

# Kirwan State High School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Kirwan State High School acknowledges the Wulgurukaba People as the Traditional Custodians of Gurambilbarra (Townsville) and Yunbenun (Magnetic Island).

### About the school

Education region	North Queensland Region
Year levels	Years 7 to 12
Enrolment	1923
Indigenous enrolments	29%
Students with disability	13%
Index of Community Socio-Educational Advantage (ICSEA) value	919

### About the review

 <p>5 reviewers from 16 to 19 July 2024</p>	 <p>405 participants</p>	 <p>124 school staff</p>
 <p>238 students</p>	 <p>26 parents and carers</p>	 <p>17 community members and stakeholders</p>

### Key improvement strategies

**Domain 8: Implementing effective pedagogical practices**  
Collaboratively develop a shared understanding and language of pedagogy to support teachers to engage in ongoing professional reflective conversations about teaching practice.

**Domain 7: Differentiating teaching and learning**  
Collaboratively develop a whole-school differentiation plan to enhance staff knowledge and understanding of differentiated teaching and learning and to support the full range of students.

**Domain 3: Promoting a culture of learning**  
Review and refine Positive Behaviour for Learning processes to facilitate consistent implementation of agreed systems and practices for enhancing student engagement and behaviour.

**Domain 8: Implementing effective pedagogical practices**  
Review and refine collaborative processes for discussing teaching practices, to assist in making informed pedagogical decisions that are responsive to the learner, the learning and the curriculum.

### Key affirmations



**Students, staff, families and the wider community describe a strong sense of belonging and pride in the school community.**

Leaders express a commitment to promoting a culture of learning that fosters high expectations for engagement and wellbeing, and a belief that students are capable of learning successfully. Staff highlight the strong culture of mutual trust and support. They speak of the strength of collegial relationships, and the willingness of their colleagues to share planning, resources and the professional and personal support provided. Staff and students express pride in receiving recognition for attendance, behaviour and engagement. Students and parents comment that cultural diversity is valued, recognised and celebrated.



**Parents, students and staff praise the wide range of learning opportunities that support students' pathways through and beyond school.**

Leaders proudly promote external partnerships, particularly with industry, training providers, sporting organisations and the creative arts. Staff, students, parents and the broader school community express they highly value the extensive range of senior pathway options. They convey pride in the opportunities leading to valued pathway outcomes for students. Students believe these opportunities give them an advantage in the employment market or expand their pathway options beyond school.



**Teachers and leaders enthusiastically describe a comprehensive focus on curriculum renewal.**

Staff reference curriculum as an Annual Implementation Plan priority. They promote that curriculum renewal ensures all students in Years 7 to 10 are engaged in locally relevant learning aligned to the Australian curriculum. Teachers express they highly value the support and direction provided by school leaders in building their curriculum planning, assessment and moderation capabilities. Teachers articulate that the move to the Australian Curriculum Version 9 is aligned to the curriculum renewal process and has resulted in a seamless transition.



**Leaders express their commitment to a school-wide culture focused on continuously improving teaching practices.**

New and beginning teachers describe the value of a 2-year induction program, highlighting support for their professional growth through release time for induction processes and access to a mentor and pedagogy coach. Aspirants speak highly of opportunities provided by the program to learn and grow as leaders and contribute to the school's strategic direction. Leaders highlight innovative approaches to employ teachers, including recruiting teachers internationally. Leaders prioritise recruiting teachers who are experts in their field.



**Staff speak of a strong data culture focused on improving learning, engagement and wellbeing for all students.**

Leaders and teachers speak of a high level of staff engagement with the purposeful use of data. A wide range of achievement, behaviour and attendance data is accessed, analysed and discussed. Successful systems and processes have been established to support developing teachers' capability and confidence. School- and subject-specific data is analysed and used as a base for decision-making about the school's future direction.