Craigburn Primary School
Annual Report 2014

School Name: Craigburn Primary School  School Number: 1226
Principal: Kathy Terrell  Region: Southern Region Adelaide
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. 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.

As with all schools in Australia we are currently transitioning to the new 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 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.

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 areas of Performing Arts, Sports, Pedal Prix and Environment programs.

The school receives strong parental and community recognition and support. This is evidenced in a range of whole school special events and celebrations, ranging from school sports and the performing arts to our environment projects. This is a significant feature of school life and the crucial support of parents ensures that our achievements in these endeavours is outstanding.

In 2014, we commenced the year with 18 classes which catered for 485 students.

2014 – Some of our Highlights

Our outstanding Performing Arts Achievement - “Seussical Junior™ – a great success!

The quality of the 6 performances of Seussical Junior™ was absolutely highly professional. There were two main casts and all children in the school participated. The 4 evening performances and the 2 matinees were completely sold out. Many thanks to all involved, with a very special thank you to the amazing efforts of Kerry Rayner, our Musical Director. It was a simply stunning experience, never to be forgotten!
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Official Face Book Page
A very successful way of promoting and sharing our learning to a local and global audience, including Page Likes from the United Kingdom, South Africa and Sweden. Since it's inception mid-way in 2014 our FB posts have had a collective reach to over 10 000 likes. A great way to gather immediate parent feedback.

Year 7 Canberra Camp
Canberra Camp Update - Group 1 at Government House - saw our Governor-General, Sir Peter Cosgrove, signing some bills. A new law is about to be made!
https://www.gg.gov.au

2014 Sports Day
Well done team Riley!

Sport is a big winner at Craigburn!

Cricket - Falcon Cup Team
Basketball is popular!
Every participant is a winner on Sports Day

Cross Country Athletes had success

Pedal Prix events - Approximately 50 students participated in the Pedal Prix in 2014 - thanks to Mr Lemmey and parents for their support.

Congratulations to the girls team who won the competition and became our National Champions.

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

A Butterfly Garden initiated by Mr Hanna’s Year 4 class

Book Week Fun!
Craighburn’s Got Talent

A very popular program – 79 non-riders became riders with great success

Bike Ed

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 and manage these events.

Buddy Class Support

Gala Day - provides an opportunity for students to fund-raise for charity and to be enterprising.

PLAY - a vital part of early years learning
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Digital Technology – supports contemporary learning

We are working towards a 1:1 iPad Program for all children to support their learning engagement. Fostering creativity and problem-solving will be a feature of this work.

"Music is Fun" was a really big hit!

The Performing Arts is a big feature of school life at Craigburn. All children thoroughly enjoyed the outstanding musicians who helped us with this amazing event.

2014 – Some Developments to Note

A new Partnership Model for DECD – our site is part of the South Valley Precinct Partnership of schools which includes: Flagstaff Hill, Happy Valley, Braeview, Aberfoyle Hub and Thiele Primary Schools along with Aberfoyle Park High School, and the following Kindergartens: Flagstaff Oval, Flagstaff Hill, Happy Valley, The Hub, Preschool, Chandlers Hill, O’Halloran Hill, as well as, Flinders University.

The leaders from this group of sites have forged a sense of identity, built a Partnership Plan and commenced the vital work of collaborating as a team. The Department no longer has Regions and the Partnership model is now our support group to facilitate improved learning outcomes for students in our area.

Developing a new vision for Craigburn – We have developed a vital new sense of direction for the school, whilst being inclusive of the well-loved aspects of the previous vision. This vision is still being refined, we have developed an aspirational Site Improvement Plan, and we have strategically maintained our 6 school values to ensure consistency and commitment from our students. As cited in the school context on page 1, our initial statement captures our passionate essence:

"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".

The agreed school values are: Self-Worth, Caring and Responsibility, as well as Respect, Optimism, and Resilience.

