



SCHOOL CONTEXT STATEMENT

School number: 0107

School name: Crafers Primary School

School Profile

Crafers Primary School is a mid-sized school set on very attractive grounds in the Adelaide Hills. In 2014 through an extensive consultation process, with parents, students and staff, 4 student qualities were identified as the attributes students should develop throughout their schooling. These being a Love of Learning, Connection with the World, Value of Knowledge and Belief in Myself.

In 2017 the school community built on these qualities by engaging in the Visible Learning project. This program assisted the community to identify the characteristics of a successful learner. The project has focussed on developing positive learner dispositions and improving teacher pedagogy.

Our values and strengths, combined with a reputation for being a school with a caring community, attract a considerable number of students from outside our local area.

Students have the opportunity to be involved in a variety of extra-curricular events throughout the year. The school has a very successful Pedal Prix Team strongly supported by the parent community.

The school music program is highly valued with over 150 students engaged in instrumental music tuition. The school has a string orchestra and a band that perform at both school and community events. Students are involved in choir for the Festival of Music and there is a junior performance group

The school is supported by a strong parent community, which works to enhance the learning experience of students.

Dated: July 2020

General Information

School Principal:	Ms Pamela Thompson
Deputy Principal:	Mr John Nielsen
Year of opening:	1866
Postal & Location Address:	55 Piccadilly Rd Crafers
Partnership:	Mt Lofty
Geographical location:	17 km to Adelaide GPO. Closest school to Mt Lofty.
Telephone Number:	8339 1073 Fax Number: 8339 2876
Website:	www.crafersps.sa.edu.au
Email:	dl.0107.info@schools.sa.edu.au

February FTE student enrolment:

	2017	2018	2019	2020
Reception	37	25	32	24
Year 1	37	36	26	36
Year 2	36	37	39	29
Year 3	51	36	36	41
Year 4	43	52	41	33
Year 5	48	42	46	41
Year 6	49	49	45	53
Year 7	35	33	39	29
Total	336	310	304	286

Staffing numbers (as at February census):

Teaching staff 14 FTE

Non teaching staff – 34 hours per week finance officer, administration SSO 40 hours per week, library administration 20 hours per week, 13 hours grounds person, 56 hours per week classroom and student support.

Out of School Hours Care (OSHC) service

OSHC services are provided on site during term time. Before School care start from 7am and after school care runs to 6:30pm. Vacation Care during holidays is also available.

Public transport access

A bus travels along Piccadilly Road and there is a bus stop at the front of the school. This provides access to Adelaide and Stirling.

Special site arrangements

The school is a member of the Mt Lofty Partnership and works in a collaborative manner with other members of the Partnership.

Students (and their welfare)**General characteristics**

Education is highly valued by our parents and most have been successful at both school and in tertiary education settings.

A significant number of our parents went to school in the Adelaide Hills, have left the area to pursue their careers and have returned to Crafers to raise their children in the Adelaide Hills lifestyle.

There has been a change from being a mono-cultural school to an increase in families from a range of cultures.

Over the past five years the school cohort has changed from extremely stable to more transient.

Student well-being programs

The development of Resilience in Learning has been a focus of the school. There has been an eclectic range of strategies implemented to enhance students' resilience. These include using the theory of growth mind sets and using aspects of Positive Education and the work of Martin Seligman. A strong Buddy Program exists to support students to develop positive relationships with all students throughout the school.

A Wellbeing Leader position (0.3) supports students to deal with their emotional well being.

Student support offered

Teachers develop One Plans for identified students in collaboration with families to develop accommodations and goals for individual learning. Some students receive SSO support either 1:1 or in a small group as required to work on literacy, numeracy or social skills.

Quick Smart Numeracy program to support acquisition of automaticity in maths.

Multi-Lit and Mini-Lit program for students identified with dyslexia concerns.

Newly implemented extension numeracy group targeting students needing intellectual stretch.

Student management

A Behavioural Development Policy underpins the management of student behaviours. A belief that students' behaviour is learnt and that teachers have a responsibility to support the development of age appropriate behaviours is reflected in the policy. Restorative practices are used across the school.

