

# Kruger State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

Kruger State School has an 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 English and Maths, 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 2014. 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.

This 2014 Annual Report will demonstrate that Kruger State School has largely achieved the 2014 goals and in particular has maintained or improved student performance and community, staff and student confidence in all areas across our school.

### School progress towards its goals in 2014

Kruger State School has made significant progress in achieving the 2014 School Improvement goals and continues to embed ongoing Improvement Agendas.

In 2014 significant progress was made in:

- ✓ Full implementation of Kruger State School Pedagogical Framework and Agreements
- ✓ Continuation of refinement of Maths and English Program to ensure alignment with the Australian Curriculum
- ✓ Continuation of explicit instruction of maths vocabulary across all year levels
- ✓ Building staff capacity through coaching and mentoring with a focus on explicit pedagogy and data literacy
- ✓ Full implementation of the use of Early Start Benchmark data for prep students
- ✓ The development of an enhanced feedback culture in the school
- ✓ Implementation of strategies to monitor and support student attendance
- ✓ Implementation of the Kruger State Student Management and Operations Framework
- ✓ Development and initial implementation of the Community and Partnership Agreement

The Discipline Audit in 2014 placed Kruger State School mostly in the outstanding category in 4 of the 5 Audit Domains. Kruger State School received the highest result of outstanding for Principal Leadership, Data Informed Decision Making, Clear and Consistent Expectations for all Students and Explicit Teaching of Appropriate Behaviour Strategies for All Students. We received a High grade for Parent and Community Engagement.

Our 2014 Discipline Audit Summary and Recommendations can be found on our school website.

### Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2015.

- ✓ P-6 Reading Review to ensure that every student is receiving targeted and differentiated teaching in reading
- ✓ Review and implementation of high yield strategies in the teaching of reading
- ✓ Review and refinement of Phonemic Awareness and explicit teaching of vocabulary
- ✓ Extension of the schools Coaching and Mentoring Program
- ✓ Implementation of Kruger Spelling Program and Grammar and Punctuation Scope and Sequence (linked with Demand Writing)
- ✓ Development of a student iPad program in Prep – Yr 2
- ✓ Engagement with the Australian Professional Standards for Teachers

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	985	482	503	87%
2013	970	466	504	88%
2014	969	482	487	89%

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

### Characteristics of the student body:

Characteristics of the student body:

Kruger State School had 39 single age classes in 2014 with 2 composite classes in Years 1/2 and Years 4/5. There are slightly more boys than girls in the school. The school typically increases in enrolment during the year. We finished the 2014 school year with an enrolment of 980 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 39 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	25	24	24
Year 4 – Year 7 Primary	25	26	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	105	76	79

Long Suspensions - 6 to 20 days	19	8	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

In addition to the mandated Key Learning Areas of English, Maths, Science, History, Geography, 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 particularly in reading – 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 beginning 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.
- ✓ iPads are used as part of student learning in Prep -2.
- ✓ Junior and Senior computer labs which support integration of ICT’s into the daily 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 EAL/D 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.
- ✓ A Rugby League Program that partners with other Schools for coaching and development.
- ✓ 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.
- ✓ Student Leader Leadership Program.
- ✓ Kruger State School Rugby League Program.
- ✓ Kruger’s Got Talent Performance.
- ✓ Interschool Sporting Program.
- ✓ Lunchtime sport and activities programs.
- ✓ Lunchtime Play Club (Junior).
- ✓ Lunchtime Beading Club.
- ✓ Lunch time Music Clubs.
- ✓ African Homework Program.
- ✓ Camp Program.
- ✓ 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 the use of information and communications technology (ICT) motivates and engages students and gives them the skills necessary 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 (Years 3-6) or iPads (Years Prep-2) are an integral part of teaching and learning at Kruger State School. In addition to computers or iPads in classrooms, 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 computer lab with 30 computers as well as a smaller lab in the library supports students learning and development of ICT skills.

Our Music Program has a strong emphasis on the use of digital technologies to promote student learning.

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 Professional Learning 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 Problem Solving strategies 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. If necessary, students are regularly monitored throughout the day by classroom and playground trackers to ensure that they are achieving their behaviour goals. 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 2014 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 2014 School Opinion Survey the following data supports our positive social climate:

- ✓ 100% of students say they "feel safe at their school"
- ✓ 100% of students say that "teachers expect them to do their best"
- ✓ 98% of students agree that they "like being at school"
- ✓ % of students who say they are "treated fairly" has increased from 88% - 95%
- ✓ 97% of parents indicate that their child "likes being at this school"

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

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	88%	88%	91%
this is a good school (S2035)	91%	91%	94%
their child likes being at this school* (S2001)	94%	97%	97%
their child feels safe at this school* (S2002)	91%	97%	91%
their child's learning needs are being met at this school* (S2003)	91%	89%	88%
their child is making good progress at this school* (S2004)	88%	86%	88%
teachers at this school expect their child to do his or her best* (S2005)	94%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	88%	87%
teachers at this school motivate their child to learn* (S2007)	88%	94%	94%
teachers at this school treat students fairly* (S2008)	88%	94%	94%
they can talk to their child's teachers about their concerns* (S2009)	94%	94%	91%
this school works with them to support their child's learning* (S2010)	85%	94%	91%
this school takes parents' opinions seriously* (S2011)	84%	84%	84%
student behaviour is well managed at this school* (S2012)	76%	74%	90%
this school looks for ways to improve* (S2013)	91%	88%	90%
this school is well maintained* (S2014)	79%	88%	87%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	99%	100%	99%
they like being at their school* (S2036)	97%	97%	98%
they feel safe at their school* (S2037)	92%	97%	100%
their teachers motivate them to learn* (S2038)	100%	99%	97%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	99%
teachers treat students fairly at their school* (S2041)	90%	97%	94%
they can talk to their teachers about their concerns* (S2042)	95%	94%	93%
their school takes students' opinions seriously* (S2043)	92%	95%	94%
student behaviour is well managed at their school* (S2044)	84%	93%	94%
their school looks for ways to improve* (S2045)	96%	100%	97%
their school is well maintained* (S2046)	92%	96%	97%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	97%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	95%
they feel that their school is a safe place in which to work (S2070)		99%	92%
they receive useful feedback about their work at their school (S2071)		89%	85%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		98%	100%
student behaviour is well managed at their school (S2074)		94%	100%
staff are well supported at their school (S2075)		91%	87%
their school takes staff opinions seriously (S2076)		90%	92%
their school looks for ways to improve (S2077)		99%	100%
their school is well maintained (S2078)		93%	92%
their school gives them opportunities to do interesting things (S2079)		88%	82%