Supporting our very youngest students – The Government’s decision to implement the “Same First Day Start” in 2014 led us to consider the needs of children starting school who may still be 4 years old. We agreed to build a new verandah in the Reception area to support these children with a safe and suitably furnished
location for them to play in the yard. This has also become a vital venue for integrating the Indoor / Outdoor play focus that has taken a priority on our early years agenda. We thank the fundraising committee for enabling the verandah to be built.

**Creative Transition Program** – we received significant positive feedback – in addition to the facilities, and our normal three transition visits the year before, we implemented a series of interviews in the first week of school. Our awareness of the importance of building strong relationships with families inspired us to develop a creative management of the transition process through offering “parent / teacher / student” interviews in the afternoons of Week 1. Children attended school for half a day each day in the first week, and to support families the OSHC provided a service for those that needed it. The feedback from both parents and teachers acknowledged this as a vitally important time for information sharing and relationship building that would normally take much longer to achieve. This will continue each year from now on.

**Edutech Conference Attendance** – 10 staff members attended the Edutech Conference in Queensland in June of 2014. This was an inspiring conference with world class speakers and approximately 8000 participants. The staff came back to school absolutely enthusiastic and committed to supporting our digital learning focus. This has led to a whole teaching staff agreement to work towards attending the Edutech Conference together in 2015, with two student-free days to support it. The Governing Council has fully supported this. The directions of the school, in working toward 1:1 devices for all students is a key aspect of the inspiration this has achieved. Staff feedback from 10 staff is attached as an addenda to this report, though a sample is included here:

- “It was an inspiring conference with a big focus on creativity, which I found very motivating” – Renae Humphrys
- “My belief is that Edutech is one of those rare conferences that really has the ability to change pedagogical approaches like no other”- Rob Warncken
- “Without doubt this was the most inspirational and challenging conference I have attended in my entire teaching career” – Kerry Rayner
- “I feel excited by the changes in education particularly afforded by the integration of digital technologies” – Andrea Grant
- “I have made lots of online connections through our Genius Hour blog posts and these posts are used globally for PD about how to use Genius Hour in the Early Years” – Lisa Sporn

**Dynamic Governing Council** – we have a very supportive Governing Council and many very active sub-committees – including: Finance, Fund-Raising, Canteen, OSHC, Environment, Uniform and Sports. We thank Lyndall Pratt who was once again elected as the Governing Council Chairperson for 2014. Ashley Krischock was elected as Vice-Chair and Treasurer and Candi Hinks was Secretary. These parents, along with all other council members deserve our thanks and acknowledgement for their contribution to the directions that the school is taking (please see the AGM report for more details).

**Student Voice** – students initiated many events during the year, eg. Harmony Day and Gala Day. They showed a great commitment to their own student leadership. A review of the SRC and SLEG processes led us to ensure an equitable representation from both girls and boys within this important aspect of student voice.

**Official Facebook Page launched** – we are thrilled with the response to our official Facebook Page as it has generated a lot of interest in our school and we can promote events, provide immediate information for families and receive instant feedback. We have really appreciated the positivity from the community through this medium.

**Amazing Fundraising Success** – Congratulations to our Fund-Raising Committee for an outstanding effort to support the school by raising an amazing total of $28,600. This was way above the $17,000 aspiration that we had which was targeted at the new verandah and other special equipment, eg. extra bag racks, new benches, and door widening that was undertaken. The very special events during the year included the “Dance-a-thon”, Discos, and the major highlight, the incredible “Spring Fair”. Thank you very much to all contributors.

**Environment Committee is doing a great job.** with many dedicated and highly skilled parents supporting and leading innovative projects such as “The Munchie Monsters” recycling and “Dino Dig” projects, in liaison and support from school students and staff.