An anti-bullying policy is implemented across the school. It is supported by explicit teaching of strategies and the Child Protection Curriculum. Anti-bullying audits are conducted and the data is analysed for future planning.

Student government

Currently there is an active Student Leadership Team which is supported by the Wellbeing Leader.

There is also a strong focus on student feedback as part of the learning process.

During 2017/2018 all students participated in a consultation process to design a nature playground.

Special programs

- Pedal Prix
- Children's University
- Chess Club
- Knitting Club
- After school Math
- Performance Group
- String Orchestra
- School Band
- Festival of Music – Choir, Orchestra & Band
- Premiers Reading Challenge
- Adelaide Hills Readers Cup

Curriculum

Subject offerings

Specialist teacher subjects include: Indonesian, Performing Arts, Physical Education and Digital Technology.

Special curriculum features

Annual camps are held for Year 3 to 7 students. Middle Year students attend an aquatics camp at Pt Vincent and a trip to Canberra. Year 3 to 5 students attend camps at Mylor, Arbury Park and Aldinga.

Swimming program for Reception to Year 3 students, surf program for Year 4 and 5 students.

Instrumental Music has a strong focus.

Teaching methodology

Assessment for learning Strategies used across the school as part of the Visible Learning Program. Teachers utilise TfEL framework.

Student assessment procedures and reporting

- Term 1 - Open night and three way conversations
- Term 2 - A written formative report
- Term 3 - Three way conversations
- Term 4 - A written Summative Report

Sporting Activities

School participates in many SAPSASA knockout competitions including soccer, netball, football, softball, hockey, cricket and tennis.

School participates in District athletics day, swimming carnival and cross country event.

An annual Sports Day is held with a combination of athletics, fun activities and buddy activities.

In the Adelaide Hills there are a number of strong community based children's sporting associations.

Other Co-Curricular Activities

- Student University
- Pedal Prix involvement is highly valued by the upper year students and is supported by staff and parents.
- Year 6/7 students participate in the 'Festival of Music'.
- Instrumental music instruction by private providers in violin, flute, guitar, piano, recorder, percussion and brass. Instrumental concerts occur each semester.
- String Orchestra / Band
- After school performance group (Open to students R-7)
- A large percentage of students participate in the Premier's Reading Challenge
- Oliphant Science Awards
- ICAS competitions
- Adelaide Hills Readers' Cup

Staff (and their welfare)

Staff profile

There is a mix of full-time and part-time teaching staff. The school has a stable group of highly professional support staff.

Leadership structure

Principal, Deputy Principal and Student and Wellbeing Leader. The leadership team work collaboratively, meeting regularly to plan and review site priorities.

Staff support systems

Staff meetings focus on reflective practices and professional learning.

Teachers and support staff work collaboratively to enhance student outcomes. Professional Learning Communities support teachers in developing successful teaching methodologies

A strong culture of collegiate support and expectations of each other exists across the site.

The school has a reading support teacher and a teacher who has taken the role of supporting teaching and learning.

Performance Management

Responsibility for performance management is shared between the Principal and Deputy Principal.

Access to special staff

Private instrumental teachers provide tuition for students across the site.

School Facilities

Buildings and grounds

A typical Hills school, Crafers comprises a number of buildings set on extensive grounds, with picturesque gardens and a pine forest area. The school takes particular pride in its appearance and its history.

The main building was built in 1928 and refurbished in 2010. Great care was taken to maintain the heritage features and style of the building. As part of the redevelopment, the administration area was upgraded to provide a comfortable reception/waiting area, offices and a meeting room. Two open spaced classrooms were remodelled to provide up to date teaching areas.

The main teaching block is a double storied building set slightly apart from the original building. The teaching areas in this section were designed using the open space concept which included withdrawal rooms and art areas. The building includes a gymnasium, canteen area and two art rooms.

A free standing double classroom was added in 2008.

The Ruth Beare Hall was built with finance from a bequest. The space is used for performing arts and instrumental music.

