



Craigburn Primary School

2022 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:

24 March 2023



Government
of South Australia
Department for Education

Context and highlights

Craigburn Primary School is in the southern suburbs of Adelaide, approximately 20 km from the CBD, catering for students from reception to year 6. The school attracts families with high educational aspirations for their children. Total enrolments were lower in 2022, with 461 students forming 18 classes. The decline in enrolments were due to the Year 7 to High School transition. The school has an ICSEA score of 1070 and is classified as Category 7 on the Department for Education's Index of Educational Disadvantage. The local partnership is South Valley. The school leadership team consisted of a principal and deputy principal, 2 curriculum coordinators, student wellbeing leader and Business Manager. 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. The school population includes 0.9% Aboriginal students, 5% students with disabilities, 5% students with English as an additional language or dialect (EALD) background, 2 children in care and 8% of families eligible for School Card assistance.

Once again, the COVID-19 pandemic continued to impact on learning programs and school operations. Despite this, there were many positive outcomes and achievements. Students and staff were resilient and flexible in all aspects of school life. Special events were celebrated including Harmony, Reconciliation and Book Weeks. These activities and events fostered students' skills in critical thinking, problem solving, creativity, and also helped build persistence, leadership and intercultural awareness and understanding.

Other achievements and highlights included:

- Extra-curricular programs and events such as, Footsteps, excursions, Sports and Gala Days.
- Students from Years 3-6 participated in several engaging excursions
- Sapsasa events, school choir, pedal prix and Tournament of Minds enabled many students to represent their school with pride.
- Our well-established school garden continues to engage students in activities such as composting, worm farming, vegetable, fruit growing and propagating. The social and emotional development of all students has built positive wellbeing.
- Highly successful Year 6 Graduation.

Our school continues to be highly regarded through the broader community and receives strong parental recognition and support.

Governing council report

The beginning of 2022 was again disrupted due to COVID, with a staggered start for our children. Once again, the Leadership and Staff provided the first class education to our children and community. The additional workload did not go unnoticed or underappreciated! The commitment to our children's education and wellbeing is unwavering. I would firstly like to acknowledge and thank all parent members of the Governing Council who volunteered their time to be strong advocates for our school. Governing Council worked closely with the leadership team to support ongoing school improvement in learning and administration. Through my involvement at Governing Council, I have been able to better appreciate the exceptional quality and cutting-edge nature education our children at Craighburn 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 pux.

There are many groups throughout the school that contribute to school life; the on-going commitment and contribution from volunteers behind these groups have ensured that these programs have still heightened our children's school experience. I would like to sincerely thank everyone for their continual contribution and commitment.

Our dedicated fundraising group have again had a remarkable year, managing to organise many community events for the school. These activities and events take significant planning and organisation as well as hands-on support. Funds raised will support our outdoor and indoor projects.

Kylie Preece has worked tirelessly with her dedicated staff and continued to do a fabulous job for before/after school and vacation care. Kylie's sound management has ensured a great program for our community and safe and nurturing environment for our families that require care outside the ordinary school hours.

We are very fortunate at Craighburn to have many students and parents involved in school sport. School sport does not exist without the time and commitment from many parents who help as coordinators, coaches, scorers and supporters.

This is a safe and enjoyable environment for children to represent their school with friends, whilst learning new skills and teamwork. In addition to weekly PE lessons many children have also participated in a wide range of Sapsasa sports.

Thank you to Karen Pettman for coordinating these programs. Sports Day was back and it was wonderful to see the school oval full of happy children and the wider school community- there was a real buzz around the day!

Sue has worked diligently to manage the school canteen, ably assisted by parent volunteers and student helpers. A special thank you to all the parents who volunteered in the canteen throughout the year.

The environmental learning centre lovingly led by garden specialist Emily Gray and supported by student leaders and parents remains the centre showpiece of the school with all students taking on an active interest and awareness in environmental learning. Along with the ELC, our new brightly coloured amphitheatre has breathed life into the school's outdoor surrounds and looks amazing!

