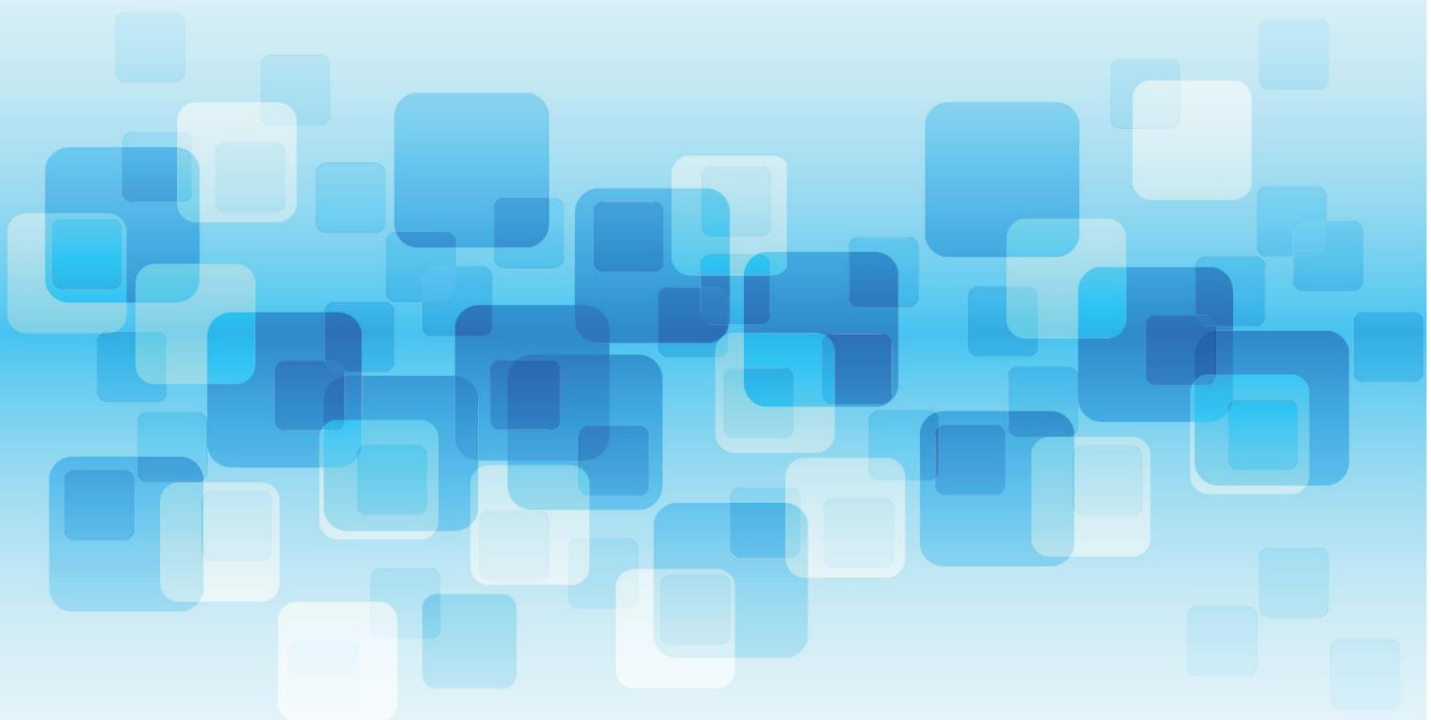




# School Improvement Unit Report

## Kruger State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Kruger State School from 4 March to 8 March 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	Kruger Parade, Bellbird Park
<b>Education region:</b>	Metropolitan
<b>The school opened in:</b>	1978
<b>Year levels:</b>	Prep – Year 6
<b>Current school enrolment:</b>	987
<b>Indigenous enrolments:</b>	5 per cent
<b>Students with disability enrolments:</b>	2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	930
<b>Year principal appointed:</b>	2012
<b>Number of teachers:</b>	58 (full-time equivalent)
<b>Nearby schools:</b>	Goodna, Redbank Plains, Woodlinks, Collingwood Park State Schools
<b>Significant community partnerships:</b>	Jets Rugby League, Keebra Park State School.
<b>Unique school programs:</b>	Rugby League Development Program, Smart Program (student induction), Coaching Program, EALD tiered support (2016: Chappy Storytime-pre-prep Parents and Students learn together)



