



Kuluin State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

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## School overview

The Kuluin School was established in 1987 and has an excellent reputation within the community. Our campus provides Educational programs for students from Prep to Year 6 and has a designated Special Education Unit. At Kuluin School, we aim to provide a high quality education for all of the students in our school. We have high expectations of our staff and students to ensure that everyone performs to the very best of their ability. We endeavour to develop the whole child intellectually, socially, emotionally, physically, culturally and creatively to ensure that each child at our school is given the opportunity to reach his/her full potential. Our vision statement "Together We Grow" encapsulates the sense of family that permeates the Kuluin School community. The four values that we uphold as a school are: Teamwork; Learning; A Supportive Environment; Achieving Success. Our Prep to Year 6 curriculum is established using the Australian Curriculum and the Key Learning Areas, including Japanese, and is augmented with Gifted and Talented, Early Intervention strategies and Learning and Special Needs support. Sporting activities and involvement in the Arts have been positive features of our school. The children regularly receive recognition at district and state levels in activities such as Opti Minds, Eisteddfod, Choir and sporting pursuits. Our Chaplain addresses the religious, spiritual and/or ethical needs of students. Parents are encouraged to become actively involved in the school, through our Parents and Citizens Association fostering cohesion within the school community and providing the advice and additional resources critical to our success. We provide many and varied opportunities for our parents and community to be involved in our school and we appreciate the interests, skills and talents that enhance the quality programs that are offered in our school. These interests, skills and talents are utilised in the school and can vary from supporting students in the classroom to be involved in fundraising activities. The school employs a Student Engagement Officer who liaises with students and staff to support student welfare. The Kuluin School is committed to the School Wide Positive Behaviour Program. Our school has three rules that exist for our school community: Be Safe; Be Respectful; Be a Learner.

## School progress towards its goals in 2018

**Numeracy:** Teachers were involved in coaching, modelling and feedback that aligned with Kuluin State School's essential elements of an effective mathematics lesson - warm up's, open-ended investigations, inquiry thinking. All teachers implemented number "warm up's" in their classrooms regularly. Each term teachers conducted a numeracy test to gain a better understanding of student misconceptions. Teachers worked in coalitions and /or individually to set goals to inform teaching with a focus on differentiated instruction and catering for Upper 2 Band students. Professional development in numeracy occurred for teachers and teacher aides. Parent numeracy sessions or parent flyers were offered to parents. In 2018 the school initiated an annual Maths Fiesta Day in 2018 to celebrate mathematics and engage P-6 students in team work, problem solving and hands-on learning.

**Reading & Writing:** Gradual Release of Responsibility model is the pedagogy used to implement modelled, shared, guided and independent reading and writing throughout the school. Differentiation strategies were embedded into planning documents with an emphasis on Upper 2 Band students. Teaching staff and teacher aides revisited the essential elements of the Gradual Release of Responsibility for reading. Modelling, coaching and feedback sessions occurred for all teachers to ensure consistency of practice. The leadership team began to investigate best practice in writing researching evidence based approaches to the teaching of writing.

## Future Outlook

Reading and Mathematics will continue to be monitored for consistency of practice across the school. The Gradual Release of Responsibility for the teaching of reading and mathematics is the pedagogy used to deliver quality learning to students. The Leadership team and Lead teachers are currently investigating the effective use of the P-10 Literacy continuum and evidence based writing programs to enhance vertical alignment in literacy and internal monitoring. The Kuluin Excellence Program was launched in 2018. Students will receive enrichment opportunities that inspire them to strive to achieve and take them out of their comfort zone. STEM programs have been added to the curriculum for High Climbers and High Flyers in the Kuluin Excellence Program. Gula is the school mascot that celebrates excellence with us at Kuluin.

## TARGETS- 2019

Student Attendance - 95 %

Student Achievement- 80% of Students achieving C # or more

Semester	English Reading PM/PROBE			Mathematics		
	1	PM	2	PM	1	2
Prep #	70%	1	80%	6	80%	90%
Year 1	77%	11	80%	14	80%	85%
Year 2	80%	18	83%	22	85%	88%
Year 3	80%	24	85%	25	85%	80%
Year 4	80%	10	82%	11	85%	86%
Year 5	80%	12	81%	13	82%	83%
Year 6	80%	14	80%	15	83%	83%

## ACHIEVEMENT- NAPLAN

% of students achieving U2B

U2B	Yr 3	Yr 5
Mathematics	60%	38%
Reading	60%	45%

Pedagogical coaching in targeted areas is agreed practice at the school.

