

# CRAIGBURN Primary School



S e l f - w o r t h  
C a r i n g  
R e s p o n s i b i l i t y

## Craigburn Primary School

### 2020 annual report to the community

Craigburn Primary School Number: 1226

Partnership: South Valley

Signature

School principal:

Mr Paul Luke

Governing council chair:

Katelyn Adams

Date of endorsement:

23 June 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Craigburn Primary School is located in the southern foothills of Adelaide catering for students from reception to year 7. Enrolments have remained steady, beginning the school year with 545 students forming 20 classes.

The school has an ICSEA score of 1073 (2018) and is classified as Category 7 on the Department for Education Index of Educational Disadvantage. The local partnership is South Valley Precinct.

The school population includes 0.7% Aboriginal students, 5% students with disabilities, 5% students with English as an additional language or dialect (EALD) background, 3 children/young people in care and 6% of families eligible for School Card assistance.

The school leadership team consists of a Principal, Deputy Principal and Senior Leader.

A school zone is in place with continued high level interest from families residing outside of this zone.

Despite the challenges and restrictions of the COVID-19 pandemic, a wide range of specialist programs, activities and events prevailed throughout 2020. Highlights include:

- Sapsasa events enabled many students to represent their school with pride.
- The voluntary BYO iPad program continues to progress with over 320 students participating.
- The specialist school garden continued to grow and develop.
- Students in Year 6/7 participated in the Tournament of Minds challenges in September.
- Participated in extra-curricular programs and events such as Footsteps, Sports Day, and Gala Day,
- Students from Years 2-7 participated in high quality camps including the Year 7 camp at Wallaroo.

In 2020, the student leadership structure was reviewed by staff and students. A student leadership committee was formed consisting of senior students who led a range of programs and projects including - Interception, charity fundraisers, special assemblies (eg Harmony Day, SSO Week), environmental programs and library support. Nominated students from across R-5 formed the student representative council who met regularly to discuss and share ideas for school improvement. An example being to develop concepts for school seating and playground markings.

## Governing council report

2020 was a year like no other and through-out it all our school and the wider school community showed a resilience, agility and empathy that is truly commendable.

I would firstly like to acknowledge and thank all parent members of the 2020 Governing Council who volunteered their time over the school year to be strong advocates for our primary school. Governing Council worked closely with the leadership team to support ongoing school improvement in learning and administration.

I have been able to better appreciate the exceptional quality and cutting-edge nature education our children at Craigburn receive, and I'm very confident our children are well placed to achieve and succeed beyond their primary years of schooling due to the ongoing investment in financial, physical and human resources - all aimed at overall school improvement. This has included: on-going commitment to staff professional learning in evidence-based practices, establishment of specific intervention programs and ongoing support for specialist and value added programs such as - the garden centre, sports programs, performing arts and pedal prix.

Teaching and support staff at Craigburn worked tirelessly throughout 2020 with continued focus on providing our children with quality learning programs. This was evident right through the COVID-19 pandemic, showing immense care and dedication to providing an exceptional level of education to all our children, wherever they were learning, be it at school or home. We are beyond lucky to have such a professional and hardworking group of teachers and school services officers.

The Leadership Team of Paul, Rob and Nicky provided excellent leadership to the school, steadfast in the midst of the unknown, and unwavering in their commitment to the School. Their ongoing support to staff, students and parents in all aspects of school life is truly wonderful and on behalf of the whole school community would like to thank them for a tireless year.

Being a member of the Governing Council is to know more deeply about what is going at school and how parent groups can support the staff and leadership of the school - and helping to make a difference for our children. We would also like to encourage any new members to join the governing council in what is an enjoyable and rewarding role.

Katelyn Adams - Chair

# Quality improvement planning

Goal 1 Increase the number of students R-7 reaching Reading SEA and High Bands including retaining all students in High Bands.

Implementation / Progress

Whole school professional learning in Explicit Direct Instruction (EDI) was undertaken. Teachers implemented EDI lessons, focussing on the design and delivery of high impact teaching strategies, including: high-level questioning, checking for understanding, daily / weekly reviews, presenting new material using small steps, providing models / worked examples, guided practice.

