SCHOOL CONTEXT

Craigburn Primary School is a large school located in the southern hills suburbs of Adelaide, and generally supports 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 within a culture of respect, optimism and resilience. We are highly regarded for our passion for learning and our focus on continual improvement”.

Our identified school values are: Self-worth, Caring and Responsibility. 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.

As with all schools in Australia we are currently transitioning to a new national curriculum, the Australian Curriculum, and at this stage we also provide in part, programs based on the South Australian Curriculum Standards and Accountability Framework. We offer specialist programs in music, 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. Support personnel and strategies are in place to address the specific learning and wellbeing needs of students and a successful intervention program operates. We 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.

Many of our students deserve special commendations for their academic learning, their sporting prowess and their commitment to extra curricular activities, eg. within the performing arts.

The school receives strong parental and community recognition and support. This is evidenced in a range of whole school special events and celebrations, and particularly in school sport. This is a significant feature of school life and the crucial support of parents ensures that our achievements in these endeavours is outstanding.

In 2013, we commenced the year with 18 classes with 479 students, and by term 4, there were 19 classes with 511 students.

2013 Highlights

Wonderful community spirit!

Craigburn is a school with amazing community involvement and participation. Children are in an environment that is supportive and show great commitment to their learning. We are proud of our many achievements and exciting events. Please share here in some of our photos, recorded as a memento of our very rewarding year, 2013.

Sporting Prowess - is one feature of school life at Craigburn. Here is a sample of some of our student participation. Many thanks to parents for their generous support and for coaching our out of school hours teams.

SAPSASA Swimmers

Cricket is strong
Basketball is popular

Diving Champions

2013 Sports Day Winners

Fun Walkathon – an amazing Fund-Raising Committee event supported by all of the children and their sponsors. Thank you for your donations which raised $7000 towards many of our new digital learning tools.

Pedal Prix events - Approximately 40 students participated in the Pedal Prix in 2013 - thanks to Mr Lemmey and parents for their support.

Cross Country Athletes
Craigburn’s Got Talent - once again was a great success and highlights our vibrant Performing Arts programs.

Year 7 students had the experience of a lifetime when they travelled to Canberra to see the features of our nation’s capital.

Digital Technology remains a high priority for the development of learning at Craigburn. The facilities we provide offer “leading edge” capabilities for staff and students.

Channel 10 News – we were the first school in South Australia to be showcased on the Channel 10 News. How proud we were of our Year 2/3/4 classes on television!

Book Week Fun!
**Students as teachers**

**Visual Art**

**Pyjama Day** – a special day designed for fun by the students of the school – through SRC and SLEG

**Troupe** – our dance performers were outstanding in the Festival of Music, along with the choir and our instrumentalists. The students not only performed in the Festival Theatre in Adelaide but were also involved in the Southern Festival at Noarlunga. This gave all performers many opportunities. Thanks to Mrs Rayner.

**The Arts** – The choir sings at Adelaide Oval

**Performing for the Festival of Music**

**Lab on Legs** – a marvellous science program for a week
A great OSHC excursion - former student, Ben Francis, was in the drama production.

School camps are very popular – many of our classes had the opportunity to participate in a camp. This is a fantastic and rich learning opportunity for all children. Many thanks to the staff who plan these events.

Reconciliation Week is celebrated in May to acknowledge the Aboriginal and Torres Strait Islander peoples and for us all to move forward together as one nation.

“Teranga” – music performers from Africa

Sports Expo – was heaps of fun! Thanks to Mrs Pettman for organizing it!

Gala Day - provides an opportunity for students to fund-raise for charity and to be enterprising.
Maths – our creative problem-solving focus – construction tasks make it practical, real and meaningful. The staff were fully engaged in this work across the school R-7. Many anecdotal comments revealed high engagement by the students.