### 1.3 Review methodology

The review was conducted by a team of 2 reviewers for 1 day and 4 reviewers for 2 days.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and three deputy principals
  - Master teacher
  - Head of Curriculum (HOC)
  - Head of Special Education Services (HOSES),
  - 40 Classroom teachers, Teacher/Librarian, School Community and Learning Engagement teachers, Guidance Officer and Chaplain
  - Business Services Manager (BSM) and four administration assistants
  - 20 student leaders and 80 students
  - Three Parents and Citizens Association (P&C) representatives, 20 parents and two tuckshop convenors
  - Ipswich Local Councillor, principal and coordinator of local high school and Kruger Community Kindergarten director

### 1.4 Review team

John Enright	Internal reviewer, SIU (review chair)
Bert Barbe	Internal reviewer, SIU
Ian Rathmell	Internal reviewer, SIU
David Curran	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school has a narrow and deep improvement agenda.

The school leadership team has developed and is driving a clear and detailed local school improvement agenda based on the two pillars of embedding reading structures and implementation of the systematic curriculum in English, mathematics and reading. Research-based high yield strategies and regular data analysis inform ongoing student goals and a collaborative planning process including data analysis and calibrated moderation.

- There is a strong commitment to using data to inform decision-making and pedagogy.

The data collected is aligned to the schools improvement agenda focusing on reading and delivery of an appropriate and effective curriculum through student engagement. Data analysis occurs at a whole school, year level and individual basis.

- The school maintains a strong focus on managing behaviour to optimise student learning.

The school has a Responsible Behaviour Plan for Students (RBPS) that utilises Positive Behaviour Support (PBS) as the main platform to support the explicit teaching of school expectations. There is evidence in classrooms and around the school of a consistent approach that reinforces how students should behave and interact with others.

- School leaders have introduced programs and strategies to identify and address the needs of students in the school, sourcing and applying available resources to meet these needs.

School facilities are well maintained and create a positive learning environment. Physical spaces are used effectively to maximise student learning. Programs to meet individual learning needs of all students but particularly those in priority groups such as students with learning difficulties, indigenous students, English as an Additional Language or Dialect (EALD) students and those in the Upper Two Bands (U2B) are prioritised in the school budget. Processes to quality assure effective use of these resources are yet to be developed.

- School leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

There is a consistent coaching model utilised across all year levels with five coaches specifically tasked to support the pedagogy of teachers and actively work in classrooms. They provide observations of staff and provide feedback using a consistent format that targets the Explicit Instruction (EI) model adapted for this school.



- School leaders have identified collaborative planning for systematic curriculum delivery as a priority area of the school's Explicit Improvement Agenda (EIA).

School leaders and coaches collaboratively develop curriculum units and work with year level teams to undertake comprehensive collaborative planning in reading, English and mathematics. This process has established a consistent approach to teaching and learning.

- The school leadership team expects all teachers to be committed to the continuous improvement of their own teaching and subsequent student learning.

All teachers and leaders are committed to identifying, understanding and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies. School leaders spend time working with teachers to improve their teaching practices through participation in planning and providing feedback on classroom teaching.

- Parents and families and the wider community are valued as partners in education.

A signature program of the school is the Kruger rugby league program, commonly known as the Kruger Crocs. This successful program is highly regarded by the whole school community. The school conducts a transition to Prep program which allows for visits for prospective Prep students and their parents. School leaders indicate a formal transition to Prep program with local early childhood providers is yet to be developed.



## 2.2 Key improvement strategies

- Maintain the narrow and deep focus of the current improvement agenda. Embed consistent implementation of high-yield teaching strategies, professional development and sustainable coaching, modelling and mentoring processes to achieve identified priorities and targets.
- Regularly monitor the outcomes of the human and financial allocations to priority programs and strategies, to quality assure their effectiveness and fit for purpose.
- Strengthen partnerships with other schools and early childhood providers in the area with a view to sharing resources, information and practices.
- Embed the collaborative curriculum planning process across the school.
- Further develop the capacity of classroom teachers to deliver appropriate teaching and learning strategies to EALD students.