



Kuluin State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

The Kuluin School is an inclusive school which caters for the full range of learners. We are totally committed to providing a challenging, futures oriented, responsive and achievable education for each and every child who attends our school.

We strive to achieve our vision of *"Together We Grow"*. We are a community where support, respect, effective communication and a sense of safety are the cornerstones for each individual's emotional, social and academic growth. Our vision encapsulates the sense of 'family' and togetherness that permeates the Kuluin School community.

Our strength in academic outcomes as well as the active teaching of social skills, values, team work and communication makes Kuluin a place "where people want to be". We pride ourselves on educating our students with skills to allow them to fully participate in an ever changing world. This report outlines the school's progress towards achieving goals & targets during the 2016 school year and gives an overall picture of what makes our school unique.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Numeracy: 100% of teachers have been involved in coaching, modelling and feedback in "Warm Up's" and open ended investigations. All teachers are implementing number "Warm Up's" in their classrooms regularly. Pre and post test data is used to set goals to inform teaching with a focus on differentiated instruction and catering for Upper 2 Band students. Professional development in numeracy has occurred for teachers and teacher aides. Parent numeracy sessions have been conducted for parents. The teaching of Mathematics will continue to be a priority at Kuluin.

Reading & Writing: Gradual Release of Responsibility model is the pedagogy being used to implement modelled, shared, guided and independent reading and writing throughout the school. Differentiation strategies have been embedded into planning documents with an emphasis on Upper 2 Band students. All teaching staff and teacher aides were provided with professional development in reading and writing. Modelling, coaching and feedback sessions occurred for all teachers to ensure consistency of practice is occurring in all classrooms. Parent literacy workshops are an ongoing priority for the school.

Future Outlook

The 2017 school improvement agenda is a clear focus in the areas of Reading and Mathematics. The Gradual Release of Responsibility for the teaching of reading and mathematics continues to be the pedagogy that is used to deliver quality learning to our students.

Targets 2017

Student Attendance - 94%

Student Achievement - 80% of students achieving C or above

	ENGLISH		MATHEMATICS	
Semester	1	2	1	2
Year 1	73%	80%	80%	85%
Year 2	85%	88%	92%	95%
Year 3	80%	85%	82%	85%
Year 4	82%	84%	83%	85%
Year 5	79%	80%	81%	83%
Year 6	75%	80%	75%	83%

Achievement - NAPLAN

- % of students achieving U2B

Upper Two Bands	Year 3	Year 5
Mathematics	35%	25%
Reading	45%	35%

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

Use KAGAN cooperative groupings as the catalyst for differentiation.

Further embed our school culture of high expectations for students and staff.

Continue to implement the Annual Performance Development Planning Framework aligned to the Art and Science of Teaching (ASoT) and data conversations for all staff.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	793	377	416	36	94%
2015*	685	339	346	37	94%
2016	658	333	325	37	96%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	23
Year 4 – Year 7	23	24	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

All classrooms strive to be places where the teaching and learning is negotiated with the students, has high levels of intellectual rigour and is 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, History, Geography 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

2016 was a successful year for those gifted and talented Kuluin students who 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 has 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.

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 Kuluin Surf Education program is conducted for our Year 6 students during Term 4.

How Information and Communication Technologies are used to Assist Learning
Teachers' pedagogy continued to transform in 2016 with access to various professional development opportunities and an excellent range of well-maintained ICT resources across the school.

In 2016...

- OneSchool continued to be used for student information, student data, finance, contacts, timetabling and reporting.
- 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.
- The school participated in the Bandwidth Upgrade Project (BUP) which provided a greatly improved Internet connection to access online learning resources
- Kuluin's 'Website for Schools' website continued to be maintained offering up-to-date communication to our broader community.
- A Kuluin School Facebook page was created 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.

- Through the Smart Classrooms initiative, Information & Communication Technologies (ICTs) are becoming more integral each year to all areas at Kuluin.

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. The Better Buddies program is firmly embedded in our school with older students being trained to be buddies to our Prep and Year One students.

We currently offer alternate lunch time programs for our students. These programs currently consist of: board games, gardening, choir, craft, dance, chess, yoga and art.