2020 saw the full implementation of IntiaLit, from Reception to Year 2. Cumulative tests undertaken by teachers provided data re students' reading development – phonic knowledge, spelling, fluency – informing intervention practices. The Heggerty and Reading Doctor programs were implemented to strengthen students' phonological and phonemic awareness. Identified students participated in the MiniLit and MacqLit intervention programs, producing promising results for students who have struggled with learning to read.

Impact

Feedback from teachers through PDPs and observations indicated: Higher levels of student engagement and participation through the use of engagement norms, Teachers use of TAPPLE (Teach first, Ask a question, Pair Share, Pick a non-volunteer, Listen, and Effective feedback - provided teachers with immediate feedback, allowing for differentiation in the delivery of the lesson, Teachers gained higher levels of collective efficacy, in EDI and content knowledge. PAT Reading showed strong growth.

IntiaLit learning data demonstrated strong growth and increase in phonological awareness, letter-sound knowledge, oral segmentation, spelling dictation and writing / reading regular and non-regular words. There was continued improvement in the Year 1 Phonics Screening Check from 2019 with Year 1 students achieving an average score of 80% of students attaining the recommended benchmark in comparison with the previous year's (2019) result of 77% - further qualifying the school's direction to ensure all children are provided with core effective reading instruction.

Next Steps

Extend use of EDI / Retrieval practice across English and Maths.

Further embed IntiaLit across R-2

Consolidate students' phonological awareness, decoding and encoding skills.

Refine Response to Intervention model (RTI) in Reading.

Further development of retrieval practice through Daily / Weekly Reviews.

Peer observation / coaching opportunities to be developed.

Scope and Sequence documents to be refined in English and Maths.

Goal 2 Increase the number of students reaching the NMS in NAPLAN writing and higher bands, including retention.

Implementation / Progress

Implementation of Spelling Mastery Years 3-7 (Direct Instruction). Focus on 20 minutes per day teaching students strategies suited to their developmental level. This included phonemic, morphemic and whole word skills.

Whilst Writing was not our main focus area, teachers began implementation of the six principles of the Hochman Method from the Writing Revolution. Teachers expressed a keen desire to undertake professional learning in this area.

Impact

Results from Spelling Mastery tests indicated strong growth in phonemic, morphemic and whole word skills. Students moved up levels upon mastery of their previous level. Improved student motivation and engagement was evident in classroom observations.

Next Steps

Review and consolidate Spelling Mastery processes for a consistent whole school approach.

Professional learning and implementation of The Writing Revolution for teachers to learn and implement strategies to improve students' writing, reading comprehension, analytical thinking and content knowledge.

