Craighburn Primary School
Annual Report 2015

School Name: Craigburn Primary School
Principal: Kathy Terrell
School Number: 1226
Partnership: South Valley Precinct
1. CONTEXT

SCHOOL CONTEXT

Craigburn Primary School is proudly a school of choice in our community. Our high expectations and outstanding success in academic, sporting and performing arts achievements is evident. In 2015 we had 513 students. We welcomed 88 new receptions to Craigburn in 2015 and we are very proud of the strong transition program that we provide for our very young children. We are located in the southern hills suburbs of Adelaide, and generally support families residing in Flagstaff Hill, Aberfoyle Park, Coromandel Valley and Craigburn Farm.

Our school vision statement reflects our high level of commitment to making a difference to student learning:

“Craigburn Primary School is a learning community sustained by quality relationships. We aim to empower all students to become successful learners, confident and creative individuals, and active and informed citizens. Students have a strong sense of identity and wellbeing, are connected and contribute to their world”.

Our identified school values are: Self-worth, Caring and Responsibility, as well as Respect, Optimism and Resilience. We proudly assert that all students in our school are supported in gaining a commitment to these values and are working towards the highest learning outcomes possible as a result. We support the development of the whole child through a balanced attention to the academic, social, emotional and physical development of each student.

Our learning programs are based on the new Australian Curriculum. We offer specialist programs in the performing arts and physical education. The German language is also taught across the school. We have a strong focus on integrating information and communication technologies into our learning programs and we have a program of Inquiry Learning Units in place across the school. Skilled support staff are employed and we implement strategies to address the specific learning and wellbeing needs of students with a successful intervention program. We work to ensure that every child is challenged to do their very best in the learning process and this includes extending students with high intellectual potential.

We are proud of our staff commitment to the Professional Learning Community ethos that assists us to ensure that improvement in student learning outcomes is the key driver for our professional learning.

Key directions for 2016 feature our exciting “Bring Your Own Device” program. We are leveraging the use of iPads as a significant tool for learning to enhance the academic work we undertake and to ensure we are providing a “leading edge” opportunity for student learning.

We acknowledge the individual and collective efforts and achievements of all students who participate in a broad range of extra-curricular activities, especially in the many different sporting teams, a wide range of music and performing arts activities, our Pedal Prix program and work in the Environment.

The “community spirit” at Craigburn PS is very strong, as the school receives enormous parental and community recognition and support. This is evidenced in a range of whole school special events and celebrations. These are a significant feature of school life. The crucial support of our parents and caregivers ensures that our achievements across all areas are outstanding.

2. REPORT FROM GOVERNING COUNCIL

We have a dedicated group of parents on the Governing Council and we acknowledge their valued contribution and enthusiasm throughout 2015. We are very proud of our commitment and investment in Information and Communication Technology and we fully support the implementation of the Bring Your Own iPad program which will support the advanced learning of our students.

The AGM Booklet for 2016 provides further detail of our decision-making and major activities of the Governing Council during 2015.
3. 2015 HIGHLIGHTS – a few snapshots

**What an exciting year!**

Congratulations to Tom – who topped the state in the Science Competition

State Champions – Boys Basketball

Amazing SAPSASA Girls Netball

**Cross Country fun!**

Leading edge learning opportunities!

Bring your own device plans – we are almost there!
Successful Sports Day

Great swimmers at Craigburn

Inquiry Learning including Geography

Learning about school in the “old days” at Tailem Bend

Our Walkathon was outstanding

Our wonderful fundraising parents and student leaders

Westminster Challenge

Circus Challenge was popular

Circus skills are “awesome”

The Dino-dig is nearly ready!

Thanks to Jason and many other parents!

Staff attended the Edutech Conference in Brisbane

We are very proud of our achievements during 2015. The year has presented many more exciting events than we are able to show here. The outcomes for children are always enhanced when there is an amazing and cohesive staff team. We need to congratulate all teachers and SSO staff for their dedicated work during 2015. Thank you!
SOME DEVELOPMENTS TO NOTE - 2015

Communications:

- Official Facebook Page - a source of instant positive feedback for the school.
- School Blog – “Craigburn Connections” commenced in Term 4 – our main news avenue for parents.
- Sentral Data system – initiated to facilitate attendance records, data management, and future SMS system to contact parents.

