

SCHOOL STATEMENT

CONTEXT

Updated: June 2022



Government of South Australia

Department for Education and
Child Development

School number: 1226

School name: Craighburn Primary School

School Profile

Craighburn Primary School is in the southern hill's suburbs of Adelaide, approximately 20 km from the CBD, attracting families with high educational aspirations for their children. Our vision is 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. Our school values of Self-Worth, Caring and Responsibility are embedded in all aspects of school life. We are committed to providing a safe 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 a global world. We are committed to students achieving strong skills in literacy and numeracy through high impact teaching and evidence-based learning strategies. All teachers have a deep understanding of the Science of Reading and explicit direct instruction practices. Teachers engage in ongoing professional learning to further strengthen their expertise.

In 2019, the IntiaLit systematic, synthetic, phonics and Spelling Mastery programs were successfully implemented across all year levels, resulting in growth for all students. We offer specialist programs in performing arts (music focus), physical education, and the German language across the school. We have a contemporary approach to integrating digital technologies into our teaching and learning programs. Since 2015, a BYO iPad program has been in place to enable students to access and utilise information and communication technologies. Our environmental learning program empowers students to identify, assess and drive sustainable change in their school community. Our well established environmental learning centre engages students in activities such as composting, worm farming, vegetable / fruit growing and propagating. The social and emotional development of all students to build positive wellbeing is a priority. In 2020, an Interoception program was introduced to explicitly teach students how to self-regulate and manage their emotions. Student voice is valued and promoted through the school with students actively participating in various student-led initiatives and extra-curricular activities such as; Gala Days, charity fundraisers, Pedal Prix, Tournament of Minds, Festival of Music choir, and school sports. Special events are celebrated including Harmony, Reconciliation and Book Weeks. These activities and events foster students' skills in critical thinking, problem solving, creativity, and build the character qualities of persistence, adaptability, leadership and intercultural awareness and understanding. Our school is highly regarded through the broader community and receives strong parental recognition and support.

1. General information

- School Principal: Paul Luke
- Deputy Principal: Nicky Taylor
- Coordinators: Brooke Hamden, Veronica Khalaf

- Student Wellbeing Leader: Janine McKay
- 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.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 2 FTE Enrolment		2019	2020	2021	2022
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Reception	46.0	70.0	68.0	67.0
	Year 1	76.0	48.0	70.0	69.0
	Year 2	78.0	62.0	43.0	71.0
	Year 3	76.0	75.0	61.0	47.0
	Year 4	76.0	78.0	73.0	59.0
	Year 5	71.0	77.0	77.0	75.0
	Year 6	70.0	70.0	70.0	71.0
	Year 7	65.0	60.0	60.0	0.0
Secondary	Special, N.A.P. Ungraded etc.				
	Year 8				
	Year 9				
	Year 10				
	Year 11				
	Year 12				
	Year 12plus				
TOTAL		558	540	522	459
School Card percentage		6.5%	7.2%	7.9%	5.22%
NESB Enrolment					
ATSI Percentage		0.35%	0.37%	0.57%	0.87%

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 2022 February census):
 - 40 FTE
 - 23 female teaching staff, 4 male teaching staff
 - 8 female ancillary staff, 2 male ancillary staff

Specialist teaching programs in Performing & Visual Arts, German, Physical Education
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 PS, Aberfoyle Park High School, Braeview School, Happy Valley PS, Flagstaff Hill PS and Thiele PS, as well as a range of local preschools including Flagstaff Oval, Flagstaff Hill, Chandlers Hill, Aberfoyle Park Campus Preschool, Happy Valley, O'Halloran Hill and The Hub.

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 6 to Year 7, Special Needs.
- Student support offered: Programs exist to support students with learning needs. Literacy Intervention is provided through MiniLit and MacqLit. An Interoception program is also in place across the school.
- Student management: Effective student behaviour is an integral part of our desired school culture. A new Behaviour Support Policy was developed in 2020 to align with the Department's 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 Team comprising of students from our Year 5/6 classes take on the coordination of student initiated and student led activities across the school. Student Executive meets weekly with the leadership staff from the school and they also coordinate weekly student representative council (SRC)

meetings for Reception – Year 6. 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, excursions, strong SAPSASA participation.

