

Our school at a glance



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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 2013 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 parents, 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 2013

Successful fulfillment of a number of goals from the 2013 Implementation Plan were noteworthy achievements:

These include but are not limited to:

Embedding of a Reading Coach to develop literacy skills across the school

Implementation of a new school role – Community Participation Officer to help develop ongoing quality relationships within and between community members

Individual Learning Plans for every Indigenous Child

Use of critical friends aligning curriculum and leadership priorities/decisions within the school

A highly successful Teaching and Learning Audit and Discipline Audit

Recognition at state level for our high level of Community Engagement

Ongoing work with teachers on Inquiry Cycles embedding quality teaching with high standards and a professional workforce

The completion of a highly successful Quadrennial School Review

Future outlook

Critical to our work in coming years will be the Key strategies identified through the Quadrennial School Review Process and outlined in the 4 Year Strategic Plan. These include:

Strengthening of our community ties including those with the Defence community, Indigenous Community, Adopt a Cowboy Program

Our school at a glance

Investigate the community support for Independent Public Schooling

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

Implement Gifted and Talented program incorporating Higher Order Thinking Process, Identification Processes for Gifted and Talented Students and access to school based and external programs to support the provisions for Gifted Education

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	789	383	406	95%
2012	802	408	394	93%
2013	853	426	427	92%

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 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		
	2011	2012	2013
Prep – Year 3	23	23	23
Year 4 – Year 7 Primary	27	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	43	51	52
Long Suspensions - 6 to 20 days	9	5	9
Exclusions	0	0	1
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 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 (2013 – Annie)

Kirwan Dance program

Japanese Student visitors – Kokugakuin School

Leadership Programs

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. In 2013, the sport of Rugby Union was also trialled with a very successful team including one female player taking out second place in the regional interschool gala day.

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

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

Students are invited to attend various Leadership programs, Vibe Alive, ATSIAP, Special Defence Days including ANZAC DAY and REMEMBRANCE DAY, NAIDOC DAY, and Newspapers in Education learning.

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 using quality pedagogy and differentiation as platforms to achieve success. Each classroom has a data projector 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, a Community Participation Officer and Defence Transition and Indigenous Aides, means that the members of our school community site Community Engagement as a strength.

Bullying is dealt with through the school's Responsible Behaviour plan processes and in 2013, members of the Australian Federal Police delivered a workshop to all students in Years 5 – 7 about cyberbullying. Parent sessions and Staff workshops were also delivered as part of a whole school approach to dealing with the issue of cyberbullying.

Parent, student and staff satisfaction with the school

Parents, students and staff agree that Kirwan State School provides a safe environment where expectations are high and where children make progress. Parents and students are satisfied that teachers are approachable and students like coming to this school.

Following on from the Teaching and Learning Audit where feedback was identified as a key leverage strategy for improvement, it is gratifying to see that students felt that teachers provided them with quality feedback in both 2012 and 2013. The largest improvement is in indicator S2011 (the school takes parents opinions seriously). This improvement can almost certainly be attributed to the Quadrennial School Review process which gave multiple opportunities for parents and members of the school community to have their say.

Staff are almost 100% satisfied in all areas. They like working at this school; they receive useful feedback on their work and they see that the school is looking for ways to improve.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	89%	93%
this is a good school (S2035)	100%	93%
their child likes being at this school* (S2001)	96%	97%
their child feels safe at this school* (S2002)	100%	97%
their child's learning needs are being met at this school* (S2003)	82%	93%
their child is making good progress at this school* (S2004)	86%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%

Our school at a glance

teachers at this school motivate their child to learn* (S2007)	86%	93%
teachers at this school treat students fairly* (S2008)	88%	93%
they can talk to their child's teachers about their concerns* (S2009)	93%	93%
this school works with them to support their child's learning* (S2010)	85%	86%
this school takes parents' opinions seriously* (S2011)	78%	97%
student behaviour is well managed at this school* (S2012)	85%	93%
this school looks for ways to improve* (S2013)	100%	97%
this school is well maintained* (S2014)	100%	97%

Performance measure (Nationally agreed items shown*)

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

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	97%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	98%
staff are well supported at their school (S2075)	98%
their school takes staff opinions seriously (S2076)	98%

Our school at a glance

their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	95%
their school gives them opportunities to do interesting things (S2079)	98%

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

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.

Our school at a glance

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, Camp assistants and at P&C fundraising opportunities throughout the year. Highlight signature events throughout the year include sports days and swimming carnivals, Music Concert, Under 8s day, Kirwan Dance and Christmas Concert, NAIDOC, Anzac Day and Remembrance Day and The Annual Rock Pop Mime.