Digital Tools for Learning:

- Bring Your Own iPad Program ready to be implemented in 2016 – information and survey for parents has been provided. We are ready to commence mid Term 1, 2016.
- All teaching staff attended the Edutech Conference in Brisbane. This important conference enabled us to gain a deeper understanding of the digital realm. This supports our work as a “leading edge” school.

Playground / Play Spaces:

- Democratic ethos for new Play Spaces and Play Equipment - we are planning to improve our play spaces for students and the Fundraising Committee is rapidly raising money towards the $50,000 target. The Environment Committee is contributing ideas. All members of the school community will have a chance to have a say in planning.

Parent Voice:

- A new Governing Council was elected in March 2015 at our AGM. We had an unprecedented amount of interest and had to hold an election. We were able to form a very supportive and cohesive group of parents as the new Governing Council, ably led by Kerrin Burrow as the elected Chairperson. Thanks too to Belinda Angus (Vice Chair), Bryce Woodley (Minutes Secretary) and Deb Percey (Treasurer).
- We would like to thank the many, many parents and caregivers who generously donate their time and energy to support the school and our students in a voluntary capacity. “It takes a village to raise a child” is the old African saying we respect. Thanks to parents who run sporting teams, are members of committees, who work in the school to support children, run our Uniform Shop, who participate in working bees, attend excursions and camps and much, much more. THANK YOU VOLUNTEERS!

Canteen:

- We thank our canteen managers, Sue Letheby and Sue Grundy for keeping our canteen operating smoothly.

Outstanding Out of School Hours Care:

- This service is highly valued by our parent community and we appreciate the leadership of Kylie Preece, OSHC director. We will be able to offer 90 places in 2016.

Pastoral Care Worker:

- Our new PCW is Amanda Eckert. The PCW role is a support for our school’s focus on well-being, mainly oriented to social skill development within the student population. Amanda is also able to listen to parents who wish to discuss emotional support for their child.
Performing Arts, Physical Education, Sports, German, History and Geography

- These areas of our curriculum have been covered by our dedicated team of specialist teachers. Within each of their portfolios there is a lot of extra-curricular activity and we wish to show our appreciation for all of the extra hours of support students receive for special activities, eg. the Choirs, Concert Band, SAPSASA events, Sports Competitions, Book Week, etc. and many special events of various kinds.

Tournament of Minds and Pedal Prix

- Many thanks to Hazel Robertson and Mark Lemmey for their special efforts.

Celebration Night:

- We had our exciting end of year “Celebration Night” in the daytime on the last day of term, due to the unfortunate weather forecast on the advertised evening. It was as ever a great success!

4. SITE IMPROVEMENT PLANNING AND TARGETS

Our 2015 Site Improvement Plan

Our staff is committed to the Professional Learning Community ethos at Craigburn. Teams of staff work closely together to support the learning plans of the site and to ensure that each student’s learning is at its optimum. Collaboration is our key to success.

The 4 critical questions that guide teachers work are:
1. What is it we expect students to learn?
2. How will we know that they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

In 2015 the PLC cycle was highlighted with staff so that everyone is focused on gathering evidence, developing strategies for learning, implementing strategies, analysing the impact and applying new knowledge to the next cycle of learning.

2015 PLC Team reviews showed that our teaching and support staff are deeply committed to the achievement of our learning improvement goals, with a strong focus on learning, working collaboratively, and, focusing on results.

Inquiry Learning

Inquiry learning continues to be a key part of the learning agenda at Craigburn PS within both, units of inquiry as well as across all curriculum areas. Students develop skills to become lifelong learners in an ever changing global environment. Each class participates in a minimum of four inquiry units throughout the year using a focussed inquiry process.

Partnership and DECD Directions

During 2015 the Partnership and DECD expectations have strongly influenced the directions that the school will be taking in the future. Whilst we are able to focus on our own agenda, we also have to explore the “Numeracy Literacy Results Plus” agenda. The Partnership Review was held in September and will be an annual expectation, this, and future site reviews will certainly focus on our improvements in Numeracy and Literacy. For 2016, our Site Improvement Plan has been modified to include this.
Our Site Achievements and Analysis of 2015

Analysis has been undertaken by reflecting on many varied sources of information, eg. feedback from staff, students and parents; analysis of our NAPLAN results, PAT-R and PAT-M data. Well-Being surveys, and various other class based and year level assessments. Anecdotal feedback from staff is also extremely valuable, along with various perception data and a wide range of other indicators including team feedback.

