Snapshot report

Under the Investing for Success Agreement for 2016

Kruger State School received $746,765

Our full 2016 agreement can be found at: <Investing in success 2016>

Our school initiatives are showing substantial progress toward our targets

After reviewing our 2016 Investing for Success agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds.

Initiatives implemented include:

- Coaching and Professional Development to implement the Systematic Curriculum agenda with a focus on collaborative planning, Explicit Instruction, Active Participation and Feedback in Reading, Mathematics and English
  - 100% of class teachers and specialists participated in a coaching program this year as part of the implementation of the school’s Systematic Curriculum agenda through collaborative planning
  - 100% of class teachers and specialists participated in PD run by Professional Learning Team – Pedagogy focusing on Explicit Instruction, Active Participation and Feedback

- Embed the school's Reading Process with a focus on Explicit Instruction, Guided Reading and High Impact Strategies
  - 100% of class teachers (differentiated according to needs) participated in a coaching program this year focusing on embedding the outcomes of 2015 Reading Review and in implementing evidence-based, high quality teaching and learning practices in Reading
  - Consistency of pedagogy across the school
  - School-wide consistent approach to the teaching of Reading
  - Reading Resources (student and teacher) were reviewed, edited, purchased to enhance the school’s Reading programs
  - 8% increase in number of students C and above in Reading over last 2 years

- Focused and differentiated teaching for EAL/D and SEU students to achieve relevant year-level achievement standards and benchmarks
  - Focused EAL/D process of support at 3 levels (New Arrivals/BEGINNERS, POST BEGINNERS & MAINSTREAM Differentiated Classroom) across the school - Results show that between 83% (MIDDLE PHASE) and 90% (EARLY YEARS) of students maintained or increased their Bandscale level in Reading
  - Focused Intervention (U2Bs & below NMS), Screeners and Booster Groups for Phonological /Phonemic Awareness, Reading and/or Numeracy
  - Focused SEU support for Yrs 1-3 and Yrs 3-6 ICP & ILP groups in Reading, Literacy and Numeracy
  - Closing the Gap - 7.5% decrease in English and 2% decrease in Mathematics

- Embed the school's attendance policy and associated processes including regular monitoring and follow up
  - Review and update of attendance policy and developed a flowchart of tracking procedures
  - Embedded the Attendance Tracking and Awards systems across the school
  - Use of digital technologies tools to support Attendance processes, including SMS Live, school digital sign and school Facebook page
  - Whole school attendance has increased by 1.2% over the last 2 years

Jody Stehbens (Principal)