



Crystal Brook Primary School

2022 annual report to the community

Crystal Brook Primary School Number: 111

Partnership: Upper Mid North

Signature

School principal:

Mr Maciej Jankowski

Governing council chair:

Mrs Liv Alpe

Date of endorsement:

14 March 2023



Government
of South Australia
Department for Education

Context and highlights

Crystal Brook Primary School is a category 5 rural school in SA. In 2022, it had 125 enrolments, with 37% school card holders, 6% IESP verified, 8% Aboriginal Learners and 4% Children in Care. Crystal Brook Primary School is located in the township of Crystal Brook, 200km north of Adelaide, 30km south of Port Pirie. Students come from within the township of Crystal Brook itself, with approximately 33% coming from outlying farming towns such as Narridy, Merriton, Redhill, Yacka, Warnertown and Beetaloo. The year began with remote learning for the first few weeks, with staff and students persisting and succeeding. Once face to face lessons began, routines and norms were established, with high academic expectations for all. Our SIP had a focus once again on reading improvement and our PSC results were outstanding with 84% of our Yr 1's achieving SEA as well as over 72% of our year 3s and 5s achieving SEA in reading on NAPLAN. Congratulations to Flinders house for winning Sports day in Term 3, and Eyre House for winning the swimming carnival held in Term 4. Once again SRC had a successful year, with various fundraisers occurring and a large amount of moosies sold at lunch times during terms 1 and 4. Other highlights throughout the year were our whole school Bowmans Park excursion in Term 2, excursions to various local places and to the Art Gallery of SA, our annual school concert with parents permitted to attend once again, swimming carnival, sports day, SAPSASA carnivals for our senior students and the towns Remembrance Day RSL service. Our AET had begun a Reconciliation Action Plan for the school focusing on making authentic connections with, promoting an already rich and present Aboriginal culture at CBPS. Our year 6 students participated in various transition activities throughout the year in preparation for year 7. Nearly 70% of students opted to continue their education at the public Gladstone High School. On the other end of the spectrum, we are most fortunate to have the Crystal Brook Kindy connected to us and as a separate educational site we still collaborate regularly. With majority of kindy students transitioning to CBPS, our staff make frequent visits to meet the children, kindy staff bring the little ones to use our facilities, eat their lunches and play to further develop their familiarity. We are a hub of education with a major focus on continuity of learning from K-12.

Governing council report

2022 saw the Governing Council grow to highest membership numbers in years. This engaged, committed and active group met regularly to discuss and address many topics including OSHC, updating the constitution, restarting an Educational Committee and principal appointment process. A number of policies were updated throughout the year, the constitution was ratified by the Department, year-end magazine was taken on by Emma Jeffries, Parent Club subcommittee had very successful fundraising initiatives including sale of Cookie Dough and the Op. Shop. Some of these funds were used to purchase a suite of laptops for the Upper Primary class in final preparation for transition to high school. It was a privilege and a pleasure to work with this group of highly dedicated parents and I believe in 2023 their impact will grow.

