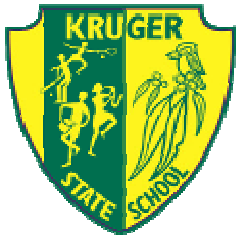


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Kruger State School (1878)

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### Principal's foreword

#### Introduction

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.

The School Annual Report is designed to provide a summary of the progress made in achieving the established goals of 2010. This report contains information about what makes Kruger State School unique, including curriculum design and implementation, extra-curricular offerings, Information and Communication Technology (ICT) usage, our supportive school climate, parent involvement, staff profile and the academic performance of our students. Results of our School Opinion Survey are also included in this report. Links to the [MySchool](#) Website will show student achievement in the Years 3/5/7 National Assessment Program – Literacy and Numeracy (NAPLAN) for 2010.

This 2010 Annual Report will demonstrate that Kruger State School has largely achieved the 2010 goals and in particular significant progress was made in:-

- refining of curriculum design, implementation and moderation processes to ensure consistency of what is being taught and assessed
- expanding our differentiated learning strategy across the school, enabling students to be grouped and taught according to their learning needs in literacy and in some year levels also for numeracy.
- expanding the focus of Information Communication Technology
- implementing our School Wide Positive Behaviour Support program which enhanced positive student behaviour with consistency of expectations and consequences, resulting in more time spent on teaching and learning rather than on managing student behaviour
- achieving greater success in the States NAPLAN testing program.

### School progress towards its goals in 2010

The main goals as stated in the 2010 Annual Operational Plan were:-

#### LITERACY AND NUMERACY

Differentiated Teaching and Learning Strategy implemented in all year levels for reading and some year levels for writing and number. (Students are grouped and explicitly taught according to their needs and abilities)

Development of Pedagogical Framework

Development Curriculum Framework

Implementation of a School Spelling Program

An explicit focus on the teaching of comprehension strategies implemented

School literacy and numeracy programs coordinated and resourced

Continued professional development for teachers and teacher aides in literacy and numeracy

Implementation of First Steps in Maths Prep –Year 3

Implementation of Jump Into Maths Prep – Year 1

#### INFORMATION AND COMMUNICATION TECHNOLOGY(ICT)

School resources revised and rationalised

Information Communication Technology

School ICT Committee driving the ICT agenda in Communication subcommittees include -Teaching and Learning, Infrastructure, Communications, Students Programs

Implementation of a new School Website

Teachers working towards their ICT Certificate and Pedagogical Licence

#### STUDENT BEHAVIOUR

School –Wide Positive Behaviour Support - launch of program success

Implementation of the 2010 School Wide Positive Behaviour Support Action Plan

Weekly lessons to explicitly teach the positive behaviour expectations

Implementation of the Fun Friends and Friends for Life social skills and resilience programs

Regularly using data on student behaviour to refine action plan

Decrease in students receiving referrals to for major behaviour incidents

### Future outlook

#### KEY SCHOOL PRIORITIES FOR 2011

Our focus for the future is to-

Build on the significant progress that our students have made in recent years. We will continue to support our teachers with **professional development**, including a **coaching and mentoring** program to ensure that they provide high quality teaching and learning programs for all students.

Implement the **National Curriculum** and develop school programs, processes and resources to support English, Mathematics and Science.

Refine and develop across the school the **Reading to Learn** process to improve student achievement in reading.

Use **First Steps in Number** strategies to inform our mathematics programs from Prep-Year 7

Create a **data driven culture** in the use of student achievement data to inform an unrelenting focus on **differentiated teaching and learning** to improve student outcomes in English, Mathematics and Science.

Enhance and further implement strategies to improve **student goal setting, reflection, self-assessment** and **feedback**.

Implement an enhanced **Information Communication Technology Program** to further up-skill students and to embed the use of ICT in everyday teaching and learning.

Implement the **School Wide Positive Behaviour Action Plan for 2011** and continue to support student behaviour.

Develop an effective governance structure to **enhance school operations** to maximise effective teaching and learning.

## Our School at a Glance

### School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
919	441	478	76%

Characteristics of the student body:-

Kruger State School had 38 single age classes in 2010 with only one composite class in Year 1/2. There are slightly more boys than girls in the school.

