

Kirwan State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

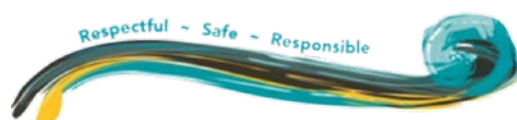
Introduction

Kirwan State School is a large, proud Independent Public School offering quality opportunities for Preparatory Year to Year 6 students.

Our dynamic, expert staff care for each and every child and we are very proud of the quality of evidence informed teaching and learning in every classroom. We are equally proud of our sporting, musical, arts based and social achievements.

This report provides a clear and concise summary of the achievements and opportunities in 2015 and planned aspirations for 2016. It provides information on school curriculum, staffing, parent involvement, student performance and our safe and supportive learning environment.

Collectively we are safe, respectful, responsible learners.



School progress towards its goals in 2015

Kirwan State School provides quality opportunities for every student through building expert, professional staff. A summary of 2015 goals includes:

Goal	Summary
Use Inquiry Cycles (to build expert, reflective staff) based on Helen Timperley's research into 'Cycles of Inquiry'	Engaged all teaching cohorts in Inquiry cycles (1 per term) using student evidence (formative and summative assessment) and data as a vehicle for pedagogical reflection and high quality moderation practices.
Build teacher capacity in Guided Teaching and Explicit Instruction in Reading and Writing.	Expert professional development provided to all staff by Anita Archer in Explicit Instruction. World renowned Archer visited Kirwan and worked with every staff member on developing their skills in teaching reading and writing.
Strengthen the quality of every learner as 'assessment literate learners'. Promote learning walls in every classroom.	100% of classrooms developed and utilized learning walls to make the learning visible to all students. Students were able to take a 'front seat' in their learning. Increase in student achievement was evident.
Engage real life authors in school to work with students on their writing.	Engaged Boori Pryor (Australian Laureate) and Sally Murphy (children's author) as writers in residence. Authors worked with our students on site.
Focus on our schoolwide positive behaviour strategies to grow our safe and supportive classroom learning environments.	School wide positive behaviour strategies created safe and supportive classroom learning environments. School climate excelled.
Provide trained staff to support classroom teachers	Supported teachers in every classroom through employing an effective Master Teacher, Instructional Coach x 2, teacher aides.
The Little Mermaid – The Musical	112 students performed 'The Little Mermaid – The Musical' at the Townsville Civic Theatre – outstanding performance.

Future outlook

- Continue to build teacher capability to provide the very best teaching and learning for every student through:
 - Inquiry cycles for every cohort and teacher every term (moderation and explicit reflection on teaching using student work as evidence – using Helen Timperley's research)
 - Growing 'assessment literate learners' through making the learning visible in every classroom for every learner (John Hattie's research)
 - Employ instructional coaches x 3 to work with the Master Teacher to grow an explicit observation, reflection and feedback culture
 - Provide expert professional development for all staff in the teaching of reading and writing
 - Maintaining a streamlined, targeted, evidence driven whole school improvement agenda
- Engage experienced critical friends to provide expert advice on our whole school improvement agenda
- Continue to build our staff as strong, expert, professional, collaborative learners – who care
- Continue to cater for the diverse range of learners through effective, responsive staffing including the engagement of a full time guidance officer
- Continue to strengthen our reputation in the community as a school of choice through maintaining high expectations of staff, students and community and through strengthening high performing, auditable school practices
- Maximize student opportunity for excellence in our musical and sporting programs
- Build community spirit through our community programs including the Cowboys Adopt a School program (regular visits from Johnathon Thurston), our annual fete, and regular, whole school, special events and celebrations
- Continue to strengthen our school wide positive behaviour support programs – every class, every student



A Kirwan SS year level team working working together to reflect on their teaching during an inquiry cycle. Great teachers equals great results.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	853	426	427	121	92%
2014	902	450	452	126	94%
2015	868	429	439	133	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.

