



# SCHOOL CONTEXT STATEMENT

Updated: December 2019

**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 performing arts (music focus), physical education, science, as well as German language across the school. Our education program is based on the 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 and have a BYO iPad program in place for students in Years 2 to 7, which is strongly supported by the parent community. 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: Paul Luke
- Deputy Principal: Rob Warncken
- Senior Leader: Nicky Taylor
- 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
- Distance from GPO: 20km
- Telephone number: 08 8270 4144
- Fax Number: 08 8370 5745
- School website address: [www.craighburn.sa.edu.au](http://www.craighburn.sa.edu.au)
- School e-mail address: [dl.1226.admin@schools.sa.edu.au](mailto: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		2016	2017	2018	2017
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Reception	72.0	67.0	72.0	67.0
	Year 1	80.0	71.0	80.0	71.0
	Year 2.	65.0	78.0	65.0	78.0
	Year 3	71.0	66.0	71.0	66.0
	Year 4	70.0	68.0	70.0	68.0
	Year 5	51.0	68.0	51.0	68.0
	Year 6	48.0	43.0	48.0	43.0
	Year 7	69.0	41.0	69.0	41.0
Secondary	Special, N.A.P. Ungraded etc.				
	Year 8				
	Year 9				
	Year 10				
	Year 11				
	Year 12				
	Year 12plus				
<b>TOTAL</b>		<b>526</b>	<b>502</b>		
School Card percentage			6.0%		
NESB Enrolment					
ATSI Percentage		0.38%	0.20%		

#### 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 2019 February census):
  - 40 FTE
  - 24 female teaching staff, 5 male teaching staff
  - 9 female ancillary staff, 2 male ancillary staff

Specialist teaching programs in Performing Arts, German, Physical Education, Science  
Several teaching staff work part-time.

- 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 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 wellbeing programs: Teachers promote positive learning expectations based on our agreed values. A Pastoral Care 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. Literacy Intervention is provided through MiniLit and MacqLit. A Coordination programs is also in place across the school.
- Student management: Effective student behaviour is an integral part of our desired school culture. A Responsible Behaviour Code was developed in 2019 in response to the Department's new Behaviour Support Policy. Three whole school expectations are in place based on our school values. 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. A social skills program is implemented throughout the school. An Anti-bullying policy is in place.
- Student governance – 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, 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

### Vision

For all students to belong, learn and grow within a supportive learning community to become confident young people with a positive identity who contribute to their world.

## Mission

We are committed to providing a learning environment where all students are empowered to become successful learners - who develop the knowledge, skills, behaviours and dispositions which will assist them to live and thrive in the twenty-first century.

## Values

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.

## Site Improvement Plan

The site improvement plan outlines the school's key directions as a Professional Learning Community (PLC), guided by the 3 big ideas of PLCs – A Focus on Learning, Building a Collaborative Culture and a Focus on Results. The PLC at Work ethos guides our work as per the Six Essential Questions

What is it we want our students to know?	Curriculum
How will we know if our students are learning?	Assessment
How will we respond when students do not learn?	Instruction
How will we enrich & extend the learning for students who are proficient?	Instruction
How will we increase our structural competence?	Teacher Development
How will we coordinate our efforts as a school?	Leadership

## Current goal and Challenge of Practice:

- Increase student literacy achievement in Reading, Spelling & Writing from Reception to Year 7
- If we adopt evidence-based practices to teaching reading, spelling and writing across the school, we will increase student achievement in reading, spelling and writing from Reception to Year 7.

The findings of our 2016 external school review guide our future improvement plans

- *Strengthen the work of PLTs through existing structures and processes by including opportunities for vertical alignment and connections.*
- *Support students to know how to improve by creating opportunities to engage in goal-setting, develop strategies to achieve the goals, and receive timely and detailed feedback in an ongoing cycle of review and improvement.*
- *Increase intellectual stretch for all students by supporting teachers to collaboratively design rigorous learning tasks and assessment rubrics, which require students to apply their understanding and skills to new contexts, and are aligned with the Australian Curriculum and assessed via the Achievement Standards.*
- *Increase teacher capacity to improve student learning outcomes through the alignment and strategic linking of the Site Improvement Plan with Professional Learning, validated by Performance Development processes.*

## Recent Achievements

- The Site Improvement Plan provides a strong basis for our current work. The school underwent an external school review in 2016. This significant process of external and self review provides evidence of successful practice and clear focussed directions. 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 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 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 Suite and Edublogs Campus Press and Sentral have enabled us to use collaborative tools for learning and administration.

## 4. Curriculum Subject Offerings

- The Australian Curriculum (ACARA) is the basis for teaching and learning programs. We report against ACARA in all subject areas. Our R - 7 LOTE is German. Other specialist areas include Performing Arts, Science 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 Performing Arts (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 & the arts.
- 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

- Acting Principal (1.0), Acting Deputy Principal (1.0), Senior Leader (0.6)

### Performance Development

- 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, Science 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 air conditioned. The grounds are extensive and include an oval, two netball courts and two playgrounds.

Heating and cooling – The whole school has heating and air conditioning.

### **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 with projectors and / or TV screens installed. Teachers and students have access to a range of devices including platform laptops (Macbooks). Student laptops (Macbooks) and desktops (iMacs) are available for use in classrooms. Over 200 iPads are shared across year levels in addition to the BYO iPads students in Years 2-7 bring to school.

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 are also 3 lead teams in place, A Professional Learning Community, Innovations and Learning Support in place. The lead teams contribute to decisions about learning and administrative issues.

The Governing Council has a number of sub-committees, including Education, Canteen, Finance, Fundraising, Parent and Community Engagement, Sport, OSHC and Environment. Recommendations from these sub-committees are brought to the Governing Council.

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 news blog, Craighburn Connections, and school Facebook Page provides news to the community as it happens. A parent information handbook is available to families on enrolment, and is also referenced on our website. The school and teachers are increasingly using online communication tools such as blogs, and various mobile applications such as SeeSaw.

### Other communication

A student and staff news blog provides information access and exchange throughout the school for students and staff and are used for daily communications. A parent/community noticeboard is used.

### School financial position

Due to careful and strategic planning through the Finance Committee, the school is in a solid 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, Fundraising, Parent and

Community Engagement, 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.

- 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 and is a school of high demand because of the range of quality and value added learning programs. The school is well resourced and strongly supported by its community and the teaching environment is supportive and friendly.