



Kulpi State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	MS 1945 Peranga 4352
<b>Phone</b>	(07) 4692 8239
<b>Fax</b>	(07) 4692 8228
<b>Email</b>	principal@kulpss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mrs. Rosita Lever (Principal)

### School overview

Established in 1915, Kulpi State School is a multigrade co-educational state school situated close to Oakey about 71 km from Toowoomba near Oakey-Cooyar Road. Kulpi State School is placed in a quiet rural setting offering all children the opportunity to achieve their full potential academically and socially in a safe, supportive and just learning environment. We value the input the community and parents provide as we seek to achieve 'only our best'. Students at Kulpi are at the centre of decision making with a focus on improving literacy and numeracy outcomes and providing enriching learning experiences to engage and inspire them to become lifelong learners. We recognise the unique needs of each student and adapt our curriculum delivery to ensure their successful transition through each phase of schooling. We are committed to making sure all students have access to high quality learning opportunities. Our teachers acknowledge that it is in the classroom where the most difference is made for students, so our focus each day is making every learning opportunity align with children's individual needs.

Only our best is good enough. Achieving the best learning outcomes happens when we are

- focusing on the learning needs of each student and engaging parents and students in the planning of their learning
- supporting student learning through early identification and intervention focused on achieving growth in learning each year
- continuing to build the capability of teachers and the school leader to lead school improvement
- engaging all students and challenging them to achieve at the highest level
- engaging, retaining and re-engaging students in learning
- continuing to support students with disability to succeed by setting clear expectations, building teacher capability and partnering with parents
- targeting strategies best suited to the learning of Aboriginal and Torres Strait Islander students
- providing our rural students with contemporary, high quality learning opportunities
- using technology and collaborative experiences, and partnering with our communities

Adapted from DoE Strategic Plan, p7.

### School progress towards its goals in 2018

Our target was

- to improve the reading fluency of all students by the end of the 2018.

We worked towards this through the following initiatives

- establishing a whole school approach to the teaching of fluency
- building staff understanding of this component of reading- knowing how to use direct instruction and feedback to teach decoding of unknown words, correct expression and phrasing, the return-sweep eye movement, and strategies that fluent readers use
- providing targeted professional development and coaching to develop staff capability to teach fluent reading

Learning how to read fluently remains an important component of the CAFÉ reading framework used in our school.

### Future outlook

Our target in 2019 is to

- improve the writing achievement of students in English, Science and Humanities, Arts and Social Science (HASS) by 2020.

Our initiatives will include

- developing a whole school approach to the teaching of writing, to support students across all learning areas.
- providing targeted professional development and coaching to deepen staff understanding of the Australian Curriculum: writing and how to provide targeted and scaffolded instruction to enable highly effective teaching of writing in every classroom.

- increasing staff repertoire of high impact teaching strategies (HITS) for teaching writing across learning areas or subjects.
- developing a plan for monitoring writing development, including the schedule of Early Start assessments and the Literacy Continuum; provide opportunities for professional conversations regarding student progress and strategies for intervention.

## 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	16	16	21
Girls	9	9	9
Boys	7	7	12
Indigenous			
Enrolment continuity (Feb. – Nov.)	94%	89%	100%

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 Kulpi State School live close to the school; in Kulpi, Peranga or in other nearby towns. They enjoy a rural lifestyle, though Kulpi has easy access to the township of Oakey, and the larger city of Toowoomba. Some students travel to school by bus and others utilise private transport. The diverse talents of our students are developed through their involvement in sporting clubs and interest groups in nearby towns.

#### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	16	19	22
Year 4 – Year 6			
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

The Australian Curriculum is taught to our students using the Curriculum into the Classroom program.

In addition, our curriculum also includes

- sporting competitions as part of Quinalow and District Sports Association- soccer, netball, softball, T Ball, Touch Football, swimming, athletics, and cricket
- school swimming lessons
- Cluster Challenge days to support gifted education
- a school camp
- personalised transition programs - The Year Six students participate in a number of visits to the high school of their choice, as part of a Transition Program developed in consultation with parents.
- A Pre–Prep Transition Program – Preps are invited to be a part of our school in a transition program in Term Four.
- Religious Instruction- offered on a fortnightly basis. This is a non-denominational program.

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

A variety of technologies is vital to the teaching/learning process at Kulpi State School. We believe the purposeful use of technology is integral in today's classrooms. Students use computers for a range of activities and areas of learning. As part of Mathematics they access a range of suitable websites as directed by teachers and staff, as well as using school purchased software. In English students read texts online as well as traditional paper based sources, and use a number of programs including Word, Publisher, PowerPoint and Photo Story to complete learning tasks. Staff and students use a data projector and an interactive whiteboard as part of everyday lessons. iPads are used as part of our program providing educational apps, which are very engaging.

