



Craigburn Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Craigburn Primary School Number: 1226

Partnership: South Valley Precinct

Name of School Principal:

Paul Luke

Name of Governing Council Chair:

Kerrin Burrow

Date of Endorsement:

30th March 2017

School Context and Highlights

Craighburn has maintained enrolments around the 520 mark with strong growth in the early years. High numbers of families attended school tours throughout the year, with many enquiries from families living interstate and overseas.

Craighburn maintains high expectations for all learners. We have a strong focus on working as a Professional Learning Community, enabling us to work collaboratively in staff teams with a focus on learning. We use results and data to inform our learning programs and intervention processes. We have a contemporary approach to integrating ICTs into learning and Inquiry Learning is in place across the school. Support personnel and programs are available to address students' specific learning and wellbeing needs. The school receives strong parental and community recognition and support. We continue to offer specialist programs in performing arts and physical education, as well as German language.

Throughout 2016, teaching teams participated in school-based and partnership numeracy projects focussed on the use of research-based instructional teaching strategies to improve how students learn maths. Other key professional learning activities undertaken on student free days included:

- 'Developing the Balanced Reader - A Comprehension Focus' - led by Literacy Consultant Carmel Small with a focus on the links between writing and reading of the Australian Curriculum texts, strategies for comprehension, with a focus on inferential comprehension, and revisiting Guided Reading to explicitly teach comprehension
- 'The Art and Science of Teaching' - led by consultant Judy Brown of the Marzano Institute, exploring research-based instructional teaching strategies.

21st Century Learning continues to be a prominent focus, with the launch of our voluntary BYO iPad program for students in Years 2 -7. This program has been in the making for many years, guided by: our vision for learning, shared leadership, focussed professional learning and exploring how technology can be used to transform learning and teaching practices. Approximately 180 students participated with strong support for the program by students, teachers, families involved, and the Governing Council. We continue to invest in ICT infrastructure to support our learning programs and the important use of technology.

Throughout 2016, Students participated in many extra value added programs including, Choirs, Bands, Pedal Prix, Tournament of Minds, Garden Buddies, Coding Club, SAPSASA Sports.

Governing Council Report

In 2016, we had a very dedicated group of parents on the Governing Council and I'd like to acknowledge their valued contribution and enthusiasm throughout the year. I would like to acknowledge the fantastic work of the sub-committees in 2016. A group of over 50 parents and caregivers spread across 7 sub-committees including Sport, OSHC, Canteen, Fundraising, Environment, Finance and Uniform. They worked tirelessly behind the scenes to bring us such events as Sports Day, Discos, the Wackyathon as well as wonderful play experiences like the Environmental Learning Centre, the 5-way swing and nature play areas.

The Leadership team of Paul Luke, Rob Warncken, Hazel Robertson and Andrea Grant continued to provide strong leadership to staff, students and the wider school community in all aspects of school life. Your professionalism, expertise and commitment to Craighburn is to be commended, particularly during the leadership transition with Kathy Terrell's departure.

I would also like to thank the teaching staff and support staff. You provide our children with a quality education working collaboratively to deliver a rich learning program, with emphasis on developing literacy and numeracy skills, personal wellbeing and encouragement for all children to achieve their very best.

In Term 3 we undertook an External School Review where the leadership team, teachers, students and Governing Council members participated in the 2 day review process. The purpose of the review was to support the school in raising student achievement, sustaining high performance and strengthen the school's focus on learning. A key finding of the review was an outstanding sense of belonging and ownership from parents and the wider community and that the 'country community' feel is not lost in years to come.

I am very proud of the continued commitment and investment in information and communication technology (ICT) in 2016. With this investment in technology, I believe the teaching staff are well placed to enrich and enhance our children's learning in the rapidly changing pace of 21st century learning. The rollout of the BYO iPad Program for Years 2-7 was a prominent focus and I'd like to congratulate Paul Luke for championing this program in 2016 and into the future.

I would like to personally thank members of the Governing Council for an enjoyable year. It is a rewarding way to be a part of the Craighburn community to really help and make a difference.
Kerrin Burrow

Improvement Planning and Outcomes

The key driver of our SIP is our vision for learners, aligned with the DECD and Partnership priorities. Our SIP is guided by key learning and teaching frameworks including: The AC, TfEL, Learning Design, The Art and Science of Teaching, Inquiry Learning, Professional Learning Communities (PLC), and The Early Years Learning Framework.

Our plan in 2016 focused to improve student:

- achievement in Literacy and Numeracy
- wellbeing and engagement
- use of technology to enhance and enrich learning outcomes.

