

Kirwan State School (1862)  
 Queensland State School Reporting  
 2012 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 2012 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.**

### School progress towards its goals in 2012

Successful fulfillment of a number of goals from the 2012 Implementation Plan were noteworthy achievements.

These include but are not limited to:

The school continued to utilize school based data analysis and target setting resulted in spelling and reading targets being set for every student in the school.

The use of the PAT R standardized reading assessment tool enabled mapping of the reading comprehension ability of all students across the school.

Professional development of all staff in explicit teaching of reading and guided reading including the QAR reading strategy were particularly successful outcomes. The support team including the Head of Curriculum and STL&Ns were also used strategically to target specific year levels and the development of a coaching mentality was another noteworthy successful outcome. New staff were provided with in-service in our LEM program and all teaching staff were inserviced in the strand of Writing (NAPLAN) with an emphasis on the marking rubric used to determine bandings in the test.

School classroom resources were boosted significantly in line with the requirements of the Curriculum into the Classroom units of work..

# Queensland State School Reporting

## 2012 School Annual Report



School Wide Positive Behaviour Support data collection, planning and team implementation fostered continued growth in our supportive school climate.

School Opinion Survey results (parents) were outstanding including a number of 100% satisfaction ratings. Student satisfaction regarding school climate continued to improve. Staff morale and satisfaction with access to professional development were high.

Our student achievement under Closing the Gap strategy indicated ongoing success for our Indigenous students with many targets met and exceeded. Boori Pryor visited our school to highlight the writing process and Indigenous perspectives in his text "Shake a Leg"

A school fete, the first for 9 years, was held in October. This highly successful event can be attributed to the dedicated work of a number of key members of the school community, ably led by a dedicated and energetic P&C executive body. Community Engagement was also very visible in our ongoing partnership with The Cowboys and our Adopt a Cop JT, Community Christmas Carols, and our Annual Rock Pop Mime. The Kirwan Dance Program was also well supported with 100% of students engaged in this aspect of The ARTS.

### Future outlook

In 2012, the school was listed as being part of the Focus Schools Initiative which would indicate ongoing financial support to Close The Gap between Indigenous Student Achievement and Non Indigenous Student Achievement.

The school will continue to focus on The Teaching of Reading and Spelling and continue to grow further positive outlook for student gains. In 2013, the school will also include Writing as a key focus, this being our most disappointing NAPLAN result in 2012. The introduction of a Reading Coach to the school staff will be key to these strategic improvements over time.

Integral to the school improvement agenda will be an emphasis on the Teaching and Learning Process and the importance of using the evidence contained in student work to improve Teaching practice. A strong commitment to understanding the Australian Curriculum and the introduction of a History Curriculum will also be key areas of focus for the year.

Planning for Year 7 into High School will include developing and strengthening links with our feeder schools and an ongoing emphasis on student wellbeing as this takes place

As 2013 will be a QSR year, parent and community engagement will be paramount. Using a variety of forums and devices including online questionnaires, surveys, face to face forums, snapshots, Teaching and Learning Audit feedback, the leadership team and working party will endeavour to operationalize the vision for Kirwan State School from 2014-2017

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school: 802 (2012 Day 8 figure)**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	791	380	411	93%
2011	789	383	406	95%
2012	802	408	394	93%

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

### 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.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	23	23
Year 4 – Year 10	26	27	25
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	8	43	51
Long Suspensions - 6 to 20 days	0	9	5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## 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 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.

A whole school musical performance every second year.

Kirwan Dance Program annually

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### Extra curricula activities

Kirwan State School has a proud tradition of success in team sports including Rugby League, Hockey, 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 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, Vibe Alive, ATSIAP, Special Defence Days including ANZAC and Remembrance Days, NAIDOC day, Kokogakuin Japanese School visits and Newspapers in Education

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### How Information and Communication Technologies are used to assist learning

Kirwan State School staff is committed to integrating Information and communication technologies into the classroom. In 2012, the staff was given the opportunity to complete their digital licence and/or certificate through the school with the assistance of a school based facilitator.

In 2012, the school invested in a data projectors for every classroom. This technology has allowed 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 and teachers have increased their use of technology with their own lap tops. Teachers continue to report further use of all technologies with students with the most noticeable changes occurring in adjustments using ipads and teachers using their lap tops to mark the class roll electronically.