## Social climate

### Overview

Kulpi offers a rich learning environment that focuses on meeting the learning needs of each individual. Key to meeting these needs is building in children the self- belief and self-esteem that they need to be successful learners; we build aspirations for a positive future. Our school prides itself on four expectations for everyone: be a learner, be safe, be respectful and be responsible. These expectations are explicitly modelled and taught, to provide our students with the social skills accepted in wider society.

Our behaviour expectations aim to achieve positive behaviour choices by students. When students make good behaviour choices then learning can be optimised. Every student has the right to feel safe and supported in our school environment.

### 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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
her school work* (S2006)			
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	80%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	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

Parents are encouraged to be a part of our school and valued as they involve themselves in various aspects of school business. We understand that it is challenging for parents to attend school activities, particularly with work commitments, so their attendance at school functions and class concerts is sincerely appreciated. Some parents are able to contribute to the functioning of the school through input at P and C Meetings, and we also welcome support from several community members who voluntarily hold committee positions. We welcome and encourage the highest levels of participation from students with a range of learning needs, and appreciate the input parents and families have in supporting these students.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

Everyone deserves to feel safe at home, at work and at school. We all have a role to play in eliminating domestic and family violence and making our schools and communities safer for everyone. At Kulpi State School, students are given opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision making. Over the primary years of schooling, students will participate in learning opportunities that help them build respectful relationships in their lives.

This often occurs in Health and Physical Education, where students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

In addition the explicit teaching of behaviours associated with our school values- including respect- allows students to focus on personal safety and awareness, including identifying and responding to abuse and violence and developing their knowledge and skills to be able to resolve conflict without violence. Students need to recognize, react and report when they, or others, are unsafe. These behaviours include- use kind words and actions, give others personal space, take responsibility for my behaviour choices, care for others, keep hands and feet to myself, develop social skills and listen to others when they speak.

## 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	0	0	0
Long suspensions – 11 to 20 days	0	0	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

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Kulpi makes every effort to reduce its' environmental footprint through management of water and energy use, commitment to recycling and waste management, and in developing of the biodiversity of our school environment. Our school focuses on key areas of sustainability relevant to our context. We believe it is important to demonstrate to children, and expect them to engage in, safe environmental practices. We reduce our carbon footprint by:

- \* Recycling as much waste as possible through composting and feeding scraps to the chickens
- \* Reducing our waste to landfill significantly by recycling where possible and binning appropriately
- \* Using tank water carefully in our large mulched kitchen gardens
- \* Encouraging students to see themselves as 'Power Police' to ensure electricity is used carefully

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	8,367	2,635	16,209
Water (kL)			

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.

#### 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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	3	7	0
Full-time equivalents	1	2	0

\*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		
Graduate Diploma etc.*		
Bachelor degree	3	
Diploma		
Certificate		

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$3633

The major professional development initiatives are as follows:

- Professional Learning Communities addressing the teaching of fluency- on site
- Principal's Business Meetings
- National School Improvement Tool Training
- Peer Reviewer for the School Improvement Unit
- Finance Training with Senior Finance Officer
- Literacy: The Big 6 (Deslea Konza), Magic 100 Words
- Inclusivity: using General Capabilities in ICP's
- First Aid training

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.	99%	97%	99%

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

From the end of the previous school year, 100% 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	94%	96%	98%
Attendance rate for Indigenous** students at this school		DW	

\* 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	96%	99%	98%
Year 1	91%	97%	98%
Year 2	97%	94%	96%
Year 3	93%	98%	99%
Year 4	DW	97%	98%
Year 5	93%	88%	98%
Year 6		95%	99%

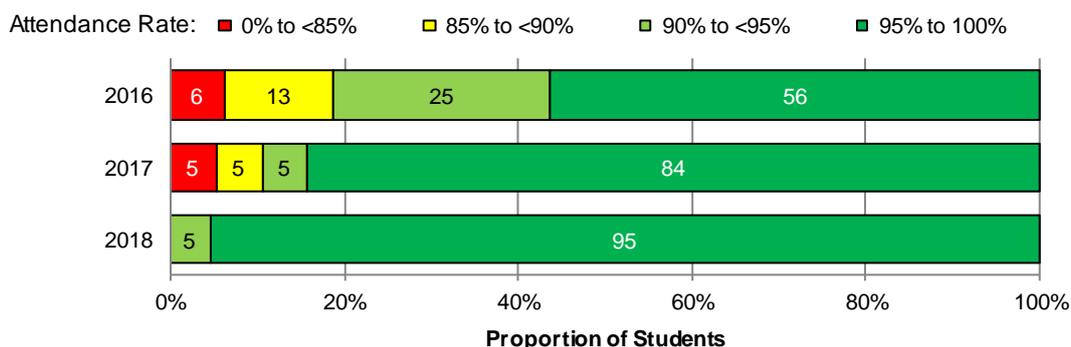
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Our school manages attendance proactively by

- providing a highly differentiated and engaging curriculum
- valuing learning- and recognising excellent attendance as integral to being a learner
- reporting on attendance percentages in the school newsletter
- calling parents promptly when students are absent without explanation

## 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.

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

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

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.