

Kirwan State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report provides a condensed view of our school's progress towards its goals according to the planned actions contained in the 2014 School Implementation Plan together with key information on school curriculum, staff, parent involvement, student performance and school ambience. A synoptic view of future aspirations along with reported parent, student and teacher satisfaction with the school informs our school community and others on the ongoing development, provision and improvement in education that is being contributed by this school.

Successful fulfillment of a number of goals from the 2014 Implementation Plan were noteworthy achievements. These include but are not limited to:

- Supernumerary Intensive Reading Support Teachers to work in Prep – 3 classes
- Use of critical friend to inform administration decision making
- Quality professional development to hone teaching skills in guided and explicit instruction
- Continuing to develop pedagogical rigour in teaching practice through quality teaching standards – cross school moderation and alignment of standards
- Successful implementation of the Flying Start initiative with year 6 into high school
- Ongoing work with teachers on Inquiry Cycles embedding quality teaching with high standards and a professional workforce
- Successful school fete
- Successful application to become an Independent Public School in 2015

Future outlook

- Strengthen and support the provision of quality teaching of reading and the Australian Curriculum through further Inquiry Cycles
- Investigate and implement ways to provide students with quality, timely useful feedback
- Focus on the Teaching of Writing and development of quality portfolios
- Focus on the Teaching of Writing and Reading to an 'A' standard
- Use of Master Teachers (2.0 FTE in Term One and then 1.0 FTE in remaining terms)
- Provide opportunities through Inquiry Cycles for teachers to moderate and plan for quality, explicit teaching of 'A' standard writing (summative assessment)

- Involve parents in the teaching of writing by providing information sessions and interviews which are specifically aligned to the 'A' standard of writing

Our school at a glance

School Profile

Coeducational or single sex: Co-educational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	802	408	394	93%
2013	853	426	427	92%
2014	902	450	452	94%

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

Characteristics of the student body:

Kirwan State School is an inclusive school and is the educational setting for a varied group of students who come from a range of backgrounds. This includes approximately 13% Indigenous students and 18% Defence Force families. Families from Kirwan State School include those where both parents work, one parent works and also single parent families.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	23	23
Year 4 – Year 7 Primary	25	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	51	52	40
Long Suspensions - 6 to 20 days	5	9	2
Exclusions [#]	0	1	1
Cancellations of Enrolment	0	0	0

[#] 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

Kirwan State School offers a number of distinctive and successful programs. These include:

- LEM phonics which was introduced in 2010 from Prep through to Year 3
- Profiling for every child
- A special education program with almost 100% integration into mainstream classroom programs
- Enrichment activities including Artist in Residence and Author in Residence programs
- A whole school musical performance at the Townsville Civic Theatre every second year (2015 – The Little Mermaid)
- Kirwan Dance program
- Japanese Student visitors – Kokugakuin School
- Leadership Programs – GRIP leadership

Extra curricula activities

Kirwan State School has a proud tradition of success in team sports including Rugby League, Softball, Basketball and Netball. Our participation in these sports is based on intensive school training and participation with a school team at set gala days.

Kirwan also has a strong and successful music program which offers a School Musical every second year, choir performance, Eisteddfod participation and Instrumental music with tuition in woodwind, brass, strings and percussion.

Kirwan provides the opportunity for students to participate in ICAS tests on a voluntary basis.

Students are invited to attend various Leadership programs – GRIP Leadership, ATSIAP, Special Defence Days including ANZAC DAY and REMEMBRANCE DAY, NAIDOC DAY, Under 8's day and Newspapers in Education learning.

How Information and Communication Technologies are used to assist learning

Kirwan State School staff are committed to integrating information and communication technologies into the classroom using quality pedagogy and differentiation as platforms to achieve success. Each classroom has a data projector (some of which are interactive projectors) which allows teachers instant access to online digital information which is used to present visual literacy from the Curriculum into the Classroom units of work.

Computers are used in every classroom with a pod of lap tops available for borrowing for classroom work. Increasing use of ipads in the classroom has increased teachers' ability to differentiate for the learning needs of students, particularly those with special needs.

