# Kruger State School

# Queensland State School Reporting

# 2013 School Annual Report

| | |
|---|---|
| Postal address | Kruger Parade Bellbird Park 4300 |
| Phone | (07) 3814 9333 |
| Fax | (07) 3814 9300 |
| Email | the.principal@krugerss.eq.edu.au |
| Webpages | Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website. |
| Contact Person | Ms Jody Stehbens  Principal |

## Principal's foreword

### Introduction

Kruger State School has and Explicit Improvement Agenda which focuses on improving student outcomes, building capacity of our staff and engaging our community.  We have high expectations for student's success in learning, particularly in literacy and numeracy, through quality learning programs that are inclusive and differentiated to meet the needs of individual students. We pride ourselves in our respect for difference and the diverse cultural background of our community. In conjunction with parents and carers we provide a safe, nurturing and challenging environment where each child is given the opportunity to reach their full potential through our mantra of Be Safe, Be Respectful and Best Effort.

The School Annual Report is designed to provide a summary of the progress made in achieving the established goals of 2013. This report contains information about what makes Kruger State School unique, including characteristics of the student body, curriculum design and implementation, extra-curricular offerings, Information and Communication Technology (ICT) usage, our supportive school climate, parent partnerships, staff profile and qualifications and the academic performance of our students. It also outlines the student attendance rates in each Year Level  and the results of our School Opinion Survey: parents, staff and students.  Links to the MySchool Website will show student achievement in the Years 3/5/7 National Assessment Program –Literacy and Numeracy (NAPLAN) for 2013.

### School progress towards its goals in 2013

This 2013 Annual Report will demonstrate that Kruger State School has largely achieved the 2013 goals and in particular has improved student performance and community, staff and student confidence in all areas across our school.

Kruger State School has largely achieved the  2013 goals and in particular significant progress was made in:

- ✓ Implementation of KSS Pedagogical Framework and Agreements
- ✓ School, Year Level, Class targets set with timelines.
- ✓ Student goal setting, throughout the term in Reading, Number and Personal areas.
- ✓ Use of Teaching and Learning Cycle – WALT & WILF Warm Ups, I Do, We Do and You Do and Feedback.
- ✓ Differentiated focus on the Australian Curriculum in English, Maths, Science and History
- ✓ Focus on Maths P-7 including problem solving
- ✓ Building staff capacity through coaching and mentoring with a focus on pedagogy and data literacy
- ✓ Implement  strategies to track, support student attendance
- ✓ Enhancement of the schools Communication and Technology Infrastructure to include white boards in every classroom

The Teaching and Learning Audit in 2013 placed Kruger State School mostly in the High Performing area of the 8 Audit domains with some indicators in the Outstanding in 3 of the domains. Our Teaching and Learning Audit Summary and Recommendations can be found on our website.

## Future outlook

In 2014 the priorities for Kruger State School Include:

- ✓ Enhanced Implementation of the Schools Pedagogical Framework and Agreements
- ✓ Continuation of Implementation of the Australian Curriculum with Geography as an additional area
- ✓ Use of Kruger State School Class Data Profiles & One School for recording, tracking and regular analysis of student data to inform teaching and learning, with a particular focus on Reading and Number
- ✓ Targeted support and extension literacy and numeracy programs across the school with an emphasis on Prep – Year 3 students
- ✓ Individual Learning Plans for students under National Minimum Standards Prep-2
- ✓ Continuation of Coaching and Mentoring Programs
- ✓ The development of an enhanced feedback culture within the school
- ✓ The intentional teaching of vocabulary, with a particular focus on Number
- ✓ An audit of Math Programs and Pre and Post assessment
- ✓ Implementation of Kruger State School Management and Operations Framework
- ✓ Continued focus on ICT Infrastructure and staff professional development
- ✓ Development of KSS Community and Partnership Program
- ✓ Transition Program for the Year 6 & Year 7 move to High School

## School Profile

**Coeducational or single sex:**   Coeducational

**Year levels offered in 2013:**    Prep Year - Year 7

**Total student enrolments for this school:**

|      | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|----------------------------------|
| 2011 | 859   | 409   | 450  | 89%                              |
| 2012 | 985   | 482   | 503  | 87%                              |
| 2013 | 970   | 466   | 504  | 88%                              |

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

### Characteristics of the student body:

Kruger State School had 38 single age classes in 2013 with 1 composite class in Year1/2. There are slightly more boys than girls in the school. The school typically increases in enrolment during the year. We finished the 2013 school year with an enrolment of 960 students.