Ann Baker – our consultant who guided engagement in Maths

2013 Some Notable Developments

The snapshots above capture just a small amount of the many and varied activities of 2013. Prior to exploring the Site Improvement Plan and our learning focus, some further points need consideration here:

Electronic Newsletter – in line with our vision for being at the “leading edge” as a digital school, we instituted our electronic newsletter at the beginning of Term 2. This has proven to be a great mechanism for sharing school life with our families.

Refurbishment of the Front Office – a grant enabled us to upgrade the interior of the front office building.

“Same First Day Start” – a focus on the needs of our younger students when starting school became a priority with the Government decision that all children start school at the beginning of the year when they turn five up until May 1st each year. This has meant that we had to prepare for a larger cohort of students than usual to commence at the start of 2014, and, a number of those students would only be 4 years old. An interest group brainstormed options, and a consensus decision was made by staff to support:

- the relocation of classes to bring all younger children together
- the building of a verandah to support indoor / outdoor play as a focus and to create a safe and suitably furnished location in the yard for our very young children (the Governing Council agreed to fund raise for this)
- a very carefully planned transition
- half days in the first week of school to support interviews with parents, children and teachers

Dynamic Governing Council – we have a very supportive Governing Council and many extremely active sub-committees – including: Finance, Fund-Raising, Canteen, OSHC, Environment, Uniform, and Sports.

Student Voice – students initiated many events during the year and showed great commitment to leadership and ensuring our involvement in a range of events, eg. Harmony Day, Pyjama Day, Sports Day, etc. A review of the SRC and SLEG processes will occur at the beginning of 2014.
Annual Report 2013

Fundraising Success – the hard working parents on our Fund-Raising Committee did an amazing job and raised more than $18,000 for the school through many different events and activities, some examples being: the Fun Walk-athon, Quiz night, Entertainers Books, Easter Raffle, Mothers Day and Father’s Day stalls, School Disco’s, etc, etc. Feedback from families regarding School Photos will enable us to review the quality of our results so that changes can be made.

Celebration Night – what a “treasure” for our school community to come along to! A free school concert on the school oval. All classes performed admirably and our natural amphitheatre around the school oval provides a brilliant concert environment for family picnics. Thanks to all the staff for their support.

Canteen Progress – the canteen staff and volunteers have worked extremely hard to ensure that we are not making a loss. School canteens find it very difficult to ensure a profit and our school is no exception, however, we are committed to having several special days each term which enables the chance of success. Thanks to the 2 canteen managers, Sue and Sue for their dedication.

Outstanding Out of School Hours Care – Kylie Preece, as Director of our OSHC and Vacation Care service ensures a high quality environment. Parent feedback is amazingly supportive of the great work achieved.

Christian Pastoral Support Worker – When Sara Smith left to have her baby, we employed our enthusiastic new CPSW, Joshua Jaeschke, who is providing a caring support service for staff, students and parents alike.

Report from Governing Council


Site Improvement Planning

Site Improvement Plan

CRAIGHBURN PRIMARY SCHOOL - SITE LEARNING IMPROVEMENT PLAN 2013

Our work as a Professional Learning Community is focused on:

What do we want students to know - CONTENT
How will we know when students have learned it - ASSESSMENT
How will we respond when students don't learn? INTERVENTION

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Christian Pastoral Support Worker – When Sara Smith left to have her baby, we employed our enthusiastic new CPSW, Joshua Jaeschke, who is providing a caring support service for staff, students and parents alike.
Professional Learning Community ethos – this underpins our work.
Our PLC teams work together collaboratively sharing knowledge of the Australian Curriculum and the state curriculum, clarifying the essential learnings, investigating the skills and achievement standards as a team, using common formative assessments to form the basis of consistent assessment tasks, they reliably monitor each student’s learning, and use agreed processes for responding when students experience difficulty or need extension. Intervention is timely, directive and systematic.

Our PLC team members embrace the following 4 critical questions:
- What is it we expect students to learn?
- How will we know when they have learned it?
- How will we respond when they don’t learn?
- How will we respond when they already know it?

