



# Crafers Primary School

## 2022 annual report to the community

Crafers Primary School Number: 107

Partnership: Mount Lofty

### Signature

School principal:

Ms Chan Welfare

Governing council chair:

Amelia Hurren

Date of endorsement:

14 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Crafers Primary School, located in the Adelaide is a school full of community spirit and adventure. 2021 was our first year as an R-6 school with our Year 7s having headed off to high school. This change in structure meant a slightly smaller enrolment of 219 but also enabled us to do things differently. In 2022, there was a spotlight on improving our learning spaces, indoor and outdoor. We opened our learning areas creating instructional and collaborative spaces that foster support and independence. Students were involved in creating class artworks to brighten our common areas and new pin up boards provided the perfect border for individual creative works. On the outside our aging asphalt was replaced with new turf and courts creating great game spaces for the children.

Learning in 2022 focussed on school consistency with the consolidation of Literacy approaches in Junior Primary and throughout the school. Guided Reading, Comprehension Strategies and targeted writing goals were features in all classrooms with the children not only improving their English capabilities but also their group skills and their ability to co-create goals for improvement in their learning. Determined to provide the best for the children, we introduced a school-wide approach to learning through problem solving and the importance of persistence in Numeracy.

Our second year of COVID restrictions and guidelines did nothing to dampen the enthusiasm of the children and commitments of staff and families – we took every possible opportunity! Children participated in all aspect of school life including academic, sporting and musical. One of the highlights being our 25th year of participating in Pedal Prix. The children and families outdid themselves receiving praise from other competitors for their sportsmanship and securing a segment on Behind the News which is broadcast on the ABC. 2022 saw a return to School Assemblies hosted by the children, with entertainment coming from the School Band, Orchestra and Choir. Not to be dissuaded by a pandemic, students and staff embarked on a whole school musical. We held two performances of the Pied Piper with lead roles taken on by senior students and the chorus comprising our junior students. It had been a number of years since our last musical; there was much anticipation and capacity audiences!

All of this is made possible through the generosity and dedication of children, staff and families for which I am very grateful!

## Governing council report

Our year began with surprise home school, thanks to the Coronavirus Pandemic. For the third year, I need to sincerely thank our teachers for their adaptability in responding to the requirements of the Pandemic. Chan's reading to the kids was particularly appreciated as was John's after school sessions. Parents also juggled their commitments to manage this with little notice, so acknowledgement must go to the whole community.

Thank you to the music teachers and choir leaders for continuing the strong tradition of music at CPS, in particular the re-appearance of band and choir at Assemblies. Events such as Festival of Music, trip to Port Pirie and trips into the community by the band all give our children rich and varied opportunities. Similarly, the children enjoyed many SAPSASA events, which is always a high priority for CPS families.

The Parents & Friends ran another excellent Mother's Day breakfast which was very well attended, and were all set for the Fathers' Day event until the weather intervened.

The school has had a spruce up this year, with the beautiful mural on the OSHC building and the letters along the road both giving us more visibility. The painting and external cleaning of the teaching block and the new furniture are receiving rave reviews as is the garden which is so expertly tended by Hannah. The move of the receptions has been very positive and I'm sure our reception families are loving that space. The promotional work led by Chan has included a new website, booklet and banners which show the breadth of our school.

As always, parent volunteers have been active across the school and many families contribute time and enthusiasm to Pedal Prix, Festival of Music, Choir, SAPSASA, Uniform Shop, camps, fundraising, working bees and all manner of activities.

Governing Council is one very important volunteer role. I have been on GC for 5 years, the last 3 as Chair. The last 5 years have been challenging for the school – 4 different Principals, year 7's going to High School, and of course the Pandemic. With Chan now at the helm, an amazing team of dedicated teachers, excellent reception enrolments and strong community spirit, I feel exceptionally positive about the school going forward which is why I will be handing over the reins of Chair. With only 2 years left at the school it's important for families to be involved in GC who have 5,6,7 years ahead. Thanks to the GC team for working together so effectively and for your dedication to CPS.

# Quality improvement planning

In 2022 we strengthened Junior Primary Literacy through the introduction of InitialLit at Year 2. Reception and Year 1 embarked on their second InitialLit year, refining teaching processes and monitoring. In addition, we offered InitialLit Extension to students in Reception, Year 1 and 2 who demonstrated strong capabilities.

