



SCHOOL CONTEXT STATEMENT

Updated: 7/14

School number: 1226

School name: Craighburn Primary School

School Profile:

Craighburn is a large primary school located in the southern hills suburbs of Adelaide approximately 20 km from the CBD. We are a school community highly regarded for our passion for learning and our focus on continual improvement. We offer specialist programs in music, performing arts and physical education, as well as German language across the school. Our education program is based on the new Australian National Curriculum and also incorporates the South Australian curriculum. We have a strong focus on working as a Professional Learning Community, which enables us to work collaboratively in staff teams for the best interests of student learning outcomes. We use results and data to inform our decision-making and intervention processes. We achieve high quality learning outcomes for all students in their learning. We have a contemporary approach to integrating digital technologies into our teaching and learning programs. A program of Inquiry Learning is also in place across the school. Support personnel and programs are available to address students' specific learning and wellbeing needs. The school receives strong parental and community recognition and support. This is evidenced in a range of whole school special events and celebrations.

1. General information

- School Principal: Kathy Terrell
- Deputy Principal: Paul Luke
- Assistant Principal: Rob Warncken
- Year of opening: 1982
- Postal Address: 15 Murrays Hill Rd, Flagstaff Hill 5159
- Location Address: 15 Murrays Hill Rd, Flagstaff Hill 5159
- DECD Partnership: South Valley Precinct
- Distance from GPO: 20km
- Telephone number: 08 8270 4144
- Fax Number: 08 8370 5745

- School website address: www.craigburn.sa.edu.au
- School e-mail address: dl.1226.admin@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes
- Student enrolment:

Term 3 FTE Enrolment		2011	2012	2013	2014
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Reception	65.0	102.0	90.0	63.0
	Year 1	55.0	52.0	69.0	66.0
	Year 2	68.0	56.0	52.0	67.0
	Year 3	57.0	72.0	51.0	58.0
	Year 4	70.0	58.0	69.0	50.0
	Year 5	64.0	72.0	53.0	72.0
	Year 6	80.0	56.0	64.0	43.0
	Year 7	61.0	73.0	56.0	61.0
	Secondary	Special, N.A.P. Ungraded etc.			
Year 8					
Year 9					
Year 10					
Year 11					
Year 12					
Year 12 plus					
TOTAL		520	541	504	480
School Card percentage		6.5%	6.0%	7.0%	6%
NESB Enrolment		0	0	6	18
Aboriginal Enrolment		52	3	2	2

- Student enrolment trends:

Occasional variations in enrolment occur due to varied kindergarten intakes. Our current enrolments are strong. We do have an enrolment zone and we therefore expect student numbers to remain in line with school capacity in the foreseeable future.

- Staffing numbers (as at February census):

Leadership Structure: Principal, Deputy Principal, Assistant Principal

24.0 Teachers FTE

Resource Centre: 1.0

Specialist teaching programs in Music, German and Physical Education

History / Geography is supported by the Teacher Librarian

Several teaching staff work part-time.

SSO: 155 hours

- Public transport access: The school is on a Trans Adelaide bus route. There are bus stops on both sides of the road adjacent to the main entrance of the school.
- Partnership: Craighburn Primary School is a member of the South Valley Precinct Partnership which comprises, Aberfoyle Hub R-7, Aberfoyle Park High School, Braeview R-7, Happy Valley PS, Flagstaff Hill PS and Thiele PS, as well as a range of local kindergartens including Flagstaff Oval, Flagstaff Hill, Chandlers Hill, Aberfoyle Hub, Aberfoyle Park Campus Preschool, Happy Valley, O'Halloren Hill and The Hub Preschool, as well as Flinders University.