PLC Team Reviews
Teaching staff undertook mid year reviews to learn more about the type of work that has occurred within their professional learning teams – to inform future planning. The Reviews focused on two areas, being:
- the ways in which teams managed their meetings (Building a Collaborative Culture)
- and the types of learning tasks which teams have focused on (Focus on Learning and Results)

The results of these reviews were discussed and critiqued by our professional learning community ‘lead team.’ The reviews presented strong evidence of teachers working collaboratively to focus on high levels of learning for all students.

Targets achieved / Analysis of 2013

Australian Curriculum
1. 100% of students participated in the Australian Curriculum in Maths, Science, English and History. All student reports were based on the new Australian Curriculum in these areas in 2013.
2. Literacy was supported across the school by a strategic focus on improving the NAPLAN growth rate results. This was extremely effective in the Year 5 to 7 range with 45% of students in the upper growth rate for Reading. The Australian average is 25%. In fact 91% were in the middle to upper growth rates which is a fantastic result (see further NAPLAN data below).
3. Maths was supported by extensive work through our cluster with the influence of Ann Baker on our problem-solving focus and practical classroom strategies. Anecdotal feedback confirms that children were highly engaged by these approaches. Training and Development for staff supported this success and Ann Baker was even a guest teacher in a Year 4 class in our school with other teachers invited from our cluster.
4. NAPLAN growth rate targets for Numeracy were met very well in the Year 5 to 7 growth range moving from 9.9% in 2012 to 29.8% in 2013. We do need to take into account the different cohorts of students each year, however, the growth rates are key reasons to celebrate.

We are conscious that numeracy still needs to be a focus in order to see further improvements in our mean scores (see data below).

Pedagogy – TIEL – Quality Relationships
1. All staff operate in Professional Learning Community (PLC) teams and follow the whole school agreement to promote continuous improvement. Each teacher commits to plan using “SMART goals” and they also utilize the “Understanding by Design” process for planning. Common formative assessments enable staff to map student progress and develop appropriate intervention or extension programs with the support of the team members.
2. TIEL – Teaching for Effective Learning was supported through a focus during our student-free days and teachers report that they are utilizing the resources associated with this “pedagogical” process.
3. Relationship skills were explored with the commencement of a study of “Choice Theory” (developed by William Glasser). More than half the staff were engaged in a series of voluntary workshops which focused on raising the awareness of our basic needs, enhancing our communication strategies, and understanding external motivation versus that of self-motivation which builds students' self-responsibility and self-confidence. 4 staff went on to more intensive training in the October holidays. This is the beginning of a closer look at how we can “be the best school that we can be” and ensure that every child is motivated and empowered to reach their full potential.
4. We have commenced the exploration of the “National Professional Standards for Teachers.”
5. Teaching for Effective Learning was exemplified in the “Shared Play” approach, for example, in the Early Years. This was supported by common agreements and “Inquiry Based Learning.”
6. An intensive effort was made to welcome the new cohort of Reception students for the “Same First Day Start”. An innovative transition program was designed and implemented.
Digital Learning

(1) A high profile feature of our learning focus has incorporated the use of digital tools. Staff and students accessed the latest ICT equipment and programs to ensure that student learning incorporated “leading edge” technology. Mobile technologies are a feature of the classroom, eg. laptops, i-pads and i-pods, as well as interactive white boards, etc and a number of classes have developed their own class blog. Training and development opportunities enabled some amazing outcomes for children R-7, some of which were shown at assemblies and our Open Night, eg. apps for instant movie making. The Digital Learning Team led workshops for educators from other sites. This focus is certainly ongoing.

(2) Inquiry-based learning was undertaken across the R-7 range.

(3) All staff access digital technologies for assessments and planning – with many exploring “Evernote” (data collection) and “Explain everything” (assessment tool) as up-to-date recording processes for childrens’ learning.

(4) Training and Development opportunities occur through the Digital Leaders team (a representative of each team across the campus) and through ongoing support. Staff are well aware of the ICT General Capability in the Australian Curriculum. Many thanks to Paul Luke for his outstanding leadership in “Digital Learning” for our school.