KAGAN cooperative groupings will continue as the catalyst for differentiation.

The school will continue to embed a school culture of high expectations for students and staff and implement the Annual Performance Development Planning Framework aligned to the Professional Standards for Teachers. Staff will continue to be involved in regular data conversations for all staff. Data meetings will occur at mid points each term. The Leadership team will work with teachers to increase staff understanding of the Australian Curriculum and standards. Moderation and "line of sight" visits to classrooms will occur to support the individual growth of students and consistency of standards in Guides to Making Judgments. Professional Learning Teams will continue in the areas of English, Mathematics, Wellbeing and STEM. The Strategic Plan will guide the development of targeted areas.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	658	622	596
Girls	333	310	290
Boys	325	312	306
Indigenous	37	26	30
Enrolment continuity (Feb. – Nov.)	96%	95%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Students at The Kuluin School typically originate from a cross-section of the community. The majority of parents are supportive of the school and their child's education. The school benefits from a mixture of cultures, although the percentage of Indigenous, Asian or European students represents less than 10% of the student population.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	24
Year 4 – Year 6	25	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

All classrooms strive to be places where the teaching and learning is negotiated with the students, have high levels of intellectual rigour and are responsive to the needs of all learners. Ultimately, instilling an attitude of lifelong learning is paramount to Kuluin's purpose. The Kuluin School delivers curriculum in accordance with the Australian Curriculum for English, Mathematics, HASS, Technology, Arts and Science. All other Key Learning Areas are using the Essential Learnings as per the QCAA Queensland Curriculum Assessment Authority for teaching, assessment and reporting.

KAGAN Cooperative structures are implemented in all classrooms to actively engage students in the learning process. There is a strong emphasis on students being literate and numerate. Japanese is currently taught in Year 5 and Year 6.

### Co-curricular Activities

Gifted and talented Kuluin students participated in the Creative Problem Solvers' Club and the Opti-MINDS Challenge. The Creative Problem Solvers' Club enabled 50 students in years 3, 4, 5 and 6 the opportunity to participate. Students who demonstrated superior academic ability, cooperative problem solving skills, creativity and commitment were selected to represent the school in the Opti-MINDS Challenge. Three school teams including a Social Science, Language Literature and Science Engineering performed to a high level at the Opti-MINDS Challenge. Kuluin also had a number of students attend the various Days of Excellence Programs facilitated by Brainways Education throughout the year.

**Music Program:** Kuluin School has many extra curricula activities that are available in Performing Arts. There are three choirs which cater for children from Year 1 through to Year 6. The school has a Strings and Multi Instrumental Music program. Our students are provided with opportunities to participate in music camps, eisteddfods, music workshops and school based concerts. The school musical Beauty and the Beast was a highlight for the 2018 calendar year and saw a large number of students represented in the musical across the school. Private Guitar lessons are also available to our students. Kuluin has a Rock Band that performs throughout the year.

**Sports Program:** Kuluin has an outstanding reputation in the sporting community due to the many opportunities that are provided to our students. The Kuluin School is competitive in the Coastal District Athletics and Cross Country each year. The school had Regional and State representation in a number of sports with many individual and team medals being won. Our Year 1 to Year 6 students participate in the Learn to Swim Program each year. Our Year 5 and 6 students participate in interschool sport in Term 3 each year. The Surf Education program is conducted for Year 6 students during Term 4.

### How information and communication technologies are used to assist learning

Teachers' pedagogy continued to transform in 2018 with access to various professional development opportunities and an excellent range of well-maintained ICT resources across the school. In 2018

- OneSchool continued to be utilised for student information, student data, finance, contacts, timetabling and reporting.
- Staff received professional development from the HOC and STEM Regional Champion to implement the Technology KLA
- Our OnePortal team site set as the staff homepage continued to provide staff notices, calendar, document stores and links. This continued to facilitate anytime, anywhere access to this information.
- Kuluin's 'Website for Schools' website continued to be maintained offering up to date communication to our broader community.
- A Kuluin School Facebook page continued to work well as a communication and marketing tool for the school. Key teachers have taken responsibility for this means of school communication.