This involved:

- teachers working in professional learning teams (PLTs) to implement the PLC improvement cycle, aligned with Results Plus
- the identification of key learning goals for students in Mathematics
- school-based and Partnership Numeracy projects focusing on intellectual stretch, reasoning, problem solving and use of instructional teaching strategies
- the use of common formative assessments to gather evidence of student learning and responding to students requiring intervention
- learning data accessed by teacher teams to track and monitor student learning and inform future learning goals
- Early Years Literacy Invention Support Program in place for students not achieving SEA benchmarks in Reading
- focus on reading comprehension with PD for staff in Developing the Balanced Reader - A Comprehension Focus
- focus on exploring research-based instructional teaching strategies through PD, The Art and Science of Teaching
- aligning units of Inquiry with the AC
- implementation of the BYO iPad 'Making Learning Visible' program

In Term 3 we undertook an external school review (ESR), embraced by leadership, teachers, students and community. As a result of our self-review, inquiry questions were formed:

- How well are students achieving over time particularly the extent of intellectual challenge?
- To what extent are the school's professional learning and performance and development processes effective in building teacher capacity?
- How effective are the school's self – review processes in informing and shaping improvement?
- How effectively are teachers supporting students in their learning, particularly in providing feedback for improvement?

Post review findings reported (summary):

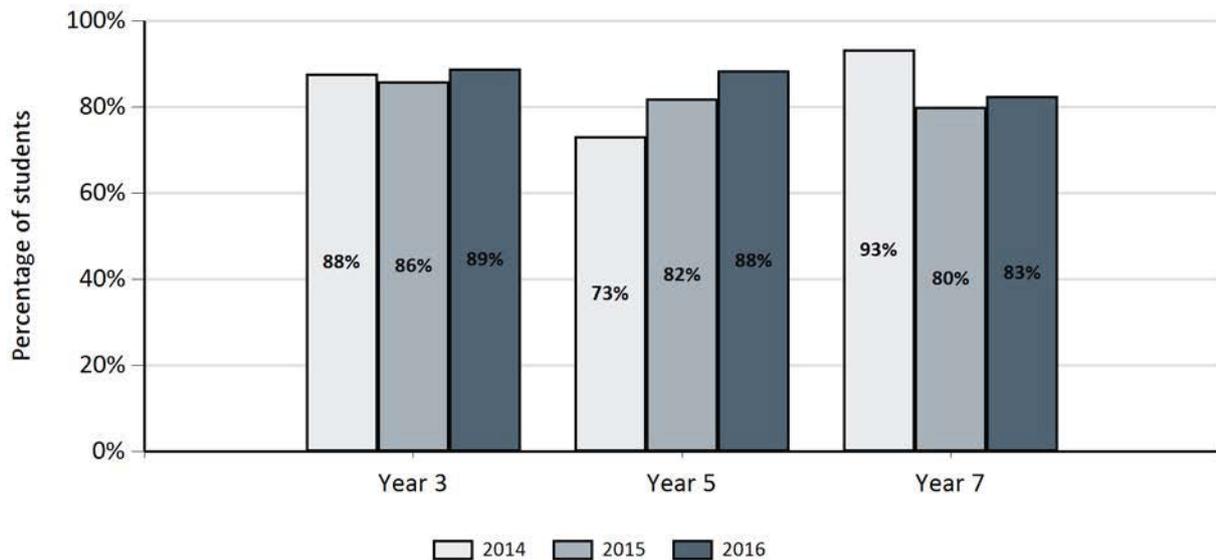
- staff are hard working, committed to the school and demonstrate a strong commitment to improving practice
- outstanding sense of belonging from parents
- Governing Council and parents determined that the current school culture be maintained
- school is seen as being a safe and happy environment where parents are welcomed
- staff surveys indicate that the current structures for PLTs have had the greatest impact on the school improvement agenda
- BYO iPad initiatives, strongly supported by staff, students, Governing Council and community
- parent group highly appreciative of the acting principal and acting deputy in the training of parents for the BYO iPad program.