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. We are an enrolment managed school and will cater for the needs of all students within our catchment zone.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	23	24
Year 4 – Year 7 Primary	26	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	52	40	29
Long Suspensions - 6 to 20 days	9	2	0

Exclusions	1	1	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our teaching staff at Kirwan deliver the Australian Curriculum. Our expert teaching staff continually use student learning evidence to inform teaching practices to meet curriculum demands. Our school has an explicit focus on building our students into learners that know what they are learning, why they are learning it and what they need to do to be successful. Our distinctive curriculum programs offer wonderful opportunities for students in and out of the classroom.

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

- Profiling and evidence driven instruction 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 – The Musical with over 112 students in the cast)
- Science specialist program
- School funded ICAS testing through our ‘talented writers’ program
- Award winning music instrumental program, band and choir
- Robotics club
- Kirwan Dance program
- Japanese Student visitors – Kokugakuin School
- Leadership Programs – GRIP leadership, Student Leaders, P-2 Helpmate program
- Year 5 and Year 6 school camps
- Under 8’s and Junior School celebration days
- Whole school Christmas concert – under the stars

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. We provide opportunities for our students to excel to the highest level in all sports.



Our 2015 State Finalist League Team at Suncorp Stadium

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. Each Semester our musical students entertain our community with a concert.



2015 – The Little Mermaid – The Musical

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 and ATSIAP.

We commemorate special days with whole school celebrations including: ANZAC DAY and REMEMBRANCE DAY ceremonies, NAIDOC DAY, Under 8's day and Newspapers in Education learning.



2014 ANZAC Day Ceremony – Kirwan SS

How Information and Communication Technologies are used to improve 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.

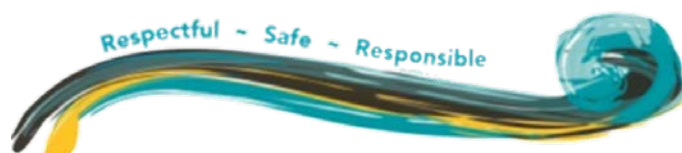
Computers are used in every classroom with a pod of lap tops available for borrowing for classroom work. Increasing use of iPad in the classroom has increased teachers' ability to differentiate for the learning needs of students, particularly those with special needs.

Social Climate

Our community and school are very proud of our school climate. We value our strong positive schoolwide behaviour support program. All teachers and staff members maintain very high expectations on student behaviour and consistently reward students who demonstrate our rules – safe, respectful and responsible behaviours. Our whole school use the 'gotcha' reward system and every classroom has positive reward systems. Our SWPBS team constantly revise school behaviour information to determine specific 'behaviour lessons' that are taught across the school in every classroom. Our active Case Management team drill down into student behaviour and target students who need a little extra care and attention.

Our teachers have a reputation for going above and beyond for our students and families.

Collectively, we are proud of the safe and supportive learning climate in every classroom.



Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	84%	91%
this is a good school (S2035)	93%	86%	93%
their child likes being at this school (S2001)	97%	95%	96%
their child feels safe at this school (S2002)	97%	95%	99%
their child's learning needs are being met at this school (S2003)	93%	77%	92%
their child is making good progress at this school (S2004)	93%	82%	92%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	84%	89%
teachers at this school motivate their child to learn (S2007)	93%	93%	96%
teachers at this school treat students fairly (S2008)	93%	90%	89%
they can talk to their child's teachers about their concerns (S2009)	93%	100%	95%
this school works with them to support their child's learning (S2010)	86%	89%	89%
this school takes parents' opinions seriously (S2011)	97%	78%	87%
student behaviour is well managed at this school (S2012)	93%	89%	85%
this school looks for ways to improve (S2013)	97%	88%	95%
this school is well maintained (S2014)	97%	93%	91%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	95%	97%
they like being at their school (S2036)	97%	93%	97%
they feel safe at their school (S2037)	99%	92%	99%
their teachers motivate them to learn (S2038)	98%	100%	96%
their teachers expect them to do their best (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	98%	96%	96%
teachers treat students fairly at their school (S2041)	91%	93%	98%
they can talk to their teachers about their concerns (S2042)	95%	94%	97%
their school takes students' opinions seriously (S2043)	94%	96%	95%
student behaviour is well managed at their school (S2044)	90%	88%	94%
their school looks for ways to improve (S2045)	98%	99%	97%
their school is well maintained (S2046)	96%	95%	97%
their school gives them opportunities to do interesting things (S2047)	93%	94%	96%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	93%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	97%	95%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	90%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	98%	95%	96%
staff are well supported at their school (S2075)	98%	96%	80%
their school takes staff opinions seriously (S2076)	98%	95%	85%
their school looks for ways to improve (S2077)	100%	98%	98%
their school is well maintained (S2078)	95%	96%	94%
their school gives them opportunities to do interesting things (S2079)	98%	94%	81%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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.