Australian Curriculum

(1) All children participated in the Australian Curriculum – with only 2 curriculum areas still supported by SACSA (Health and PE, and LOTE (German)).

(2) Running Records Data – Our targets are Reception – Level 5, Yr 1 – Level 20, and Yr 2 – Level 26. Our results show that by the end of Term 3, 85% of Year 1 students are at level 20, and by the end of Year 2, we have 83% of our students at level 26. At this point we are well above both state and like school average. This is exciting!

   Our commitment is to ensure that children are well grounded in the basic skill and concept development for reading and we would prefer not to rush their progress. Students not showing steady progress are provided with the LISP program to assist their development.

(3) All staff have analysed the NAPLAN results for 2015. We have had some excellent results in Years 3 and 5 and some moderate results in Year 7 this year. Team goals were established and are being followed by class teachers.

   The main areas of growth to note across the Year 3 to 7 range as an outcome of our analysis include: Reading - Comprehension with a focus on inferencing.

   Numeracy - Problem-solving especially with worded problems.

   Targets for NAPLAN growth across the Year 3 to Year 5 and Year 5 to Year 7 tests over two years we found to be an unsatisfactory way of achieving success as some of our targets were not realistic. We are changing the approach for 2016 and will be setting targets for individual students according to the Standard Expected Achievement (SEA) guide provided by DECD.

   Targets - Reading:
   - Year 3 to 5 upper growth target from 22% to 25% - we achieved 23% = good improvement
   - Year 5 to 7 upper growth target from 45% to 47% - we achieved 11% in upper growth = less than expected although the previous cohort was entirely different (see analysis on next few pages)

   Targets - Numeracy:
   - Year 3 to 5 upper growth target from 17% to 25% - we achieved 30% = terrific growth
   - Year 5 to 7 upper growth target from 30% to 33% - we achieved 22% = moderate growth (see further explanations below)

(3) Running Records Data – See above

(4) All children from Years 2 to 7 have been assessed with the PAT- R and PAT-M tests. Teachers are using this data for their analysis to assist the progress of each student.

(5) We have commenced a whole school data management method, and we expect Sentral to be available to all staff in the near future.

(6) The Numeracy Literacy Results Plus agenda for DECD will influence this area of our 2016 plans.

A Performance Development Culture

We access the AITSL National Professional Standards and the Step 9 process as a guide for our work and our Performance Development processes. We have a passionate commitment to being “the best educators” that we can be.

Teaching for Effective Learning

(1) We have undertaken advanced training and development in the Inquiry approach. Students across the R-7 range participate in an inquiry based curriculum, which can cover history, geography, science, and various other learning areas. We have mapped the whole school scope for inquiry over a 2 year cycle.

(2) Our planning using the PLC process is very positive – feedback shows that our plans to enhance our repertoire of strategies for learning and challenging students will be valued when staff undertake the “Art and Science of Teaching” student-free day in 2016.

(3) Shared leadership across the school assists us to support a focus on “quality relationships”, eg.
PLC Team Leaders, Digital Leaders, Inquiry, Play is the Way team, Numeracy and Literacy focus groups.

(4) Behaviour Management – feedback from staff shows that more clarity on processes is required.
(5) Well-Being Survey – the Year 6 / 7 students undertook a DECD survey which has provided us with very confirming results about the well-being of students at Craigburn.
(6) “Play is the Way” has commenced.

Learning with Digital Technologies

(1) Outcomes for students and engagement appear to be enhanced by the extensive use of digital devices and the digital realm in the classroom.
(2) School and class online environments are in place to a high degree (eg. most classes operate a class blog).
(3) Staff are developing their own Personal Learning Networks in the digital realm. This is a source of valuable professional learning and the potential outcome for students is enormous.
(4) Our BYOD iPad program is in the last stages of being launched. Parents have been provided with information and a survey and students are keen to get started. The school has enhanced its ICT infrastructure to support an increase in internet usage.
(5) The Edutech Conference, our Google Apps Account and staff participation in “Teach Meets” have provided amazing opportunities for further learning.
(6) The Digital Leaders team is an exciting way to empower all staff with trouble shooting. Various classes have also set up student digital leaders to support the children.
(7) A Coding Club for children has been established at lunch times.