Performance Summary

NAPLAN Proficiency

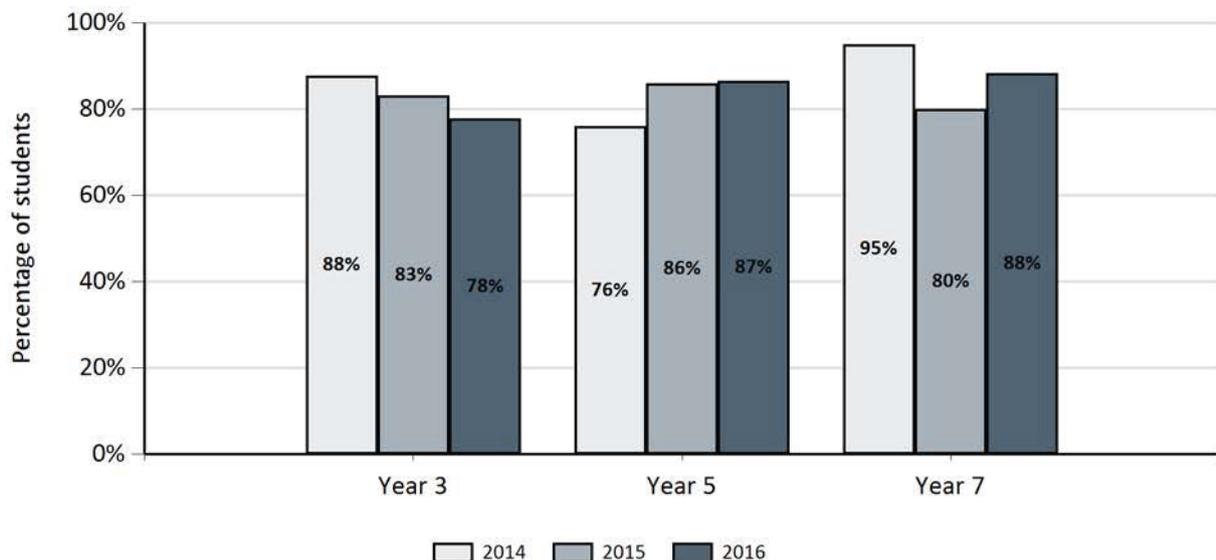
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	21%	23%	25%
Middle progress group	29%	60%	50%
Upper progress group	50%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	7%	23%	25%
Middle progress group	54%	41%	50%
Upper progress group	39%	36%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	72	72	29	19	40%	26%
Year 3 2014-16 Average	66.7	66.7	32.7	19.7	49%	30%
Year 5 2016	52	52	29	17	56%	33%
Year 5 2014-16 Average	57.7	57.7	24.3	14.7	42%	25%
Year 7 2016	69	69	27	26	39%	38%
Year 7 2014-16 Average	56.7	56.7	15.7	16.3	28%	29%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

Craighburn Primary School continues to show good results in NAPLAN aligned with our improvement goals in Literacy and Numeracy. In particular, there has been increased growth of students achieving in the upper two bands. This has been achieved by an ongoing commitment by teachers working within a PLC ethos of continual improvement.

The Year 3 NAPLAN mean score for Reading increased by 3% from 2015 with 40% of students achieving in the upper two bands. This result is relatively consistent with the 2014-15 average. In Numeracy, there was a small decline in the mean score from the previous year of 5%. The percentage of students achieving in the upper two bands has shown also shown a decline. Identifying key learning goals in Mathematics across R-7 is a priority.

The Year 5 NAPLAN mean score for Reading has continued to improve from 2014 results with a 6% gain from 2015. This is also reflected in the high percentage of students achieving in the upper two bands being 50%, an increase of 14% from the 2014-16 average. Similarly there has been significant progression in the upper progress group being 50%. The Year 5 results in Numeracy show maintenance of the mean score being at 87% with 33% of students achieving in the upper two bands, a rise of 8% from the 2014-16 average. The progression from Years 3-5 shows only a small percentage of students achieving in the lower progress group with most students in the middle to upper progress groups.

The Year 7 NAPLAN mean score for Reading has shown moderate improvement of 3% from 2015 with 39% of students achieving in the upper two bands. The progress from Years 5-7 in the upper progress group is 17%. In Numeracy, there has been an 8% improvement of students achieving the mean score to 88% with 38% of students achieving in the upper two bands. The progress from Years 5-7 in the upper progress group is 36%.

The results from the NAPLAN along with other key tests and assessments including the PAT-R, PAT-M, Running Records and school-based assessments are analysed collectively by teachers to identify over-arching school improvement goals in Literacy and Numeracy, which in turn, provide guidance for teachers working collaboratively in teams to develop clear learning goals for students that are differentiated and achievable for all learners.

