

# Kirwan State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Kirwan State School** from **9 to 11 June 2021**.

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 implement in consultation with its regional office and school community.

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

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 regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Allison McClean	Peer reviewer
Shelley Dole	External reviewer



## 1.2 School context

<b>Location:</b>	Burnda Street, Kirwan	
<b>Education region:</b>	North Queensland region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	828	
<b>Indigenous enrolment percentage:</b>	19.2 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	13.6 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	21.8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	957	
<b>Year principal appointed:</b>	2016	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), guidance officer, Speech Language Pathologist (SLP), Business Manager (BM), 36 teachers, 20 teacher aides, four administrative officers, schools officer, 24 students and 27 parents.

Community and business groups:

- Kirwan Parents and Citizens' Association (P&C) representative, Childcare and Kindergarten (C&K) Kirwan Community Kindergarten director, early childhood teacher Goodstart Kirwan Burnda Street – Childcare Centre, Adopt-a-Cowboy Program coordinator and Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC) director.

Partner schools and other educational providers:

- Head of Curriculum Kirwan State High School

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School pedagogical framework
Investing for Success 2021	Strategic Plan 2018-2021
School budget overview	School Data Profile (Semester 1 2020)
OneSchool	Student Code of Conduct
Professional learning plan 2021	Headline Indicators (October 2020 release)
School Opinion Survey	School newsletters and website
School based curriculum, assessment and reporting plan	



## 2. Executive summary

### 2.1 Key findings

#### **Staff articulate their commitment to improving learning outcomes for all students.**

Daily work embodies the school's motto of '*Strive to Excel*'. Staff speak confidently in regards to fashioning a caring and positive learning culture. The school's expectations are prominently displayed throughout the school, on uniforms, and underpin school-wide approaches to teaching, learning, and relationships.

#### **The school has recently adopted a synthetic phonics pedagogy as the means to support early literacy.**

Responding to data in the early years, leaders have identified reading systems that are yet to meet expectations. The school is utilising a synthetic phonics pedagogy as a means to support the systematic and explicit phonics approach. Teachers indicate marked improvements in early reading and writing skill sets and behaviours.

#### **The Annual Implementation Plan (AIP) is established by leaders.**

Through the analysis of data, three strategies are identified and these form the basis of the improvement priorities. Each strategy includes detailed and specific actions, baseline and improvement targets, timelines and the responsible officer. Staff members articulate some knowledge of priority areas and targets. Most staff in the lower years reference actions or strategies they are undertaking towards supporting the progression of priorities. A number of teaching staff articulate the desire for current and emerging school priorities to be further detailed.

#### **The principal documents a Line of Sight process from marker student to improvement agenda.**

This document details the selecting of marker students and how they are monitored. The monitoring and reporting moves through instructional rounds, and a range of meetings including cohort, 'admin' and Teacher Learning Teams (TLT). A weekly admin meeting supports leaders reporting to the principal regarding the marker student process, observations from instructional rounds and planning for next steps. A number of teachers are able to identify with regularity that some elements of this process are occurring.

#### **A school strategy is identified to embed and systematise coaching, observation and feedback.**

Most teachers identify the use of coaches within the school supports this strategy. Some staff identify that these coaches provide consistency of practice and support their capability regarding the implementation of reading approaches. Coaching positions are no longer a feature of the school staffing model. A number of staff articulate they would welcome this strategy.



**Teachers are committed to meeting the student where they are at in their learning.**

Teachers acknowledge that students learn and progress at different rates. They express the belief that all students are capable of learning and achieving, when provided with support and scaffolding. Teachers identify the importance of providing for students their next best learning move. A number of teachers express a desire to develop their ability to differentiate for the range of diverse learners.

**The school has established Positive Behaviour for Learning (PBL) practices and a committee.**

The team meets fortnightly to interrogate data related to minor and major behaviours and drive the focus for the behaviour expectations across the school. The committee is progressing towards utilising the resources of the regional PBL coach. The PBL team expresses confidence that the PBL strategy will make a positive difference with continued, targeted support for its implementation with fidelity. Members of the committee express the belief that the PBL strategy at the school requires reinvigorating to ensure staff buy in and consistency.

**Resources are allocated to support staff capability through pedagogy.**

The school resources time for all teachers to meet in TLTs for two and a half hours, twice per term. Led by a member of the leadership team, a research-based pedagogical practice is identified and discussed. Teachers develop a learning goal and plan associated with the practice. After a five-week cycle, teachers present evidence on effectiveness and level of implementation. Leaders identify the connection between TLTs and Professional Development (PD) plans.

**Learning walls are apparent in classrooms.**

Common elements of these walls include Guide to Making Judgements (GTMJ), 'Know and Do' charts, learning intentions and success criteria. In addition, student work samples are displayed. Some walls contain co-constructed exemplars. Teachers articulate that these walls are accessed by students of various levels of academic achievement and that students are able to use these walls to identify elements required to improve their work.



## 2.2 Key improvement strategies

Detail for current and emerging school priorities, an implementation plan referencing and supported by PD, implementation timelines, success milestones and clearly defined roles and responsibilities of stakeholders aligned to the priority.

Deepen the consistency of enactment of the line of sight process across all stakeholders, supported by strengthening teacher knowledge, understanding and purpose of the process, aligned to improved student outcome data.

Enact a systematic approach for leaders and teacher leaders that supports modelling, co-teaching, observation and feedback aligned to school priority areas.

Further develop teacher knowledge and capability to identify and apply differentiation strategies across the full range of students.

Strengthen PBL processes and practices to support consistency of understanding, implementation and data accuracy to give confidence in this approach.