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

# 'Agree' represents the 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 2014 Kruger families have been involved in:*

Meet and Greet Sessions.  
 Leaders 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 School Newsletters and Class Newsletters.  
 Whole School, Early Years 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 staff provide 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 include School Discos and 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 2014, Kruger State School community continued to work towards reducing our environmental footprint by continuing or introducing the following measures:

Maintenance of control flow devices installed on taps.  
 Maintenance of vandalism proof taps.  
 Drought proof gardens - limited watering.  
 Installation of additional efficient soap and paper towel dispensers  
 2 water tanks installed  
 Recycle cardboard bin and process in place.  
 Sensor lighting in the main hall and outside security lights

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	191,476	2,368
2012-2013	204,868	2,577
2013-2014	216,556	2,475

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

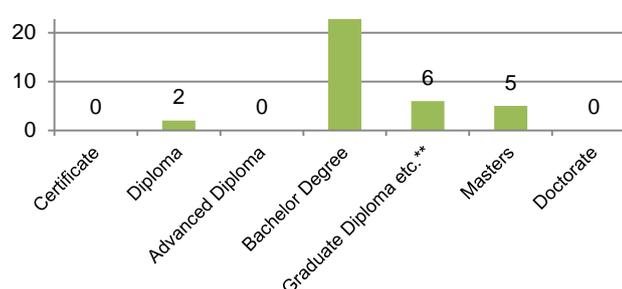
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	64	35	<5
Full-time equivalents	57	24	<5

### Qualification of all teachers

Bachelor Degree	51
Graduate Diploma etc.**	6
Masters	5
Doctorate	0
<b>Total</b>	<b>64</b>



\*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 2014 were \$ 19,941

The major professional development initiatives are as follows:

- ✓ Explicit teaching and learning cycle
- ✓ Data literacy and the relationship to planning with a emphases and reading analysis
- ✓ Explicit teaching of Maths vocabulary
- ✓ Introduction of iPads into the classroom
- ✓ Processes and routines to support student management and engagement
- ✓ Introduction of the Professional Standards for Teachers
- ✓ Introduction of coaching and mentoring program

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

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

From the end of the previous school year, 90% of staff were retained by the school for the entire 2014 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	89%	91%

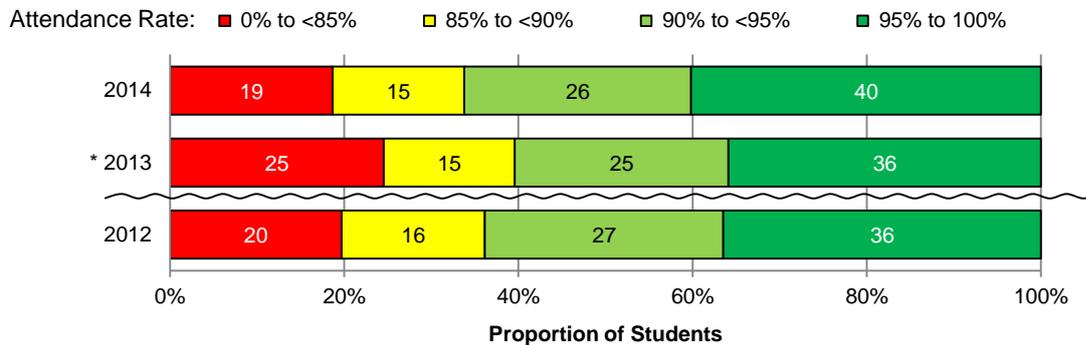
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	90%	90%	91%	91%	92%	90%	91%					
2013	89%	89%	89%	90%	90%	91%	91%					
2014	89%	90%	91%	92%	92%	92%	92%					

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 call 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.

**Find a school**

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### Achievement – Closing the Gap

.Closing the Gap 2013 – 2014

Across the school, there is double the number of students who achieved A & B over the year. The number of Indigenous students achieving a C remained stable whilst the Number of students in D halved and E fell by 11%.

In NAPLAN Reading, there was significant improvement in Closing the Gap: Year 3 changing from a gap of 42 points in 2013 to exceeding the rest of the population by 35 points; Year 5 from being on par to exceeding by 11 points; and Year 7 having a drop from 22 points behind to 14 points behind.

In NAPLAN Numeracy, there was significant improvement in Year 3, changing from 38 points behind to 8 points in front; and in Year 7, dropping from 24 points behind to only 13 points behind. The Year 5 gap widened from 14 to 32 points behind.

100% of the indigenous population were above the National Minimum Standard in Year 5 and 7 Reading and Year 7 Maths, with 88.9 percent above in Year 3 Numeracy and Reading.

Indigenous attendance has improved from 85.7% in 2013 to 90.4% in 2014.