

# Kruger State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

We acknowledge the shared lands of the Yuggera nation and the Jagera people of the Ugarapul language region.

### About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	771
Indigenous enrolments	7%
Students with disability	26%
Index of Community Socio-Educational Advantage (ICSEA) value	946

### About the review

 <p>3 reviewers from 25 to 28 March 2024</p>	 <p>229 participants</p>	 <p>71 school staff</p>
 <p>90 students</p>	 <p>51 parents and carers</p>	 <p>17 community members and stakeholders</p>

### Key improvement strategies

<p><b>Domain 1: Driving an explicit improvement agenda</b></p> <p>Create clear instructional, strategic and operational roles and responsibilities for leaders to provide clarity and understanding of accountabilities for driving the improvement agenda.</p>
<p><b>Domain 8: Implementing effective pedagogical practices</b></p> <p>Develop a common language and shared understanding of effective pedagogies to support staff to employ pedagogies that are responsive to the diverse learning needs of students.</p>
<p><b>Domain 5: Building an expert teaching team</b></p> <p>Collaboratively develop a capability plan, including an observations and feedback approach to build the capability of teachers in prioritised support practices.</p>
<p><b>Domain 7: Differentiating teaching and learning</b></p> <p>Enact strategic leadership of the student services team to lead capability development, alignment to priorities, and line management for all staff working with diverse learners.</p>

### Key affirmations



**Students, staff, and families describe a strong sense of belonging to the school community.**

Staff and leaders articulate strong relationships exist throughout the school, and they recognise a need to invest in these relationships for success. A culture of unconditional regard for students is apparent and staff convey pride in what they achieve for the students. Diversity is welcomed and acknowledged through events such as Harmony Day. Students comment that their individual characteristics and backgrounds are valued.



**Opportunities to foster collegiality and collaboration are purposeful and supported.**

The leadership team expresses their commitment to building a professional learning community that embraces collaboration and teamwork. Teachers indicate they value the Curriculum, Students, Teaching and Next Steps (CSTN) process which provides weekly release time to build teachers' capability in curriculum knowledge, assessment, moderation, and identifying common misconceptions and the next steps in the teaching and learning process. They comment that CSTN meetings provide opportunities for professional discussions focused on data and improving student engagement, wellbeing and academic performance.



**Research-informed practices are used to build a culture that promotes learning.**

Staff display the moral imperative of 'whatever it takes'. All staff strive to implement clear, school-wide strategies to establish and maintain an environment that supports and encourages learning. Staff identify Positive Behaviour for Learning (PBL) as the key driver for an orderly learning environment. Clear routines and expectations are scaffolded by initiatives such as Launch into Learning. PBL signage is displayed in classrooms and other locations throughout the school. PBL is supported through a number of initiatives which aim to increase student engagement and connection. These include Trauma Informed Practices (TIPS), Berry Street Education Model (BSEM) and Teach Like a Champion (TLAC). Teachers are enacting these techniques, with all classrooms having 'Ready to Learn' plans for students and peace places within the classroom.



**A culture of community and partnership supports students and their families.**

The leadership team identifies a significant number of partnerships and networks have been established to provide practical support to enhance student learning, engagement, wellbeing and opportunity. The school maintains a positive reputation within the community. Parents speak positively of the school and the efforts of staff to support them in becoming integral members of the school community. A Community Hub operates in the school and is highly valued by parents. It offers a range of support, including organisation of the weekly playgroup, and it provides a place for parents to meet.