Kruger State School
Queensland State School Reporting
2015 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 Reading , 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 2015. 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 and Year 5 National Assessment Program –Literacy and Numeracy (NAPLAN) for 2015.

School progress towards its goals in 2015

Kruger State School has made significant progress in achieving the 2015 School Improvement goals and continues to embed ongoing Improvement Agendas.
In 2015 significant progress was made in:

✓   Development and implementation of a high quality reading program- a P-6 Reading Review was conducted to ensure that every student is receiving targeted and differentiated teaching in reading. A review and implementation of high yield strategies in the teaching of reading was also undertaken.

✓   Development and implementation of high yield strategies to support increased student performance in English and Reading

✓   Review and refinement of phonemic awareness and explicit teaching of vocabulary programs

✓   Extensive Coaching and Mentoring Program to support teachers to deliver quality and target programs for all students

✓   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 to target teachers professional learning

- ✓ Continuation of refinement of Maths and English Programs to ensure alignment with the Australian Curriculum
- ✓ Continuation of explicit instruction of maths vocabulary across all year levels
- ✓ Full implementation of the use of Early Start Benchmark assessment data for Prep, Year 1 and Year 2 students
- ✓ The development of an enhanced feedback culture in the school for students and staff
- ✓ Implementation of strategies to monitor and support student attendance
- ✓ Development and initial implementation of the Community and Partnership Agreement

Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2016.

- ✓ Embed Reading structures P-6, including high yield strategies and regular data analysis which informs ongoing student goals.
- ✓ Implementation of the systematic curriculum in English, Mathematics and Reading, through a collaborative planning process including data analysis and calibrated moderation.
- ✓ Development of Parent/Community and Student Engagement Agendas
- ✓ Differentiated instruction for students with significant identified needs

The following Improvement areas are ongoing and enable the key areas to be achieved

- ✓ Continued implementation of Every Day Counts at Kruger State School strategy to increase student attendance.
- ✓ Building staff capacity through extensive coaching and mentoring and the development of a feedback culture.
- ✓ Use of Class Data Profiles and One School to record, track and regularly analyse student data to inform teaching and learning and student performance conversations.
- ✓ Continued engagement with the Australian Professional Standards for Teachers process
- ✓ Student goal setting in Reading, Number and Personal areas.
- ✓ Refinement of the Teaching and Learning Cycle – WALT & WILF Warm Ups, I Do, We Do, You Do It Together and You Do and Feedback,
- ✓ Implementation of Anita Archer Active Participation strategies
- ✓ Use of the Robust Vocabulary process to explicitly teach vocabulary (Prep – Year 2)
- ✓ The explicit teaching of Synthetic Phonics

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	970	466	504	70	88%
2014	969	482	487	79	89%
2015	939	458	481	61	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

Kruger State School established in 1978. It is a school of approximately 950 enrolments, with 39 classroom teachers. Our indigenous population is declining and sits at approximately 53 students. The community is culturally and economically diverse with families living in an urban environment. Its ICSEA value is 930 (16th percentile in nation) with 58% of Kruger families falling in the bottom quartile of the socio economic status. The school is characterised by a growing multicultural student population. 55% of students speak another language at home (LBOTE) with close to 40% of these EAL/D identified students. There is a large Pacifica population in the student body (approx. 55%) with an increasing number of African students (approx 12%)   Altogether we have 39 ethnic groups represented in the school.

Our school has a Special Education Unit that supports approximately 26 students with the emphasis being on integration into main stream classes across the school in 2015.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	24	24
Year 4 – Year 7 Primary	26	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	76	79	93
Long Suspensions - 6 to 20 days	8	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our basic belief is that - Every student can achieve high standards given the right time and right support.

The Kruger Curriculum is intentionally planned using the Australian Curriculum, the QCAR Essentials and the EYCG and is linked to attainable and worthwhile learning goals, feedback and the development of our learners. It is planned and enacted to meet the diverse needs of our students and is student centred through the lens of data inquiry. Collaborative planning develops shared understandings. The curriculum is systematically developed and organised, linked to other curriculum areas and applied in real-world settings. Research and inquiry into professional practice builds deep knowledge thorough understanding of learning areas.