Kruger State School has a mix of cultures and ethnicities. There is a large Pacifica population in the student body (approx. 55%), 9% are Aboriginal and or Torres Strait Islander and an increasing number are African students (approx. 12%). Altogether we have 30 ethnic groups represented in the school.

We are a low socio economic school, with students living in an urban environment.

Our school has a Special Education Unit that supports approximately 30 students with the emphasis being on integration into main stream classes across the school

### Average Class sizes

|                            | Average Class Size | | |
|----------------------------|------|------|------|
| Phase                      | 2011 | 2012 | 2013 |
| Prep – Year 3              | 23   | 25   | 24   |
| Year 4 – Year 7 Primary    | 27   | 25   | 26   |
| Year 7 Secondary – Year 10 |      |      |      |
| Year 11 – Year 12          |      |      |      |

### School Disciplinary Absences .

|                               | Count of Incidents | | |
|-------------------------------|------|------|------|
| Disciplinary Absences         | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 100  | 105  | 76   |
| Long Suspensions - 6 to 20 days | 15   | 19   | 8    |

Queensland
Government

| Exclusions | 0 | 0 | 0 |
|---|---|---|---|
| Cancellations of Enrolment | 0 | 0 | 0 |

## Curriculum offerings

### Our distinctive curriculum offerings

In addition to the mandated Key Learning Areas of English, Maths, Science, History, The Arts, Health and Physical Education and Technology, Kruger State School has the following curriculum offerings:-

- An effective Prep program that combines active learning with a strong focus on literacy and numeracy. Our students are also taught independent and lifelong learning skills.
- A strong focus on differentiated learning – students are cross grouped according to needs and abilities in literacy and numeracy and participate in booster groups for support and extension.
- A 'Smart Start Program" at the begging of the year to ensure smooth transition to new year level teaching and learning and student management processes
- Explicit ICT lessons are part of the Years 1- 7 Curriculum.
- Delivery of consistent curriculum practices through teachers working and planning in Year Level Teams with a focus on explicit teaching, student goal setting, reflection and feedback.
- Targeted ESL programs to support our students who have English as a second language
- The language other than English taught in Years 6 and 7 is German.
- Junior and Senior computer labs which support integration of ICT's in daily curriculum.
- An excellent Physical Education Program including, golf, indigenous games and perceptual motor program.
- A large variety of Regional and District and State sporting opportunities such as Rugby League, Soccer, AFL, Netball, Softball.
- A Specialist Art Teacher teaching an excellent Visual Arts Program for students in Years 4 and 5.

### Extra curricula activities

Kruger State School has many dedicated teaching and non-teaching staff who willingly give their time to provide students with a range of extra – curricular activities, some of which are listed below.

- Student Council Leadership Team (Years 4-7).
- Student Leader Leadership Program
- Kruger State School Rugby League Development Program.
- Kruger's Got Talent Performance.
- Interschool Sporting Program.
- Lunchtime sport and activities programs.
- Lunchtime Play Club (Junior)
- Lunchtime Public Speaking Club
- Lunchtime  Beading Club
- Lunch time Music Clubs.
- African Homework Program
- Camp Program (Year 5 and Year 7).
- Instrumental Music including a Drumming Program.
- Excursions and visiting shows to complement and link with curriculum programs.

## How Information and Communication Technologies are used to assist learning

Kruger State School believes that "Smart Classrooms" use information and communications technology (ICT) to motivate and engage students and to give them the skills needed for jobs in the future.

Each classroom has access to electronic white boards or data projectors to support integration of ICT and to allow teachers to engage students in dynamic, interactive learning experiences.