- The QSchools App continued to be incorporated into school processes to enhance communication between the school and parent body.
- The Learning Place continued to be used to facilitate anytime, anywhere learning opportunities.

## Social climate

### Overview

The satisfaction levels with our social climate at Kuluin are high according to all of our stakeholders. Our school has a number of pastoral care programs which complement our Positive Behaviour for Learning program. We currently offer alternate lunch time programs for our students. These programs currently consist of: Lego club, gardening, choir, craft, robotics, yoga and art.

The School Opinion Survey from 2018 indicated that 96% of our parent population is satisfied or highly satisfied that their child is getting a good education at Kuluin School. 98% of our student population indicated that they feel safe at our school. Our aim is to continue to engage parents, staff and students in the school vision and seek input into school direction.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	93%	96%
• this is a good school (S2035)	95%	93%	98%
• their child likes being at this school* (S2001)	95%	98%	96%
• their child feels safe at this school* (S2002)	91%	100%	98%
• their child's learning needs are being met at this school* (S2003)	91%	87%	92%
• their child is making good progress at this school* (S2004)	95%	91%	92%
• teachers at this school expect their child to do his or her best* (S2005)	96%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	89%	94%
• teachers at this school motivate their child to learn* (S2007)	91%	89%	90%
• teachers at this school treat students fairly* (S2008)	87%	93%	96%
• they can talk to their child's teachers about their concerns* (S2009)	98%	89%	94%
• this school works with them to support their child's learning* (S2010)	89%	89%	90%
• this school takes parents' opinions seriously* (S2011)	85%	81%	91%
• student behaviour is well managed at this school* (S2012)	82%	82%	91%
• this school looks for ways to improve* (S2013)	93%	87%	98%
• this school is well maintained* (S2014)	95%	91%	94%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	97%	100%
• they like being at their school* (S2036)	100%	99%	100%
• they feel safe at their school* (S2037)	96%	96%	98%
• their teachers motivate them to learn* (S2038)	99%	96%	100%
• their teachers expect them to do their best* (S2039)	100%	96%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	93%	98%
• teachers treat students fairly at their school* (S2041)	97%	93%	86%
• they can talk to their teachers about their concerns* (S2042)	96%	96%	95%
• their school takes students' opinions seriously* (S2043)	97%	92%	93%
• student behaviour is well managed at their school* (S2044)	93%	82%	83%
• their school looks for ways to improve* (S2045)	99%	97%	98%
• their school is well maintained* (S2046)	99%	97%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	93%	100%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	92%	100%
• they feel that their school is a safe place in which to work (S2070)	98%	95%	100%
• they receive useful feedback about their work at their school (S2071)	92%	92%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	100%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	98%	97%	97%
• student behaviour is well managed at their school (S2074)	87%	92%	97%
• staff are well supported at their school (S2075)	94%	89%	97%
• their school takes staff opinions seriously (S2076)	91%	89%	95%
• their school looks for ways to improve (S2077)	98%	97%	97%
• their school is well maintained (S2078)	94%	97%	97%
• their school gives them opportunities to do interesting things (S2079)	96%	81%	100%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.



## Parent and community engagement

Strong parent and community partnerships were enhanced through the highly successful Fete in 2018. Parents are actively encouraged to be involved in their child's education in a variety of ways. Our community are kept abreast of issues related to our school including school data, targets and benchmarks through Parents and Citizens' Association Meetings, School Assemblies, School Newsletter, Q Schools App, School Website and the School Facebook page. A number of parent and community members volunteer within our school. Many parents are encouraged and are currently working in our school in a variety of different ways – classroom helpers, excursions, fundraising, tuckshop, Library, P&C etc. Parent sessions or information flyers are provided to parents. Our school conducts Parent Teacher Interviews, Culminating Activities, Under 8's Day, Musical Performances and other special activities where parents' are actively encouraged to be involved.