Kruger State School has a mix of cultures and ethnicities. There is a large Pacifica population in the student body (approx. 30%). 8% are Aboriginal and Torres Strait Islander students an increasing number are African. We are a low socio economic school, with students living in an urban environment.

Our school has a Special Education Unit that supports approximately 38 students with the emphasis being on integration into main stream classes across the school. Most of the verified students have Asperger syndrome.

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	24	89%	68%	21%	11%
Year 4 – Year 10	26	100%	89%	11%	0%
Year 11 – Year 12					
All Classes	25	95%	79%	16%	5%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	132
Long Suspensions - 6 to 20 days	20
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

Our distinctive curriculum offerings

In addition to the mandated Key Learning Areas of English, Mathematics, Science, Studies of Society and the Environment, The Arts, Health and Physical Education and Technology Kruger State School has the following distinctive curriculum offerings:

Year Levels plan and work in Teams to ensure consistency across the Year level in teaching and learning.

Students are cross grouped, at their instructional level, in all Year levels for reading and in some Year Levels for Number. This allows students to be taught at the level appropriate to their needs.

An effective Prep Year program that combines active learning with a strong focus on literacy and numeracy. Our students are taught independent and lifelong learning skills.

An Early Phase (Years 1-3) and a Middle Phase teaching approach that is consistent across the phases and focuses on the explicit individual needs of all learners.

An excellent Physical Education Program including archery, golf, indigenous games and perceptual motor program

A large variety of regional and district sporting opportunities such as Rugby League, Soccer, AFL, Netball, Softball, T-ball

A Specialist Art teacher delivering an excellent visual arts program for Years 4-6v students

A Virtual Classroom for music including recording and composing.

Extra-curricular activities:-

Our school prides itself on the extra-curricular activities available to students including:-

Student Council (representatives of students from Yr 4 – Yr 7)

Yr 5 and Year 7 Camp Program

Specialist Art teacher for Yr 4 and Yr 5 students

12 Page Cup (a recorder program for students in Yr 3-Yr 7)

The Lollipop Band

Instrumental Music including a drumming program

Sing Up – lunch time concerts

Gardening Club

Lunch Time activity program

Interschool Sporting Program

Excursion and visiting shows to compliment and link with curriculum programs.

Kruger State School has many dedicated teaching and non-teaching staff who willingly give their time to provide students with the range of extra-curricular activities listed above.

## Our School at a Glance

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.

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 Middle School lab is planned for 2011).

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.

A Virtual Classroom operates in some classrooms and in Music.

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

### Social climate

Kruger State School attracts students from the surrounding suburbs of Bellbird Park, Collingwood Park, Redbank Plains and Goodna. The community consists of a cross section of society and includes a range of socio-economic, ethnic and cultural backgrounds.

Kruger State School sets high expectations of student behaviour and learning. The *School Wide Positive Behaviour Support Program (SWPBS)* involves weekly lessons which explicitly teach students consistent expectations of behaviour to be followed in all areas of the school. SWPBS 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. Our *Fun Friends* and *Friends for Life* programs supports students to develop positive social relationships, build resilience and communicate effectively.

The school encourages students 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 and *have – a – say* on school operations.

According to School Opinion Survey results in 2010 parents' perception of Kruger State School being a safe school, the students being treated fairly, the quality of the discipline and the students are happy to go to school, all reached the State average. Similarly, our student's stated that they were happy to come to this school and were treated fairly.

Our Guidance Officer works with students and families on a needs basis. A lunch time 'playgroup' for selected student's supports the development of social and communication skills.

Our school Chaplain continues to have a positive impact on the school community. In 2010 the 'Chappy' implemented support programs such as, gardening clubs, lunch time social skills and activity sessions. Our 'Chappy' is also available to support individual students and their families.