The Finance Committee has continued to work astutely to ensure the school is in a healthy financial position. The Committee has ensured that school funds are carefully dispersed to learning programs, school maintenance and improvements, and operations. The Governing Council also acknowledges the community support of how the annual material and services charge is utilised.

Teaching and support staff at Craighburn worked tirelessly throughout 2022 with continued focus on providing our children with quality learning programs. Immense care and dedication to providing an exceptional level of education to all our children, through continuous, and often out-of-hours, professional development. We are beyond lucky to have such a professional and hardworking group of teachers and school services officers.

Paul and Nicky provided excellent leadership to the school 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 on 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 encourage any new members to join the governing council in what is an enjoyable and rewarding role.

Katelyn Adams - Chairperson

Quality improvement planning

From a teaching and learning perspective, our staff maintained an uncompromising focus on meeting the learning needs of our students. In 2022, we entered a new cycle of our 'Site Improvement Plan' continuing to focus on instructional approaches to teaching reading, writing, spelling and maths.

Explicit Direct Instruction (EDI) literacy practices continued to be 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. The Heggerty Phonological Awareness program continues to be extensively embedded in daily morning routines with MiniLit and MacqLit interventions in place to support identified students.

In reviewing and evaluating actions and progress towards our learning improvement goals, teachers were able to clearly identify the impact of structured reading, writing and spelling lessons on teacher practice and student learning.

In relation to teacher practice, there was more consistency across the Reception to Year 3/4 cohort with a stronger focus on the explicit teaching of phonics, grammar, spelling rules, comprehension, fluency, and vocabulary development.

Higher levels of student achievement were evident in all aspects of literacy in the Year 3 and Year 5 NAPLAN results which showed continued growth in Reading, Writing, Spelling and Punctuation.

Spelling Mastery lessons (Direct Instruction) continued to be taught across Years 3-6, focussing phonemic, morphemic and whole word skills. NAPLAN spelling results showed strong growth across all year levels.

In our targeted goal of increasing the number of students reaching the National Mean Score in NAPLAN writing and higher band achievement, teachers continued embedding the Writing Revolution (Hochman Method) strategies across areas of study.

Our 2022 Year 3 NAPLAN writing results were again the highest on school record with a mean scaled score of 461 - well above other schools' results when compared to students with a similar background. Year 5 NAPLAN results exceeded the previous year's results.

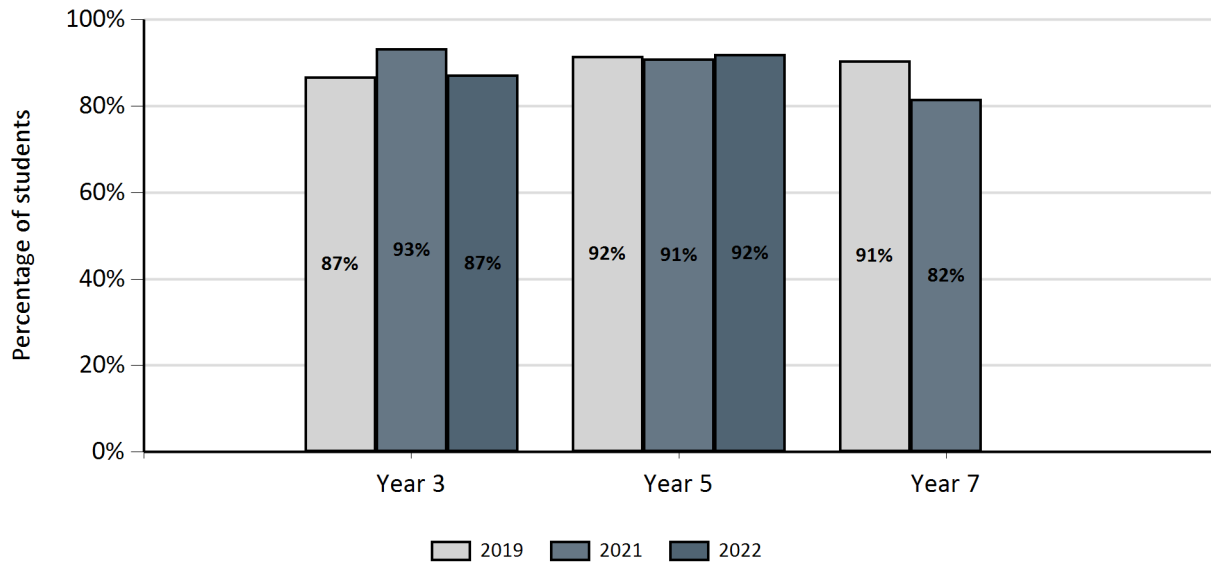
In 2023, we will dive deeper into evidence-based literacy and numeracy practices, where we will target the improvement of reading proficiency for all students by providing quality evidence-based reading instruction informed by student achievement data using the DIBELS reading assessments and based on the science of reading. Similarly, we will focus on whole school numeracy teaching practices with a whole school instructional approach based on evidence-based practices in mathematics / numeracy.