Social Climate

Kirwan State School provides a warm, supportive learning environment for its students and families. The provision of a school Chaplain and Defence Transition and Indigenous Aides, means that the members of our school community cite engagement as a strength. The overall climate of the school is very high with the majority of students very supportive of each other, teachers, staff and visitors.

Bullying is dealt with through the school's Responsible Behaviour plan processes. Regular staff meetings to share best practice around School Wide Positive Behaviour Support occur each term.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	89%	93%	84%
this is a good school (S2035)	100%	93%	86%
their child likes being at this school* (S2001)	96%	97%	95%
their child feels safe at this school* (S2002)	100%	97%	95%
their child's learning needs are being met at this school* (S2003)	82%	93%	77%
their child is making good progress at this school* (S2004)	86%	93%	82%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%	84%
teachers at this school motivate their child to learn* (S2007)	86%	93%	93%
teachers at this school treat students fairly* (S2008)	88%	93%	90%
they can talk to their child's teachers about their concerns* (S2009)	93%	93%	100%
this school works with them to support their child's learning* (S2010)	85%	86%	89%
this school takes parents' opinions seriously* (S2011)	78%	97%	78%
student behaviour is well managed at this school* (S2012)	85%	93%	89%
this school looks for ways to improve* (S2013)	100%	97%	88%
this school is well maintained* (S2014)	100%	97%	93%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	98%	95%
they like being at their school* (S2036)	90%	97%	93%
they feel safe at their school* (S2037)	90%	99%	92%
their teachers motivate them to learn* (S2038)	97%	98%	100%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	96%
teachers treat students fairly at their school* (S2041)	89%	91%	93%
they can talk to their teachers about their concerns* (S2042)	88%	95%	94%
their school takes students' opinions seriously* (S2043)	92%	94%	96%
student behaviour is well managed at their school* (S2044)	83%	90%	88%
their school looks for ways to improve* (S2045)	96%	98%	99%
their school is well maintained* (S2046)	99%	96%	95%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	94%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	98%
they receive useful feedback about their work at their school (S2071)		97%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		98%	95%
staff are well supported at their school (S2075)		98%	96%
their school takes staff opinions seriously (S2076)		98%	95%
their school looks for ways to improve (S2077)		100%	98%
their school is well maintained (S2078)		95%	96%
their school gives them opportunities to do interesting things (S2079)		98%	94%

* 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

Parents are involved in the life of the school in a variety of ways. Our volunteers, who number in excess of 100, support the school through reading programs, tuckshop volunteer work, School Musical wardrobe crew and set design, fete organization and running, and at P&C fundraising opportunities throughout the year. Highlighted signature events throughout the year include sports days and swimming carnivals, Music Concert, Under 8s day, Kirwan Dance and Christmas Concert, NAIDOC day, ANZAC Day and Remembrance Day and the Annual Rock Pop Mime.

Our Indigenous parents were also represented through the formation of a Focus Indigenous Parent Group which is instrumental in assisting the school to implement Personalised Learning Plans for all Indigenous students.

Our senior parents are key decision makers in planning and delivering the senior events for the year including the senior shirts, graduation and year book. This group operates as a subcommittee of the P&C.

We also have weekly e-newsletters and assemblies for both our junior and senior students.

Reducing the school's environmental footprint

Each week, our Year 3 Helpmates deliver an environmental message on parade. This includes tips such as switching off lights and air conditioners, putting rubbish in the bin so that it doesn't end up in the ocean and conserving water when brushing your teeth. In 2014, we managed to reduce our electricity consumption significantly however, the installation of extensive irrigation on both our ovals and throughout the school increased our water consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	459,911	2,708
2012-2013	441,129	11,140
2013-2014	321,880	13,805

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.