Assessment at Kruger is integral to the teaching and learning cycle. It is fore-fronted in collaborative planning of units to guide focusses and differentiate instruction. At Kruger, we use a range and balance of assessments: summative (Assessment Of); diagnostic (Assessment For); and Monitoring (Assessment As). The purpose and expectations of each assessment are clearly stated and allow students to demonstrate what they know and can do.

We believe that feedback underpins all teaching, learning and assessment processes. It should be timely, ongoing, instructive and purposeful, progressing towards self-regulation and self-assessment. It is focussed on the quality of student performance. Our Feedback system of Feed Up (Where am I going?), Feedback (How and I going?), Feed Forward (Where to next?) guides and improves teacher practices and student outcomes through partnerships: peers, teacher to student and student to teacher. We welcome feedback from the community.

 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 reading, phonemic awareness and development of vocabulary and oral language skills.   Our students are also taught independent and lifelong learning skills.

✓   A strong focus on differentiated learning particularly in reading –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.

✓   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 5 and 6 is German.

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.
✓ Camp Program.
✓ Instrumental Music including
✓ Excursions and visiting shows to complement and link with curriculum programs

How Information and Communication Technologies are used to improve 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 students' 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 4-6 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 2015 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 2015 School Opinion Survey the following data supports our very positive social climate:

- ✓ 97% of students say they "feel safe at their school"
- ✓ 100% of students say that "teachers expect them to do their best"
- ✓ 99% of students agree that they "like being at school"
- ✓ 97% of students say they are "treated fairly"
- ✓ 99% of students say that 'behaviour is well managed at the school'
- ✓ 99% of students say that they "can talk to teachers about their concerns'

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	88%	91%	90%
this is a good school (S2035)	91%	94%	93%
their child likes being at this school (S2001)	97%	97%	97%
their child feels safe at this school (S2002)	97%	91%	97%
their child's learning needs are being met at this school (S2003)	89%	88%	90%
their child is making good progress at this school (S2004)	86%	88%	90%
teachers at this school expect their child to do his or her best (S2005)	97%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	87%	90%
teachers at this school motivate their child to learn (S2007)	94%	94%	90%
teachers at this school treat students fairly (S2008)	94%	94%	93%
they can talk to their child's teachers about their concerns (S2009)	94%	91%	93%
this school works with them to support their child's learning (S2010)	94%	91%	90%
this school takes parents' opinions seriously (S2011)	84%	84%	86%
student behaviour is well managed at this school (S2012)	74%	90%	93%
this school looks for ways to improve (S2013)	88%	90%	90%
this school is well maintained (S2014)	88%	87%	79%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	99%	100%
they like being at their school (S2036)	97%	98%	99%
they feel safe at their school (S2037)	97%	100%	97%
their teachers motivate them to learn (S2038)	99%	97%	100%
their teachers expect them to do their best (S2039)	100%	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)	97%	94%	97%
they can talk to their teachers about their concerns (S2042)	94%	93%	99%
their school takes students' opinions seriously (S2043)	95%	94%	99%
student behaviour is well managed at their school (S2044)	93%	94%	99%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
their school looks for ways to improve (S2045)	100%	97%	100%
their school is well maintained (S2046)	96%	97%	99%
their school gives them opportunities to do interesting things (S2047)	97%	97%	100%

Performance measure			
Percentage of school staff who agree[#] that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	95%	97%
they feel that their school is a safe place in which to work (S2070)	99%	92%	98%
they receive useful feedback about their work at their school (S2071)	89%	85%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	92%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	98%
student behaviour is well managed at their school (S2074)	94%	100%	100%
staff are well supported at their school (S2075)	91%	87%	95%
their school takes staff opinions seriously (S2076)	90%	92%	89%
their school looks for ways to improve (S2077)	99%	100%	100%
their school is well maintained (S2078)	93%	92%	83%
their school gives them opportunities to do interesting things (S2079)	88%	82%	85%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 2015 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
- ✓ Regular communication by way of School Newsletters and Class Newsletters.
- ✓ Whole School, Early Years and Middle Phase Parades.
- ✓ P-2 and 3-6 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.