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

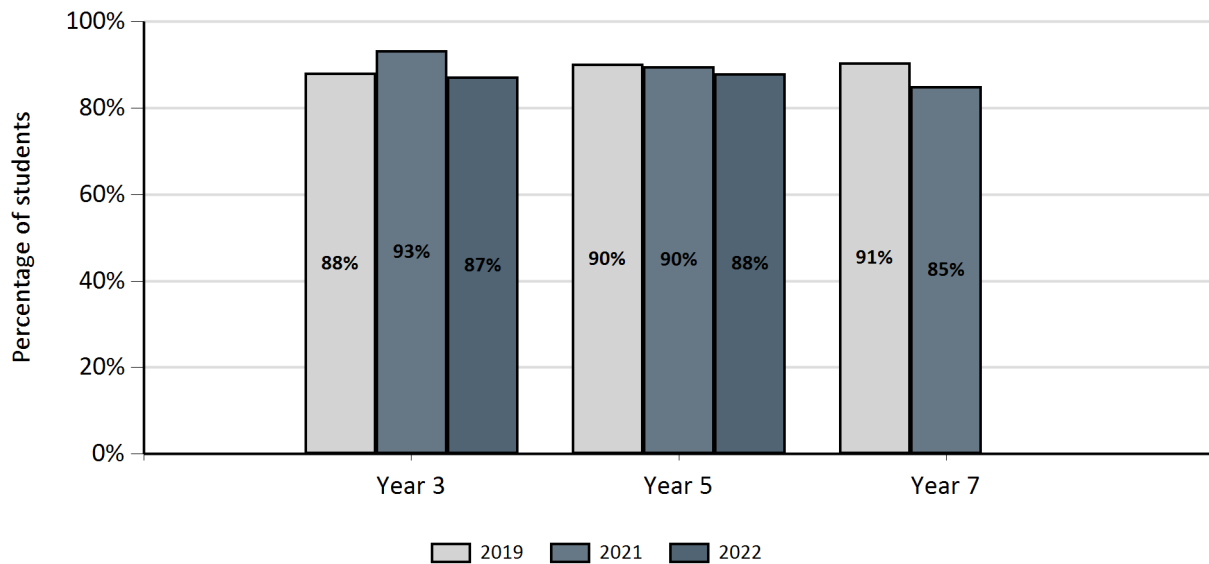


*NOTE: No NAPLAN testing was conducted in 2020.

