



# Crafers Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Crafers Primary School Number: 107

Partnership: Mount Lofty

**Name of School Principal:**

Ms Chris Minear

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**Name of Governing Council Chair:**

Mr Colin Koch

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**Date of Endorsement:**

22/02/2017

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## School Context and Highlights

Crafers Primary School is a school of 335 students situated in the Adelaide Hills. It prides itself on its community spirit and commitment to improving student learning outcomes. Students generally come from Anglo Saxon backgrounds, but some change in the makeup of the student body is beginning to occur with students coming from a broader range of cultural background. Parents take a keen interest in their children's learning and actively participate on Governing Council and in other parent driven groups such as Pedal Prix, canteen and fund raising.

In 2016 the highlight of the year was the celebration of 150 years since a licence was granted to Edward Smith to run a school in Crafers, which eventually became the Crafers Primary School. There were activities through out the year including a history section in assemblies, a back to the old days, the 150 Fete and a reenactment of an old time assembly complete with children in costumes, drill and marching. During this time we reflected on the changes in education and where we are heading.

This year we also had our school review, which was a positive experience and set directions for the next four years. In summary the four directions are; provide processes for continuous improvement, continue to develop competence in using data to inform learning, challenge students promoting intellectual stretch and visible learning.

As in other years extra curricula activities were very strong and included such events as; Festival of Music, Pedal Prix, SAPSASA, Tuesday Afternoon Performance Group, various visiting artists, camps and excursions, music tuition and involvement in the orchestra or band.

## Governing Council Report

In 2016, Council - representing the many views that they receive - was more deeply involved in the development of the School's cornerstone planning framework: The Site Improvement Plan. Council's role is to ensure that the thoughts and needs of the school community are reflected in the Plan, and that the whole school body works collaboratively to achieve students' positive development. The review of that Plan for 2017 will be a priority for the incoming Council.

Council also contributed to the formal review of the School by DECD and the review report certainly highlighted the level of parental engagement as one of many attributes of CPS.

When mentioning earlier the extra-curricular side of School life, I had several things in mind, each of them a fine example of the 'above and beyond' attitude that permeates School life. Around half of our students learn a musical instrument within the school day. This is truly remarkable and the musical side of CPS has become a strong point of difference and celebration. It is a tribute to our music staff and the many specialist teachers and mentors who inspire and encourage our fine musicians in the making. Some 40-50 students also participate in Pedal Prix and over a number of years Crafers has occupied all places on the winners' podium. Parents of these students, and supporting staff, have built a formidable training and competition regime of which we can all be proud. Involvement in SAPSASA, in the Festival of Music, in After School Performance Group... what a lively place our children bring us to!

Amongst the extra-curricular is the work of the Parents & Friends/Fundraising Committee. As in all cases at CPS, for 'committee' read 'people', for that's who's responsible. Quiz night, endless barbecues at every event, Mothers'/Fathers' Day stalls... these raised \$24,459 in 2016. Fundraising lets us achieve many things that would otherwise not be possible, and Naidine Cullen deserves special thanks for her continuing commitment to the process.

But in the end, it is not in our achievements that we find our measure, but rather in the way we rise to the challenges we meet. I believe that we - as a whole school community - can lead, support and prepare our children even better when facing a future that is uncertain in employment opportunities and economic challenge.

Colin Koch AM

## Improvement Planning and Outcomes

The Site Improvement Plan (SIP) concentrated on the areas of Literacy, Numeracy, Well Being and Community Engagement. To authenticate the validity of the SIP input was received from staff and Governing Council, it was also linked to teachers Personal Development Plans (PDP) and the Operational Plan (OP) which tracked the achievement of SIP elements at various times through the year. Teachers were required to document how their practice reflected SIP priorities, especially in Literacy and Numeracy. The directions for each SIP were as follows:

- To have students articulate and demonstrate the attributes of powerful literacy learners.
- Implement pedagogical practices that engage and intellectually stretch learners.
- Students develop Growth Mindsets and Resilience skills, love of learning and respectful and inclusive behaviours.
- The community body works collaboratively to enhance all students' positive development.

In the SIP, actions and success criteria were described for each area. Actions were supported by professional development in staff meetings where teachers had the opportunity to reflect, discuss and act upon ideas. Examples of the actions are as follows:

### Literacy

- Implement pedagogical practices that engage intellectual stretch.
- Implementation of structured reading programs
- Respond to, track and monitor students' reading progress

### Numeracy

- Work with staff to develop deep content knowledge which supports effective numeracy learning through relevant Professional Development.