**Criminal History Clearances** – we were audited in 2014, and our procedures were exemplary. All parents and volunteers must follow DECD procedures and undertake the DCSI Criminal History clearance before volunteering at school. It is now called a Relevant History Screening.
Celebration Night – what a “treat” for our school community to be able to attend a free school concert on the 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 – Many thanks to Sue and Sue for their continued dedication to ensuring the canteen has much success. Their efforts in providing two special days each term are much appreciated. We value our canteen highly and thank all of the volunteers who support our managers in enabling our children to have healthy, fresh lunches.

Outstanding Out of School Hours Care – Many thanks to Kylie Preece, for leading our OSHC and Vacation Care service to ensure such a high standard of education and care. Parent feedback is always amazingly supportive.

Christian Pastoral Support Worker – Joshua Jaeschke undertook the role of CPSW, for Terms 1 – 3 of 2014. The funding arrangements and title of the role changed during the latter part of the year and the new Pastoral Care Worker role will be advertised early in 2015.

Report from Governing Council


Site Improvement Planning

2014 Site Improvement Plan:

Our Professional Learning Community ethos 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. They use 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?

2014 PLC Team Reviews

Teaching staff undertook end of year reviews to inform future planning. It was very clear from the feedback that staff wanted to refresh the PLC processes and go back to a greater focus and rigour on achieving improved learning outcomes for students. The results of these reviews were discussed and critiqued by our PLC ‘lead team.’ There was strong evidence of teachers working collaboratively, however, the time required for rigour had been taken up by administrative tasks. The leadership team now has a united commitment to enabling the goals of the PLC work to be prioritized and to look for ways to streamline administration tasks. PLC processes will be prioritized in 2015.

Achievements / Analysis of 2014

Australian Curriculum

1. 100% of students had a report based on the Australian Curriculum in Maths, Science, English and History. All students were introduced to the Australian Curriculum in Geography and the Arts. These will be reported against in 2015. Relevant staff are also implementing Civics and Citizenship (eg. the Year 7 trip to Canberra supports this), and, Economics and Business.

2. All Year 2 – 7 students participated in the PAT-R (Reading) and PAT-M (Maths) assessments at the beginning of Term 4. This data was analysed and reflected upon to enhance student learning outcomes. Further detailed work will be undertaken using these assessments during the 2015 year.

3. 100% relevant staff participated in the “Literacy for Learning” program on a voluntary basis, and, the “Jolly Phonics” Refresher Courses. “Literacy for Learning” was ably led by two of our staff, Grace Hollitt and Hazel Robertson.

4. NAPLAN results were unpacked in teams and the whole staff discussed the areas of success and identified areas of growth. This has been documented and goals set within teams.
The Literacy Agreement has been slightly modified and the Numeracy Agreement has been developed by a small Maths team led by Senior Leader, Rob Warncken.

We have purchased “Sentral” as an electronic tool for handling whole school data more effectively. This we hope, will facilitate easy access on an ongoing basis to all student learning data. Some staff, for example, use “Evernote” and some “iDoceo” to manage their class data sets.

We have come to realize that a focus on the Australian Curriculum’s General Capabilities are a vital part of our work at Craigburn in managing the essentials within the curriculum.

A Performance and Development Culture
Staff participate in both formal and informal performance development processes and our reference points are the Australian AITSL Teachers and Leaders Standards. Ongoing self-review processes also provide us with evidence of our learning journey, eg. a level 2 scan was undertaken with staff in September. This showed a very strong commitment to learning is evident at Craigburn.

Pedagogy – TIEL – Quality Relationships
(1) Student, staff and parent feedback has provided us with a strongly positive sense of the school culture of student wellbeing.

(2) All staff had awareness raised of the bullying data from 2013 and effective strategies were discussed. Whilst the data reflected students’ perception of low levels of bullying, it was important to ensure staff were clear about procedures for dealing with this.

(3) 7 staff attended the “Play is the Way” training during the year, and came back enthusiastically implementing the ideas. This led to a whole staff decision to undertake a Training and Development Day in 2015.