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 goals to improve Literacy and Numeracy. Current goals and Challenge of Practice They are:

Goal 1

- Increase and maintain high band (HB) achievement in Reading, Spelling and Writing as students progress from Years 3 to 6

Challenge of Practice

- If teachers consistently target the use metacognitive, formative feedback and differentiated teaching strategies in the design and delivery of reading, spelling and writing lessons then we will see an increase in the number of students achieving in and maintaining in the higher bands in each of the year levels from year 3 to year 6 in reading, spelling and writing.

Goal 2

- Increase and maintain high band (HB) achievement in Numeracy as students progress from Years 3 to 6

Challenge of Practice

- If teachers consistently target the use metacognitive, formative feedback and differentiated teaching strategies in the - design and delivery of maths lessons, then we will see an increase in the - number of students achieving in the higher bands in each of the year levels - from year 3 to year 6 in numeracy.

The findings of our 2020 external school review guide our future improvement plans

- Ensure greater authentic student influence in aspects of school improvement, particularly in relation to agreed whole-school practices that impact learning.
- Improve student engagement and learning through the successful implementation of the agreed high impact teaching strategies across the school to a high level of consistency.
- Maximise school operational structures that build teacher capacity to co-design, co-construct and deliver improved outcomes for students.

Recent Achievements

- The Goals of the 2019 – 2021 Site Improvement Plan were met as evidenced in the 2021 NAPLAN results.
 - In 2021, the reading results, as measured by NAPLAN, indicated that 93% of year 3 students, 91% of year 5 students and 82% of year 7 students demonstrated the expected achievement against the SEA. For year 3 there was significant increase, year 5 little / no change, year 7 a decline. Year 3 high band achievement was 64% demonstrating significant growth – exceeding our site improvement plan’s target.
 - Between 2019 and 2021, the school has consistently achieved 90% SEA year 5 NAPLAN reading.
 - Progress from years 3 - 5 reflected growth in the upper progress group in comparison to the state average. A focus on retaining and increasing the number of students who achieve in the higher bands will be a focus in 2022.
 - In 2021, the numeracy results, as measured by NAPLAN, indicated that 93% of year 3 students, 90% of year 5 students and 85% of year 7 students demonstrated the expected achievement against the SEA. For years 3 there was significant increase, year 5 little / no change, year 7 a slight decline. Year 3 high band achievement was 39% demonstrating significant growth from 29% in 2019.
 - Between 2019 and 2021, the school has consistently achieved 90% SEA year 5 NAPLAN numeracy.
 - Progress from years 3 - 5 and years 5 – 7 reflected growths in the upper progress group in comparison to the state average. A focus on retaining and increasing the number of students who achieve in the higher bands will be a focus in 2022.
 - A focus on high band retention will be a priority for our school in 2022, further developing the use of the high impact teaching strategies of differentiation, formative assessment / feedback, and metacognition (student voice in learning). The department curriculum resources will be used to refine teaching and learning expectations in English and Maths.
- Explicit Direct Instruction (EDI) literacy practices were further embedded with teachers 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 and guided practice. Early years literacy practices involved teachers working collaboratively to assess / analyse students’ reading development in phonological / phonemic awareness, phonic knowledge, spelling and fluency. This informed teaching and intervention practices including a successful oral language intervention program, positively acknowledged by department speech pathologists. The Heggerty PA program continues to be embedded in daily teaching practices. MiniLit and MacqLit programs, provided targeted intervention for identified students – producing significant growth for students involved. Five teachers, from R-7, undertook a 5-day Orton-Gillingham professional learning course to deepen their knowledge of structured literacy practices. This is being shared across the school.
- Feedback from teachers through observations and PDPs indicated: high levels of student engagement 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. InitialLit cumulative assessment data demonstrated growth in phonological awareness, letter-sound knowledge, oral segmentation, spelling dictation and writing / reading regular and non-regular words. Year 1 Phonics Screening Check results were maintained from 2021, with notable growth from low achievers.