(5) Cybersafety – we accessed data from the Friendly Schools program and will develop strategies for a whole school focus in 2014.

Self-Review – “Diaf” - Level 2 Scan outcomes

The outcome of the level 2 scan from the Department’s Self-Review process, provided strong evidence that the staff considered that we were at a high level of achievement as a site in the following key analysis areas identified in the Diaf tool (ie. level 4 out from a 5 scale rubric where 5 is strongly agree):

“Focus on Learning”, “Thinking Systemically”, “Shared Leadership”, “Attend to Culture”, “Listen and Respond”, “Set Direction”, and “Continuously Improve”. We also had a positive response to the other two areas of: “Make Data Count” and “Target Resources” (level 3 from a 5 scale rubric).

Implications for 2014

Directions for 2014 have been drawn from a wide range of data sets including our NAPLAN results, PAT-R and PAT-M results (for the first time in 2013), in-school data collections including: Common Formative Assessments and Summative Assessments, DECD requirements and from anecdotal data from staff, students and parents in 2013.

Our Vision for 2014 onwards

We are in the process of involving the community in reviewing the vision for the school. Staff will have the opportunity to engage in the AITSL: “The Essential Guide to Professional Learning: Leading Culture” to support the development of our vision for the future. We will take the Digital Learning theme to a higher level and ensure that our future learning programs are absolutely relevant, engaging and meaningful for our children now and for their successful future. Parents and students will be consulted as well.

The current Site Improvement Plan is a broad guide for the development of an Operational Plan for 2014. The themes are:

(1) Australian Curriculum – with a particular focus on literacy and numeracy.
   a) We will report against Maths, Science, English and History based on the new Australian Curriculum. Geography and The Arts are now being implemented and reporting against the Australian Curriculum will occur in 2015.
   b) We will continue to target higher growth rates in the upper range in our NAPLAN assessments.
   c) Literacy and reading / comprehension skills will still be a priority – with a focus on the “Daily 5 / CAFE” for Years R-5, and drawing from the “Literacy for Learning” program across the school, with an emphasis in the middle primary and upper years.
   d) Numeracy development will continue to have a focus on problem-solving skills. Further Training and Development for staff will occur. Strategic planning will be undertaken with our NAPLAN results as a focus.

(2) Pedagogy – Teaching for Effective Learning (TEL) and Quality Relationships
   a) Quality relationships will be further developed – with a focus on self-reflection, self-evaluation, goal-setting and meeting individual learner needs.
   b) The Friendly Schools approach will support an anti-bullying and cybersafety agenda
   c) TEL will be explicitly explored and thinking skills advanced
   d) Inquiry Learning will be reviewed and extended.
   e) The Early Years will prioritise the development of a play-based pedagogy: both indoor and outdoor play will be supported with the facility of a new verandah near the R / 1 classrooms.
Learning with Digital Technologies

(a) We will use digital technologies in transformative ways – ensuring that we are at the “leading edge” and “futures oriented” with the integration of digital tools to support learning. The goal is to motivate, engage and support each child in a contemporary and progressive education.

(b) ICT General Capabilities from the Australian Curriculum will be a guide across all learning areas.

(c) We are working towards 1:1 devices across the school. This will require significant planning and the gathering of parent support.

(d) Networked learning is continuing to be a focus.

(e) A range of “literacies”, or, “fluencies” fitting a futures orientation will be explored to enhance student learning across the curriculum, for example: media literacies, fostering creativity, information fluency, solution orientations, collaboration skills and being global citizens. Visionary, global and Australian educational leaders such as Sir Ken Robinson, Lee Crockett and Stephen Heppell are influential in our directions.

Other features of the 2014 year will be:
The presentation of a Musical: “Seussical™Junior” in early Term 3. We were the excited recipients of a $6000 donation in response to a family that wanted to acknowledge the very positive outcomes achieved by their children through attending Craigburn Primary School. This generous donation will go directly towards supporting our musical production this year.