In 2013 in particular, there were a variety of forums whereby parents were asked their opinions on the direction of the school for the next four years. These included simple pop up surveys, newsletter surveys and online surveys. Discussions were also held at P&C meetings and at Indigenous Focus Meetings.

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 and also for the introduction of a Community participation Officer.

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.

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 2013, we managed to reduce our electricity consumption significantly however, the installation of extensive irrigation on both our ovals and throughout the school brought our water consumption up significantly.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	440,126	1,520
2011-2012	459,911	2,708
2012-2013	441,129	11,140

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

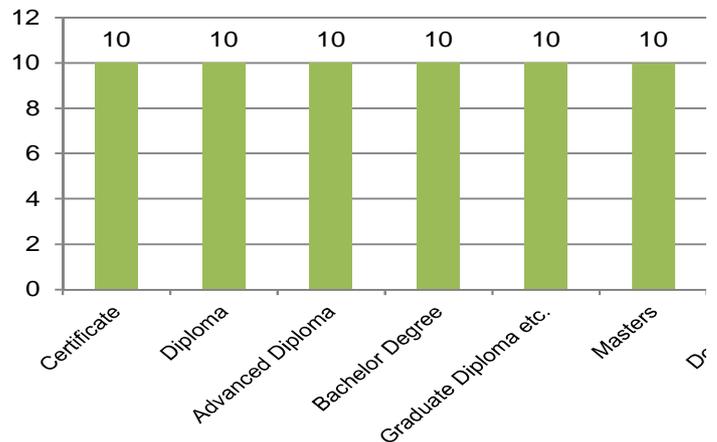
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	55	32	<5
Full-time equivalents	51	20	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.	10
Masters	10
Doctorate	10
Total	70



* 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 2013 were \$183600

The major professional development initiatives are as follows:

Teacher Cycles of Inquiry using evidence based teaching to inform professional practice

LEM Phonics training

Coaching Accreditation – Key members of Leadership team

Workplace Health and Safety accreditation

School Wide Positive Behaviour Support Tier 2 Training

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 was % 100

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 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.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	93%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

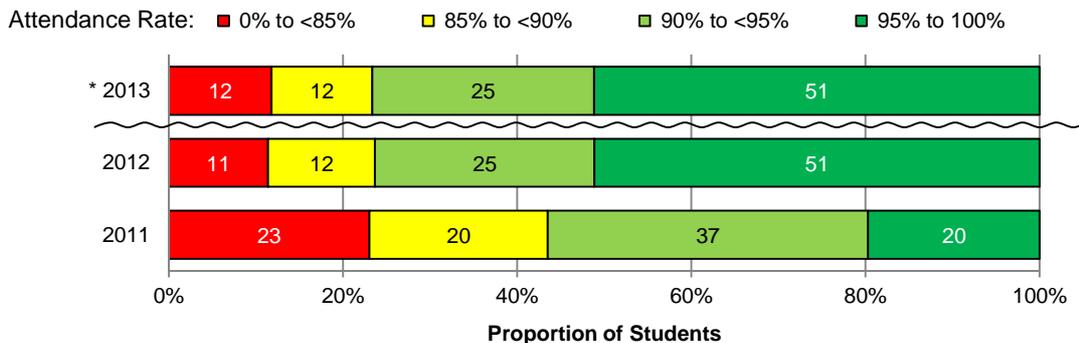
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	88%	89%	90%	88%	89%	89%	89%					
2012	94%	93%	93%	93%	94%	92%	91%					
2013	93%	92%	92%	92%	95%	93%	91%					

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 from 2013 to that of previous years.

Performance of our students

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.

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.

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. In 2013, our Community Participation Officer was instrumental in delivering this message throughout the school community.

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/>.

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Find a school

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GO

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SEARCH

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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Performance of our students

Achievement – Closing the Gap

In 2013, our Indigenous Students' attendance was slightly less than that of the total cohort. Strategies to improve this gap includes the instigation of Personalised Learning Plans and a Community Participation Officer

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

Our Year 5 cohort gap mirrored that of the region in terms of reading and numeracy but our gap in writing was less than half that of the region and closer than that of Queensland State Schools

Our Year 7 gap in reading and numeracy was negligible. The gap in writing was half that of the region

Given the successful improvement agenda of 2013, and the setting of clear direction and targets through the Triennial School Review, Kirwan State School will continue to strive for excellence in 2014 and beyond.