(4) There has been an increase in shared leadership amongst the staff during the year. This enhances the learning for all, and supports well-being across the campus.

(5) Staff participated in Training and Development with Leah Kennewell to explore the Australian Curriculum with an emphasis on planning and assessment.

Digital Learning
(1) Staff participated in varied training and development options at the site level – this has led directly to enhanced student learning opportunities through access to digital tools, eg. iPad apps that facilitate creativity, eg. iMovie, etc.

(2) Students are increasingly demonstrating evidence of the ICT General Capability – supporting and enhancing their learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and appropriate social and ethical protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate digital tools to meet their learning needs.

(3) 10 staff attended the Edutech Conference in Queensland in June. Their amazing testimonials are included in the addenda to this report.

(4) Planning for a BYOD iPad program is underway through collaborative leadership and the work of the Digital Leaders Team – initial information has been provided to parents. The 9 Considerations designed by the Apple Education Team have provided us with the basis for working towards the implementation of this program. Vicki Rumsey a trained Apple Education Consultant from CompNow has worked with the Digital Leaders team and shared information with parents about our great progress in planning for this program.

Self-Review – “Enhanced Diaf” - Level 2 Scan outcomes (Sept 2014) of 4 key areas:
Learn – 95% staff agreed or strongly agreed that the site supports all children to develop their learning dispositions, academic and social skills and achieve to their highest potential.

Lead – 78% staff agreed or strongly agreed that leaders work with the community to develop responsive local educational solutions and to be accountable for outcomes achieved.

Connect – 75% staff agreed or strongly agreed that partnering with parents, education institutions and other services better meets the needs and aspirations, and, enhances learning experiences of our children.

Improve – 80% staff agreed or strongly agreed that continuous improvement occurs in a planned and purposeful way at Craigburn. Ongoing commitment is built into the school culture.

Implications for 2015 - Our Vision for 2015 onwards
The current Site Improvement Plan (2014-15) is a broad guide for the development of an Operational Plan for 2015.

Main features of 2015:
(1) Learning with Digital Technologies - A “Focus on Learning” through using digital tools especially 1:1 devices. This incorporates working with parents to discuss the introduction of 1:1 devices for all students across the campus. Staff will undertake intensive training and development. 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 Aust. Curriculum “ICT General Capability"
will be our guide. Staff learning transfers to student learning - attendance of all teaching staff at the 2015 Edutech Conference in June.

(2) **Teaching for Effective Learning / Pedagogy and Quality Relationships** –
(a) Introduction of the “Play is the Way” program as a means to support the development of the “Social and Personal General Capability” aspects of the Australian Curriculum. This will also include further development of the “Choice Theory” concepts as a means of enhancing communication and relationships building.

(b) Review of the “Inquiry Process” to enhance student learning. (Teaching for Effective Learning).

(3) **Australian Curriculum** –
(a) Literacy and Numeracy improvement through rigour and enhancement of our PLC processes. This includes review and commitment to our Literacy Guide (Agreement) and gaining support for a Numeracy Agreement. Sharing of assessment and intervention data will be a feature. A greater growth rate in our NAPLAN assessments will be an area of attention.

(b) Reporting against Geography and the Arts and implementing Health and PE, and implementing Languages Other than English.

(4) **The PLC processes** will be explored in depth. Data will be a focus initially, followed by enhanced strategies for teaching.

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**Student Achievement**

**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” 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 2014, we supported the following children who were not progressing as we expected:
- **Literacy** – 47 children
- **Maths** – 23 children
- **Coordination** – 17 children

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 is convincing data.

**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.

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. Our goal is to ground students well in the basic skills of reading and not rush them initially on the levels. Our results show that this pays off, with the majority of Year 2 students progressing very well in Reading by the end of Term 3. Any student not achieving at these levels, and there are reasons why this happens, is supported through our intervention strategies (LISP). Our Early Years Literacy Funding ($33,921) is used in part to support this program.