Student Achievement

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.

Year 1 - results are well above state average and like schools average with 44% of children reaching Levels 16-20 in Term 3, and a further 23% reaching Levels 21-26.

Year 2 – we are most proud of the progress children have made by Year 2, as results show that we are well above state and like school results – with 11% at Levels 16-20 and a further 84% of students achieving Levels 21 – 26 in term 3. Therefore 95% of students are progressing very well in Reading by the end of Term 3. Any student not achieving at these levels is supported through our intervention strategies.

Our school has a focus on the “Daily 5” and “Café” strategies to support reading skills and comprehension development. This has been a focus of the work of our Reading Support Teacher during 2013. Leanne Kohlenberg (Reading Support Teacher) provided significant guidance for our early years staff with the “Early Years Literacy Strategy for Craigburn” and particularly supported with training and development, and, the use of I-Pad Apps to promote the “Daily 5” with children. She also encouraged staff to utilize “Evernote” as an effective assessment storage tool.

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 students from Years 3 – 7 participate, and the results are as follows:

- High Distinctions: 4
- Distinctions: 16
- Credits: 31
- Participation Certificates: 29

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

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.

National Disability Census
In 2013 Craigburn PS participated in the initial “National Collection of Data for School Students with a Disability”. We identified 70 children from R – 7 who required adjustments beyond an NEP. These adjustments enable their successful participation in schooling on the same basis as students without a disability. Adjustments included visual cues, seating, hearing, 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.

Literacy Intervention Support Program (LISP)
Approximately 40 to 50 students in the 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 – 85% of these students have much success. This provides convincing data, thanks to our hard working staff.

Students from a non-English speaking background receive appropriate intervention to gain further skills in their acquisition of the English language. We have decided that in 2014 we will employ a staff member to address the needs of students with English as a second language and develop Individual Education Plans for these children. We also have a small number of Aboriginal students who are progressing well with their learning. Our Aboriginal students participated with students in our cluster schools in working with local artists to design artwork for a nearby public park.

We aim to extend our gifted students by providing an intervention program tailored to their needs.

**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.

**Year 3-5 Growth**

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<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
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<tr>
<td></td>
<td>Progress Group</td>
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<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
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<tr>
<td></td>
<td>Middle 50%</td>
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<td></td>
<td>Upper 25%</td>
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<tr>
<td>Reading</td>
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<td></td>
<td>Middle 50%</td>
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<tr>
<td></td>
<td>Upper 25%</td>
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</tbody>
</table>

**Comment:**
Careful analysis of each area of assessment is undertaken by school staff. 78.3% of children progressed in the middle to upper growth rates for Numeracy compared to 75% for the Australian average and 76.1% growth rate for Reading compares with the 75% average for Australia. Our goal for 2014 will be to work towards a greater growth rate in the Upper levels in Numeracy and Reading.

**Year 5-7 Growth**

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Upper 25%</td>
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</table>
Comment:
The growth rates from Year 5 to Year 7 are very exciting. We are thrilled that the Upper growth rate reflects a major improvement in Reading over the two years. 91.5% of children progressed in the middle and upper growth rates compared to the Australian average of 75%. We explain this with reference to the Professional Learning Community focus on the Essential Learnings and the way that staff are targeting the needs of individual children and differentiating the curriculum to ensure that different levels of ability are catered for and learning needs are targeted with intervention and extension programs.

The same approach applies to Numeracy, with 80.9% of students progressing in the middle and upper ranges, compared to the Australian average of 75%. The results are commendable.

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>2.1</td>
<td>8.3</td>
<td>25.0</td>
<td>39.6</td>
<td>12.5</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>4.2</td>
<td>14.6</td>
<td>25.0</td>
<td>27.1</td>
<td>29.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>2.1</td>
<td>6.3</td>
<td>29.2</td>
<td>54.2</td>
<td>8.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>2.1</td>
<td>4.2</td>
<td>25.0</td>
<td>22.9</td>
<td>25.0</td>
<td>20.8</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>2.1</td>
<td>12.5</td>
<td>27.1</td>
<td>27.1</td>
<td>31.3</td>
<td></td>
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</table>

Comment:
81.3% of children are in the top 3 bands for Reading. This is an improvement on 68.5% last year, although this is a different cohort of students.

