

QUEENSLAND STATE SCHOOL REPORTING - 2010

Kirwan State School (1862)

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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 2010 School Operational 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.

Drawing on the 2010 - 2013 School Strategic Plan, the 2010 Annual Operational Plan formed the working framework for action over the year in three areas: Learning, School Operations and Workforce.

School progress towards its goals in 2010

Successful fulfilment of a number of goals from the 2010 Operational Plan were noteworthy achievements from 2010. These include but are not limited to:

A focus on evidence based planning and moderation between cohorts of students to ensure consistency and quality

Improved outcomes in NAPLAN including increased percentage of students in the upper two bands and increased percentage of students meeting national minimum standards.

Positive outcomes under Closing the Gap strategy with many targets met and exceeded.

Participation in an energy consumption audit and development of committed plan for school sustainability

Establishment of a Positive School Wide Behaviour Support Committee (PBS) and the attendant use of data sets to drive decision making and policy for Behaviour Support.

Year 7 performed particularly well in Writing and Spelling, in terms of the number of students in the top two bands, number of students meeting the minimum standards and also in the mean in comparison to the nation.

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Student satisfaction rose in all areas with results across the board in the satisfied and very satisfied areas

Staff satisfaction rose in most areas with staff morale rising significantly

Parent satisfaction results were below state benchmarks in 5 areas. This may be attributed to the small number of returned surveys and also to the fact that there was a change in administration in the middle of the 2010 school year.

With a "high" received in 5 out of the 8 domains of the Teaching and Learning audit and no "low" assessments in this instrument, Kirwan State School received very valuable feedback to assist with school improvement. Areas of strength including differentiation are celebrated, while teaching expertise can be improved across the board.

Future outlook

In 2010, the school invested a much greater proportion of the school budget to the provision of quality professional development for all staff. This action has resulted in an increased confidence by the teaching professionals in the school in the teaching Spelling and Science in particular.

This initial professional development will be enhanced with further offerings in Spelling (LEM), Writing (7 Steps) and also in the teaching of reading in 2011.

Kirwan State School has good foundations in terms of curriculum and moderation placing it in a good position for the implementation of the National Curriculum and ACARA priorities.

Our school at a glance

School Profile

Kirwan State School is a coeducational school

Kirwan State School offers education from Prep – Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
791	380	411	87%

Characteristics of the student body:

Kirwan State School is the educational setting for a varied group of students who come from a range of backgrounds. This includes approximately 10% indigenous students and 18% Defence force students. Families from Kirwan State School include those where both parents work, one parent works and also single parent families.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	25	93%	29%	64%	7%
Year 4 – Year 10	26	100%	71%	29%	0%
Year 11 – Year 12					
All Classes	26	97%	52%	45%	3%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	8
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings:

Our school at a glance

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 through the Kirwan Prep with almost 100% integration into mainstream classroom programs

A differentiated curriculum delivery based on individual needs and strengths.

Enrichment activities including Artist in Residence and Author in Residence programs

Extra curricula activities

Kirwan State School has a proud tradition of success in team sports including Rugby League, Hockey, Basketball and Netball. These sports are offered through the KAP sports program in terms 2 and 3.

Kirwan also has a strong and successful music program which offers School Musical every second year, Choir, Eisteddfod participation and Instrumental music.

Kirwan also offers the opportunity to participate in ICAS tests – English, Maths, Science ICTs and APSMO Maths competitions

Students are also invited to participate in Leadership Programs where applicable, Vibe Alive and Newspapers in Education

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. In 2010, staff were given the opportunity to complete their digital licence and/or certificate through the school with the assistance of a school based facilitator.

In 2010, the school invested in a “lab on wheels” which effectively mobilises a class set of lap top computers with wireless network technology and makes this technology available to all classes in the school.

Computers are used in every classroom and teachers have increased their use of technology with their own lap tops. 14 classes have a data projector which can be used in conjunction with the internet to provide a medium for ready access to information. More teachers (increase of 20%) reported using the Learning Place in 2010 than in the previous year.

Social climate

Kirwan State School provides a supportive, caring environment for its students. The provision of a school chaplain who runs programs such as Jaffa Club and Kids Alive offers a support service to the school community

Bullying is dealt with through the school's Responsible Behaviour Plan and specialist programs such as Centacare – Social skilling - are offered at times for students with high needs. The school also offers the services of a Guidance Officer if individual circumstances warrant this intervention.

In 2010, the parent and student opinion surveys were anomalous within a number of areas. Overall, Students flagged above the state in all areas whereas parents expressed less satisfaction with key questions:

Our school at a glance

*Happy to go to this school (79.2% Parents satisfied or very satisfied, 89.3% Students satisfied or very satisfied)

*Safe at this school (62.5% of Parents satisfied or very satisfied, 89.5% Students satisfied or very satisfied)

*Treated fairly at school (54.2% of Parents satisfied or very satisfied, 82% of Students satisfied or very satisfied).

Parent, student and teacher satisfaction with the school

In general terms, for 2010, the satisfaction rating of Students and Staff was satisfied to very satisfied with highlights including an increase in staff morale and all student survey areas being flagged above state comparison.

The Parent School Opinion Survey participation rate was less favourable with only 24 out of 42 surveys being returned. 5 areas (Student Outcomes, Pedagogy, Learning climate, School climate, Resources) were flagged below state comparison means.

Curriculum, School community relations and additional items were on a par with state mean for the same item response.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	93%
Percentage of parents/caregivers satisfied with their child's school	71%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	57%
Percentage of staff members satisfied with morale in the school	77%

Involving parents in their child's education.