## Improvement: Aboriginal learners

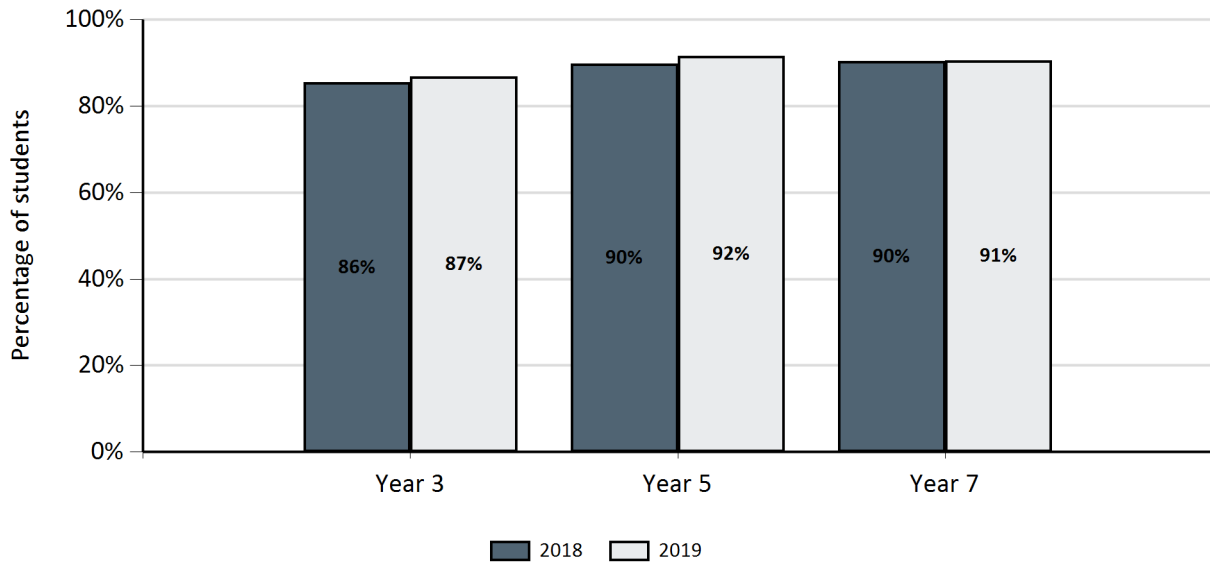
Whilst we only had two aboriginal learners in 2020, we tracked their achievement growth in literacy and numeracy. Each student had their own One Plan. Extra support was provided for one of our students who was transitioning to high school. We also sought the opportunity to engage with one of the student's family members, being an Aboriginal elder, who worked with junior primary students sharing aboriginal culture. Through units of inquiry, teachers ensure aboriginal perspectives are considered and taught to students. Again in 2020, National Reconciliation Week and National Sorry Day were acknowledged.

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

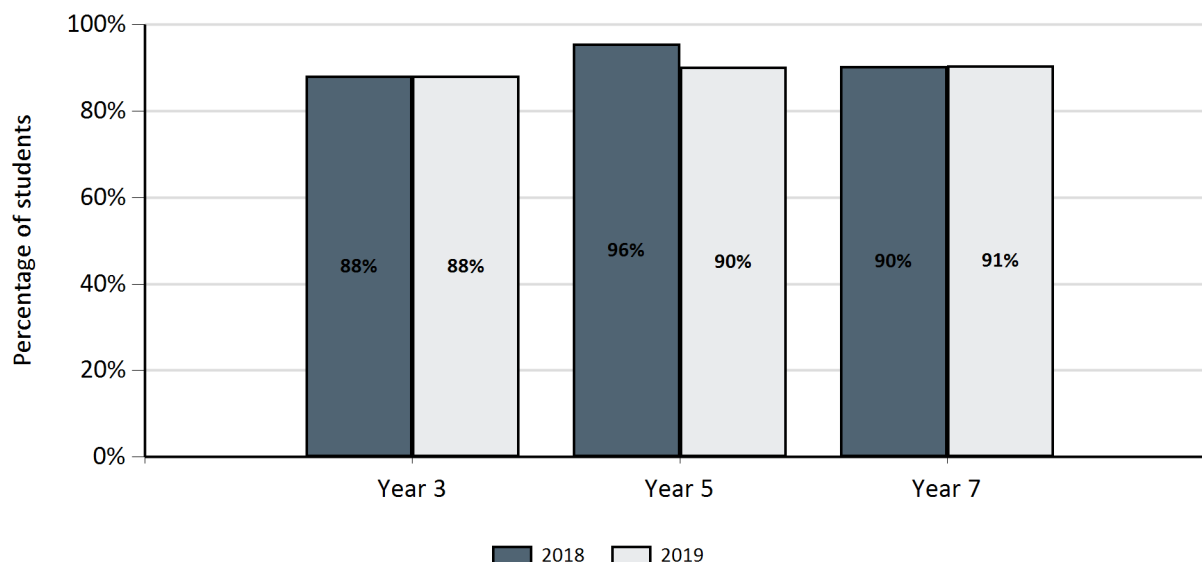


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	21%	28%	25%
Middle progress group	52%	52%	50%
Lower progress group	27%	21%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	34%	29%	25%
Middle progress group	60%	55%	50%
Lower progress group	*	16%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

# NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	76	76	40	22	53%	29%
Year 3 2017-2019 Average	72.7	72.7	38.3	21.7	53%	30%
Year 5 2019	72	72	32	15	44%	21%
Year 5 2017-2019 Average	69.7	69.7	27.3	18.7	39%	27%
Year 7 2019	64	64	29	29	45%	45%
Year 7 2017-2019 Average	49.0	49.0	19.7	18.7	40%	38%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

# School performance comment

Our Progressive Achievement Tests in Reading (PAT-R) shows approximately 94% of students from Years 3-7 are achieving at or above the Standard of Educational Achievement for their respective year levels.

## 2020 PAT-R Results

Year 3 93% at or above SEA

Year 4 95% at or above SEA, an increase of 5% from the 2019 Year 3 results

Year 5 96% at or above SEA, the same as the 2019 Year 3 results

Year 6 93% at or above SEA, an increase of 3% from the 2019 Year 5 results

Year 7 96% at or above SEA, an increase of 16% from the 2019 Year 6 results

Our Progressive Achievement Tests in Reading (PAT-M) shows approximately 91.5% of students from Years 3-7 are achieving at or above the Standard of Educational Achievement for their respective year levels.

## 2020 PAT-M Results

Year 3 90% at or above SEA

Year 4 96% at or above SEA, an increase of 8% from the 2019 Year 3 results

Year 5 94.5% at or above SEA, a slight decrease of 1.5% from the 2019 Year 4 results

Year 6 89% at or above SEA, a slight increase of 1% from the 2019 Year 5 results

Year 7 87.5% at or above SEA, an increase of 8.5% from the 2019 Year 6 results

Overall, the PAT results demonstrate ongoing positive growth in both Reading and Maths as student cohorts have progressed from 2018 to 2020.

In the 2020 Phonics Screening Check 80% of Year 1 students reached the benchmark of 28/40 in the Phonics Screening Check – an improvement of 7% from 73% in 2019.

There was also a significant improvement in the Initialit cumulative and spelling mastery tests. Teachers received ongoing professional learning in explicit direct instruction (EDI) to build their knowledge, skills and understanding of EDI. There was strong evidence of successful implementation of EDI practices as indicated by teachers through their PDPs. Teachers articulated increased student engagement in EDI lessons. Teachers are invested and committed to further build their EDI practices through in-house coaching support, peer observations and professional development.

## Australian Curriculum A-E Data

When following the same cohort of students, there appears to be some congruence with the number of grades given at each level, even though in most cases, the teacher giving the grade has changed. The general pattern is that students' A-E achievement grades improve from mid-year to end-of-year.

Prior to the mid and end of year reporting processes, teachers work in teams to share assessments and moderate work samples.

The use of data tools and portals such as BI Improvement, OARS and ScoreLink will support teachers to analyse student learning data to inform teaching and learning practices.

In the absence of NAPLAN in 2020 due to COVID, the previous annual report (2019) summarises the school's NAPLAN results.

# Attendance

Year level	2017	2018	2019	2020
Reception	93.7%	94.8%	93.9%	89.2%
Year 1	94.3%	93.8%	94.7%	89.7%
Year 2	94.3%	94.3%	94.5%	89.9%
Year 3	93.8%	94.2%	95.3%	87.5%
Year 4	95.3%	93.6%	93.5%	90.4%
Year 5	94.7%	94.6%	94.7%	89.0%
Year 6	94.9%	95.0%	95.0%	87.2%
Year 7	92.9%	93.4%	93.7%	89.4%
Total	94.3%	94.2%	94.5%	89.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

High levels of student attendance continued to be evident in 2020, remaining consistent over the past 4 years. Unexplained absences are followed up daily through phone calls, and if needed through meetings. Staff at Craighburn continue to promote, encourage and monitor regular attendance. Exemptions have continued to be mostly for planned short-term family holidays. Attendance is reviewed regularly with strategies put into place for individual students as required. Despite COVID-19 impacting on overall attendance in 2020, student attendance remained positive.. Support strategies are put in place for students whose attendance is irregular.