The School Opinion Survey from 2016 indicated that 91% of our parent population is satisfied or highly satisfied that their child is getting a good education at Kuluin School. 96% of our student population indicated that they feel safe at our school. 87% of our student population feel that they are treated fairly at this school whilst 91% of parents feel that their child is getting a good education at school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	96%	91%
this is a good school (S2035)	89%	100%	95%
their child likes being at this school* (S2001)	89%	100%	95%
their child feels safe at this school* (S2002)	92%	88%	91%
their child's learning needs are being met at this school* (S2003)	84%	100%	91%
their child is making good progress at this school* (S2004)	84%	92%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	96%	93%
teachers at this school motivate their child to learn* (S2007)	86%	96%	91%
teachers at this school treat students fairly* (S2008)	87%	88%	87%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	98%
this school works with them to support their child's learning* (S2010)	85%	96%	89%
this school takes parents' opinions seriously* (S2011)	78%	73%	85%
student behaviour is well managed at this school* (S2012)	78%	69%	82%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school looks for ways to improve* (S2013)	78%	80%	93%
this school is well maintained* (S2014)	91%	96%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	99%
they like being at their school* (S2036)	98%	97%	100%
they feel safe at their school* (S2037)	94%	94%	96%
their teachers motivate them to learn* (S2038)	98%	96%	99%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	98%
teachers treat students fairly at their school* (S2041)	90%	93%	97%
they can talk to their teachers about their concerns* (S2042)	96%	91%	96%
their school takes students' opinions seriously* (S2043)	92%	90%	97%
student behaviour is well managed at their school* (S2044)	90%	83%	93%
their school looks for ways to improve* (S2045)	99%	96%	99%
their school is well maintained* (S2046)	95%	96%	99%
their school gives them opportunities to do interesting things* (S2047)	98%	93%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	96%	98%
they feel that their school is a safe place in which to work (S2070)	98%	98%	98%
they receive useful feedback about their work at their school (S2071)	91%	93%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	82%	95%	87%
staff are well supported at their school (S2075)	81%	93%	94%
their school takes staff opinions seriously (S2076)	78%	88%	91%
their school looks for ways to improve (S2077)	96%	98%	98%
their school is well maintained (S2078)	92%	95%	94%
their school gives them opportunities to do interesting things (S2079)	90%	93%	96%

* Nationally agreed student and parent/caregiver items

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

Performance measure	2014	2015	2016
Percentage of school staff who agree# that:			

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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. Our school has an active Early Years Committee which meets regularly and discusses the Early Years Curriculum and practice. 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 information sessions are routinely conducted for 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 programs

The school has developed and implemented an effective positive behavior 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. Posters are displayed in every classroom to reinforce proactive steps to implement if confronted with bullying behavior.

The Australian Curriculum Health and Physical Education is implemented in all year levels across the school and this focusses strongly on respectful relationships program.

The school support services committee implements proactive and responsive programs to support all members of our school community.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	24	13	18
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the 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. All of our classrooms 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	162,586	5
2014-2015	213,389	41,824
2015-2016	211,796	7,751

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

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 <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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	51	20	0
Full-time Equivalents	43	16	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	5
Bachelor degree	35
Diploma	6
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$22,776.

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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 99% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	88%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

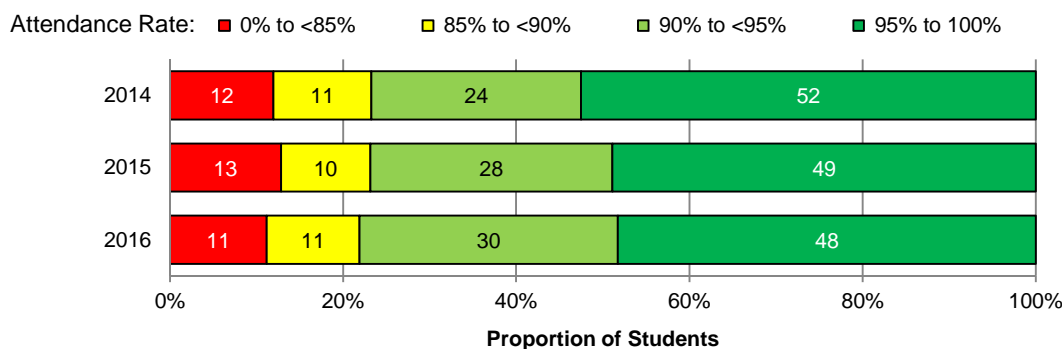
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	92%	94%	93%	94%	94%	93%					
2015	93%	93%	93%	94%	93%	93%	93%						
2016	94%	93%	93%	92%	93%	94%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 during 2016. 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 at the end of each Term for students who achieve the school target of 94% 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 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, 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.

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