2. Students (and their welfare)

- General characteristics: Students live in the surrounding suburbs of Craighburn, Aberfoyle Park, Flagstaff Hill, Coromandel Valley and Cherry Gardens. In general, the educational standard of the students is above state average and 'like' school' averages.
- Student well-being programs: There is a whole school social skills program based on our agreed values. A Christian Pastoral Support Worker is employed at the school. Special Education / Intervention programs are in place. Transition and Induction programs include - Kindergarten to Reception, Year 7 to Year 8, Special Needs.
- Student support offered: Programs exist to support students with learning needs. LISP (Language Intervention Support Program) and Coordination Programs are in place across the school.
- Student management: Effective student behaviour is an integral part of our desired school culture. Three whole school rules are in place and students are clear about the processes that occur for both appropriate and inappropriate behaviour. Restorative action is implemented. When necessary, assistance from the Behaviour Support Service is accessed. Buddy classes are established at the beginning of the year when an older year level and younger year level class are paired together for activities and social interaction. A social skills program is implemented throughout the school. An Anti-bullying policy is in place and we follow the "Friendly Schools" ethos. Parent support for these policies and procedures is strong.
- Student government – A Student Leaders' Executive Group (SLEG) comprising of students from our Year 6/7 classes take on the coordination of student initiated and student led activities across the school. SLEG meets weekly with the leadership staff from the school and they also coordinate weekly student representative council (SRC) meetings for Reception – Year 7. Students have a strong presence and role in school activities, fundraising and celebrations.
- OSHC / Vacation Care – there is a highly regarded and vibrant Out of School Hours Care service and Vacation Care service available for families to access. This program is offered before and after school and is based in the school gym.

There is a purpose built office and kitchen area that is accessed by the service. Enquiries are welcome. The OSHC Director is Kylie Preece.

- Special programs – Senior Choir, Junior Choir, Boys Choir, School Band, Tournament of Minds, Pedal Prix. Annual Year 7 excursion to Canberra, strong SAPSASA participation. Instrumental lessons can be arranged and are managed by private providers.

3. Key School Policies

School Vision and Values Statements

- “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”. This enables students to have a strong sense of identity and wellbeing, and through being connected make a contribution to their world. The school values of ‘Self Worth, Caring and Responsibility, as well as Respect, Optimism and Resilience’ are continually reinforced and embedded within the school community.

Current Site Improvement Plan

- The current site improvement plan outlines the school’s key directions as a Professional Learning Community (PLC), guided by the principles of – A Focus on Learning, Building a Collaborative Culture and a Focus on Results. The Du Four model provides a framework for our work on the PLC ethos where we focus on:
 - What do we want students to learn (Content)
 - How do we know when they have learned it? (Assessment)
 - How will we respond when students don’t learn? (Intervention)
 - How will we respond when students have already learned? (Intervention)
- Current priorities and key objectives include:
 - Australian Curriculum –programming and reporting in Maths, Science, English and History. PLC teams identify and deliver “essential learnings” and develop SMART goals to support the curriculum. The curriculum content for all students R-7 has a balanced focus on English (Reading) and Mathematics (Number).
 - Pedagogy, Teaching for Effective Learning, and, Quality Relationships– we are exploring a pedagogical approach underpinned by quality relationships. The Teaching for Effective Learning Framework guides our work on building self-responsibility for students in their learning. We promote higher levels of thinking and challenge students to gain deeper understanding of their learning. The whole school ‘Program of Inquiry’ provides opportunities for all students to achieve higher level outcomes in their learning. ‘Choice Theory’ guides our aim for building quality relationships.
 - Learning with Digital Technologies – we are building capacity in innovative and transformational ways, to enhance teaching and learning. We incorporate the use of digital tools to enhance learning in an

integrated way across the curriculum. The ICT General Capability from the Australian Curriculum is a feature. We are aiming to support networked learning as a contemporary way forward for all learners.

Recent Achievements

- The Site Improvement Plan provides a strong basis for our current work. The school underwent a significant and very successful validation process in late 2012 and this provides evidence and significant progress. This has enabled a focus on the 'agreed and guaranteed' curriculum. We closely look at intervention and extension of students in their learning.
- Our ongoing work as a Professional Learning Community (PLC) has been further recognised through being selected by DECD to be the focus of a professionally made 'Webisode'. This can be accessed via the DECD website and highlights the example of excellent practice that our school has achieved using the Professional Learning Community model.
- We have a whole school program of Inquiry Learning Units which are aligned to the new Australian curriculum. There is an expectation that all classes will undertake a minimum of 4 units per year. Assessment is a focus and teams of teachers have worked extremely hard to establish common formative assessments and involve their students in assessing and developing their work.
- Digital Technologies continue to be prominent. All staff access and utilise new technologies in their classrooms, and are encouraged to program and access "leading edge" and diverse learning opportunities. We access our networks to build and enrich our own learning opportunities through this global context. The implementation of Google Apps and Edublogs has enabled us to use collaborative tools for learning.