64.6% of students are in the top 3 bands for Numeracy, which is an improvement on 61.1% last year.

The writing results for the Year 3 students is very pleasing with 54.2% of children achieving Band 5. The expected Band for Year 3 children in general is Band 3 to 4. This is outstanding, as 91.7% of children achieved in the top 3 Bands of Bands 4, 5 and 6.

Year 5 Proficiency Bands by Aspect
**Year 5 Proficiency Bands by Aspect**

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<tr>
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<th>Year 5</th>
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<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Exempt</td>
<td>3.9</td>
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<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>5.9</td>
</tr>
<tr>
<td>Writing</td>
<td>2.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>2.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Comment:**

72.6% of children achieved Bands 6, 7 and 8 in Reading. This is well above the average of what can be expected at Year 5 and compares favourably to the 53.9% who achieved this level last year.

47.1% of children achieved Bands 6, 7 and 8 for Numeracy.

We will set targets for improvement in the Writing scores for 2014 for our year 5 students. The qualification being that each year the cohort of students is different.

**Year 7 Proficiency Bands by Aspect**

<table>
<thead>
<tr>
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<th>Year 7</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>Spelling</td>
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</tr>
<tr>
<td>Grammar</td>
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</tr>
</tbody>
</table>

**Comment:**

We are very proud of the results for the Year 7 cohort in 2013. 78.9% of students were in the top 3 Bands for Reading which is well above the Year 7 standard, and compares favourably to 70% last year.

67.3% were in the top 3 Bands for Numeracy, compared to 43.8% last year.

64.8% were in the top 3 Bands for Writing and this matches the score for Year 7 students in 2013.
Year 3 Proficiency Bands by Aspect – Mean Scores

Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
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<tr>
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<tr>
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<tr>
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Year 5 Proficiency Bands by Aspect – Mean Scores

Mean Scores

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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar</td>
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Year 7 – Proficiency Bands by Aspect – Mean Scores

Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
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<td>Spelling</td>
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<tr>
<td>Grammar</td>
<td>542.0</td>
<td>558.9</td>
<td>562.4</td>
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</table>
Friendly Schools Surveys – Bullying Data 2013

All Year 4 to 7 children participated for the first time in an online Bullying Survey set up through our access to the “Friendly Schools” website. Staff members are keen to ensure that all children are safe at school and can deal with any challenges to their well-being in an effective manner. This survey enabled us to see via their anonymous responses the thoughts of the children in regard to bullying and cybersafety.

We are confident in that the majority of children have reported that they feel safe at school and have not experienced bullying. However, there is a small group that reported that they had experienced some bullying. We are taking note of this data and the staff has committed to promoting social skills development in their classes and ensuring the self-esteem and confidence of children is built up as a very important mechanism for preventing bullying. All children have a right to feel safe and the “bully” as well as the “victim” need to be in a supportive environment that helps them learn a better way.

A key to any data gathering 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”.

Some points:

222 children responded to the online survey

The majority of children said that they had never been bullied. Children surveyed were asked questions about being teased, having secrets told about them, being made to feel afraid, being hurt, being called names, feeling left out, and having lies told about them. There was also a section asking questions about text messages, sending photos, online bullying through social media, etc. This was referenced by frequency questions. 4.5% children report that they had experienced these things several times a week. This is a concern and the staff is committed to taking action. More than 90% of children had never experienced nasty comments in online social spaces. 3.3% children believed they had been cyberbullied more than once a week.

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

Violence Trends

The behaviour of our 511 students at Craigburn is in general, exemplary. There were only 3 suspensions for violent behaviour in 2013, and several "Take homes". Minor infringements were dealt with in-school in relation to behaviour in the yard and the class. Parents are informed and participate in decisions when staff members have concerns. Our data gives resounding evidence that the children at Craigburn overwhelmingly support a focus on learning and behaving responsibly.