Site Improvement Plans for 2016

Australian Curriculum
1. Focus on the Numeracy Literacy Results Plus agenda (see published plan).
2. Comprehension with a focus on Inferencing – training for staff.
3. Numeracy – worded problem solving – Algebra for Year 7’s (Partnership focus).
2. Numeracy and Literacy Agreements to review and establish.
3. Capitalise on our BYO iPad program to support Literacy and Numeracy.
4. Set realistic targets using the department’s SEA.

Performance Development Culture
Staff participate in performance processes which show how student progress is tracked and how differentiation and intervention and extension programs are implemented. Some team and some individual discussions. A supportive environment is key, with differentiated learning for staff as appropriate.

Teaching for Effective Learning
1. The “Art and Science of Teaching” training for staff.
2. Review the Higher Order Thinking Skills.
3. Address behaviour management through a Well-Being and Growth Mindset approach.
4. Undertake an audit of children and their behaviour across the campus.
5. Focus on the preventative and developmental approach. Training in the “SMART” program for all staff (this is specifically to support our understanding of behaviour).

Learning with Digital Technologies
1. Commence the BYO iPad program mid Term 1.
2. Ongoing professional learning for staff, including a student-free day on March 11th.
3. Increase the capacity of all staff to utilize tools effectively, and enhance understanding of digital learning frameworks such as the SAMR and TPACK.
4. Leverage the use of digital tools in Literacy and Numeracy lessons.
5. Build on ideas like the Coding Club.
6. Increase the access to appropriate apps that facilitate creativity and higher order thinking.
7. Gain feedback from students, staff and parents.
4.1 Junior Primary and Early Years Scheme Funding

**Early Years Literacy**

We utilize the “Daily 5” and “CAFÉ Menu” program from Reception to Year 5 as the basis of our very effective literacy program. “Jolly Phonics” is also a strong feature of the Early Years literacy program. We use a wide range of resources to support children’s literacy development including appropriate iPad Apps to creatively promote the “Daily 5” with children. Many staff utilise “Evernote” or “iDoceo” as an effective assessment storage tool.

**Literacy Intervention Support Program (LISP)** is our intervention program which we fund through the “Early Years Literacy Grant” and in 2015, we supported the following children who were not progressing as we expected:

- **Literacy** – 46 children
- **Coordination** – 19 children (all children are assessed in reception).

Reception to Year 2 students access the LISP program 3 to 4 times a week to enable them to gain phonological awareness, fluency and comprehension in their reading skills. Data is collected each term to track progress. Children graduate from the program when they have met the benchmark and we are convinced it makes a difference as children gain enormous confidence with their basic reading skills.

In 2016, we are undertaking a Phonological Awareness Screening Tool (PAST) for all receptions.

**Running Records Data**

All students from Reception to Year 2 are assessed according to their reading levels with Running Records. This is reported to the department twice a year and we are provided with comparative information against state data (as previously mentioned). We consistently achieve a high reading success rate with students, by the end of Year 2 when they are usually able to read beyond leveled readers and are comfortable reading novels. We are proud that by Term 3 of Year 2, the students are well above the state and also like school averages.

Any student not achieving at the appropriate level, and there are reasons why this happens, is supported through our intervention strategies (LISP). Our Early Years Literacy Funding ($34,174.00) is used in part to support this program.

4.2 Better Schools Funding

**National Disability Census**

In 2015 Craigburn PS once again participated in the “National Collection of Data for School Students with a Disability”. We identified 72 children from R – 7 who required adjustments to their learning programs (not including NEP students). Adjustments included: visual cues, seating, hearing support, auditory processing, dyslexia strategies, health management, access to learning, digital methods, augmentive support, explicit instruction, 1:1 support or small group support.

Our teaching staff are to be commended on their capacity to differentiate for all learners. Differentiation means:

*Teachers proactively plan varied approaches to what students need to learn, how they will learn it / or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.* Tomlinson, 2003.

Our Better Schools Funding ($8,867.00) enables us to provide additional support for particular students.

5. STUDENT ACHIEVEMENT

**International Competitions and Assessment for Australian Schools (University of NSW)**

Students participated in assessments in Maths, English, Science, Writing, Spelling & Computer Skills. We had 80 assessment participants from Years 3 – 7, and the results are as follows:

- **High Distinctions**: 4
- **Distinctions**: 16
- **Credits**: 20
- **Merit**: 6
- **Participation Certificates**: 34
We also were excited that Tom O. topped the state in the Science Test. Congratulations!