The grounds offer students an exciting play area including oval, modern playground equipment, cricket nets and the 'pine forest'. A multi-purpose "Rage Cage" play area was added in 2011.

The school won a Fund My Neighbourhood grant in 2017 to create a nature play area.

Heating and cooling

The main buildings, the Resource Centre, Ruth Beare Hall and the free standing building have reverse cycle heating and cooling. The double storey teaching block has heating and evaporative cooling upstairs with some reverse cycle cooling downstairs.

Specialist facilities and equipment

A Resource Centre built in 2010 consists of a library and computing suite.

Each classroom has internet connection via Wi-Fi and all teaching areas have Interactive whiteboards.

There are significant art areas in each section of the school.

A play room has been established in the Early Years area.

Student facilities

A playroom has been established to cater for younger students.

Staff facilities

All teachers have laptop computers/ipads. There are a number of teacher prep areas around the school.

Access for students and staff with disabilities

There is limited ramp access within the school grounds.

School Operations

Decision making structures

The Governing Council supports the Principal to set the broad directions of the school and monitor the school's progress. There is shared governance and the Governing Council and staff work closely together.

Parents can be elected to Governing Council at the Annual General Meeting; the term of office is two years.

The Council's role is to provide a general oversight of the school's policies, organisation, curriculum and finance. All parents are welcome to attend Governing Council meetings as observers.

There are sub-committees which provide recommendations to the Governing Council. These include:

- **Finance Advisory Committee:** Assist in the preparation of the school budget, monitor its expenditure and provide recommendations to the Governing Council for alterations.
- **Parents & Friends:** A committee to promote community events and parent participation.
- **OSHC Committee:** This committee oversees the out of school program.

Regular publications

Three school newsletters are published each term focussing on school achievements.

The school uses the Skoolbag App for communications to parents.

Each class utilises the Seesaw App to have constant communication with parents sharing information and student learning.

Each week teachers receive the staff bulletin. Daily messages are shared the note book computer

Other communication

An updated website provides information.

SMS service is used to notify parents of attendance concerns. This process is used for short notes and bushfire alerts.

School financial position

The school is in a sound financial position.

Local Community

General characteristics

Crafers Primary School enjoys a natural environment bordering the Mt Lofty Botanic Gardens and is one of a number of Hills schools set amongst low density housing. Since the opening of the Heysen Tunnels access to the city is quick and easy.

School community members value education and expect high standards of intellectual endeavour. Parents are keen to be informed and consulted on matters relating to the welfare of the students and the school.

The Annual School Survey provides concrete and continuing evidence of the way in which the family feel and sense of community at the school is valued by parents.

Parent and community involvement

The school benefits from strong and active parent and community involvement. Parents support the school in many different ways and all contributions, big or small, are welcomed. Parents join the Governing Council and/or its committees, provide classroom assistance and support sporting activities. Many parents volunteer at school events and fundraisers. Each year a parent manages the Scholastic Book Club.

Parents are also invited, or offer, to share their specialist skills. Some of the skill sets which have been incorporated into classroom learning or fundraising events, are gardening skills, environmental knowledge, soil science and oral history to mention a few.

The Pedal Prix team is managed by a very enthusiastic parent committee and a teacher representative.

A high number of parents attend Friday assemblies.

Feeder or destination schools

Predominately Stirling District Kindergarten – Avenue Road, with a smaller number of students from Stirling East Kindergarten, Aldgate Kindergarten, Bridgewater Kindergarten and Uraidla Kindergarten.

Students move onto many secondary destinations with the majority attending Heathfield High School. Students also attained other specialist high schools or enter the private school sector. In recent years there has been a trend for students attending some private schools to leave at the end of Year 6.

Commercial/industrial and shopping facilities

Stirling shopping centre

Other local facilities

Mt Lofty Botanical Gardens, Stirling Library, Stirling Hospital, Police Station, various cafés/restaurants.

Accessibility

Access to Adelaide is via the South Eastern Freeway

Local Government body

Adelaide Hills Council