4. Curriculum Subject offerings:

- Craigburn Primary School is currently transitioning from using SACSA to the Australian Curriculum (ACARA). We report against ACARA in English, Maths, Science and History. Other subjects are reported against SACSA. Our R - 7 LOTE is German. Other specialist areas include Music and Physical Education R-7.
- Special needs: A special needs coordinator works across the school to maximise support and intervention for identified students. She also liaises strongly with staff, parents and regional support personnel and services. Highly successful transition programs are a key feature.
- Special curriculum features: There is a whole school focus on using Inquiry Learning approaches.
- The R-7 Music program includes opportunities for students to participate in school choirs with strong emphasis on participation in the Festival of Music in both the city and the southern festivals. We hold regular concerts which feature our instrumental programs and bands, and the students highly value their

participation in music and the arts. 2014 sees the presentation of a musical “Seussical Junior”™ and all students in the school are participating.

- Craighburn is a member of the Australian Sustainable Schools Initiative (AUSSI) and has a strong focus on environmental programs and initiatives. An environmental learning centre has been established, providing opportunities for recycling, vegetable gardening and composting.
- Teaching methodology: Teachers are expected to work collaboratively as members of professional learning teams to plan and implement teaching and learning programs. When planning and programming, teachers incorporate the use of higher order thinking skills and the integration of digital technologies. The Teaching for Effective Learning Framework is our pedagogical guide.
- Student assessment procedures and reporting: Written reports are provided twice per year – end of Term 2 and Term 4, in line with state and federal reporting requirements. A parent information evening is held early in Term 1. Student-led learning conferences are conducted at the end of Term 1. Parents and teaching staff are encouraged to meet as needed to discuss student learning. A major focus is on teachers working collaboratively to design common formative assessments.

5. Sporting Activities

- All classes participate in daily fitness activities, and other aspects of the PE curriculum – games, dance, gymnastics and aquatics.
- A specialist PE teacher works with all classes.
- After hours school sport is managed by a subcommittee of the school’s Governing Council and the Deputy Principal. The school has many teams in the major summer and winter sports and has achieved high representation at SAPSASA level. Major summer sports are cricket and basketball. In the winter the students are involved in soccer, netball, football and basketball.
- The school oval is an excellent sporting venue because of its sloping banks, well drained playing surface and lighting facilities that enable night time training. One netball court also has area lighting.
- Sports Clinics are organised for students during school time. Out of school hours sport is co-ordinated and run by parent managers and coaches who work under the direction of the sports’ sub-committee. The taking of coaching courses is encouraged and is also sponsored by the Governing Council.

6. Other Co-Curricular Activities

- Instrumental Music programs are offered onsite, within school time by private music providers.
- Students participate in additional programs on an annual basis including Tournament of the Minds.
- Pedal Prix is offered to students in Years 6/7.
- The annual school sports' day is a major event on the calendar. Student leaders help with the organisation and running of the day. Community participation is encouraged.
- The year 6/7 choir participates in 'The Festival of Music'
- Year 3-7 students participate in International Competitions and the University of NSW tests and assessments in Maths, English, Writing, Spelling, Science and Computer Skills.
- The school participates in a range of annual special weeks and programs, including Harmony Day, Reconciliation Week, Book Week, Literacy and Numeracy Week, PE Week, Come Out, Celebration and Open Nights, and school discos.

7. Staff (and their welfare)

Staff profile: In recent years, in line with changes with the Recruitment and Placement policy the staffing profile of the school has remained reasonably stable. Ongoing vacancies are identified as current staff choose retirement, leave options or placement elsewhere.

Currently, most staff hold ongoing permanency. Teachers are expected to work as members of professional learning teams (PLT). The focus of the PLT's is to identify essential learnings, assessment programs and intervention strategies, as well as share methodologies and strategies.

School Services Officers support the finance, administration, resource centre and support of classroom teachers.

Leadership structure

- Principal (1.0), Deputy Principal (1.0), Senior Leader (0.4)
- Currently the Deputy Principal has no specified teaching allocation as the focus for the role is on leadership and the integration of learning technologies, curriculum change and community involvement.
- Performance Development is integral to our work as a professional learning community. Regular collection and analysis of student learning data and how this relates to teaching practice is discussed in PLT's and with the leadership team.
- Music, German and Physical Education are taught across R-7 as specialist areas to provide non-face-to-face release for teachers.
- Access to special staff - Instrumental music lessons are out-sourced to private providers. A Guidance Officer, Disability Coordinator and Speech Pathologists are

accessed as appropriate. Interagency Support for student well-being can be accessed.