Attendance

Attendance data for Craigburn confirms that our school attendance is just above the Australian average. We do ask parents and caregivers to encourage students to value being at school and being on time. Our policy is to follow-up any unexplained absences and to ensure accurate record keeping. Approval is required for family leave and we fully support the department’s goal for the state, of 95% attendance, so we will keep working towards that.
This was the first year that we undertook the National Parent Opinion Survey of parents in our community. We provided the opportunity for all parents to follow a link in our newsletter and answer the 14 questions. We were pleased with the highly positive responses of those parents who responded. Unfortunately this was a small cohort (n = 10), however, we will explore strategies for a much better response next year. The results are taken from a summation of a Likert Scale response where 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree or disagree, 4 = Agree, and 5 = Strongly agree.

It is very reassuring that the highest rating in the response below is that parents can say that their child feels safe at school.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Reception</td>
<td>95.3</td>
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<td>Year 1</td>
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<td>Year 2</td>
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<td>Year 3</td>
<td>94.6</td>
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<tr>
<td>Year 4</td>
<td>96.2</td>
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<td>Year 6</td>
<td>94.1</td>
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<tr>
<td>Year 7</td>
<td>93.2</td>
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<tr>
<td>Total All Year Levels</td>
<td>94.7</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>94.7</td>
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</tbody>
</table>
Anecdotal comments confirm that parents value our school and the efforts of staff. One example of feedback after our Open Night in Term 3:

“I just wanted to take the time to mention to you how wonderful I thought it was on Open Night this year. All the classrooms were packed full of exciting and wonderful learning! My children had a wonderful evening, and were very eager to visit all classrooms, not just their own! The teachers did a wonderful job, and it presented the school in a very positive light!” – Candi Hinks

Another family provided outstanding feedback with the provision of a $6000 donation to the school on the graduation of their 4th child, as a way to show their satisfaction of the outcomes for their children at Craigburn.

Student Opinion Surveys (2013)
The student opinion surveys above were taken from the Year 5 to 7 cohort. Students certainly reported a high response to the item: “My teachers expect me to do my best” with 100% of students in the “agree” and “strongly agree” category. A strong response can also been seen above with more than 60% of students identifying that my school looks for ways to improve”. An area for improvement could be the point about “My school takes students’ opinions seriously”. In line with this, we are planning to review our “Student Voice” agenda, including the SRC and SLEG processes as well as empowering students more with making choices in their learning.

Students in Year 3 to 4 undertook an alternative separate survey. A sample of questions the students were asked includes: “How much do you like school?”, “What is your favourite lesson?”, “What would you like more of at school?”, “What would you do to improve the school day?”, and “Are you proud of your school?”. 102 students participated in this survey and a significant majority of children reported that they liked school or liked it a lot. 80% of children said they were proud of the school. PE, Art and Maths were very popular learning areas. A number of children reported that they did not read at home. Many children reported that they thought school was “fun”.

Some examples of Year 4 student comments:
- I like school because I learn new things that will always help me.
- I like it because it lets me put my imagination on the page.
- I like school because I am good at maths and I get my work done quickly.
- I like school because I like the challenges and risks. And it’s lots of fun.
- I like school because it is fun to let out our creativity.
- Our teacher gives us problems to solve and he gives us quizzes that are quite fun.
- I like school because I need to get better at it!
- I would like more inquiry at school and RBL (resource based learning) and more art and outside nature “stuff”. I like PE. I love drawing. I like Music. Etc.

Teacher Opinion Surveys (2013)

The teacher opinion survey triangulates with the students survey as they report that “Teachers at my school expect students to do their best”.
Staff

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>
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<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>48</td>
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<tr>
<td>Post Graduate Qualifications</td>
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Please note: Staff that 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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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</thead>
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<td>Persons</td>
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<table>
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