

Kirwan State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

The Traditional Custodians are the Wulgurukaba and Bindal peoples and the language is the Birrigubba lanaguge. Wadda Mooli is Birrigubba language meaning hello, goodbye or welcome. Kirwan SS is on Wulgurukaba country. Bindal country is across the Ross River. The Wulgurukaba people call their country Gurrumbilbarra. Wulgurukaba means 'canoe people' and an important symbol for the Wulgurukaba people is the carpet snake.

About the school

Education region	North Queensland Region
Year levels	Prep to Year 6
Enrolment	729
Indigenous enrolments	22%
Students with disability	24%
Index of Community Socio-Educational Advantage (ICSEA) value	942

About the review

 3 reviewers from 30 April to 2 May 2024	 119 participants	 63 school staff
 29 students	 24 parents and carers	 8 community members and stakeholders

Key improvement strategies

- Domain 1: Driving an explicit improvement agenda**
Refine the improvement agenda, including aligning strategies and roles and responsibilities of key staff to clarify accountabilities and support consistent and clear messaging.
- Domain 7: Differentiating teaching and learning**
Collaboratively develop a school-wide vision for inclusive education to build understanding of effective ways of providing teaching and learning for the diverse range of learners.
- Domain 8: Implementing effective pedagogical practices**
Collaboratively review current pedagogical practices to ensure there is a shared understanding and language about pedagogy.
- Domain 5: Building an expert teaching team**
Collaboratively develop formal processes for intentional observations and feedback, including coaching and modelling, to develop teacher capability and support the implementation of improvement priorities.
- Domain 6: Leading systematic curriculum implementation**
Collaboratively refine curriculum documents, aligning them to the P–12 curriculum, assessment and reporting framework (P–12 Framework), to ensure all leaders and teachers have a shared understanding of curriculum and assessment.
- Domain 3: Promoting a culture of learning**
Collaboratively review the Student Code of Conduct to support staff clarity and understanding of support processes and roles, across the school.

Key affirmations



Leaders articulate that students are at the centre of all decision-making.

Leaders and staff convey a strong student-centred approach to learning. They articulate a belief in high expectations and communicate that every child can learn successfully. Leaders promote a philosophy of delivering the curriculum in ways that support students to have an active role in their own learning. Students express appreciation for opportunities to contribute to their own learning journey. Teachers comment that this approach has led to improved learning and wellbeing outcomes for students.



Staff communicate that positive relationships are promoted so that all students can feel respected, belong, and develop self-worth.

Staff express they value a learning environment that is safe, respectful, and tolerant. They speak of the support their colleagues provide, both professionally and personally. Students speak positively of the ways they are recognised, and how their achievements are celebrated. Parents recognise the work being done by staff and the effort they make to improve learning and wellbeing.



Leaders promote a learning culture informed by research.

The principal comments that research informs the improvement agenda, particularly decisions regarding curriculum, pedagogy and engagement. Leaders meet regularly to discuss evidence-informed approaches relevant to strategic priorities. Professional learning is carefully considered to enhance the capacity of staff to deliver effective teaching and learning practices. Teachers speak of the value they get from working collaboratively with peers.



Partnerships are deliberately established to enhance learning and wellbeing opportunities for students.

Community members speak of the prominence the school has within the local area and its proud tradition of community connections. Parents express that families are valued as partners in their child's learning. Local early years providers talk positively about the willingness of school staff to support transition processes. The school partners with local secondary schools to foster ways to build relationships and provide opportunities for students to work together. Parents and carers speak of the many generational connections within the school.