

Kirwan State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kirwan State School** from **29 to 31 May 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [*National School Improvement Tool*](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Valerie Hadgelias	Senior reviewer, SIU (review chair)
Laurie Shepherd	Peer reviewer
Julie Raitelli	Peer reviewer
David Aisbett	External reviewer



1.2 School context

Location:	Burnda Street, Kirwan
Education region:	North Queensland Region
Year opened:	1977
Year levels:	Prep to Year 6
Enrolment:	899
Indigenous enrolment percentage:	16 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	973
Year principal appointed:	2015
Full-time equivalent staff:	53
Significant partner schools:	Kirwan State High School
Significant community partnerships:	Adopt-a-Cowboy
Significant school programs:	Positive Behaviour for Learning (PBL), Learning is the Work project, Instructional Coaching, Inquiry Cycles and Spirals of Inquiry, Special Education Unit, case management, science specialist program, Defence Force Transition Aides, chaplaincy, School of Musical Excellence (transition) - Instrumental Music Years 3-6, Keyboard, Guitar, Vocal Years 1-3, whole-school Musical program, Junior & Senior choir, Dance Troupe Excellence program, Author in Residence, Science Week program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), guidance officer, Business Services Manager (BSM), five administration officers, acting master teacher, three Support Teachers Literacy and Numeracy (STLaN), 31 classroom teachers, teacher librarian, 13 teacher aides, tuckshop convenor, two cleaners, schools officer, Defence Force Transition Aides, Parents and Citizens' Association (P&C) president, two critical friends - Dr Ian Hardy and Ms Christine Ludwig, 16 parents, one grandparent and 65 students.

Community and business groups:

- Outside School Hours Care (OSHC) Centre coordinator, Indigenous community representative and two community representatives.

Partner schools and other educational providers:

- Principal of Kirwan State School, Director of Crèche and Kindergarten (C&K) Kirwan Community Kindergarten and Goodstart Kirwan Burnda Street.

Government and departmental representatives:

- ARD, State Member for Thuringowa and Local Councillor for Townsville City Council.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-17
Headline Indicators 2017	School Data Profile (April 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School Pedagogical framework	Annual Performance Development Plans
School Review presentation	Professional Development Plan
School Data Plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, Assessment and Reporting Framework	Kirwan State School Audacious Goals 2017



2. Executive summary

2.1 Key findings

The school leadership team is explicit regarding their core objective - to improve learning outcomes for all students.

The school leadership team has enlisted a widespread commitment to the focus on improving the quality of teaching and learning throughout the school. There is a strong and optimistic commitment by staff members to the school's improvement strategy and a clear belief that further improvement is possible.

The school has allocated considerable additional human resources to support the school's improvement agenda.

Significant resources are directed towards the implementation of the Explicit Improvement Agenda (EIA). These resources include extensive Professional Development (PD), the strategic deployment of personnel and the significant investment in key leadership positions, particularly the role of coaches.

The school leadership team views rigorous and reliable student data as essential components of their leadership of the school.

A school pedagogical plan includes an assessment summary where details of the data sources to be utilised and the timelines and accountabilities are clearly outlined. There is a school-wide process for the discussion of student Levels of Achievement (LOA) in reading and writing. This is utilised to guide class programs, student groupings and classroom differentiation. This use of data is a prime focus of the school and is highly regarded by staff members.

Staff member morale is positive and there are high levels of trust across the school community.

Teaching and non-teaching staff members indicate that working at the school is professionally rewarding. They appreciate the support from school leaders and colleagues. Some teachers indicate that their work-life balance is of concern.

School leaders give a high priority to understanding and addressing the learning and wellbeing needs of all students.

The school has built a positive and caring relationship between staff members, students and parents. There is an expectation that every student is capable of successful learning and can achieve positive outcomes. Aboriginal and Torres Strait Islanders form a significant priority group. Commonwealth funding no longer provides sufficient funding to employ an Indigenous Liaison Officer (ILO). A number of staff members express a need for the employment of a Community Education Counsellor (CEC).



The school leadership team has clear expectations that teachers closely monitor the progress of individual students and differentiate where and when necessary.

Diagnostic testing and data analysis inform curriculum provisions. The Cycles of Inquiry support teachers to build the skills that allow them to closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making. Processes to monitor the learning progress of high-achieving students are an area for further development.

Teachers recognise the importance of regular, timely and purposeful feedback to students in order to empower them to improve their outcomes.

A range of feedback mechanisms is established throughout the school. Students report considerable variation in the level of feedback they receive. Some students indicate that they would appreciate more purposeful feedback that assisted them to understand what they need to do to improve their outcomes.

The community acknowledges the strong reputation of the school within the Townsville community.

The school has a significant profile within the community for maintaining high standards of achievement, professional practice and innovation to meet community expectations. Parents report that the school is a school of choice with families from outside the enrolment catchment zone seeking enrolment. Local early childhood education providers express a desire to build stronger links with the school including a transition to Prep program.

School leaders view the development of staff members into an expert and coherent teaching team as central to improving outcomes for all students.

All teaching cohorts are released to engage in Cycles of Inquiry. These cycles utilise students' formative and summative assessment and systematic moderation processes to provide the basis for reflection on teaching practice and to inform planning and differentiation. Teachers report these collaborative opportunities are valuable and impact significantly on the quality of their teaching. A number of staff members express interest in taking on greater leadership roles within the curriculum and pedagogy spheres.



2.2 Key improvement strategies

Establish processes to support staff member wellbeing.

Explore the possibility of employing additional support for Indigenous students.

Further support teachers to plan differentiated learning experiences for high-achieving students and monitor their effectiveness.

Develop and quality assure a consistent, school-wide approach to student feedback, and provide appropriate PD to build teacher capacity in this area.

Strengthen the existing partnerships with early childhood education providers for the transition to Prep program.

Explore strategies to further develop leadership opportunities for classroom teachers.