Other Awards:
All students participated in the Premier’s Reading Challenge.

Further Intervention Effectiveness
All students identified with a disability have a Negotiated Education Plan (NEP). This includes an individual plan developed by teachers, support staff and parents working together. Heather Reid, our extraordinary Special Education coordinator oversaw support for 23 children with the particular learning needs that require an NEP. We also cater for several students under the Guardianship of the Minister and these students have an IEP (Individual Education Plan).

Students from a non-English speaking background receive appropriate intervention to gain further skills in their acquisition of the English language. In 2015 we employed again a part-time staff member to address the needs of students with English as a second language and to develop Individual Education Plans for these children. 14 children were provided with intensive English language support in 2015. This has led us to gain DECD funding for this position in 2016.

We also have a small number of Aboriginal students who are progressing steadily with their learning. Our Aboriginal students participated with students in our Partnership schools to work together on joint learning goals and also build a deeper cultural understanding whilst having a lot of fun together.

We aim to extend our students with high intellectual potential by providing an intervention program tailored to their needs within class and team programs.

Year 6 / 7 Student Well-being Survey (DECD)
Students in Year 6 and 7 undertook a voluntary Student-Wellbeing survey arranged by the Education Dept. We were more than satisfied that the results show that our students are faring far better than the state average.

Measures were taken in optimism, self-esteem, satisfaction with life, sadness, worries, perseverance and engagement. There were many other aspects covered as well, including “Cyber victimization” and the results show minimal concern in this area. We proactively teach strategies to children to deal appropriately with these issues.
NAPLAN

All children participate in the Australian Curriculum and we write reports that provide a grade from A to E as required by the department.

Literacy and Numeracy assessment measures include the PAT-R (reading) and PAT-M (numeracy) assessments which were funded by the department for the first time in 2015. The data provided by these online assessments provides teachers with valuable information from which they can assess the aspects of the learning areas where a student may need further support, as well as acknowledging their strengths. This provides a useful triangulation with the NAPLAN assessments.

5.1 NAPLAN

Reading, Spelling, Grammar and Punctuation, Writing and Numeracy, are assessed each year in the NAPLAN assessments. Years 3, 5 and 7 students participate in the tests. One of the most significant indicators of success is the growth that students make from Years 3 to 5, and from Years 5 to 7.

**NAPLAN School Growth: Year 3-5**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Growth by Test</th>
<th>Year 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Group</td>
<td>Site</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>15.9</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>54.5</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>29.5</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>31.8</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>45.5</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>22.7</td>
</tr>
</tbody>
</table>

Comment:

School staff undertake careful analysis of each area of assessment. We are pleased to have improved the percentage of students who have shown upper growth in both Numeracy and Reading, ie. from 27% to 29.5% in Numeracy, and, from 19% to 22.7% in Reading. We are still working on this aspect of the assessment by focusing on the children who are achieving in the top bands in Year 3 and ensuring that they are still challenged and where possible achieving in the top bands in Year 5. The work of our PLC teams is supportive of a focus on this “challenge” and “stretch”.

**NAPLAN School Growth: Year 5-7**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Growth by Test</th>
<th>Year 5-7</th>
</tr>
</thead>
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<tr>
<td>Progress Group</td>
<td>Site</td>
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</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>36.1</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
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</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>22.2</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>30.6</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>58.3</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>11.1</td>
</tr>
</tbody>
</table>

Comment:

As can be seen from the tables below, we have had a very large majority of students achieve the DECD expected achievement at Year level, however, we were hoping that the growth rate would be more significant at the Year 7 level. There is a range of factors that can be taken into account for this...
(eg. the cohort, ill health, etc). Staff members have undertaken a detailed analysis and are conscious of the “challenge” and “stretch” agenda. We can celebrate much student progress as we had 63.9% of our students in the middle and upper bands for numeracy and 69.4% of our students in the middle and upper bands for reading.