Quality improvement planning

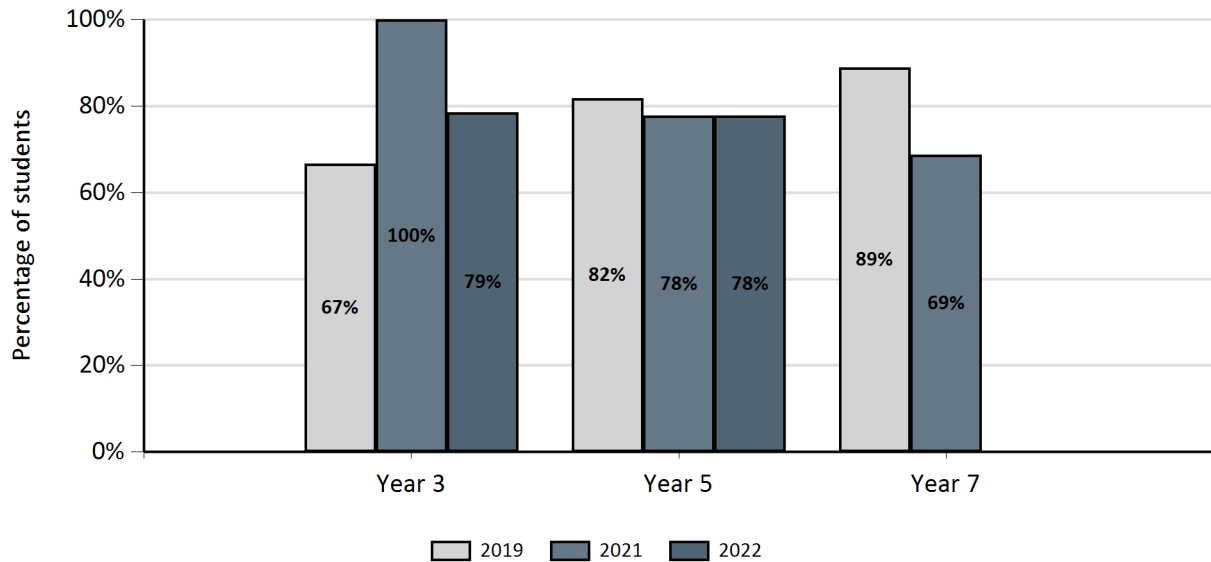
2022 saw CBPS have 1 main SIP goal, to improve reading across the site. Our 2022 Phonics Screen Check saw 86% (19/22) of students achieve SEA due to class teacher's daily efforts with Heggerty, as well as targeted intervention for our Reception-Year 2 students with a focus on phonemic awareness skills. Throughout the year we worked on establishing a whole school understanding of Literacy block requirements, which ensured that all necessary aspects of Literacy were covered at each year level. This led to staff adopting advice from the Literacy Guarantee Unit and designing their mornings to deliver Literacy across the school. We had even shifted the NIT timetable to ensure that the whole school could be working on Literacy every morning. Our Primary level results were also most pleasing with our year 3 and 5 students writing NAPLAN for the first time due to the test not being administered in 2020. Our SEA Reading targets of 72% of year 3s and 74% of year 5s were both exceeded with nearly 80% of students achieving the benchmark in each year level. The true work came after the results were in, and we were able to analyse gaps in students' performance to help direct what to focus on with teaching moving forward. Staff came together during our data day where we triangulated student results using PAT, NAPLAN and A-E data. We delved deep into the specific questions and worked backwards on what skills needed to be focused on all the way back in year 1 to be prepared for the test in year 3. I was thrilled with the commitment of staff to own this work and come up with new and more individualized targets for 2023 NAPLAN tests as well as PAT and PSC. Their collegial and collaborative nature, is fundamental to the success of all learners at CBPS. We have also recognized the importance of having student historical and current data more readily available and purchased a program called MarkIT which will allow for a single point of data for all of our students. This along with a commitment to DIBELS assessment suite, will enrich our understanding of the unique literacy needs of our students, as well as how to address them.

