


QUEENSLAND STATE SCHOOL REPORTING - 2010

Kulpi State School (1472)

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Principal's foreword

Introduction

This report aims at covering a range of areas including the context of our school, curriculum offerings, parent and community involvement, performance measures and attendance rates. It outlines the achievements for 2010 in learning areas using data gathered from the National assessment-Literacy and Numeracy (NAPLAN) results in reading, writing, spelling, grammar, punctuation and numeracy for Years 3,5, and 7. It is essential that other testing from the class and Learning Support teachers be considered to develop a curriculum that is focused on learning in a supportive school environment.

School progress towards its goals in 2010

A teaching and Learning audit was carried out at the school and it highlighted strengths and weaknesses of the current curriculum. An action plan was developed to cover the areas needing improvement. School data was valuable to promote the need for small group work to meet the learning needs of the students. Improved communication with parents was achieved through a regular newsletter and the proposal of a road side sign that encouraged community interest in our school. Under the Federal Government's initiative, a spare room was refurbished into a Resource Centre and a Covered Outdoor Learning Area was constructed. Covered walkways were erected to join the main buildings and allow a 'Centre of Learning' to be utilised. A specific strategic plan was implemented to ensure our school had a clear vision to meet the needs of the students.

Future outlook

Our vision in our School Operational Plan is to be a 'school of choice' achieving above national Minimum Standards in 2011. This will be achieved by increasing the School and Student Performance in English and Mathematics. This will occur by good teaching of focused lessons in Reading Comprehension with a particular focus on English and Maths. Our readiness for implementing the ACARA (Australian Curriculum Assessment and Reporting Authority) curriculum is developing through professional development so that every student will improve.

Parent interviews, both formal and informal will be encouraged so that parents can track their child's improvement throughout the year. Parents will be welcomed to assist teachers to support the learning of students by being invited to take part in:

- Classroom support, negotiated with the teacher
- Reading intervention with individual students
- Cooking groups
- Attendance on sporting trips for supervision
- Attendance at class presentations when required

Our school at a glance

School Profile

Coeducational

Year levels offered: Prep to 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
12	5	7	45%

Characteristics of the student body:

The school has multi-age classes with some students coming from a low socio-economic, farming or trade background. There is a high incidence of empty housing in the town although some families are moving into the area and the students are being enrolled in the school. Due to the low number enrolment, special needs students are working on an Individual Education Program. Half of the student body has an aboriginal background.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	18	100%	100%	0%	0%
Year 4 – Year 10					
Year 11 – Year 12					
All Classes	18	100%	100%	0%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings include:

Multi age classes according to age

Use of ICTs across all key learning areas

Students have access to cooking facilities and a productive vegetable and fruit garden that do not use sprays

Participating in House, District and Regional Sporting events

End of Year Concert

Daily smart Moves Program

Sustainable actions emphasised through all learning

Extra curricula activities

School Camp to Brisbane for 4 days

Day trips

Overnight sleepover at school

Athletics,

Cross Country,

ANZAC Day Ceremony

Cooya and Oakey Show exhibits

Religious Education

How Information and Communication Technologies are used to assist learning

Computers are used across the curriculum to assist learning

Email is encouraged

Interactive whiteboard for focused teaching

Laptops to enable students to utilise Resource Centre

OLLIE UP to link Year 6 students to other schools

Our school at a glance

Social climate

Better communication was seen as a need in opinion polls. This was improved by phone calls home and a more informative newsletter. A school sign was planned to help alleviate the need for improved communication with the community

A Responsible Behaviour plan incorporated the four rules underpinning the philosophy of every child having the right to learn. These are:

- **Be respectful**
- **Be responsible**
- **Be safe**
- **Be a learner.**

Parent, student and teacher satisfaction with the school

The parents and Caregivers of Kulpi State School see the need for improvement in getting a good education at this school. Small group focussed lessons, better communication with parents by regular follow up of students needs were planned to overcome this. Adherence to the recommendations of the School auditor also helped to improve this perception. Although the students were satisfied they were getting a good education at this school, it was seen as imperative that the students communicated 'good news' stories with their parents.