**Year 3 Proficiency Bands by Aspect**

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>10.6</td>
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<td>33.3</td>
<td>18.2</td>
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<tr>
<td>Reading</td>
<td></td>
<td>4.6</td>
<td>1.5</td>
<td>12.3</td>
<td>20.0</td>
<td>24.6</td>
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<td>Writing</td>
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<td>1.5</td>
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<td>13.6</td>
<td>25.8</td>
<td>47.0</td>
<td>10.6</td>
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<tr>
<td>Spelling</td>
<td></td>
<td>6.1</td>
<td>28.8</td>
<td>24.2</td>
<td>19.7</td>
<td>21.2</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>1.5</td>
<td>6.1</td>
<td>6.1</td>
<td>34.8</td>
<td>18.2</td>
<td>33.3</td>
</tr>
</tbody>
</table>

**Comment**

The Benchmark for Year 3 is Band 1. The SEA (Standard Expected Achievement) for Year 3 is Band 3. 93.8% of our students are at the expected level in Reading, with 81.5% in the top 3 bands. 89.4% of students are at the SEA in Numeracy with 71.2% in the top 3 bands. These results are really pleasing.

**Year 5 Proficiency Bands by Aspect**

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
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</table>
% Proficiency Band by Test Aspect

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 5</th>
<th>Exempt</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>2.0</td>
<td>12.0</td>
<td>32.0</td>
<td>30.0</td>
<td>18.0</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>4.0</td>
<td>14.0</td>
<td>20.0</td>
<td>24.0</td>
<td>22.0</td>
<td>16.0</td>
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<tr>
<td>Writing</td>
<td></td>
<td>4.0</td>
<td>4.0</td>
<td>50.0</td>
<td>30.0</td>
<td>6.0</td>
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</tr>
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<td>Spelling</td>
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<td>4.0</td>
<td>6.0</td>
<td>26.0</td>
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<td>26.0</td>
<td>6.0</td>
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<tr>
<td>Grammar</td>
<td></td>
<td>4.0</td>
<td>4.0</td>
<td>32.0</td>
<td>16.0</td>
<td>24.0</td>
<td>20.0</td>
<td></td>
</tr>
</tbody>
</table>

Comment:
The SEA for Year 5 is Band 5 – in Reading we have 84% of our students at or above the expected level in Reading. 62% are in the top 3 Bands. In Numeracy we have 86% of our students in Band 5 or above with 54% in the top 3 bands. This is very pleasing. Of course we will work to improve on this over time. Maintaining students in the top bands is important.

Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 7</th>
<th>Exempt</th>
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<th>5</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>15.8</td>
<td>42.1</td>
<td>26.3</td>
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<tr>
<td>Reading</td>
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<td>15.8</td>
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<td>2.6</td>
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<td>31.6</td>
<td>36.8</td>
<td>13.2</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>5.3</td>
<td>7.9</td>
<td>26.3</td>
<td>31.6</td>
<td>26.3</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>5.3</td>
<td>7.9</td>
<td>23.7</td>
<td>44.7</td>
<td>10.5</td>
<td>7.9</td>
<td></td>
</tr>
</tbody>
</table>

Comment:
The SEA for Year 7 is Band 6. The good news is that for Reading 84.2% of students were at or above the SEA for Reading. 36.9% of students were in the top 2 bands. We know that there are varied reasons why a student may not perform as well as expected on the day of a test, eg ill health. Also, we have had a number of students recently enrolled in this cohort who have learning difficulties, and so on which can influence results. We are committed most definitely to improving on these results for the Year 2016 cohort.
Numeracy – 84.2% of students were at or above the DECD expectation of achievement. 42.1% of students were in the top 3 Bands.

### Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Aspect</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>391.0</td>
<td>395.3</td>
<td>408.5</td>
</tr>
<tr>
<td>Reading</td>
<td>435.4</td>
<td>435.2</td>
<td>447.7</td>
</tr>
<tr>
<td>Writing</td>
<td>434.1</td>
<td>408.3</td>
<td>422.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>419.9</td>
<td>408.9</td>
<td>417.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>452.2</td>
<td>425.9</td>
<td>450.1</td>
</tr>
</tbody>
</table>

### Year 5 Mean Scores

<table>
<thead>
<tr>
<th>Aspect</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>487.6</td>
<td>483.9</td>
<td>492.1</td>
</tr>
<tr>
<td>Reading</td>
<td>498.5</td>
<td>497.9</td>
<td>502.6</td>
</tr>
<tr>
<td>Writing</td>
<td>466.2</td>
<td>446.0</td>
<td>478.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>488.6</td>
<td>477.5</td>
<td>501.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>505.8</td>
<td>491.7</td>
<td>515.6</td>
</tr>
</tbody>
</table>

### Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Aspect</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>557.5</td>
<td>560.5</td>
<td>530.9</td>
</tr>
<tr>
<td>Reading</td>
<td>585.7</td>
<td>557.2</td>
<td>527.5</td>
</tr>
<tr>
<td>Writing</td>
<td>554.2</td>
<td>522.4</td>
<td>530.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>563.3</td>
<td>543.7</td>
<td>540.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>562.4</td>
<td>556.0</td>
<td>539.4</td>
</tr>
</tbody>
</table>

My School website
http://www.myschool.edu.au/

6. STUDENT DATA
6.1 Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>95.4</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.4</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.4</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.1</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>94.4</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Comment:
The Department has set a target of 95% attendance. We are almost there! We ask that parents support us with no unexplained absences or lateness to school. This makes a big difference to student comfort, understanding and their learning achievement. Thanks to all parents for your support.

7. CLIENT OPINION

The National Parent Opinion Survey was undertaken with parents in our community. All parents were able to respond to this survey through a digital survey on our blog and a paper copy. We had 19 responses.

It is heartening to note the highest rating in the responses below shows that parents are happy that their child feels safe at school.
Student Opinion Survey (2015)
We had 212 responses from Years 3 to 7 for our student survey. The students were very positive about their experience at school and the highest acknowledgements they identified were that “Teachers at this school expect students to do their best”, “I feel safe at my school” and “Teachers motivate me to learn”.

![Bar chart showing student opinions and ratings](image-url)
Staff Opinion Survey (2015)

We had 26 responses to the staff survey. The highest response being that “Teachers at this school expect students to do their best”. This correlates with the Student Opinion Survey. There is also an indication that behaviour of students is something that we could all improve. This is a shared responsibility we will address.
8. ACCOUNTABILITY

8.1 Behaviour Management

The general behaviour of our students is extremely good. We are proud of the safe environment we provide and the manner in which we support and encourage appropriate behaviour in our school setting. At Craigburn this is achieved through many facets of the curriculum, and also through our school’s focus on a values based education. We have begun implementing the “Play is the Way” program which is assisting staff with building self-responsibility in all students.

As with all children, they need to learn how to behave just as they need to learn how to read. We sometimes though do need to provide consequences to ensure that individual children understand that there are clear boundaries. Our data shows that one child was suspended last year. This is evidence that we managed student behaviour in a very pro-active manner given the 513 students enrolled. We also had a number of “take homes” (14) as an interim measure. Parent support has been much appreciated.

Bullying Data

Survey data we have undertaken with representation from Year 3 to 7.
A key to any data gathered is a clear understanding of what bullying is. Our school policy definition is: “Bullying is a repeated unjustifiable behaviour that may be physical, verbal and / or psychological, intended to cause fear, distress, or harm to another”.

Parents are encouraged to communicate any concerns to school staff. We act promptly on bullying if we have the information. Bullying is not acceptable, however, all children need to learn to deal with it as a normal part of their developmental journey.

Violence Trends.

There is very little evidence of violence at Craigburn PS. We have the normal developmental journey for students and rough play is often the result of ball games. Clear educative processes and consequences are put in place for any students who are involved in violence.

8.2 Relevant History Screening

Volunteers in our school are highly appreciated. We cannot achieve the outcomes we do without the amazing support of our volunteers. The Department of Education and Child Development has, over the last few years, required that all parents and caregivers who volunteer in schools undertake a check through a “Personal History Clearance”. At Craigburn Primary School a significant number of parents and caregivers were given the opportunity to undertake their Personal History Clearance. We also offer a Reporting Abuse and Neglect training for volunteers.

We had 122 Personal History Clearance applications approved in 2015, and we now have a total of 266 volunteers who have been cleared.

A great big thank you to our volunteers. This work has enabled us to provide the safest environment possible for our children.
8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>53</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>13</td>
</tr>
</tbody>
</table>

Please note: Staff members 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.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>23.7</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>26</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$3,985,537.90</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$342,739.94</td>
</tr>
<tr>
<td>4 Other</td>
<td>$138,224.34</td>
</tr>
</tbody>
</table>