### Student Wellbeing

- Continue to develop teacher skills to promote the development of Growth Mindsets and resilience.
- Review current leadership program and implement improvements.

### Community Engagement

- A school communication plan is developed

Targets included 100% of students who achieve high bands in NAPLAN remain in the high levels.

PAT reading testing indicates 100% of students demonstrate growth of 12 months or more.

Pat Vocabulary testing indicates 100% of students demonstrate growth of 12 months or more.

Students who sat the test and were originally in the high bands remained there.

Did not achieve 100% of students demonstrating 12 months growth or more in reading, but could be a consequence of a guideline change.

Did not achieve 100% of students demonstrating 12 months growth or more in Vocabulary.

Further targets are described in the School Performance section.

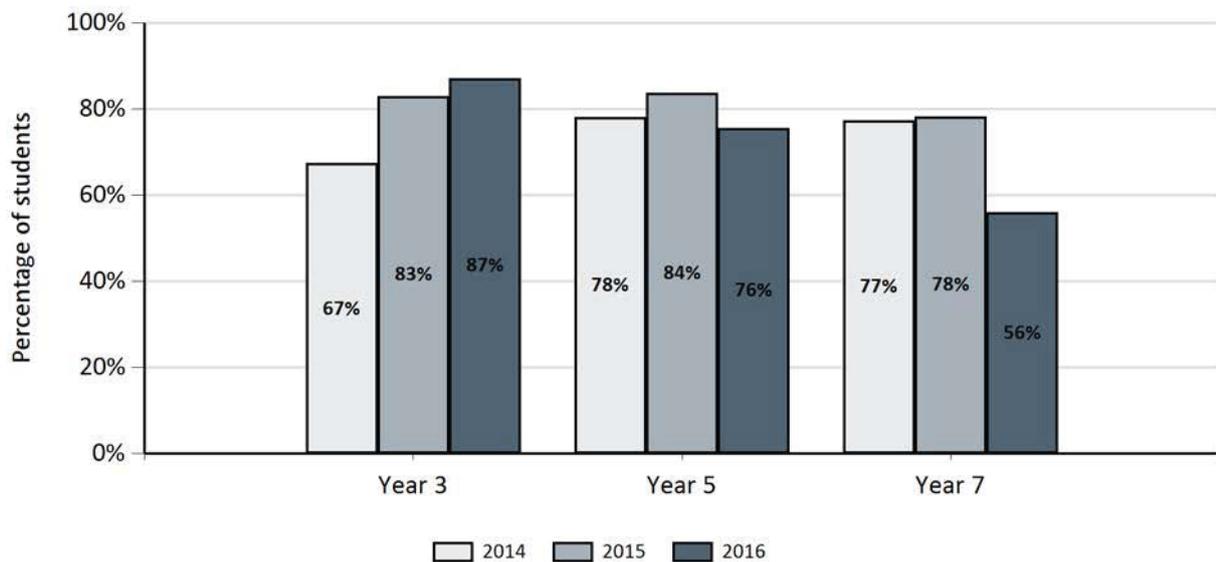
2017 Sip will address targets in regard to setting and follow through. The 2017 SIP will be based on the foundations of Visible Learning, which is a whole school program based on the work of John Hattie addressing aspects of learning engagement, intellectual stretch and pedagogy. Visible Learning is based on the notion that the teacher has the greatest effect size in regards to moving student learning forward.