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	47	47	30	19	64%	40%
Year 03 2021-2022 Average	54.0	54.0	34.5	21.5	64%	40%
Year 05 2022	75	75	35	21	47%	28%
Year 05 2021-2022 Average	76.5	76.5	28.5	18.5	37%	24%
Year 07 2021-2022 Average	60.0	60.0	15.0	15.0	25%	25%

*NOTE: No NAPLAN testing was conducted in 2020.

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

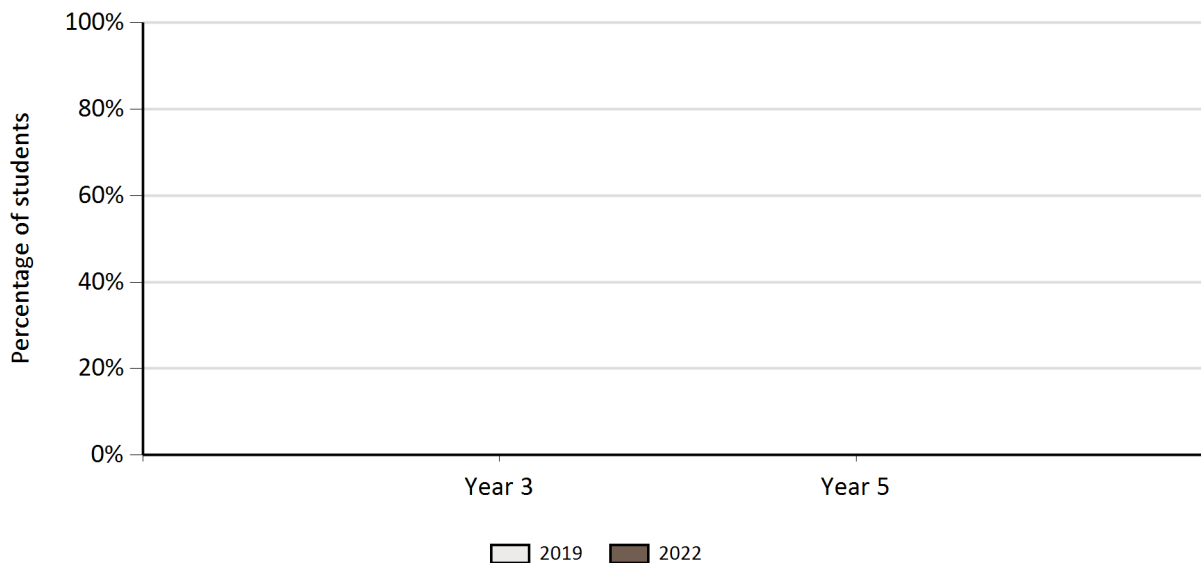
[^]includes absent and withdrawn students.

*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



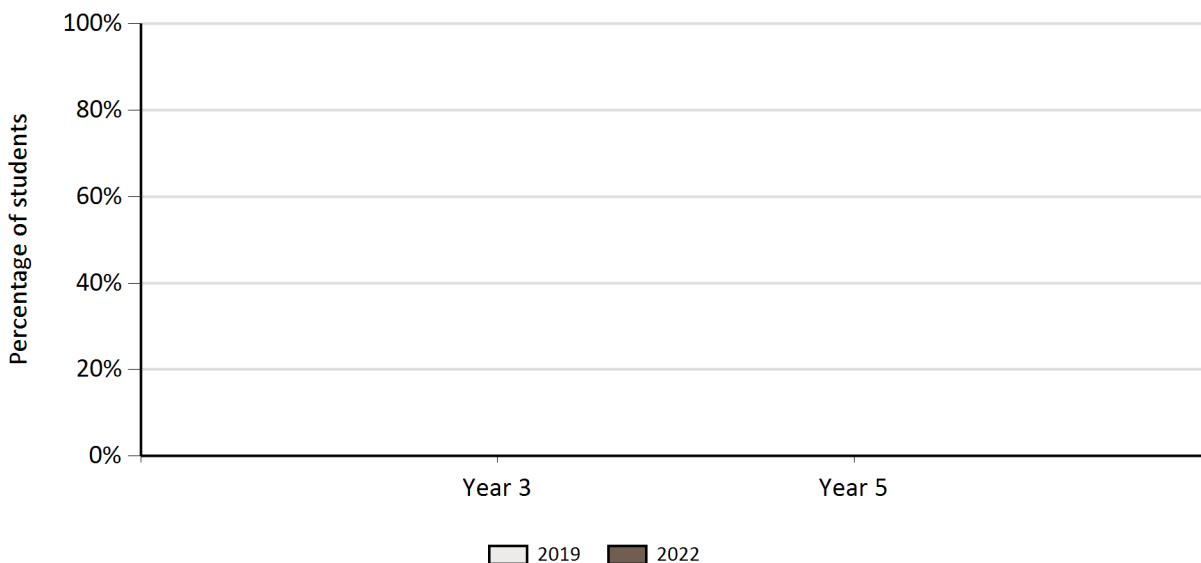
*NOTE: No NAPLAN testing was conducted in 2020.