Computers are an integral part of teaching and learning in every classroom. In addition to computers in every classroom, a junior computer hub is used to explicitly teach students computer skills which they then apply in daily learning activities in classrooms. A state of the art Middle School lab is also available for our students.

The types of learning experiences include:- word processing, animation, clip art, computer software programs for specific learning, Power Point, digital photography presentations, Excel and use of the Learning Place.

Ongoing Professional Development is available to staff to enhance their technology skills.

## Social climate

Kruger State School's main goal is to provide a high quality curriculum and a positive social climate that enables each student to maximise his/her achievements. Our school has a focus on students' individual development with a view to developing lifelong learners and active citizens.

Kruger State School sets high expectations of student behaviour and learning. The *Positive Behaviour Support (PBS)* involves weekly lessons which explicitly teach students consistent expectations of behaviour to be followed in all areas of the school. PBS has contributed to a positive and settled student body. The Kruger Team expectations are *Be Safe, Be Respectful and Best Effort*. We believe that all students are entitled to learn in a safe environment where respectful and caring relationships promote mutual respect. The PBS Committee Team monitors the incident data and plans responses to improve student's social development, interactions and school procedures and routines.

Students are explicitly taught and encouraged to use the "High 5" strategy when dealing with anti-social behaviour in the first instance. If the pattern of behaviour continues students are encouraged to report incidents of unsafe or continued troublesome behaviours by peers as soon as possible. The class teachers in consultation with the Deputy Principal or Principal investigate reported incidents and contact parents. Sometimes referrals to the Guidance Officer or Chaplain will result from these conversations. Regular contact with parents supports students in developing skills and confidence to manage future incidents.

There are a number of reward processes such as *GOTCHAS, Principal's Pride of Kruger Award* and many classroom *certificates,* to celebrate and acknowledge students positive behaviour.

Student Council Representatives participate in a Leadership Course and all students are encouraged to take leadership roles and contribute to the school community in a positive manner. In the Prep -Year 3 classes, two students in each class are selected daily – *Teachers of the Day* – to take simple leadership roles in their class for the day. In Years 4-7 students are selected to be part of the Student Council. The Student Council meets regularly to organise student activities, *have –a-say* on school operations and represent the school at community events.

Our Guidance Officer works with students and families on a needs basis. Lunch time Clubs for selected students supports the development of social and communication skills.

Our school Chaplain continues to have a positive impact on the school community. In 2013 the 'Chappy' implemented support programs such as lunch time social skills, Clubs and activity sessions. Our 'Chappy' is also available to support individual students and their families.

In our 2013 School Opinion Survey the following measure supports our positive social climate:

### Parents/Caregivers
- ✓ *'this is a good school'*      *91%*
- ✓ *'their child feels safe at this school'*      *97%*
- ✓ *'teachers at this school motivate their child to learn'*      *94%*
- ✓ *'this school works to support their child's learning'*      *94%*
- ✓ *'teachers at this school expect their child to do their best'*      *97%*
- ✓ *'they can talk to their child's teacher about their concerns'*      *94%*

**Students**
- ✓ 'they are getting a good education at this school'  100%
- ✓ 'they like being at their school'  97%
- ✓ 'their teachers expect them to do their best'  100%
- ✓ 'teachers treat students fairly'  97%
- ✓ 'their teachers provide them with useful feedback'  99%
- ✓ 'the school looks for ways to improve'  100%

**Staff**
- ✓ 'they enjoy working at this school'  98%
- ✓ 'student behaviour is well managed'  94%
- ✓ 'they feel safe at the school'  99%
- ✓ 'students are encouraged to do their best'  100%
- ✓ 'the school looks for ways to improve'  99%
- ✓ 'students are treated fairly'  98%

## Parent, student and staff satisfaction with the school

The 2013 School Opinion Survey : Parents, Student and Staff shows high level of confidence in our school.