8. Incentives, support and award conditions for Staff

Craigburn Primary School is a school in the southern suburbs of Adelaide. It is a Category 7 school on the Index of Disadvantage. DECD is our employer.

9. School Facilities

Buildings and grounds - The school buildings consist of a mix of solid construction and transportable buildings. All buildings are heated and airconditioned. The grounds are extensive and include an oval, two netball courts and two playgrounds.

Heating and cooling – The whole school has heating and airconditioning.

Specialist facilities and equipment

The Hall / Gymnasium was upgraded in 2010 as part of the BER and is used for indoor physical activity programs, assemblies, special indoor activities and performing arts. It is also available for hire.

The school is well equipped with contemporary learning technologies. An extensive wireless network is in place. All classrooms have interactive whiteboards and projectors installed. Teachers and students have access to a range of devices including dual-platform laptops (Macbooks). Student laptops (Macbooks) are available for use in classrooms. The Resource Centre uses the Amlib system and is supported with dual-platform iMacs. The students are immersed in resourced based learning both locally and globally. In recent years there has been a rollout of mobile devices (iPads and iPod Touches) which are deployed in learning spaces around the school. All classrooms utilise an interactive whiteboard. Class blogs are encouraged.

A grounds shed is utilised for after-hours sports use, and as the groundsman's workshop.

Student Facilities – A five-day canteen is well equipped and operates as a managed service through the Governing Council.

Staff facilities - The current staff room is situated in the administration building. Staff have access to two photocopiers and general teacher preparation work spaces as well as a Teachers' Meeting Room.

Access for students and staff with disabilities - Some classrooms can be accessed by staff and students with disabilities. Provisions for additional access are created as needed.

Access to bus transport - Trans Adelaide bus stop outside of the school.

10. School Operations

Decision making structures

The school's learning improvement plan is coordinated by the leadership team. There is also a Professional Learning Community Lead Team in place. The PLC lead team contributes to decisions about learning and administrative issues.

The Governing Council has a number of sub-committees, including Education, Canteen, Finance, Sport, OSHC and Environment. Recommendations from these sub-committees are brought to the Governing Council. A Fundraising group is also in place, which oversees school fundraising initiatives.

Decision making processes are in place for staff and for the Governing Council.

Whenever possible, decisions are made by consensus. Special committees comprised mainly of teachers operate to support school priorities and special programs and events.

Regular publications

A school newsletter is published fortnightly online. A parent information folder is available to families on enrolment, and is also referenced on our website. The school and teachers are increasingly using web-based communication tools such as blogs, wikis and websites.

Other communication

A student blog provides information access and exchange throughout the school. A parent/community noticeboard is used.

School financial position

Due to careful and strategic planning through the Finance Committee, the school is in a sound financial position.

Special funding

In recent times, grants from the Federal and State Governments have enabled significant improvements to the buildings and grounds. Funding for Maths, Science, and Literacy programs has been accessed.

11. Local Community

- General characteristics

The area is mainly a residential area with established housing. The majority of the residents are employed as professionals / semi-professionals or are involved in trades. Some run their own small businesses.

- Parent and community involvement

There is strong community involvement in all aspects of the school's program.

The Governing Council forms the basis for parent and community involvement. Governing Council Sub-committees include OSHC, Canteen, Sports, Finance, Education, and Environment. Parents' skills are utilised and actively encouraged. Parents are actively involved in the coaching and managing of sports, assisting in the Resource Centre, working as general volunteers in classroom activities, and they also assist with electives and camps when required. All volunteers are now required to provide a "Criminal History Clearance" document for the school.

- Feeder schools / Other local care and educational facilities

Blackwood High School and Aberfoyle Park High School are our district secondary schools. Coromandel Valley Kindergarten, Aberfoyle Park Pre-school Centre, Flagstaff Oval and Flagstaff Hill Kindergartens are our main feeder kindergarten / pre-school centres.

- Local Government body

The City of Onkaparinga Council (phone 8384 0666) is our Local Government body.

12. Further Comments

Craigburn Primary School is situated in a picturesque hills environment. The school is well resourced and supported by its community and the teaching environment is supportive and friendly.