## Performance Summary

### NAPLAN Proficiency

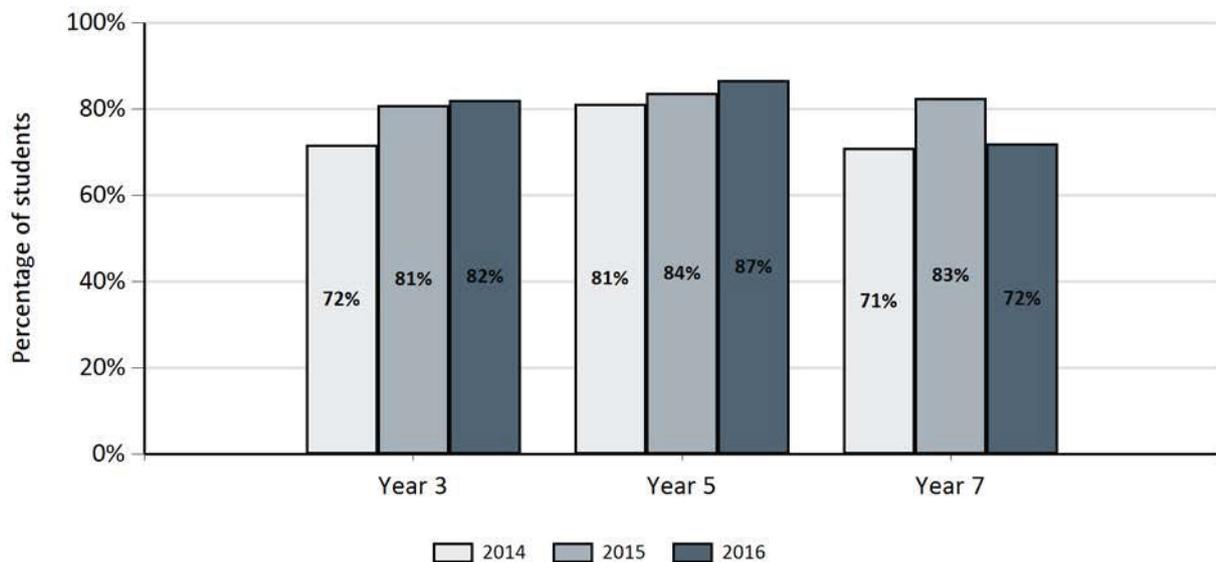
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	23%	31%	25%
Middle progress group	53%	56%	50%
Upper progress group	25%	13%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	6%	6%	25%
Middle progress group	64%	56%	50%
Upper progress group	31%	38%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

## NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	39	39	19	15	49%	38%
Year 3 2014-16 Average	44.0	44.0	19.3	15.7	44%	36%
Year 5 2016	45	45	17	13	38%	29%
Year 5 2014-16 Average	40.0	40.0	16.3	14.0	41%	35%
Year 7 2016	25	25	7	7	28%	28%
Year 7 2014-16 Average	26.3	26.3	9.0	8.3	34%	32%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

## School Performance Comment

The percentage of students who achieved the Standard of Educational Achievement (SEA) in year 3 and 5 remains relatively consistent to the two previous years results. The year seven results appears to be disappointing on first glance but further investigation indicates that 25% ( 5 students from 25) did not sit the test and these students are recorded as not achieving SEA. The students who did not sit the test were either on family holidays or parents requested the student did not sit the test.

NAPLAN progress results in Numeracy were very pleasing with only 6% of students in the lower progress group. A continual focus by teachers to improve students problem solving skills is one of the reasons for this improvement. In 2016 a group of teachers extended their skills by engaging with Tierney Kennedy to identify students' mathematical misconceptions and ways to explicitly teach to overcome these problems. The continual use of Quick-smart math with older students and Rocket math and rainbow facts with younger students has developed greater automaticity of number facts and is contributing to this continual progress. All year five and seven students who sat the test and achieved in the highest two bands in their previous NAPLAN testing once again achieved in the highest bands with an extra five students also making this achievement in 2016. This is evidence that students are continuing to be stretched and challenged.

Improving student reading comprehension has been a focus of teacher's professional learning teams in 2016. Teachers have implemented a more consistent approach to teaching reading across the site with the adopting of a whole school agreement for reading. In term 3, 58% of year 1 students were reading at level 16 or above and 78% of year 2 students were at or above level 21. The 2016 NAPLAN reading results indicated 51.3% of year 3 students, 35% of year 5 students and 38.9% of students achieved results in the highest two levels. The progress results for year 7 students were disappointing however there is now more explicit reading sessions consistently implemented across the middle years.

Students' writing was consistent with previous years with solid results, but with only a small number of students in the highest band. Students' writing demonstrated well-structured texts with a strong grasp of grammar. Students use very 'safe' language and teachers are working with students to improve the vocabulary used in writing. There has been a focus on 'wow' words with younger students to improve the use of descriptive language in students' writing.

The introduction of Jolly Grammar across the school in 2015 has provided a consistent approach to teaching Grammar and Spelling. Our NAPLAN results did not indicate a great change in student learning but it is expected this initiative will be positively reflected in our results soon.