Some significant increases in confidence from parents, students from 2012 to 2013:

- ✓ 'the school works with them to support their childs learning'………2012...85% - 2013…94%
- ✓ 'student behaviour is well managed at the school'     2012…84% - 2013…93%
- ✓ 'teachers treat students fairly'     2012.. 90% - 2013…97%

| Performance measure *(Nationally agreed items shown\*)* | | |
|---|---|---|
| Percentage of parents/caregivers who agree that: | 2012 | 2013 |
| their child is getting a good education at school (S2016) | 88% | 88% |
| this is a good school (S2035) | 91% | 91% |
| their child likes being at this school* (S2001) | 94% | 97% |
| their child feels safe at this school* (S2002) | 91% | 97% |
| their child's learning needs are being met at this school* (S2003) | 91% | 89% |
| their child is making good progress at this school* (S2004) | 88% | 86% |
| teachers at this school expect their child to do his or her best* (S2005) | 94% | 97% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91% | 88% |
| teachers at this school motivate their child to learn* (S2007) | 88% | 94% |
| teachers at this school treat students fairly* (S2008) | 88% | 94% |
| they can talk to their child's teachers about their concerns* (S2009) | 94% | 94% |
| this school works with them to support their child's learning* (S2010) | 85% | 94% |
| this school takes parents' opinions seriously* (S2011) | 84% | 84% |
| student behaviour is well managed at this school* (S2012) | 76% | 74% |
| this school looks for ways to improve* (S2013) | 91% | 88% |
| this school is well maintained* (S2014) | 79% | 88% |

| Performance measure *(Nationally agreed items shown\*)* | | |
|---|---|---|
| Percentage of students who agree that: | 2012 | 2013 |
| they are getting a good education at school (S2048) | 99% | 100% |
| they like being at their school* (S2036) | 97% | 97% |
| they feel safe at their school* (S2037) | 92% | 97% |
| their teachers motivate them to learn* (S2038) | 100% | 99% |
| their teachers expect them to do their best* (S2039) | 99% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 99% | 99% |
| teachers treat students fairly at their school* (S2041) | 90% | |

| | | |
|---|---|---|
| they can talk to their teachers about their concerns* (S2042) | 95% | 94% |
| their school takes students' opinions seriously* (S2043) | 92% | 95% |
| student behaviour is well managed at their school* (S2044) | 84% | 93% |
| their school looks for ways to improve* (S2045) | 96% | 100% |
| their school is well maintained* (S2046) | 92% | 96% |
| their school gives them opportunities to do interesting things* (S2047) | 94% | 97% |

| Performance measure | |
|---|---|
| Percentage of school staff who agree that: | 2013 |
| they enjoy working at their school (S2069) | 98% |
| they feel that their school is a safe place in which to work (S2070) | 99% |
| they receive useful feedback about their work at their school (S2071) | 89% |
| students are encouraged to do their best at their school (S2072) | 100% |
| students are treated fairly at their school (S2073) | 98% |
| student behaviour is well managed at their school (S2074) | 94% |
| staff are well supported at their school (S2075) | 91% |
| their school takes staff opinions seriously (S2076) | 90% |
| their school looks for ways to improve (S2077) | 99% |
| their school is well maintained (S2078) | 93% |
| their school gives them opportunities to do interesting things (S2079) | 88% |

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Parents/caregivers are encouraged to be partners in their child/children's education at Kruger State School. Parents/carers are also welcome to be active members of the P&C and to participate in school activities. Our school Tuckshop is run by the P&C and welcomes volunteers to support its daily operation.

*Throughout 2013 Kruger families have been involved in:*

- ✓ Meet and Greet Sessions.
- ✓ Captains Investiture Ceremony.
- ✓ Parent/carer interviews.
- ✓ Informal regular parent/teacher contact instigated by the parent or teacher.
- ✓ Open Classrooms
- ✓ Community Cultural Gatherings
- ✓ African Homework Program
- ✓ Regular communication by way of a School Newsletter and Class Newsletters.
- ✓ In-classroom help in Maths, art and other activities.
- ✓ Presentation Days (each class presents/shares/displays an aspect of their terms work).
- ✓ Early Phase and Middle Phase Parades.
- ✓ P-3 and 4-7 Athletics Carnivals and Cross Country.
- ✓ Cultural Meetings and Performances.
- ✓ ANZAC Day Commemoration.
- ✓ Kruger's Got Talent.
- ✓ Annual End of Year Concert.
- ✓ Annual Student Awards Day.
- ✓ Our Aboriginal and Torres Strait Islander worker provides family support, communication and access to outside agencies when necessary.
- ✓ Our school is able to provide a range of spaces for the community to meet and hold community events.