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## 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. Case management depending on individual student need is also a feature of

School Wide Positive Behaviour Support has grown from strength to strength and throughout the whole school we recognise positive behaviours through our 'gotcha' system, class and school rewards and

## Our staff profile

classroom reward processes.

In 2012, the school undertook a Bullying audit, and the SWPBS team invested time in the delivery of a school wide anti-bullying policy and program. Indications from the School Opinion Survey for students and parents would suggest that this was highly successful with the incidents of bullying reducing significantly and the Opinion Survey results high.

89% of students reported that they feel safe at school and 89% also report that they felt that they were treated fairly at school. 82% reported the behaviour is well managed.

100% of parents reported that their child was safe at this school and 85% reported that they are satisfied with the management of behaviour at school.

### Parent, student and staff satisfaction with the school

IN 2012, Kirwan State School community placed significant emphasis on the engagement of parents and the wider community. This was evident in events such as our School fete which raised approximately \$30000 and saw scores of volunteers offering their assistance.

The school opinion survey for parents in 2012, was, overall, at its highest level ever. This included 100% satisfaction that Kirwan State School is a Good School, 100% satisfaction that the school looks for ways to improve and 100% satisfaction that the school is well maintained.

Student data for the opinion survey was also very pleasing in 2012. 94% of students believe that they are getting a good education at Kirwan State School and 90% of students like going to Kirwan State School. Student satisfaction with teacher feedback and teacher's ability to motivate them were also items which scored well being above 95% each.

Staff morale for Kirwan State School has trended upwards over the last few years with 2012 being no exception. 95% of School staff were satisfied with morale and 85% were satisfied with access to 31 Professional development.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	89.3%
this is a good school	100.0%
their child likes being at this school*	96.4%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	82.1%
their child is making good progress at this school*	85.7%
teachers at this school expect their child to do his or her best*	96.4%
teachers at this school provide their child with useful feedback about his or her school work*	89.3%
teachers at this school motivate their child to learn*	85.7%
teachers at this school treat students fairly*	88.5%

## Our staff profile

they can talk to their child's teachers about their concerns*	92.9%
this school works with them to support their child's learning*	85.2%
this school takes parents' opinions seriously*	77.8%
student behaviour is well managed at this school*	85.2%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	94.2%
they like being at their school*	90.0%
they feel safe at their school*	89.9%
their teachers motivate them to learn*	96.6%
their teachers expect them to do their best*	99.2%
their teachers provide them with useful feedback about their school work*	95.7%
teachers treat students fairly at their school*	89.1%
they can talk to their teachers about their concerns*	88.2%
their school takes students' opinions seriously*	92.2%
student behaviour is well managed at their school*	82.6%
their school looks for ways to improve*	95.8%
their school is well maintained*	99.2%
their school gives them opportunities to do interesting things*	95.7%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	84.0%
with the individual staff morale items	95.4%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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
- \*Prep enrolment interviews
- \*Meet the teachers barbecue
- \*School fete – Kirwan Carnivale
- \*Parent teacher information evening
- \*Parent teacher interviews
- \*Sports days and swimming carnivals
- \*NAIDOC Week activities.
- \*Under 8s day activities
- \*Classroom support programs
- \*Inaugural community Christmas Carols
- \*Year 7 Graduation Ceremony
- \*Volunteers afternoon tea ceremony

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The increasing use of Information and Communication Technologies in all classrooms has seen an increase in electricity use in the 2011/2012 financial year. Owing to sound irrigation practices, water consumption has been reduced over the 3 periods (2010-2011 being one of the wettest seasons on record). The school prides itself on being a Reef Guardian school with the student council and helpmates programs offering opportunities for students to take a leading role in reducing our footprint. The student council has painted warning signs on all drains in the school to remind others not to litter as waste products find their way to the sea and adversely affect marine life. Helpmates also deliver an environmental message on parade each week, reminding other students of the little things they can do to help the environment.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	441,680	7,290
2010-2011	440,126	1,520
2011-2012	459,911	2,708

