SCHOOL CONTEXT STATEMENT

Updated: 5/12

School number: 1226

School name: Craigburn Primary School

School Profile:

Craigburn is a large primary school located in the southern hills suburbs of Adelaide approximately 20 km from the CBD. We are a 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, in addition to the state and national curriculum frameworks. German language is also taught across our school. We have worked for the last five years to develop our school as a Professional Learning Community. This means that we have a focus on learning, working collaboratively and using results and data to inform our decision-making and intervention of student learning. We have a contemporary approach to integrating digital technologies into our teaching and learning programs. A program of Inquiry Learning is in place across the school. Support personnel and programs are in place 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: Jeff Wait
• Deputy Principal: Paul Luke
• Assistant Principal: Karen Gillespie
• Year of opening: 1982
• Postal Address: 15 Murrays Hill Rd, Flagstaff Hill 5159
• Location Address: 15 Murrays Hill Rd, Flagstaff Hill 5159
• DECD Region: Southern Region
• Distance from GPO: 20km
• Telephone number: 08 8270 4144
• Fax Number: 08 370 5745
• School website address: www.craigburn.sa.edu.au

• School e-mail address: admin@craigburn.sa.edu.au

• Child Parent Centre (CPC) attached: No

• Out of School Hours Care (OSHC) service: Yes

• Student enrolment:

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<tr>
<th>Term 3 FTE Enrolment</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>Primary Special, N.A.P. Ungraded etc.</td>
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<td>80.0</td>
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<tr>
<td>Year 7</td>
<td>52.0</td>
<td>65.0</td>
<td>54.0</td>
<td>61.0</td>
</tr>
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| Secondary Special, N.A.P. Ungraded etc. | |
| Year 8 | |
| Year 9 | |
| Year 10 | |
| Year 11 | |
| Year 12 | |
| Year 12 plus | |

| TOTAL | 562.0 | 568.0 | 542.0 | 520.0 |

| School Card percentage | 7.0% | 6.5% | 6.5% | 6.0% |
| NESB Enrolment | 3 | 2 | 0 | 0 |
| Aboriginal Enrolment | 7 | 6 | 5 | 2 |

• Student enrolment trends:

In 2011 a small decline in student enrolments was observable. This was due to decreased enrolments from our feeder kindergartens. In 2012, this situation has once again turned around and intake enrolments are strong. This factor combined with our zone of enrolment will maintain student numbers in line with school capacity in the foreseeable future.

• Staffing numbers (as at February census):

Leadership Structure: Principal, Deputy Principal, Assistant Principal

Tier 1: 21.0 Teachers

Resource Centre: 1.2

Specialist teaching programs in Music, German and Physical Education

A number of 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.

• Special site arrangements: Craigburn Primary School is a member of the Valley Cluster group which comprises, Aberfoyle Hub PS, Aberfoyle Park High School, Aberfoyle Hub Kindergarten, Braeview Schools, Happy Valley Schools, Flagstaff Hill PS and Thiele PS.

2. Students (and their welfare)

• General characteristics: Students live in the surrounding suburbs of Craigburn, 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: Whole school approach to Program Achieve. A Christian Pastoral Support Worker is employed at the school. Special Education / Intervention programs are in place. Transition and Induction programs in place – 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 Program are in place across the school.

• Student management: Behaviour management 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 Justice practices are implemented. When necessary, assistance from the Behaviour Support Service is used for support. 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. Program Achieve (You Can Do It) is implemented throughout the school. An Anti-bullying policy is in place. 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 team of the school and also coordinates weekly student representative council (SRC) meetings for Reception – Year 5.
Students have a strong presence and role in school activities, fundraising and celebrations.

- Special programs – Senior Choir, Junior Choir, Boys Choir, School Band, Tournament of Minds, Pedal Prix. Annual Year 7 excursion to Canberra, strong SAPSASA participation.

3. **Key School Policies**

**School Vision and Values Statements**

- 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.
- The school values of ‘Self Worth, Caring and Responsibility’ are continually reinforced 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, Build a Collaborative Culture and a Focus on Results. The work of the PLC is focussed 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:
  - Guaranteed and Agreed Curriculum - Identify and deliver essential curriculum content for all students R-7 in English (Reading) and Mathematics (Number)
  - Teaching for Effective Learning - Focus on higher levels / deeper understanding of learning. Use our whole school ‘Program of Inquiry’ to provide opportunities for all students to achieve higher levels of learning.
  - Teaching and Learning with Digital Technologies - Use digital technologies to enhance teaching and learning.

**Recent Achievements**

- From the start of 2011 we implemented a new Learning Improvement Plan (LIP). This focus on ‘agreed and guaranteed’ curriculum will continue in the next years and we will now be focusing more closely on intervention.
- Our ongoing work as a Professional Learning Community (PLC) has been further recognised this year. Craigburn was selected by DECD to be the focus of a professionally made ‘Webisode’ to be used by DECD for marketing and as an example of excellent school practice.
• In 2010 we reviewed and re-aligned our whole school program of Inquiry Learning Units to the new Australian curriculum. There is an expectation that all classes will undertake a minimum of 4 units per year. Assessment is once again a focus and teams of teachers have worked extremely hard to establish common formative assessments and involving students in assessing and developing their work.

• Digital Technologies continues to be a prominent part of our LIP. All staff have been encouraged and supported to try new technologies in their classrooms, to program and access different and diverse learning opportunities and to build global networks. This learning curve has been steep for us all but by working together there have been many amazing achievements. The implementation of class Blogs and even the use of mobile devices in learning is evidence of the growth and development in this area.

4. Curriculum Subject offerings:

• Craigburn Primary School is currently transitioning from using SACSA to the Australian Curriculum (ACARA). From 2012, we are reporting against ACARA in English, Maths and Science. Other subjects are reported against SACSA. In 2013 we will further report against other ACARA curriculum areas. 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 School Choir.

• Craigburn 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 to be involved in 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 integration of digital technologies.

• Student assessment procedures and reporting: Written reports are provided twice per year – end of Semester 1 (Term 2) and Semester 2 (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 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 nighttime 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 the International Competitions and Assessments in Maths, English, Writing, Spelling, Science and Computer Skills.
   - A Jump Rope team sponsored by the Heart Foundation performs routines and facilitates workshops for other schools.
   - The school participates in a range of annual special weeks and programs, including 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. There are 4 contract positions. Teachers are expected to work as members of professional learning teams (PLT). The focus of the PLTs is to identify essential learnings, assessment programs and intervention strategies.

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

Leadership structure
- Principal (1.0), Deputy Principal (0.5), Assistant Principal (0.4)
- Currently the Deputy Principal has no specified teaching allocation as the focus for the role is on the leadership of the integration of learning technologies, curriculum change and community involvement.

- Performance Management 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 PLTs and with the leadership team.
- Staff utilisation policies – 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. Guidance Officer and Speech Pathologists. Interagency Support

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. It is fully air conditioned and heated throughout.

9. School Facilities

Buildings and grounds - The school buildings consist of a mix of solid construction. All buildings are heated and airconditioned. The grounds are extensive and 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.

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.

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 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 the Governing Council.

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

Regular publications

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

Other communication
A student intranet provides information access and exchange throughout the school. Staff are able to access the intranet at home via internet access. 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 assist with electives and camps when required.

• 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 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 pleasant hills environment. The school is well resourced and supported by its community and the teaching environment is supportive and friendly.