An important and enthusiastic part of our school and parent partnerships is our P&C. A team of parents continue to work with the school to ensure our students are supported in their learning and development.
- ✓ P&C meetings act as a forum for information sharing, support school development initiatives and provide feedback.
- ✓ P&C fundraising events e.g. School Discos, raffles.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2013, Kruger State School community continued to work towards reducing our environmental footprint.

The following initiatives were made by the school in 2013:

- ✓ Maintenance of control flow devices installed on taps.
- ✓ Maintenance of vandalism proof taps
- ✓ Replacement of florescent lights fitted with energy efficient tubes.
- ✓ Drought proof gardens - no watering.
- ✓ Installed some more efficient soap paper towel dispensers
- ✓ 2 water tanks installed
  Recycle cardboard bin and process in place.
- ✓ Sensor lighting in the main hall and outside security lights

| Environmental footprint indicators | |
|---|---|
| Electricity kWh | Water kL |

| | | |
|---|---|---|
| 2010-2011 | 5,229 | 3,059 |
| 2011-2012 | 191,476 | 2,368 |
| 2012-2013 | 204,868 | 2,577 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

# Our staff profile

## Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|---|---|---|---|
| Headcounts | 62 | 31 | <5 |
| Full-time equivalents | 56 | 22 | <5 |

## Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|---|---|
| Certificate | 0 |
| Diploma | 7 |
| Advanced Diploma | 0 |
| Bachelor Degree | 49 |
| Graduate Diploma etc. | 1 |
| Masters | 5 |
| Doctorate | 0 |
| **Total** | **62** |
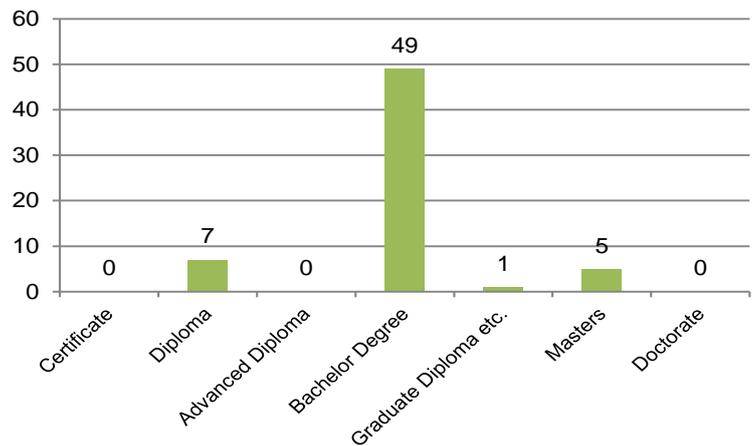
* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $ 23,138.00    .

The major professional development initiatives are as follows:

- ✓ Data Literacy and capacity building
- ✓ Coaching and Mentoring
- ✓ Reading and Reading Assessment
- ✓ Vocabulary Teaching in Mathematics
- ✓ Developing Leaders Workshop
- ✓ Disability Training
- ✓ ICT hardware and software training
- ✓ Art/Science  workshops
- ✓ Feedback on Pedagogy

Queensland
Government

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

| Average staff attendance | 2011 | 2012 | 2013 |
|---|---|---|---|
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 95% | 96% |

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at

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**

Search by school name

[          ] GO

Search by suburb, town or postcode

[          ]

Sector ☐ Government
       ☐ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school 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 given access to the school's *My School* entry web page.