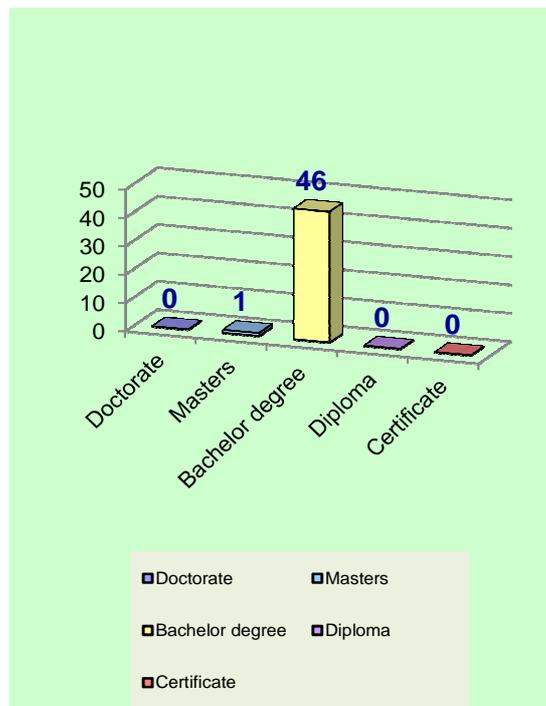
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	52	31	<5
Full-time equivalents	47.2	19.4	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	46
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$31114.

The major professional development initiatives are as follows:

LEM training for all new staff was conducted in the first few weeks of the year. Staff were also provided development opportunities in pedagogy within the new Curriculum into the Classroom units, the Teaching of Reading, Marking writing using the rubric for the marking of the Writing task in NAPLAN, First Aid and various specialist opportunities including those for music and physical education. The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

## Our staff profile

### Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.5%	95.4%	94.8%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2012 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 web page.

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

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	89%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

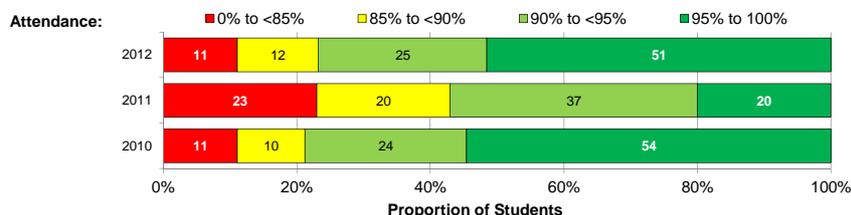
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	95%	94%	94%	93%	94%	93%	92%					
2011	88%	89%	90%	88%	89%	89%	89%					
2012	94%	93%	93%	93%	94%	92%	91%					

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 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 State School policy included with enrolment and subsequently through newsletter articles clearly states that children need to be at school each and every day. Where a child is away from school for any valid reason, the school must be informed. Parents can communicate the reason for an absence via email, phone call or hand written note.

Where children are absent for 3 days with explanation, teachers contact parents in the first instance to seek an explanation for the absences. When absences persist beyond 3 days, then a member of the administration is notified and appropriate correspondence is issued to parents.

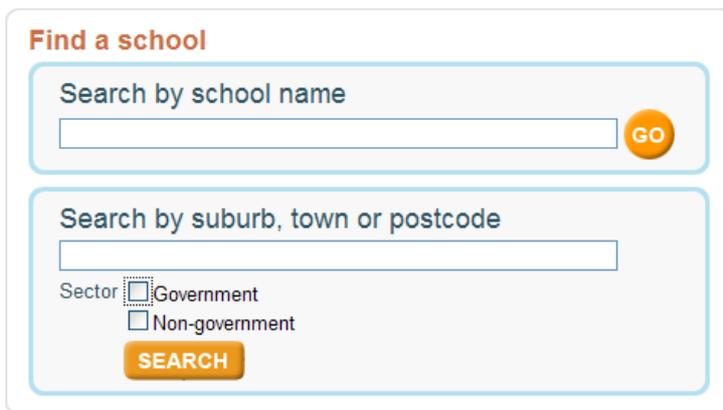
In some instances, parents may seek exemption from education for a period of time in special circumstances. These requests for exemption must come through the school principal and must be accompanied by appropriate documentation supporting the application,

## Performance of our students

### 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.



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, a "Sector" dropdown menu with two options: "Government" (selected) 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

In 2012 our gap in Indigenous student performance and non-indigenous student performance was negligible in Writing and Numeracy as measured by 2012 NAPLAN tests in all year levels. In year 7 there was also a slight gap in performance in the strand of Numeracy.

In Reading, while our gap is statistically much smaller than that of the region or the nation, it is still an obvious area for school focus in the future as it is evident in all year levels.

At 90.2%, our Indigenous attendance is lower than our overall attendance at 93.3. Strategies to improve this area of the school will be built into the FOCUS Schools Initiative in 2013.