Attendance

Year level	2014	2015	2016
Reception	95.8%	94.4%	94.6%
Year 01	94.8%	93.5%	94.5%
Year 02	95.3%	94.9%	95.3%
Year 03	95.1%	94.1%	95.7%
Year 04	94.6%	93.8%	95.2%
Year 05	94.5%	94.3%	94.4%
Year 06	94.7%	94.0%	94.4%
Year 07	94.5%	94.3%	95.4%
Primary Other			47.1%
Total	94.9%	94.2%	94.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Staff at Craighburn encourage and promote regular attendance, which has remained consistent over the past three years, sitting just below 95%. On closer analysis, there was a large number of students who were exempt for family holidays which would have significantly raised attendance figures. Teachers, the admin and leadership teams continue to monitor attendance and take relevant action for unexplained absences.

Behaviour Management Comment

Craighburn Primary is committed to creating a safe teaching and learning environment based on our school values of Self-Worth, Caring and Responsibility. The wellbeing and engagement of all students is important and steps are taken to support as outlined in our school's code of behaviour and statement on bullying and harassment. There is a focus for all students on the development of the Personal and Social Capability. Teachers teach the Child Protection Curriculum with the upper primary years having an ongoing focus on how to be smart online. Issues and incidents of bullying or harassment are followed up by staff and supported by the school leadership team. Parents and caregivers are notified when relevant.

Client Opinion Summary

The parent, staff and student opinion surveys are administered through school surveys with ten questions given.

There were 35 response to the annual Parent Opinion Survey as per the ten questions in the national parent opinion school surveys. All ten parent responses averaged between 4.1 and 4.7 on a likert scale of 5 - strongly agree, 4 - agree, 3, neither agree or disagree, 2 -disagree and 1 - strongly disagree.

The top five responses where parents strongly agreed/agreed: they can talk to teachers about their child's concerns, my child likes being at this school, my child feels safe at this school, teachers at this school expect my child to his or her best, teachers at this school treat students fairly, the school looks for ways to improve.

There were 12 responses in the annual Staff Opinion Survey as per the same ten questions in the national school surveys. Staff strongly agreed/agreed: the school works with parents to support students learning, the school looks for ways to improve, students at the school can talk to teachers about their concerns, students like being at the school, the school is well maintained.

There were 44 responses to the ten questions in the Student Opinion Survey. Students strongly agreed/agreed that: my teachers expect me to do my best, my school looks for ways to improve, my teachers motivate me to learn, I feel safe at my school, at my school trip students fairly, I like being at my school.

In each of the three opinion surveys, there has been an overall improvement in the response ratings in the agree / strongly agree areas. Whilst this is pleasing to acknowledge our endeavour is to further focus on the opinions and feedback from parents, staff and students.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	9	11.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	17	21.0%
Transfer to SA Govt School	55	67.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All parent and community volunteers at Craighburn undertake the DECD Relevant History Screening in accordance with DECD policy and procedures. The school has transitioned its screening processes to the online applications which have proven to be more streamlined. A School Services Officer maintains a database of the details of volunteers requiring the screening and completes the necessary application process. The data base identifies DSCI clearances for all non-teaching staff, SSO's, non-DECD Service Providers, Governing Council members and GC employees, and third party music providers.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	53
Post Graduate Qualifications	14

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	26.3	0.0	7.1
Persons	0	29	0	9

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$3879218.71
Grants: Commonwealth	\$41020
Parent Contributions	\$199290
Fund Raising	\$17000
Other	\$26151

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Craigburn continues to support students wellbeing through various approaches including Play is the Way language. SSO hours invested to support students with ASD at recess / lunch play times.	Accommodations made in line with student needs.
	Improved Outcomes for Students with an Additional Language or Dialect	Teacher 0.1 works with identified students to develop understanding of English Language through guided reading using texts, books. Students are withdrawn to work with teacher individually and in small groups.	A structured program supports this group of children. Increase in L & L levels
	Improved Outcomes for Students with Disabilities	All students with a disability have a NEP / One Plan in place with targeted SMARTAR goals written and reviewed by the teacher with the learning support team.	SMARTAR goals met. New goals established and reviewed
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	All students with disabilities had negotiated education plans that were resourced, monitored and reviewed. Targeted SSO support provided, either 1:1 or small group support. Teachers released to plan NEPs and ILPs with SSOs & leadership as required. Targeted professional learning in Numeracy, Reading Comprehension and the Art and Science of Teaching Pedagogical framework. RAAP funding used to support identified students.	NEPs are regularly updated and student-learning goals are being worked towards/achieved.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	Used to support learning programs across the school.	Learning support in place across the school.
	Specialist School Reporting (as required)	NA	
Other Discretionary Funding	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	Leadership release to focus on individual student support, particularly those with complex needs.	Strategies in place to support students with complex needs