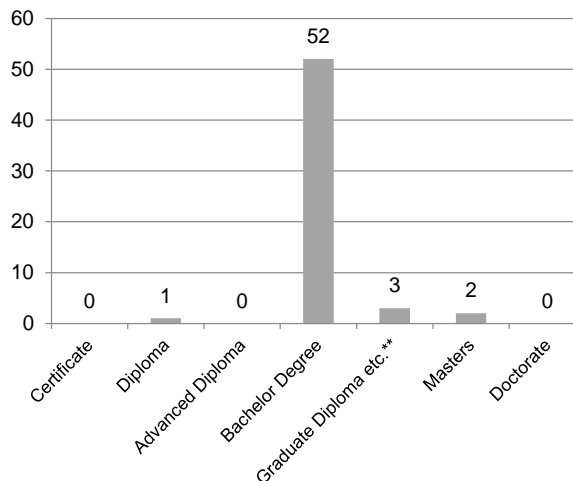
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	58	31	<5
Full-time equivalents	53	21	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	52
Graduate Diploma etc.**	3
Masters	2
Doctorate	0
Total	58



*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 \$152275.

The major professional development initiatives are as follows:

INTASE conference (leadership team)

Teacher Inquiry Cycles – once each term

LEM phonics training

Coaching accreditation (leadership team member)

Anita Archer-Explicit Instruction

School Wide Positive Behaviour Training

PD Beverly Derewianka - Writing

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.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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).	93%	93%	93%

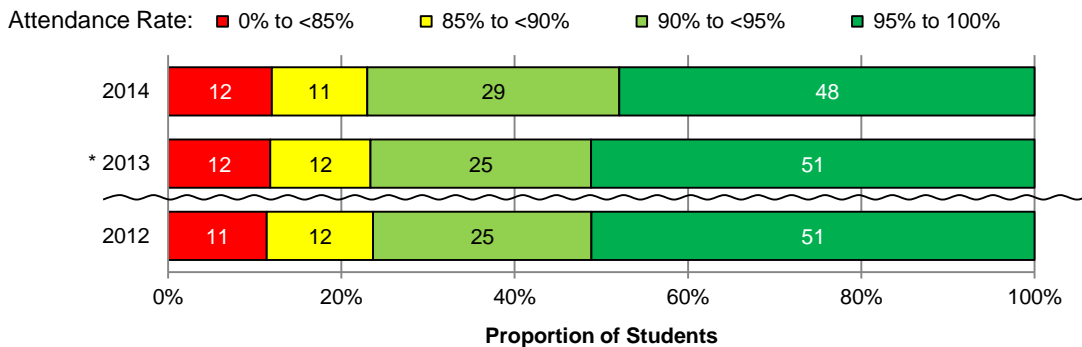
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	94%	93%	93%	93%	94%	92%	91%					
2013	93%	92%	92%	92%	95%	93%	91%					
2014	92%	93%	93%	94%	93%	93%	92%					

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.

School attendance at Kirwan State School is underscored by the “Every Day Counts” policy. When a child is absent for 3 days without valid reason (not necessarily consecutive days) then it is the responsibility of the classroom teacher in the first instance to make contact with parents/caregivers to ascertain the reason/s for the child’s absence.

Where absence is persistent, a member of the administration team contacts parents/caregivers and issues written correspondence in line with DET policies and procedures.

Letters are also sent home at the end of each term, asking for explanation of any unexplained absences.

Rolls are marked electronically twice each day at 9.30-am and again at 2pm. Part day absences are recorded electronically and children are signed out through the administration area.

The school regularly publishes newsletter items regarding the importance of being at school on time and being at school every day. We also publish information about total whole school attendance percentages.

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.

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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

In 2014, our Indigenous Students' attendance was 90.9% which was an improvement from 2013 (89.1%).

In terms of performance (NAPLAN), our Year 3 students' gap was negligible in all areas (Reading and Numeracy) and performance was slightly better in writing.

Our Year 5 cohort gap was also negligible in reading and numeracy and

Our Year 7 gap in reading and numeracy was negligible.

The School's 2014 "Closing the Gap" report indicates the gap between Indigenous and non – Indigenous NAPLAN mean scale scores were as follows:

Year	Reading	Writing	Numeracy
3	10	-6	17
5	21	5	20
7	11	30	28