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

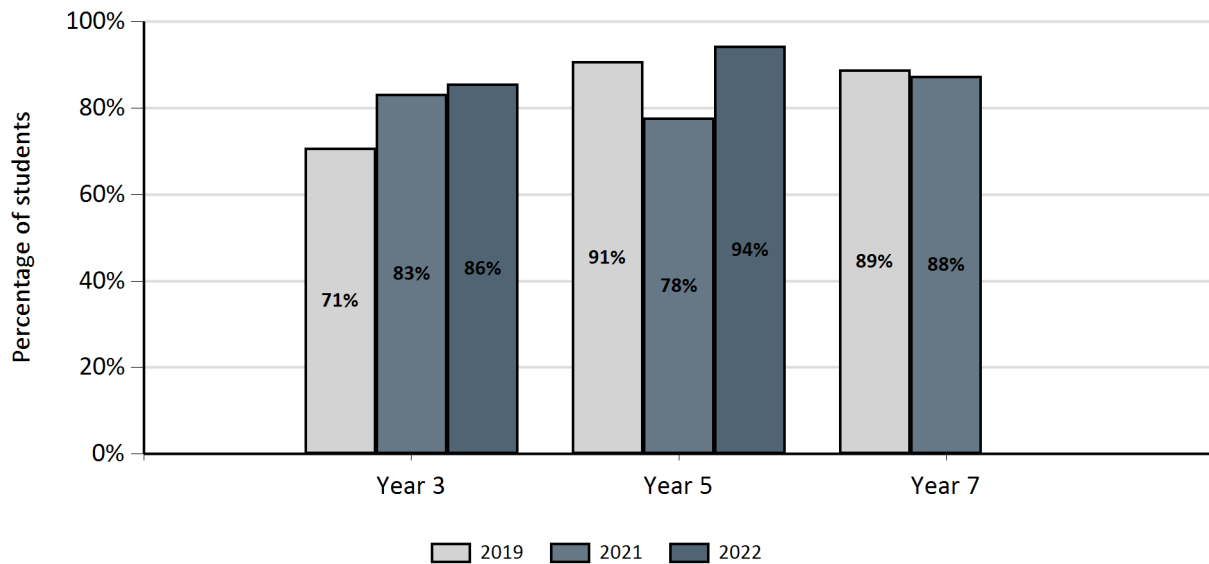


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	14	14	5	2	36%	14%
Year 03 2021-2022 Average	13.0	13.0	6.0	1.5	46%	12%
Year 05 2022	18	18	4	5	22%	28%
Year 05 2021-2022 Average	18.0	18.0	3.5	4.5	19%	25%
Year 07 2021-2022 Average	16.0	16.0	2.0	4.0	13%	25%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

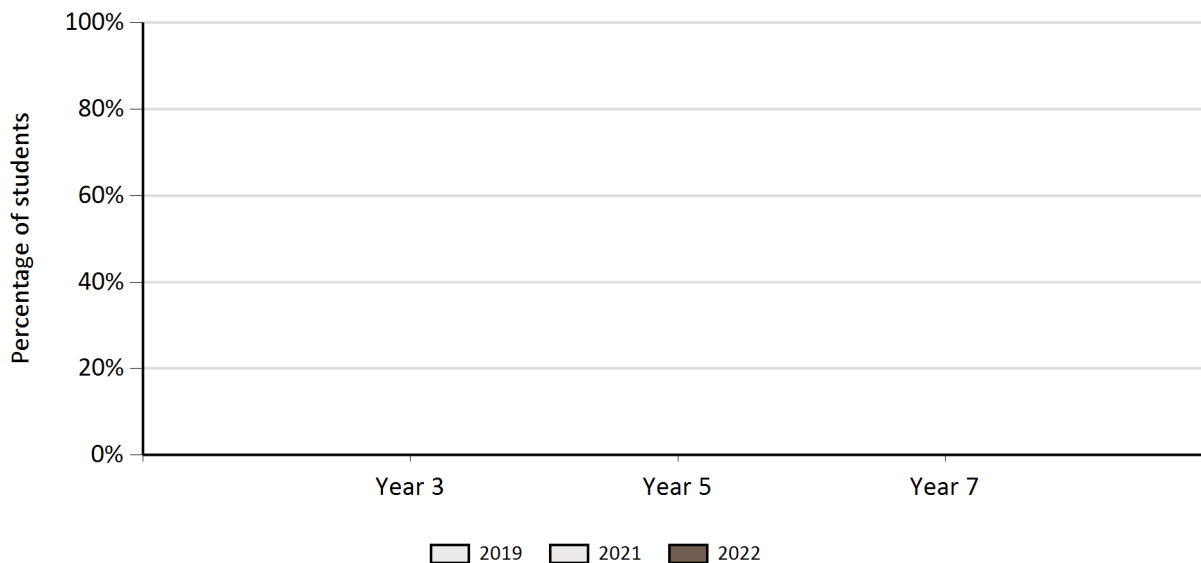
[^]includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



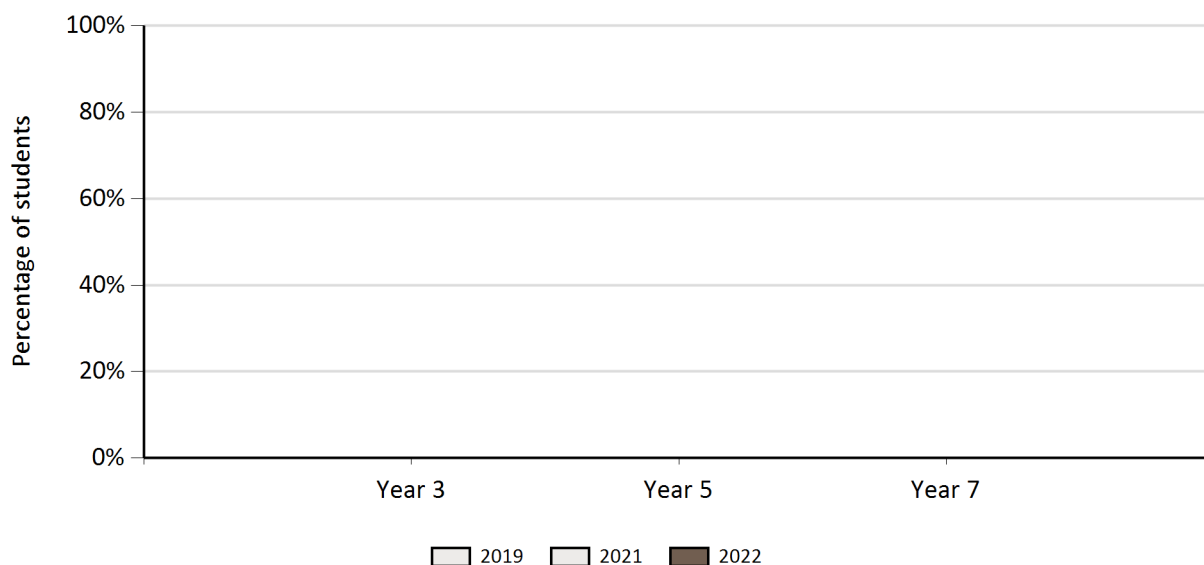
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Engaging Families

