

Kuluin 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

Kuluin State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	620
Aboriginal students and Torres Strait Islander students	7.9%
Students with disability	28.8%
Index of Community Socio-Educational Advantage (ICSEA) value	1015

About the review

 3 reviewers from 14 to 16 October 2025	 112 participants	 46 school staff
 43 students	 18 parents and carers	 5 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Develop agreed leadership behaviours, processes, practices systems and structures that enable leaders and teachers working collaboratively to support the implementation of the improvement agenda.

Domain 6: Leading systematic curriculum implementation
Collaboratively embed evidenced-informed approaches for teaching reading in planning for all learning areas to build collective capability in implementing a consistent, whole-school approach to reading instruction.

Domain 8: Implementing effective pedagogical practices
Collaboratively identify a range of effective pedagogies for the school context and the curriculum, the learner and the learning to shape a whole-school approach to pedagogy.

Domain 6: Leading systematic curriculum implementation
Broaden opportunities for teachers and leaders to collaboratively plan and review curriculum units, including discussing pedagogy and differentiation, to build teachers’ capability and enhance unit planning.

Domain 3: Promoting a culture of learning
Collaboratively review processes and practices for supporting student behaviour, to strengthen understanding and consistency of implementation across the school.

Domain 1: Driving an explicit improvement agenda
Sharpen the Annual Implementation Plan with clear actions, measurable targets, timelines and review cycles to support shared awareness of improvement priorities and their impact on student learning.

Key affirmations



Staff, students and community members celebrate a learning culture of high expectations, inclusion and collaboration.

Staff, students and community members describe a welcoming and inclusive school culture in which diversity is celebrated and all students are known and supported. Staff highlight strong collegiality and collaboration within teaching teams, underpinned by genuine care for students and one another. Teachers promote students’ sense of belonging through engaging pedagogies and cooperative learning structures. Students and staff express pride in the wide range of extracurricular opportunities available, which enable them to access a variety of engaging and challenging learning experiences. Staff and students emphasise that high expectations are upheld for all students, with a focus on ensuring every learner is provided with opportunities to experience success.



Teachers highlight how collaboration, professional learning and a shared commitment to improving students’ reading outcomes are driving a consistent, evidence-informed approach to reading instruction.

Teachers outline their work aligned to the school’s reading improvement priority, articulating a shared commitment to improving students’ literacy outcomes. They speak appreciatively of opportunities to participate in professional development (PD) that deepens their knowledge and enhances their skills in effective reading instruction. Teachers detail how daily literacy reviews are implemented across the school, ensuring a consistent and evidence-based approach to improving student reading outcomes. They describe planning within teams to align their practices for the teaching of reading, which drives consistency of practice and high-quality learning experiences for all students.



Leaders and teachers speak of how their commitment to implementing data-informed practices is driving improvement for all students.

Leaders and staff emphasise data is collected and used to inform teaching, learning and resource allocations. They highlight processes for using data to ensure continuity of support and inform decisions about differentiation and intervention. Early years teachers highlight the use of literacy data, such as phonics screeners, to identify and support students requiring targeted intervention in reading. Staff describe how the growing focus on data conversations within teams is fostering a culture of data-informed reflection and collective responsibility for improving student outcomes.



Staff parents and community members emphasise how strong community engagement and partnerships enhance opportunities and outcomes for students.

Staff and students celebrate the active role families, the Parents and Citizens’ Association (P&C) and community partners play in supporting all students. Staff recognise families as integral members of the school community and partners in education. Leaders describe building partnerships with a range of external healthcare providers to ensure students receive targeted and intensive support for identified needs. Staff and parents speak highly of the strong partnerships with the local high school and Early Childhood Education and Care (ECEC) centres, which support smooth transitions for students into their next phase of learning. Leaders recognise the P&C’s successful business ventures, such as the Outside School Hours Care (OSHC) and fundraising activities, speaking of how these enhance the school’s capacity to improve student outcomes and opportunities.