areas of interest. The school prides itself on having a welcoming atmosphere and readily invites parents to contact the school personally by phone or email. This is supported by a weekly newsletter and regular information nights.

Kirwan High provided three written reports on student progress to parents and students in 2014. There were also two formal parent teacher interviews in 2014, although parent contact with the school was also encouraged at all other times throughout the year.

In late 2013 the school was selected to participate as a trial school for the Department of Education, Training and Employment Parent Portal for State Schools program (also known as QParents). This initiative allows Parents and Carers to access selected information about their child through a user-friendly web interface and increase parents' engagement in their child's education.

Reducing the school's environmental footprint

In 2014 Kirwan High continued to modernise its facilities and, in doing so, moved toward more energy efficient practices. Significant landscaping of the grounds has also been undertaken in 2014, which has resulted in decreased water usage. Where appropriate, native plants that require less frequent watering have been planted.

Additionally, air-conditioner units have been installed across the school that hold a higher efficiency rating. To further reduce the school's energy consumption, all lighting installations throughout the school will be replaced with energy efficient fluorescent lighting. In addition, the school is currently in consultation with a major solar company who is investigating how solar power can be effectively implemented at Kirwan High.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	1,390,209	30,613
2012-2013	1,340,688	38,166
2013-2014	1,356,754	29,220

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

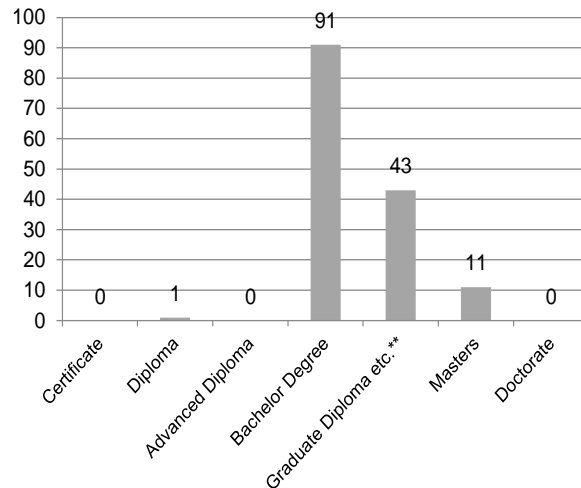
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	148	60	5
Full-time equivalents	137	47	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	91
Graduate Diploma etc.**	43
Masters	11
Doctorate	0
Total	146



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$183,284.00

The major professional development initiatives were as follows:

- Ongoing Professional Development on:
 - The Art and Science of Teaching
 - Embedding Indigenous and international perspectives in the curriculum
 - Positive Behaviour Support
 - Middle Leadership Development Program
 - 21st Century Skills
 - Mentoring of Beginning Teachers

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	90%	91%

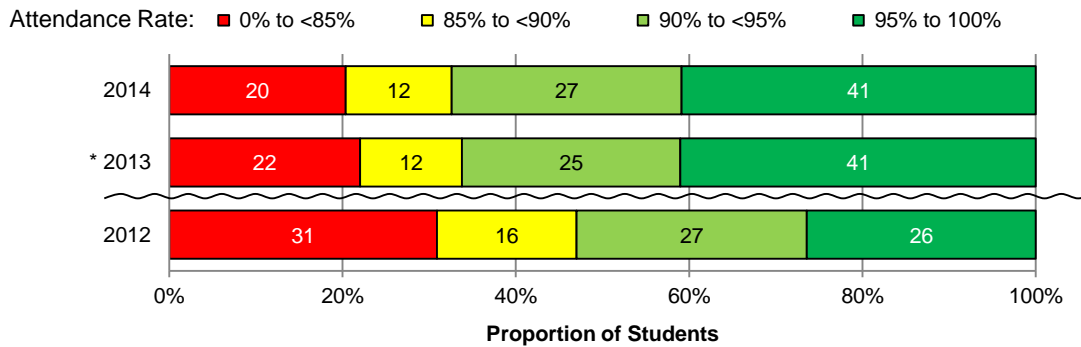
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								90%	87%	86%	86%	87%
2013								91%	89%	89%	90%	91%
2014								93%	91%	90%	90%	90%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

Kirwan High is a mindful school in which education is highly valued as a means for success for individuals and the community as a whole. We have high expectations and demand greatness from all students. To achieve at a high level and attain a successful future, students must attend school regularly. The aim of our attendance strategy is to ensure 'every student is in every class, every day'.

All teachers accept responsibility for implementing this strategy as we believe we are accountable for our students' outcomes. In 2014, the School continued to use ID attend to better student attendance and invested further resources and staffing to address student absence.

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

The School Engagement Team continues to actively engage with students with low attendance and their families. The team monitor school attendance closely and use home visits to re-engage students in school when required.

School generated survey data shows that 100% of teaching staff agree that improving student attendance is a high priority at Kirwan.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The school is well aligned with the national agenda to Close the Gap for Indigenous students. The Melbourne Declaration on Educational Goals for Young Australians Dec 2008 states that schools should promote "high expectations for the learning outcomes for Indigenous students" and ensure these outcomes "match those of other students". The Kirwan High Community believes that this can only be achieved in an inclusive, supportive environment that focuses on developing respectful relationships by improving all students' knowledge and understanding of Indigenous cultures.

In 2014 significant progress was made in closing the gap in the areas of attendance, retention and student learning outcomes.

By the end of 2013 Kirwan High's Indigenous students' average attendance had increased to 87%, 8.4% higher than the 2011 value. There has also been a significant improvement in Indigenous student retention. In 2013, the Indigenous/Non-Indigenous retention gap was at 14.8% this has significantly reduced to 9.8% in 2014. Additionally, Kirwan performed significantly better compared to schools in the NQR region, where the gap was 23.1% in 2014. This further emphasises the school's commitment to closing the gap in areas of attendance, retention and student learning outcomes.

Strong growth in Indigenous student leadership and learning outcomes were also evident. These were a result of the numerous programs that Kirwan High has implemented to support our Indigenous students. These programs include Indigenous Young Leaders, Tracks for Success, an Indigenous student mentoring program and a Marine Science engagement program amongst others.

Based on these achievements, Kirwan High won the 2014 Queensland Reconciliation Award for the Education Category and also won the North Queensland Showcase Regional Award for Inclusive Education.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	82%	82%
Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	345	351	356

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	4
Number of students receiving an Overall Position (OP)	134	139	150
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	79	15	37
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	267	211	205
Number of students awarded an Australian Qualification Framework Certificate II or above.	217	205	200
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	300	326	329
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	63%	63%	71%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	97%	97%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	98%	98%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	18	31	36	33	16
2013	19	28	40	47	5
2014	20	33	54	40	3

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	237	210	37
2013	182	204	70
2014	88	195	123

As at 19 February 2015. The above values exclude VISA students.

In 2014, more than 900 certificates were awarded across twenty-two Certificate I, II and III courses in: Construction; Engineering; Furnishing; Information Technology; Hospitality; Retail; Tourism; Childcare; Business; Visual Arts; Outdoor Recreation; Sport; Sport and Recreation; Sport Coaching; Fitness; Resources and Infrastructure; Engineering, and Work Education.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.