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

Students participated in assessments in Maths, English, Science, Writing, Spelling & Computer Skills. We had 70 assessment participants from Years 3 – 7, and the results are as follows:
- **High Distinctions**: 3
- **Distinctions**: 10
- **Credits**: 25
- **Merit**: 8
- **Participation Certificates**: 33

**Other Awards**:

All students participated in the Premier’s Reading Challenge and Premier’s Be Active 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 22 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).

National Disability Census
In 2014 Craigburn PS once again participated in the “National Collection of Data for School Students with a Disability”. We identified 70 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 ($11,832) enables us to provide additional support for some students.

Students from a non-English speaking background receive appropriate intervention to gain further skills in their acquisition of the English language. In 2014 we employed 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. 5 children were provided with intensive English language support in 2014. This has led us to gain DECD funding for this position in 2015.

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 gifted students by providing an intervention program tailored to their needs within class and team programs.

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

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td>29.0</td>
</tr>
<tr>
<td>Middle 50%</td>
<td>44.0</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>27.0</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td>28.0</td>
</tr>
<tr>
<td>Middle 50%</td>
<td>53.0</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>19.0</td>
</tr>
</tbody>
</table>

Comment:
Careful analysis of each area of assessment is undertaken by school staff. We are pleased that 27% of students achieved in the upper growth rate for Maths, although we would have liked to see more children in the middle growth area than the lower area. The upper growth rate for Reading of 19% was slightly below Australian average, and when we looked closely at the students, we could see that the Year 5 cohort did comprise a number of children with some learning difficulties which influences the score. However, there is further work to do by our school to build the capacity of the PLC teams to make a difference in the growth rates for this cohort. Our goal for 2015 will be to work towards a greater growth rate in the Upper levels in Numeracy and Reading.
Comment:
The growth rates from Year 5 to Year 7 are very exciting. We are very pleased that the upper growth rate reflects a positive result over the two years. 39% in Numeracy and 29% for Reading is terrific. Close to 80% of children progressed in the middle and upper growth rates compared to the Australian average of 75% for Reading. We are convinced that the Professional Learning Community ethos with its focus on the Essential Learnings and the targeting of student learning needs and differentiating the curriculum is facilitating this success. Student learning needs are targeted with intervention and extension programs.

The same approach applies to Numeracy, with a significant 88.2% of students progressing in the middle and upper ranges, compared to the Australian average of 75%. These results are commendable.
Comment:

The Benchmark for Reading is above Band 1. The expected or average Band for Year 3 children in general is Band 3 to 4. Reading - 85.2% of children are in the top 3 bands. This is an improvement on 81.3% last year. Each year we have a different cohort of students so comparisons between years are not necessarily useful.

Numeracy - 63% of students are in the top 3 bands for Numeracy, similar to last year, which was 64.6%

Despite the writing assessment being far more challenging than 2013, the writing results for the Year 3 students are very pleasing with 72.8% of children achieving in the top 3 bands.

**Year 5 Proficiency Bands by Aspect**

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>2.9</td>
<td>18.8</td>
<td>21.7</td>
<td>34.8</td>
<td>14.5</td>
<td>7.2</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>7.2</td>
<td>17.4</td>
<td>23.2</td>
<td>15.9</td>
<td>21.7</td>
<td>14.5</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>7.4</td>
<td>13.2</td>
<td>51.5</td>
<td>19.1</td>
<td>8.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>11.8</td>
<td>14.7</td>
<td>16.2</td>
<td>29.4</td>
<td>23.5</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>7.4</td>
<td>13.2</td>
<td>23.5</td>
<td>16.2</td>
<td>23.5</td>
<td>16.2</td>
<td></td>
</tr>
</tbody>
</table>

Comment:

Reading – 52.1% of children achieved in the top 3 Bands of 6, 7 or 8 for Reading, which is similar to the achievement 2 years ago, however less than the achievement last year of 72.6%. The Year 5 cohort in 2014 had some children with learning difficulties, therefore the result was as expected.

