

Kruger State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Kruger State School** from **9 to 11 March 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Laurelle Allen	Internal reviewer
Stephen Josey	Peer reviewer
Paul Herschell	External reviewer



1.2 School context

Location:	Kruger Parade, Bellbird Park	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	952	
Indigenous enrolment percentage:	6.1 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	21.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	928	
Year principal appointed:	2020 – acting	
Significant partner schools:	Redbank Plains State High School, Bellbird Park State Secondary College	
Significant community partnerships:	Woolworths Redbank Plains, Hoop2Hoop, Young Men's Christian Association (YMCA), Best Doors	
Significant school programs:	Crocs – school sporting excellence program for rugby league, basketball and netball	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, four Heads of Teaching and Learning (HoTL), guidance officer, Speech Language Pathologist (SLP), two Inclusion Teachers (IT), two Differentiation Support Teachers (DST), 43 teachers, 21 teacher aides, Business Manager (BM), two administration officers, two schools officers, four cleaners, 32 parents, 39 students and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Two Camp Australia coordinators, assistant store manager Woolworths Redbank Plains, and general manager of Triple Play Sports Wear.

Partner schools and other educational providers:

- Year 7 transitions coordinator Redbank Plains State High School and principal of Bellbird Park State Secondary College.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School Memos
Investing for Success 2019	Strategic Plan 2017-2020
Headline Indicators (October 2019 release)	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Teaching and Learning Handbook	Curriculum planning documents
Reading Framework,	Maker Model of Differentiation Checklist
School Opinion Survey	Professional development plans
School Assessment Plan	School newsletters and website
Differentiation (surfboard) Record document	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Inclusive Services Daily Case Load Snap Shot
Report card and NAPLAN update Semester 1 2019	



2. Executive summary

2.1 Key findings

School staff members are committed to their students and the school.

School staff celebrate their students and cite their love of learning, kindness towards staff members and others, their multicultural backgrounds and their love of music and dance as the rewarding part of their work. Staff are focused on building quality relationships with students, parents and the wider school community. Staff members strive to support student wellbeing by working within their year level teams and when possible partnering with parents. Staff express a willingness to enhance the quality of teaching and learning to support school-wide improvement.

Students describe their school as inclusive whereby their different cultures are accepted and celebrated.

Harmony Day is a highlight of the school calendar and students look forward to the free dress day, traditional foods and celebrating through traditional and cultural dances and music. 307 students are identified as having English as an Additional Language or Dialect (EAL/D) and there are 37 different languages spoken in the school community.

Staff members are supportive of the Explicit Improvement Agenda (EIA) and express the belief that school culture, reading and behaviour are the right priorities for the school.

Staff express constant change of school direction and expectations has been an obstacle for school-wide improvement in the past. Many staff members articulate the need for a collaborative approach, identifying clear and consistent communication of school expectations and the establishment of realistic timelines as essential for the implementation and embedding of the agreed agendas. Members of the leadership team identify the precise strategies and actions that will underpin the EIA are in the development stage.

School behaviour management and engagement strategies include a blend of Positive Behaviour for Learning (PBL) and elements of the Berry Street¹ Educational Model practices.

Student behaviour is acknowledged by staff members as a major area of concern across the school. Significant school resources are invested in supporting classroom teachers to manage the diverse and complex range of students within their classes. Staff and students express the viewpoint that a clear and consistent understanding of what high expectations for attendance and student engagement look like at the school is yet to be developed and consistently reinforced. There is a desire by all team members to move practices to a proactive rather than reactive model.

¹ Berry Street Childhood Institute. (2018). Berry Street Educational Model. Retrieved from <https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model>



School staff understand the importance of building and maintaining positive and caring relationships amongst staff members and between students and their families.

There is a high priority placed on student wellbeing and supporting the individual student. Students express that their teachers care about them and are supporting them to become successful learners. Staff members identify low staff morale and sense of wellbeing as an obstacle for school improvement. During the review many staff indicate a genuine desire to move forward and build a school culture whereby student and staff wellbeing are high priorities and processes to address the collective and individual needs of community members are established.

Teachers voice commitment to individual student achievement and express a desire to enhance their capability to differentiate for all students within their day-to-day teaching.

Some teaching staff discuss intuitive adjustments made to the teaching environment, content, expectations and delivery to maximise students' access to the curriculum. Teachers identify that differentiation planning meetings occur separately to curriculum planning and are an opportunity to discuss strategies to meet the diverse needs of students. Teaching staff members acknowledge that these discussions focus on lower achieving students and those with challenging behaviours. Consistent planning to extend all students including high achieving students is yet to be a focus.

The leadership team and the school staff are committed to the improvement of professional practice.

Staff indicate that they would like to improve their practice through access to Professional Development (PD), Watching Others Work (WOW) and coaching cycles. Some teachers articulate they have begun informal collegial discussions and mentoring opportunities within their year level sectors in the area of reading. Leadership team members acknowledge the need to build a collaboratively developed school collegial engagement process that differentiates to support the needs of individual staff members and promotes high levels of trust. A targeted professional learning plan that outlines effective PD and training for staff in the key areas of the EIA is yet to be developed.

The school has identified reading as a key element of its EIA.

The school is in the process of embedding a consistent approach to the teaching of reading through the implementation of the modelled and shared reading initiative. This supports the already established guided reading program that utilises ability-based reading groups within year levels. Strategies utilised are based on the Big Six of reading and the Question-Answer Relationship (QAR) pedagogical approaches to guide teaching and learning. Teachers and teacher aides indicate they are optimistic that the school's consistent approach to reading will result in improved literacy learning outcomes over time.



The Kruger Crocs sports program is a well-established signature program in the school.

This program is valued by students, staff, families and the local community. Some staff indicate a strong desire to work with other staff, to reignite and expand this program and make connections with other schools through gala days and other competitions. The Kruger Crocs program was designed to reinforce positive behaviour and healthy lifestyles through sport and team participation. The intent of the program promotes student ownership of their behaviour.



2.2 Key improvement strategies

Develop clear and precise strategies and actions including the setting of timelines and targets for student improvement to support the implementation of the school EIA.

Collaboratively develop a clear and shared understanding of what high expectations for student engagement look like at the school and consistent agreed-upon consequences for appropriate and inappropriate behaviour.

Develop strategies to build a school culture in which student and staff wellbeing are high priorities and processes to address the collective and individual needs of students, staff and community members are established.

Build staff capability to plan and implement a differentiated curriculum that provides all students with the opportunity to learn with their same-age peers.

Develop a targeted professional learning plan that provides opportunity for staff to increase their capabilities to effectively contribute to implementation of the EIA.