## Behaviour support comment

At Craighburn all students have the right to learn and play safely in an environment that is free from harassment or bullying.

The Positive Expectations Matrix was used to highlight common behaviour expectations for all students, leading to greater common understanding of these expectations. An updated Behaviour Support policy was developed and implemented based on the department policy. The interoception program continued to grow to support students requiring additional support to regulate their emotions. Data from this program indicated its success. Allegations and incidents of bullying were sensitively followed up and acted upon in accordance with departmental policy.

## Client opinion summary

We had 217 responses to the 2020 school parent engagement survey. The survey showed a high level of satisfaction with the school as a whole. Particular areas of strength included (80% agree / highly agree responses) - People respect each other at this school, Teachers and students treat each other with respect at this school, I feel like my child is important to the school, I receive enough communication from the school, The school communicates effectively with me, I think that education is important to my child's future. Parent engagement in learning will be a focus for our work in 2021.

In 2020, 49% of staff completed the Perspective Survey, across a range of questions relating to their engagement and views on site climate.

21% reported active disengagement  
8% reported passive engagement  
29% reported active engagement  
42% reported highly active engagement

In 2020, our students undertook the Wellbeing and Engagement Collection. The proportion of students reporting high wellbeing are as follows. Happiness 64%, Satisfaction with Life 49%, Absence of Sadness 57%, Connectedness to Adults 74%, School Climate 51%, School Belonging 56%, Perseverance 59%, Academic Self-Concept 76%. We continue to focus on developing and supporting emotional regulation and satisfaction with life.



## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	9	9.1%
Other	1	1.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	18	18.2%
Transfer to SA Govt School	69	69.7%
Unknown	2	2.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

All parent and community volunteers at Craighburn undertook the relevant checks in accordance with the department's volunteer policy and procedures. A School Services Officer maintains a database of volunteers to ensure all screening requirements were met. The database identifies DSCI and WWCC clearances for all non-teaching staff, SSO's, non-department Service Providers, Governing Council members and GC employees, and third party music providers. Information is provided to the community through our school blog and website.

# Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	43
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	26.3	0.0	10.9
Persons	0	31	0	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$4,458,222
Grants: Commonwealth	\$2,400
Parent Contributions	\$309,462
Fund Raising	\$5,925
Other	\$33,260

Data Source: Education Department School Administration System (EDSAS).

## 2020 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Interception room established to teach and support self-regulation skills - trained SSOs and teachers. Interception activities undertaken within all classrooms at key transition times. Targeted Recess / Lunch time prog	Students supported resulting in improved engagement and behaviour.
	Improved outcomes for students with an additional language or dialect	Teacher 0.1 salary worked with identified students to develop understanding of English language through guided reading. Students are withdrawn and work in small groups.	Students received structured support enabling them to increase L and L levels.
	Inclusive Education Support Program	All students with a disability have a One Plan. SMARTAR goals are developed with the review team and teacher. Teachers / SSOs released to develop plans. MiniLit, MacqLit, TooSmart Maths intervention programs in place ta	One Plan goals met.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	Targeted literacy and maths intervention programs were implemented throughout the school. eg MiniLit, MacqLit and TooSmart Maths  Just under 30 students identified with learning difficulties have One Plans developed and implemented by classroom teachers. Processes are in place to ensure relevant information is shared between teachers from year to year. Australian Curriculum funds were utilised to support SIP priorities.	Students involved in Intervention had improved growth.  Successful student One Plan reviews
Program funding for all students	Australian Curriculum	Funding was used to release teachers for professional learning, collaborative planning to support implementation of InitialLit, Explicit Direct Instruction and Spelling Mastery.	Improved growth PAT, InitialLit / Spelling Mastery assessments.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Building teacher leadership capacity in explicit direction instruction and the science of reading. Funding supported intervention programs to further develop the capacity and skills of staff.	Increase in teacher leadership through professional learning lead teams.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A