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2022, we looked at Individual Aboriginal Learners data and the data as a whole, separate to our other non-aboriginal students. Staff were provided with the data of our Aboriginal Learners, that included (where applicable) Phonics Screen Check, NAPLAN, PAT R and PAT M and attendance. With continuity of AET and ACEO support we were able to continue analysis, planning and implementation of literacy and numeracy support. Our students had to have a clear goal and timeline for achievement that was tracked in their folder, ready for adding to their One Plan and monitoring for their school reports also. We documented all of our work in the relevant students Aboriginal Learner folder, so that anyone could access data and work that had occurred for report writing and IESP application writing where relevant. We held 2 significant cultural events with Judy Crosby running an arts workshop, and Leonora Neil running NAIDOC celebrations with our Aboriginal student leaders in the form of dreaming stories and craft making.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

With the support of SSS, we were able to help a Reception student improve his attendance for the second half of the year. We were able to build up to his attending daily for the majority of Term 4 and have him participate in the school concert. Significant work was done in strengthening the relationship with family and ensuring that significance of early literacy was clear. His growth in phonemic awareness grew at a rapid rate and his self-confidence during lesson times was clear in his engagement and willingness to answer questions.

School performance comment

In 2022 our year 3 and 5 students attempted NAPLAN for the first time due to 2020 NAPLAN being called off due to COVID. Staff and students made a concerted effort to prepare for the tests with regular NAPLAN style activities and attempting past tests. Staff had set realistic targets around SEA in Reading and Numeracy as well as some HB expectations for reading. We exceeded all of our SEA targets achieving in Reading: Year 3 – 79% of students, Year 5 78% of students and in Numeracy: Year 3 – 86% of students, Year 5 – 94% of students. Our High Bands (HB) targets were not achieved with Reading Year 3s – 36% and Year 5s – 22%. Following the test we analysed where did majority of students fell short and incorporated new learning into our planning.

Our PAT data was pleasing as we were able to look at the trends of our individual cohorts, which provides an accurate assessment of growth. We found that in Reading and Numeracy our year 4s, 5s and 6s all maintained SEA level from previous year or increased. Again data was analysed following the test to identify areas for future focus and the data was similar to that of NAPLAN. We also recognized that in future years we will come up with a CBPS High Bands benchmark for PAT testing to acknowledge the outstanding achievements of many of our students.

As a final piece of assessment we analysed our A-E English and Maths grades which overall showed an increase in C, B and A grades year on year. We triangulated individual student achievement against their NAPLAN and PAT results to check if our A-E grading aligned with standardized testing. The conversation that ensued pointed out that we have a varied approach to assessing what constitutes a C, B or an A across our site and flagged this as an area of development for 2023.

The DfE, anonymous Student Wellbeing and Engagement survey was completed by 46 of our year 4, 5 and 6 students. Areas of strength across the years were: Optimism, Having an Important Adult at School, Low Sadness, Perseverance and a high Academic Self Concept. Areas for investigation were: Verbal and Social Bullying, getting right amount of Sleep and some Worries about school. Mrs. Bellman undertakes a more regular, CBPS specific wellbeing survey which provides us with actionable directions for supporting students as they get to write their names on them. Combining the two sources of data allows us to have whole school and more targeted support in areas our students are needing it.

The DfE Staff Perspective Survey results were outstanding with 100% of staff indicating they are Engaged which is higher than 65% of other DfE sites. The area for further investigation was around Site Improvement Plan priorities, targets being set collaboratively and clear definition of how resources would be allocated to support those priorities. These matters were clearly unpacked following the survey and a thorough plan of implementation was laid out for remainder of 2022 in preparation for 2023.