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 2022-2022 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: Quality Teaching

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

In 2022 there were 4 Aboriginal and Torres Strait Islander (ATSI) students enrolled at Craighburn Primary School. These students were supported through One Plans. Teachers, SSOs and the ACEO supported the students to work towards achieving their individual learning goals. One student successfully transitioned into Reception and enjoyed their first year of primary school with growth in Literacy and Numeracy.

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

Students were offered regular literacy support to help them achieve success aligned with their One Plan goals. All 4 ATSI students (R/1/2) demonstrated growth and achievement in all aspects of Reading.

School performance comment

In 2022, the reading results, as measured by NAPLAN, indicated that 87% of year 3 students, 92% of year 5 students demonstrated the expected achievement against the SEA. For year 3 there was a slight decrease and in year 5 a slight increase. Year 3 high band achievement was maintained at 64% demonstrating continued strong growth – exceeding our site improvement plan’s target. Year 5 high band achievement increased from 28% in 2021 to 47% in 2022

Between 2019 and 2022, the school has consistently shown growth in all aspects of Year 3 NAPLAN literacy as evidenced in 2022 NAPLAN scaled mean scores.

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 continues to be a focus.

NAPLAN writing results for students in Year 3 showed significant growth with a scaled mean score of 461 with 60% of students achieving in the high bands.

In 2022, the numeracy results, as measured by NAPLAN, indicated that 87% of year 3 students and 88% of year 5 students demonstrated the expected achievement against the SEA. For years 3 and 5 there was slight decline. Year 3 high band achievement was 37% maintain similar growth from 39% in 2021. Year 5 high band achievement was 28% an increase of 21% from 2021.

Between 2019 and 2022, the school has consistently achieved at just under 90% SEA year 5 NAPLAN numeracy.

Progress from years 3 - 5 and 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 continues to be a focus.

The Phonics Screening Check in Term 3 revealed a slight decrease in results across the Year 1 cohort, compared to 2021. This can be attributed to a particular letter / sound correspondence that is not taught to students in IntiaLit until later in the year. Overall, 73% of students achieved benchmark.

In 2023, we will focus on improvement in reading proficiency for all students by providing high quality evidence-based reading instruction informed by student achievement data using the DIBELs reading assessments.