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P&C fundraising events include School Discos and raffles.

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Reducing the school's environmental footprint

- ✓ During 2015, 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.
- ✓ Maintenance of additional efficient soap and paper towel dispensers
- ✓ Use of tanks for toilet flush
- ✓ 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
2012-2013	204,868	2,577
2013-2014	216,556	2,475
2014-2015	205,947	2,320

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	62	35	<5
Full-time equivalents	59	25	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	55
Graduate Diploma etc.**	0
Masters	3
Doctorate	0
Total	**62**
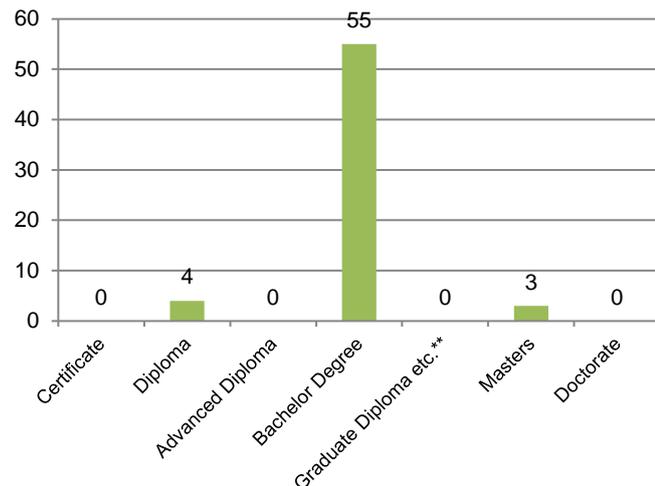
*Teaching staff includes School Leaders

**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 2015 were $**23,573.00.**

The major professional development initiatives are as follows:

- ✓ Introduction of an exytensive coaching and mentoring program (5 coaches to support teachers)
- ✓ PD to support an extensive reading review and development of targeted programs
- ✓ PD to support reading assessment and data collection
- ✓ Data literacy and the relationship to planning with a emphases and reading analysis
- ✓ Explicit teaching of vocabulary across the school
- ✓ Introduction of IPads into the classroom
- ✓ Processes and routines to support student management and engagement
- ✓ Implementation of the Australian Professional Standards for Teachers and PD sessions to support teachers to achieve goals

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	90%	87%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

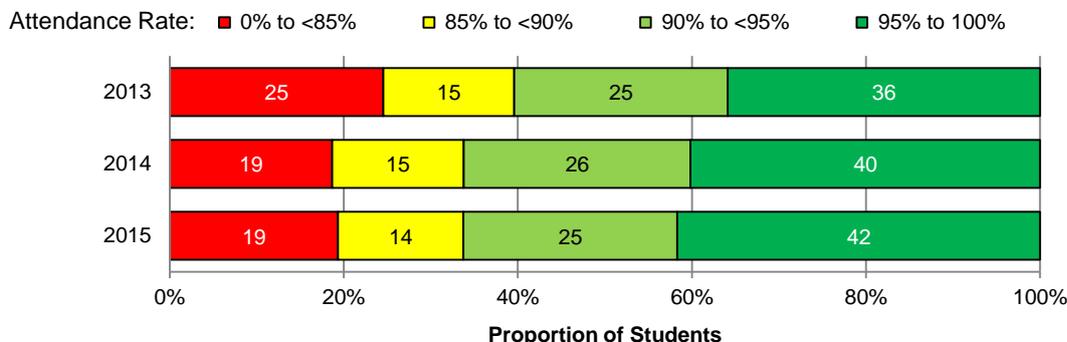The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	89%	89%	89%	90%	90%	91%	91%					
2014	90%	89%	90%	91%	92%	92%	92%	92%					
2015	91%	90%	91%	91%	92%	93%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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Student attendance distribution

The proportions of students by attendance range.

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	25	15	25	36
2014	19	15	26	40
2015	19	14	25	42

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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. An Awsome Attendance strategy has been introduced where the class with the highest attendance in each year level is classes awarded with an Awsome Attendacne tropgy and certificate each week. At the end of the term the class with the highest attendece in each year level and across the school receives a special award from the Principal

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

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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