Lead staff members and parents are involved with the development and monitoring of Individual Curriculum Planning for students who require adjustments and modifications to ensure successful participation in their learning.

## Respectful relationships education programs

The school has developed and implemented an effective positive behaviour for learning program including weekly lessons that reinforces appropriate, respectful and healthy relationships. These lessons are taught every week in each classroom throughout the school. Each class in the school has developed a short clip for all teachers to use which is aligned to the school expectation matrix and is founded upon respectful relationships. The school has also embedded social and emotional learning lessons into fortnightly lessons. Posters are displayed in every classroom to reinforce proactive steps to implement if confronted with bullying behaviour. The Australian Curriculum Health and Physical Education is implemented in all year levels across the school and this focusses strongly on respectful relationships program.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	18	26	11
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

The school has commenced awareness raising around the themes of waste and water management. Our waste plant material is mulched on our school site. Classrooms can recycle and we use composting for all fruit scraps. Steel and materials from old school furniture has been recycled. All of our computers are recycled. The school photocopy machines have smart energy management systems incorporated. There is ongoing replacement of old fans and throughout the school to minimise use of air conditioning and pump maintenance to the water tanks. There is ongoing replacement of lights to be more efficient. Toner reduction has been a priority for our school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	211,796	212,908	205,308
Water (kL)	7,751	11,333	4,392

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	46	22	<5
Full-time equivalents	38	16	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	3	
Graduate Diploma etc.*	4	
Bachelor degree	34	
Diploma	5	
Certificate	0	

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 - \$25, 000.

The major professional development initiatives are as follows:

- KAGAN Co-operative Structures Day 2 & Day 4
- KAGAN Co-operative Structures – Coaching accreditation
- Mathematics – Number Warm Up's/ open ended investigations
- High Reliability Schools – Robert Marzano
- Inclusive Education – differentiated practice

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	93%	94%

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

From the end of the previous school year, 88% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	94%
Attendance rate for Indigenous** students at this school	89%	92%	90%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	94%	94%
Year 1	93%	94%	93%
Year 2	93%	94%	93%
Year 3	92%	93%	94%
Year 4	93%	93%	94%
Year 5	94%	94%	93%
Year 6	94%	94%	94%

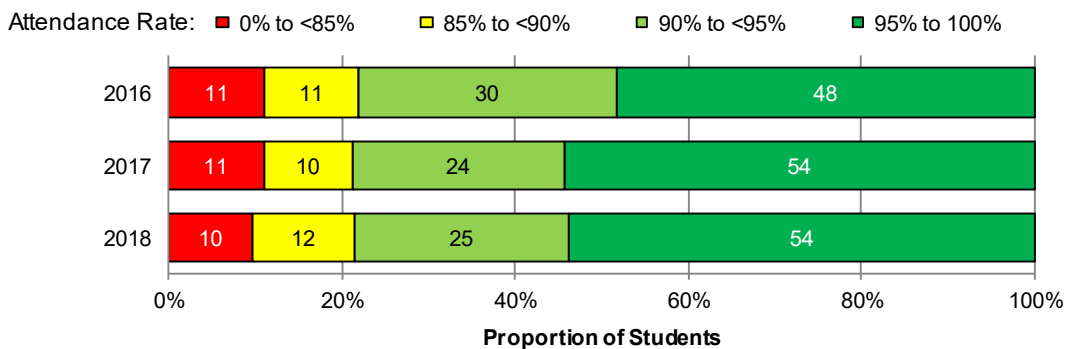
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Parents are encouraged to phone the absence line on the day a student is absent or to send a note to explain the reasons for the absence. Same day notification SMS messaging was implemented. Once a student has unexplained absences for 5 days the SMS-PR-036 is enacted. Rolls are marked electronically each morning and afternoon.

The Every Day Counts information and Policy statements are communicated to our parent body at least once per Term. Regular reminders are made to students about regular attendance on school assemblies. Attendance Certificates are distributed for students who achieve the school target of 95%. This is a recognition of those students who attend school regularly.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three dropdown menus for "School sector", "School type", and "State". The top navigation bar includes "Find a school" and "Search website" buttons.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text "View School Profile" in a dark font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

The screenshot shows a horizontal navigation menu with the following items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted in a dark red color.

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.