## Attendance

Year level	2014	2015	2016
Reception	93.6%	94.6%	94.5%
Year 01	93.0%	94.8%	94.7%
Year 02	95.8%	92.9%	92.4%
Year 03	96.3%	94.4%	94.1%
Year 04	94.0%	95.7%	93.9%
Year 05	93.9%	92.6%	93.9%
Year 06	93.4%	94.7%	93.0%
Year 07	93.4%	93.6%	92.8%
Total	94.4%	94.2%	93.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

Attendance rates continue to be strong. The slight drop in attendance rates is probably related to illness and the very long and wet winter.

The school continues to have many families who have holidays during school term but there is a strong culture of applying for an exemption. All families are notified by text if an absence is unexplained and the School Counsellor follows up on three days of unexplained absence.

## Behaviour Management Comment

Crafers promotes respectful relationships. Teachers and the school counsellor respond and record incidents of bullying and violence according to the school's anti-bullying policy and behaviour development code and this data is input on EDSAS.

Surveys twice a year explore bullying and pro-social behaviours. The data demonstrated a positive increase in the number of students who identify as 'never' experienced bullying in 2016 and over 70% of students engaged in pro-social behaviours. The Year 6 and 7 student data from the 2016 'Survey of Wellbeing and Student Engagement' demonstrated a positive decrease in the number of students who experienced victimization at school across all areas (social, verbal, physical and cyber victimization) from 2015.

## Client Opinion Summary

Parents indicated that their area of highest dissatisfaction related to the lack of useful feedback provided by teachers about their child's school work. John Hattie's research from his work on Visible Learning indicates that feedback is one of the most influential practices to impact on student achievement. Ongoing and strategic work within and across year levels will support the aspirations of all sectors of the Crafers Primary School community.

Another area for consideration was that of seeing more data on student performance, making sure that girls do not go under the radar when it comes to academic challenge. There was a perception from parents that students were not being stretched in their learning. This might be reflected in an observation of fluctuating enrolments in year 7, but this might also be explained by the new middle schools emerging in private schools to which Crafers feed.

Previously there had been concerns with communication channels. In 2016 a Communication Plan was developed to lead the way into using Seesaw and Skoolbag as a means of keeping the community informed. This was implemented during 2016 with many parents securing the apps and accessing information. There seems to be general acceptance of the technology and positive comments regarding improvement in communication. This will be refined in 2017.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	7	13.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	21	40.4%
Transfer to SA Govt School	24	46.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

Volunteers complete relevant screening checks and participate in RAN training. All teachers and school support officers have the relevant checks.

## Teacher Qualifications 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	32
Post Graduate Qualifications	14

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.7	14.6	0.0	6.8
Persons	1	17	0	11

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	\$111,323.55
Fund Raising	\$24,459
Other	

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

## 2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	A School Counsellor collaborated with teachers to implement positive education strategies and resilience in students. Supported individual students positively engage in learning. Promoted anti bullying programs.	Anti-Bullying audits indicate a reduction in the number of incidents.
	Improved Outcomes for Students with an Additional Language or Dialect	Students participated in small group language program to improve writing.	Students writing samples indicate one years growth
	Improved Outcomes for Students with Disabilities	All students had planned One Plans negotiated with families. Students achieved goals and new goals developed. Teachers supported SSO's to implement plans.	Individual plans and goals achieved to varying degrees for students
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	<ol style="list-style-type: none"> <li>1. Two reading support teachers released to support teacher development in running records, intervention programs, guided reading and reading comprehension strategies.</li> <li>2. the implementation of Early Years co-ordination program and Book Buddies</li> <li>3. Identified students participated in multi –Lit program (5) and mini –lit program (4).</li> <li>4. Identified students receive SSO support to achieve goals identified in One Plans.</li> <li>5. Individual staff members attended professional development sessions to improve their understanding and implementation of the Australian Curriculum.</li> <li>6. A whole School professional learning program to implement Learning Design</li> </ol>	Multi- Lit students PAT reading indicated improvement of more than 12 months. Mini- Lit students phonetic awareness skills improved
Program Funding for all Students	Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required) Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)	Four students completed Quickstart Math. Five students have almost completed the program and continue in 2017	All students achieved SEA in PAT math testing
Other Discretionary Funding			