Parents were given a number of avenues to participate in the life of the school. These included but were not limited to:

- *P&C committee and subcommittees
- *Curriculum information sessions including Grammar, spelling and reading
- *Parent teacher information evening
- *Parent teacher interviews
- *Sports days and swimming carnivals

Our school at a glance

- *NAIDOC Week activities.
- *Under 8s day activities
- *Classroom support
- *Inaugural community Christmas Carols
- *Year 7 Graduation Ceremony

Reducing the school's environmental footprint

Environmental messages were embedded as key features of both junior and senior parades each week. This was organised and implemented by the Year 3 Helpmates who studied The Environment. Messages included those about recycling, reducing waste, reducing water and power usage. The school also participates in earth hour as an annual event.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$152,789	\$93,609	\$0	\$10,129	\$12,031	\$0	\$37,020	441,680	7,290	0
2009	\$130,782	\$70,292	\$0	\$0	\$13,164	\$0	\$47,326	0	8,742	0
% change 2009 - 2010	17%	33%	N/A	N/A	-9%	N/A	-22%	N/A	-17%	N/A

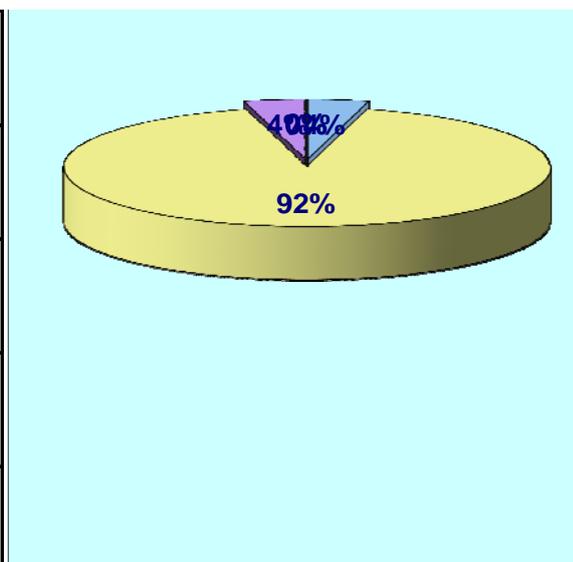
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	50	31	<5
Full-time equivalents	46	17	<5

Qualifications of all teachers.

Doctorate	0
Masters	2
Bachelor degree	46
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$63233.57

The major professional development initiatives were as follows:

LEM phonics for all teachers from Prep – Three

Digital Pedagogies and the attainment of Pedagogical licence

Literacy and Science with Regional staff

Our staff profile

First Aid training

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 91% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010						
Student attendance for each year level						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
95%	94%	94%	93%	94%	93%	92%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Rolls are marked each day, twice per day with late arrivals recorded also. Students are required to report through the office for late arrival or early departure.

If 3 consecutive days are noted as absent without excuse, then a member of administration will contact the family to ascertain the reason for the absence. Similarly, if non consecutive absences are noted which total more than 10% of the school allocated time in any given month, and if there is no excuse offered, then a member of administration will call.

Kirwan State School believes that every day counts.

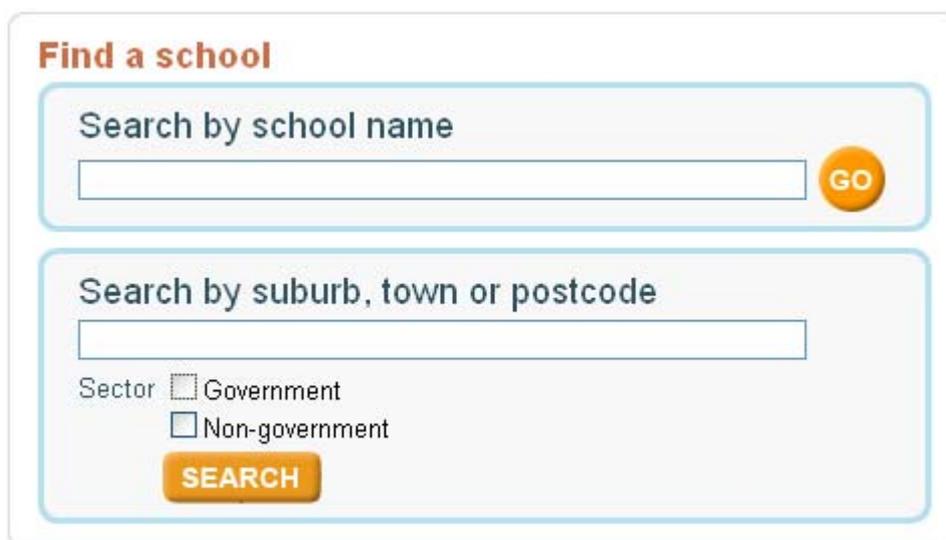
Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

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 performance of indigenous students at Kirwan State School in 2010 was characterized by some high points where indigenous students performed significantly better than their non indigenous counterparts. For example:

*Year 3 Grammar and Punctuation

*Year 3 Numeracy

*Year 5 Girls – Reading, Writing and Spelling

*Year 7 Spelling

Areas identified for improvement include:

*Year 3 Writing and Spelling

*Year 7 Grammar and Punctuation.

In terms of attendance, indigenous attendance has improved steadily over the last 4 years with 2010 being the first year that indigenous attendance has been better than the Queensland mean. In 2010 indigenous attendance was slightly less than non indigenous attendance (92.6% - 93.3%).