Attendance

Year level	2019	2020	2021	2022
Reception	93.9%	89.2%	94.0%	86.3%
Year 1	94.7%	89.7%	94.3%	89.8%
Year 2	94.5%	89.9%	93.7%	89.2%
Year 3	95.3%	87.5%	93.7%	90.1%
Year 4	93.5%	90.4%	92.1%	88.7%
Year 5	94.7%	89.0%	93.5%	87.7%
Year 6	95.0%	87.2%	91.9%	90.0%
Year 7	93.7%	89.4%	91.6%	N/A
Total	94.5%	89.0%	93.1%	88.8%

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

Attendance comment

COVID-19 significantly impacted our overall attendance in 2022, with many absences due to illness. Throughout the second half of the school year, the number of exemptions for short-term family holidays during school term increased. The combination of student illnesses and exemptions impacted on school attendance at 88% for the year. Unexplained absences are followed up daily through phone calls, and if needed through meetings. Staff at Craighburn continue to promote and monitor regular attendance. Attendance is reviewed regularly with strategies put into place for individual students as required. Support strategies are put in place by our student wellbeing leader for students whose attendance is irregular.

Behaviour support comment

The Positive Expectations Matrix continues to be used to highlight positive behaviour expectations for all students, leading to greater common understanding of these expectations. Our school's Behaviour Support policy is based on department policy. Student wellbeing and engagement data from Years 4 to 6 reflected the following data in relation their engagement at school – noting the % as low wellbeing:

- School belonging – 11%
- Peer belonging – 10%
- Connectedness with school – 6%
- Physical bullying – 6%
- Verbal bullying – 12%
- Social bullying – 7%
- Cyberbullying – 3%

Allegations and incidents of bullying were sensitively followed up and acted upon in accordance with departmental policy. The Interoception program continued to grow to support students requiring additional support to regulate their emotions.

Parent opinion survey summary

There were 177 responses to the 2022 the school parent engagement survey.

The survey continued to show a high level of parent satisfaction and engagement with the school as a whole, with particular areas of strength shown below (% agree / highly agree responses)

- People are respectful at this school – 89%
- Teachers and students treat each other with respect at this school – 89%
- I feel like my child is important to the school – 78%
- I receive enough communication from the school – 78%
- The school communicates effectively with me – 74%

Focus areas for 2023 – based on (% agree / highly agree responses) develop opportunities for teacher / parent discussion and feedback about student learning.

- Has useful discussions – 55%
- Useful feedback – 51%

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	38.5%
QL - LEFT SA FOR QLD	2	15.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	46.2%

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

Like the last 2 years there was less opportunity for parents to be involved in volunteering due to COVID-19 restrictions. All parent and community volunteers 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 WWCC clearances and RRHAN updates for all non-teaching staff, SSO's, non-department Service Providers, Governing Council members and GC employees. Information is provided to parents through our school communication channels.

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	45
Post Graduate Qualifications	11

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	26.9	0.0	10.6
Persons	0	32	0	14

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

Financial statement

Funding Source	Amount
Grants: State	\$4,318,341
Grants: Commonwealth	\$0
Parent Contributions	\$217,324
Fund Raising	\$24,824
Other	\$32,631

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	Funding was targeted to further develop Interception across the school – with trained SSOs supporting students with self-regulation skills.	Students were 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 the explicit teaching of phonemic awareness and phonics. Students were withdrawn and worked in small groups.	EALD students received structured support enabling them to increase LL levels.
	Inclusive Education Support Program	Funding was utilised to employ SSOs to provide in class support aligned to One Plan goals and implement evidence-based intervention programs for targeted students.	Students recorded progress against One Plan goals.
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>Targeted literacy and maths intervention programs were implemented throughout the school, including Oral Language and Vocabulary development, MiniLit, MacqLit and TooSmart Maths programs.</p> <p>Students with identified learning difficulties had One Plans developed and implemented by classroom teachers. Processes were in place to ensure relevant information was shared between teachers from year to year.</p>	<p>Students involved in Intervention had improved growth.</p> <p>Successful student One Plan reviews.</p>
Program funding for all students	Australian Curriculum	Australian Curriculum funds were utilised to support SIP priorities. Funding was used to release teachers for professional learning, collaborative planning to support the implementation of structured literacy practices.	Improved growth in NAPLAN, PAT, InitialLit / Spelling Mastery assessments.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Building teacher leadership capacity in site improvement plan priorities. 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