## Our School at a Glance

### Parent, student and teacher satisfaction with the school

The majority of parents and students are satisfied that they are getting good education at Kruger State School. The staff morale is very high and while the staffs are satisfied with the professional development opportunities they are eager for additional learning.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	83%
Percentage of students satisfied that they are getting a good education at school	80%
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	73%
Percentage of staff members satisfied with morale in the school	91%

### 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 supports its daily operation.

Throughout 2010 Kruger families and have been involved in:

Meet and Greet Sessions

Parent/carer interviews

Informal regular parent/teacher contact instigated by the parent or teacher

Regular communication by way of a School Newsletter and Class Newsletters

In-classroom help in reading, 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

ANZAC Day Commemoration

Kruger's Got Talent

Annual End of Year Concert

Annual Student Awards Day

P&C fundraising events e.g. School Discos, raffles,

## Our School at a Glance

### Reducing the school's environmental footprint

The following initiatives were made by the school in 2010 to reduce its environmental footprint:

Control flow devices installed on taps

Vandalism proof taps

All florescent lights fitted with energy efficient tubes

Drought proof gardens- no watering

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$74,731	\$33,280	\$22,908	\$14,116	\$4,427	\$0	\$0	174,928	1,626	0
2009	\$64,655	\$27,811	\$0	\$0	\$3,556	\$0	\$33,288	155,059	1,553	0
% change 2009 - 2010	16%	20%	N/A	N/A	24%	N/A	-100%	13%	5%	N/A



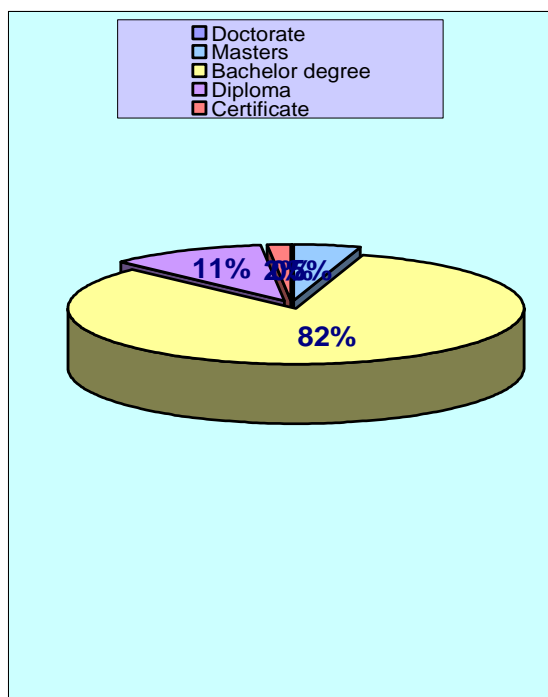
## Our Staff Profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	63	33	<5
Full-time equivalents	57	22	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	52
Diploma	7
Certificate	1



## Our Staff Profile

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

The total funds expended on teacher professional development in 2010 were \$19,541.

The major professional development initiatives are as follows:-

*English* - reading and comprehension strategies; functional grammar; 7 Steps of Writing – all staff

*Mathematics* – First Steps in Number; - all staff Jump Into Maths – selected staff

*ICT Expectations*; ICT Certificate;- all staff

*Social & Resilience Program* for Students - Fun Friends and Friends for Life – all staff

Indigenous Education training –selected

*Assessment* – Guide to making judgements – selected staff

Visual Arts Workshops –selected staff

*One School Training* –all staff

*English as a Second Language Essentials* –selected staff

*Special Needs* – Child development; Autism workshop;-selected staff

*Education Leadership Training* – selected staff

The overall 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 95% in 2010.

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

From the end of the previous school year, 95% 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 90%.

##### 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
87%	88%	89%	90%	91%	91%	91%					

##### 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.

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Schooling is compulsory in Queensland until the age of 16. Parents are required to contact the school by phone, written note or email if their child is to be absent from school for a day, part of a day or a longer period. Class rolls are marked by the teacher each day. If a student is away for 3 days, the teacher phones the parent, and an entry on the One School data base recording the reason for the absence, any follow up that is required and the expected return date. 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.

## 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.

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

According to the 2010 Closing the Gap Report the student attendance rate at Kruger State School is approximately the same as State mean with Aboriginal and Torres Strait Islander (ATSI) students only slightly below non-indigenous students.

The mean scale scores for reading indicate a slightly larger gap than the State scores, however there is a smaller gap between ATSI and non-indigenous school results than the State, in writing and numeracy.