56.5 % of children achieved in the top 3 Bands, of 6, 7 and 8 for Numeracy. This is an improvement on last year which was 47.1%

The writing assessment in 2014 was very challenging and we were disappointed that more students were not able to be represented in the top 3 bands. This achievement was 27.9%.
Comment:
We are very proud of the results for the Year 7 cohort in 2014. 79% of students were in the top 3 Bands for Reading which is well above the Year 7 standard, and is just slightly improved on last year’s 78.9%
75% were in the top 3 Bands for Numeracy, compared to 67.3% last year.
Once again the writing was more challenging this year, with 41.6% compared with 64.8% in 2013.
Bullying Data

In 2014 we reviewed our data from the 2013 surveys and we ensured all staff undertook a refresher on processes for dealing with bullying through attention to the Friendly Schools program. 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. Cyberbullying is a police matter. We have a commitment to gathering data on student perceptions of any instances of bullying for reporting in our 2015 Annual Report.

Violence Trends

There were only 2 suspensions for violent behaviour and 1 suspension for bullying in 2014. There were 8 occasions when a “Take Home” was required. Minor infringements are usually 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. In general, the behaviour of our 485 students was exemplary.
Attendance data for Craigburn confirms that our school attendance is 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 are almost there and will keep working towards that.

**Opinion Surveys**

**Parent Opinion Surveys (2014)**

The National Parent Opinion Survey was undertaken with 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. 29 parents responded.

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 heartening to note the highest rating in the responses below shows that parents are comfortable talking with their child’s teacher about their concerns.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td></td>
<td>94.5</td>
<td>95.4</td>
<td>95.8</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td>95.1</td>
<td>93.4</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>94.8</td>
<td>95.4</td>
<td>95.3</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td>93.6</td>
<td>93.3</td>
<td>95.1</td>
</tr>
<tr>
<td>Year 4</td>
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<td>94.0</td>
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</tr>
<tr>
<td>Year 5</td>
<td></td>
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<td>94.2</td>
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</tr>
<tr>
<td>Year 6</td>
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<td>95.5</td>
<td>94.7</td>
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<td>Year 7</td>
<td></td>
<td>94.7</td>
<td>94.1</td>
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<td>Total All Year Levels</td>
<td></td>
<td>94.7</td>
<td>94.4</td>
<td>94.9</td>
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<tr>
<td>Total ACARA 1 TO 10</td>
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<td>94.7</td>
<td>94.3</td>
<td>94.8</td>
</tr>
</tbody>
</table>
Anecdotal comments at various times during the year confirm that parents value our school and the efforts of staff, eg. after the “Seussical Junior™” Performance in term 2:

“The whole school community should be very proud of its achievements and the dedication of everyone who contributed. It’s not only the 75 minutes taken for each performance but the preparations, behind the scenes activities and team work which allowed so many of us to enjoy and marvel at the end result”.

Peter Schwennesen (Grandfather of the Hinks children) – August, 2014

Student Opinion Surveys (2014)
The student opinion surveys above were taken from the Year 3 to 7 cohort. Students certainly reported a high response to the item: “My teachers expect me to do my best” with 96% of students in the “agree” and “strongly agree” category. A strong response can also been seen above with 90% agreeing or strongly agreeing that their school gives them opportunities to do interesting things. A point for our attention is the item which refers to some students expressing that they are not as comfortable about talking to their teacher about their concerns.

**Teacher Opinion Surveys (2014)**

The teacher opinion survey triangulates with the students survey as 100% of teachers 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>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>48</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
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</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>23.6</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<tr>
<td>Persons</td>
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<td>27</td>
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<td></td>
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</table>

Financial Statement

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$3,576,492.72</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$181.82</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$347,490.15</td>
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<tr>
<td>4 Other</td>
<td>$120,571.09</td>
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