As an Independent Public School we have a strong School Council that support and foster community participation in our school decision making.

Reducing the school's environmental footprint

Our school is very conscious of our environmental footprint. We are a large school however consistently reflect on our practices.

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 2015, we managed to reduce our electricity consumption significantly. We also worked hard on keeping our school green through the use of our bore pump. This has decreased our water consumption considerably.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	441,129	11,140
2013-2014	321,880	13,805
2014-2015	480,302	10,858

*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.

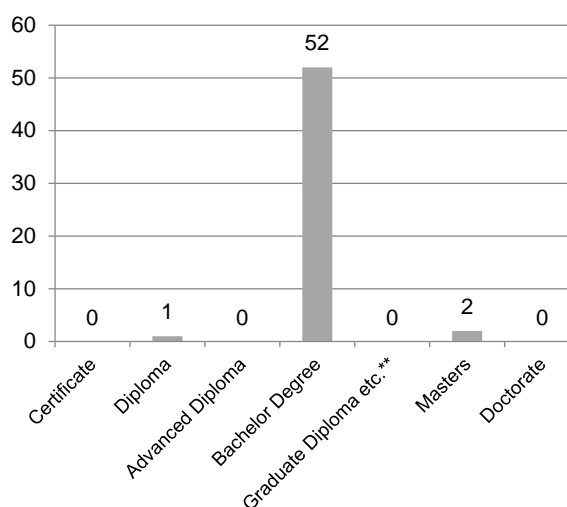
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	55	31	<5
Full-time equivalents	51	20	<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.**	0
Masters	2
Doctorate	0
Total	55



*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 2015 were \$152 275

The major professional development initiatives are as follows:

- Cycles of Inquiry for all staff each term
- Anita Archer – Explicit Instruction including Train the Trainer development for Administration team
- Creating an observation and feedback culture – Master Teacher and Instructional Coaches
- Artist and Authors in residence

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	92%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

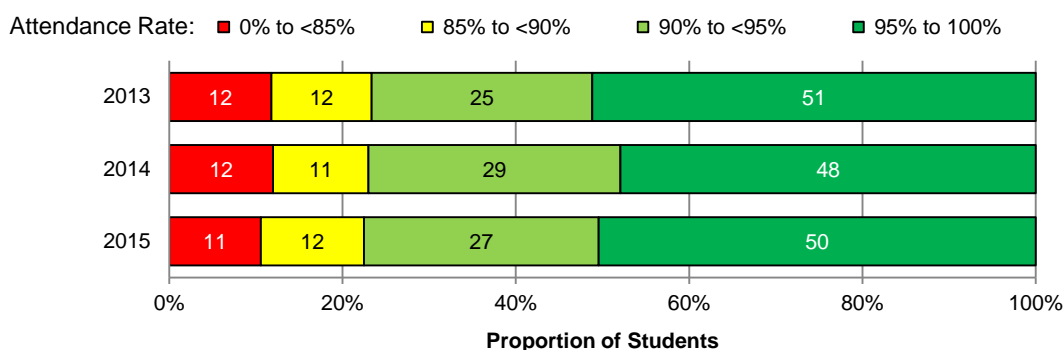
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	93%	92%	92%	92%	95%	93%	91%					
2014	93%	92%	93%	93%	94%	93%	93%	92%					
2015	94%	93%	94%	93%	94%	94%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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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School NAPLAN information is available by selecting ‘NAPLAN’ in the menu box in the top left corner of the school’s profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.