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

**Queensland**
Government

## Key student outcomes

| Student attendance | 2011 | 2012 | 2013 |
|---|---|---|---|
| The overall attendance rate for the students at this school (shown as a percentage). | 90% | 91% | 89% |

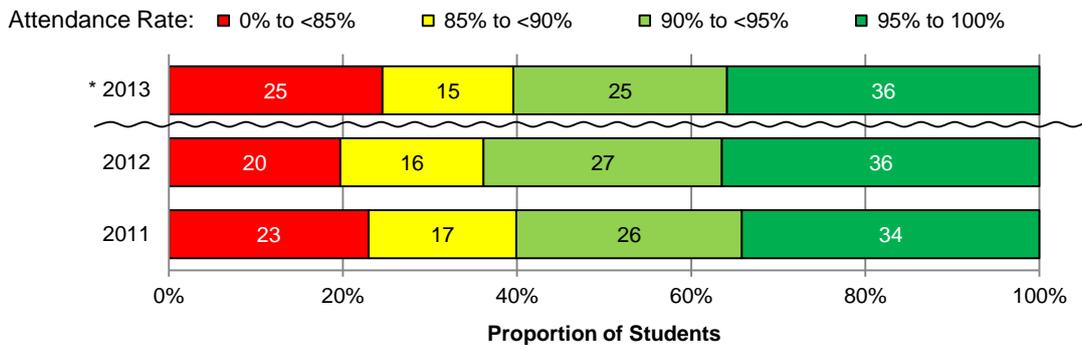The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

### Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2011 | 88% | 90% | 89% | 91% | 90% | 91% | 91% | N/A | N/A | N/A | N/A | N/A |
| 2012 | 90% | 90% | 91% | 91% | 92% | 90% | 91% | N/A | N/A | N/A | N/A | N/A |
| 2013 | 89% | 89% | 89% | 90% | 90% | 91% | 91% | N/A | N/A | N/A | N/A | N/A |

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%  ■ 85% to <90%  ■ 90% to <95%  ■ 95% to 100%

| | | |
|---|---|---|
| * 2013 | 25 | 15 | 25 | 36 |
| 2012 | 20 | 16 | 27 | 36 |
| 2011 | 23 | 17 | 26 | 34 |

0%    20%    40%    60%    80%    100%

**Proportion of Students**

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Queensland
Government

## 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.

Increasing the attendance is one of the focuses of the School Improvement Agenda. Rolls are marked each day at the beginning of the day and again after the second lunch break. Late arrivals report to the school office before going to class. Early departures are also recorded as part of the roll marking process at the school office.

Parents are required to notify the school on the school absence line or by sending a note, explaining the absence, when the student has returned to school. If a student is absent for 3 days the teacher will phone the parent and an entry is recorded on One School.

If no contact is received from the parent a letter of listed unexplained absences is sent home to parent asking for an explanation. Continued unexplained absences are followed up by a phone call from the relevant Deputy Principal. If the unexplained absences continue the first in a series of Truancy letters is sent home to parents asking them to make an appointment with the Principal to develop a strategy to maximise the student's attendance at school. The Guidance Officer and the Chaplain are also available to support families.

Each Year level has an attendance strategy to support maximum student attendance. In each classroom, teachers display Every Day Counts posters displaying the generic calculations of hours, days and minutes of schooling missed. Teachers are using the posters to have conversations with students and parents about the importance of being at school all day, every day.

## 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 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.**



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

Indigenous Students, in 2013, are spread throughout the school, with the highest numbers in Prep and Year 7. Indigenous attendance dropped from 89.8% in 2012 to 85.7% in 2013, whilst non-indigenous attendance dropped from 90.7% in 2012 to 89.8% in 2013. In Years 1 and 4, attendance was 91.1%, down to a low of 72.9% in Year 6 . One third of Indigenous students attended less than 85% of the time, in comparison to one quarter of the whole school.

The gap in the Mean Scale Score in Year 5 Reading (0), Writing and Numeracy was very small. The gap decreased in Year 7 Writing, but slightly widened in the other areas, with Writing being the challenging area throughout the school.