Staff morale was seen as mostly satisfactory with better communication seen as a requirement.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	60%
Percentage of students satisfied that they are getting a good education at school	100%
Percentage of parents/caregivers satisfied with their child's school	83%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	86%
Percentage of staff members satisfied with morale in the school	86%

Our school at a glance

Involving parents in their child's education.

- Parents are always welcome in Kulpi State School. An open door policy was always encouraged so that parents could see what their children did at school. Recognising parents as the primary educators of their children allows us to build on that by involving them in our school day. By valuing their opinions and ideas we will work toward improving that vital link between home and school. This is further enhanced by inviting parents to provide classroom support negotiated with the teacher in:
 - Reading intervention with individual students
 - Cooking groups
 - Attendance on sporting trips for supervision
 - Attendance at class presentations when required
 - Coaching or playing sport with students

Reducing the school's environmental footprint

Water use was reduced by mulching the gardens with hay. Re-cycling was encouraged by utilising the Toowoomba Regional Councils kind donation of wheelie bins of different sizes, signs for around the school and for our re-cycling depot. The school encouraged community involvement in leaving their bottles, cans and plastic in the Re-cycling Centre which resulted in a large increase in P & C revenue for the year.

Use of extra electricity was due to the BER building and refurbishment

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterK L	GasM J
2010	\$2,722	\$2,527	\$0	\$195	\$0	\$0	\$0	12,624	0	0
2009	\$2,262	\$2,025	\$0	\$0	\$0	\$0	\$237	0	0	0
% change 2009 - 2010	20%	25%	N/A	N/A	N/A	N/A	- 100 %	N/A	N/A	N/A

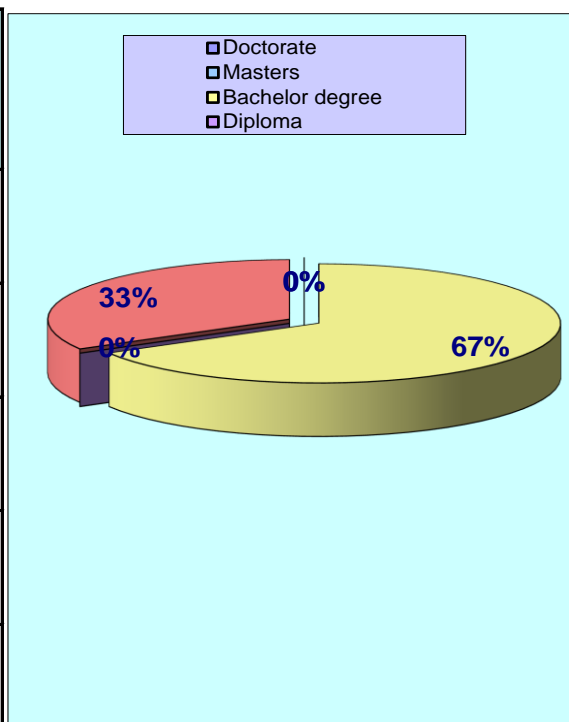
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	1	2	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	2
Diploma	0
Certificate	1



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$6 040 .

Our staff profile

The major professional development initiatives are as follows: Principal Conference, QASP Conference, ACARA familiarisation, Whole Staff PD events, One School Training, Science PD, EATSIPS, First Aide, Mathematics in the Curriculum and Libcode Training

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

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 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 98%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	97%	98%	97%	100%		99%					

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Parents of absent students are required to notify the school in the most convenient way for them. This includes phone, note, email or verbal message. The importance of regular attendance is emphasised at all times.

Performance of our students

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following ‘**Find a school**’ text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" section with two radio buttons for "Government" and "Non-government", and a yellow "SEARCH" button.

Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Our Indigenous students are included in our Closing the Gap policy of high expectations for all students. EATSIPS (Embedding Aboriginal and Torres Strait Islander Perspectives) included Aboriginal Studies and a field trip to the Bunya Mountains to increase understanding of Aboriginal Culture for all students. Senior students take part in OLIE UP.