Attendance

Year level	2019	2020	2021	2022
Reception	93.5%	90.2%	89.6%	84.9%
Year 1	91.6%	93.4%	88.2%	82.1%
Year 2	90.8%	92.7%	91.8%	88.3%
Year 3	88.7%	92.5%	92.5%	84.0%
Year 4	92.1%	91.6%	90.9%	85.1%
Year 5	92.1%	92.3%	90.1%	85.3%
Year 6	93.3%	93.8%	90.3%	87.8%
Year 7	93.1%	93.4%	89.5%	N/A
Total	91.9%	92.4%	90.3%	85.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our attendance for 2022 stands at 87.5% for the site. There were a number of COVID or close contact cases throughout the year, with vast majority of them recorded as "Ill without certificate" – 51.5%. We were pleased with the number of "Unexplained" absences decreasing from over 10% in 2021 to 4% in 2022, we are aiming to reduce that number even further in 2023 by continuing to Attendance on the Leadership and Staff Meeting agendas.

Behaviour support comment

In 2022 we had limited number of behaviour issues with majority of reasons senior staff being called for students running out of class. Most times, student were able to make their way to the front office for debriefing/counselling and returned to class. Parents were notified of such times. Suspensions were given when all other venues had been exhausted and students continued their defiant or occasional anti-social class or yard behaviour. Parents were supportive of these suspensions and students behaviour did improve after.

Parent opinion survey summary

In 2022, we had 45 Parent Opinion Survey responses which would account for over 50% of all families. 95% of responders said that they believe education to be important to their child/rens life, an increase of 10% on 2021. In 2022, there was a significant focus on more opportunities for communication with each class starting a private Facebook page to share weekly updates of what was going on in the class. In 2023 we will complete a new school website and explore a multi-device friendly electronic Newsletter format. This led to a 25% increase from 2021 to 75% of respondents indicating they felt "They receive enough communication from the school". Areas for further investigation were around only 59% of respondents feeling like they "Know standard of work", and 58% of parents "Wanting more help." A restarted Governing Council Educational Sub-committee will explore these issues in 2023.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	11.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	66.7%
VI - LEFT SA FOR VIC	2	22.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

As per every previous year, Crystal Brook Primary School had 100% of those required to, to have a current Working with Children's Check. This included all teaching staff, all SSO's, PCW, school bus drivers, Governing Council members and OSHC workers. The Department for Education SA does a great job in sending reminder emails with plenty of time for staff to ensure they will have a current one to remain being able to work.

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	16
Post Graduate Qualifications	

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	9.3	1.0	7.1
Persons	0	12	1	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$1,771,383
Grants: Commonwealth	\$7,700
Parent Contributions	\$30,418
Fund Raising	\$10,597
Other	\$636

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

2022 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 2022 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	Increased the school counsellors work time to 0.8 so she was present on site more. She also taught Health to year 5/6 students to help support their wellbeing	Counselling with students when scheduled and more immediate, rather than having to wait to see her.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Increased student support in the classroom and the yard (for some) from SSO and/or ACEO in relation to an Aboriginal Learner with behavior support, under direction from class teachers.	Less negative class behaviour and more engagement saw an increase in student learning.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>Rural and Isolated went to supporting all students attend extra curriculum activities such as performances, excursions</p> <p>A R-2 Intervention teacher was released 0.6 to work with students to improve their reading skills in small groups. Sprint work was done to best support the students' needs.</p> <p>More decodable readers were purchased for all classes</p>	<p>Inclusivity for all students</p> <p>Increased PSC results with 86% achieving SEA. Targeted support for year 3 students with Literacy, Numeracy and NAPLAN prep.</p> <p>Not Applicable</p>
Program funding for all students	Australian Curriculum	<p>Resources and training related to the SIP</p> <p>Release for all JP teachers to complete all 3 sessions of the PSC training to ensure all have heard the same info over the past 3 years.</p> <p>Targeted release of all staff to unpack and engage with DfE Units of Work for start of 2023</p>	<p>Increased understanding of the DfE SA scope and sequence documents</p> <p>All JP teachers received same info re phonics teaching etc.</p> <p>R-6 teachers familiar with DfE units of work</p>
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NS
	Better schools funding	Increased SSO hours to provide class teachers with Literacy/Numeracy support lessons weekly for the year.	Consolidation of learning from students for increased positive growth
	Specialist school reporting (as required)	NA	NA

Improved outcomes for gifted students	NA	NA
---------------------------------------	----	----