- In our targeted goal of increasing the number of students reaching the NMS in NAPLAN writing and higher band achievement, we undertook significant professional learning in the Writing Revolution (Hochman Method) strategies. Teachers began implementing these strategies across areas of study which has resulted in the improved teaching of sentence structure. Teachers shared practice and resources and are following the writing strategies scope and sequence. Our 2021 Year 3 NAPLAN writing results were the highest on school record with 93% of students reaching national mean score, with 74% achieving higher band status.
- Spelling Mastery lessons (Direct Instruction) continued to be taught across Years 3-7, focussing phonemic, morphemic and whole word skills. NAPLAN spelling results showed strong growth across all year levels. In April, a team of teachers / leaders were invited to present our literacy journey at the Literacy Guarantee Unit's conference at Adelaide Oval.
- In 2022, we will continue our focus on evidence-based literacy and numeracy practices, further developing the high impact teaching strategies of differentiation, formative assessment / feedback and metacognition (student voice in learning). The department curriculum resources to refine teaching and learning expectations in English and Maths.
- 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 - 6 LOTE is German. Other specialist areas include Performing and Visual Arts, and Physical Education R-6.
- Structured literacy practices are in place. Reception to Year 2 teachers are now in their fourth year of implementing IntiaLit – a systematic approach to teaching synthetic phonics. IntiaLit–Reception and IntiaLit–Year 1 focus on two main components:
 - Phonics, to systematically and explicitly teach the basic and advanced alphabetic code in a set sequence. Children will be introduced to letter-sound correspondences, common morphemes and simple grammatical concepts.
 - Vocabulary, oral language and listening comprehension through quality children’s literature. Detailed lessons, including writing tasks, are provided for each of the storybook titles selected.
- In IntiaLit–Year 2, the scope of the program broadens to cover four main components:
 - Spelling, teaching the remainder of the advanced alphabetic code systematically and explicitly, as well as new spelling rules and morphological concepts.
 - Reading comprehension and fluency. This includes explicitly teaching students comprehension strategies and how to apply them to different types of text.
 - Grammar, in which children learn key grammatical features and how to apply them to a writing task.
 - Vocabulary, oral language and comprehension through children’s literature. Detailed lessons, including writing tasks, are provided for 15 storybook titles. Two novel studies are included for use towards the end of the year.
- Spelling Mastery is a spelling program in place for students across Years 3-7 to help students learn and develop spelling skills through a highly structured method that blends the following approaches:
 - Phonemic approach – helps beginning spellers learn the relationships between spoken sounds and written letters and then apply them to spelling
 - Morphemic approach – exposes advanced spellers to prefixes, bases, and suffixes
 - Whole-word approach – gives spellers at all levels the meaning and root of a word and shows how the word’s spelling is influenced
- Special needs: The Deputy Principal oversees and provides leadership across the school to maximise support and intervention for identified students. She also liaises strongly with staff, parents and support personnel and services. Highly successful transition programs are a key feature.
- 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 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. Department Curriculum Frameworks are utilised.
- 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 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

- Students participate in additional programs on an annual basis including Tournament of the Minds.
- Pedal Prix is offered to students in Years 5/6.
- 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 Senior Choir participates in 'The Festival of Music'
- Year 3-6 students participate in ICAS 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, 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), 2x Coordinators (0.2), Student Wellbeing Leader 0.4

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. Performing and Visual Arts, German, and Physical Education are taught across R-6 as specialist areas to provide non-face-to-face release for teachers.

Access to special staff

- A Special Educator, and support services personnel 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. DfE 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.

A new amphitheatre was constructed in 2021 and is situated in the central area in the school. Three flagpoles are in place which fly the Australian, Aboriginal and Torres Strait Islander flags.

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

Specialist facilities and equipment

The Hall / Gymnasium floor was upgraded in 2021 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.

A grounds shed is utilised for after-hours sports use, and as the groundsperson'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 workspaces 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 2 lead teams in place – Curriculum and Wellbeing. The lead teams contribute to decisions about learning and administrative issues.

The Governing Council has a number of sub-committees, including , Canteen, Finance, 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 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.