Continuing on an upward trend, a greater percentage of students reached the Phonics Screening Benchmark.

Our Goals:

- Increase student achievement in Literacy with a focus on Writing R-6
- Increase student achievement in Literacy with a focus on Reading R-6
- Increase student achievement and growth in Mathematics with a focus on higher bands

In order to achieve our goals, staff undertook significant professional development in the areas of Literacy and Numeracy and engaged for a short time with a curriculum expert regarding the new version of the Science Curriculum.

Literacy development focused on writing, with particular emphasis on the use of quality literature to inform authorial choice. This was done through the lens of Information and Narrative writing. Additionally, staff extended their understanding of Brightpath and the writing continuum for these genres. Data from previous years and like year levels was analysed to inform future directions and trends for teaching.

Numeracy learning for teachers was done through attendance at the Be Brave series of workshops and through working with the Partnership's expert curriculum officer. The focus was a whole school approach to problem solving and learning through problem solving.

Staff also embarked on moderation of Maths tasks designed in teams, specifically intended to be low floor, high ceiling tasks that would identify student capability across a wide range of abilities. This process was reviewed and refined each term.

In 2022, we had one Early Careers Teacher on staff. She worked closely with an appointed mentor and participated in the Early Careers Teacher's program offered through DfE.

Teaching staff participated in classroom observation undertaken by school leaders with feedback provided against the High Impact Teaching Strategies and the Professional Standards for Teachers. Teachers were also able to observe lessons taught on site by our Literacy Consultant. Lessons linked back to the writing improvement strategy – using literature to inform writing.

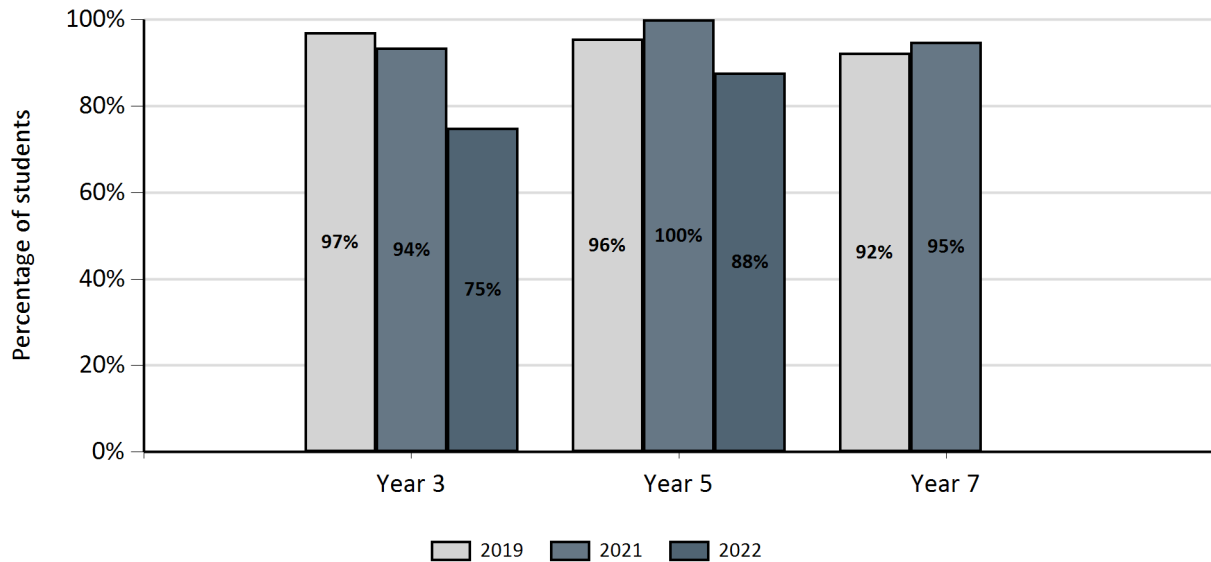
Teachers engaged regularly in monitoring their progress of Actions outlined in our Site Improvement Plan and determining the next steps ensuring momentum with the improvement agenda.

# 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

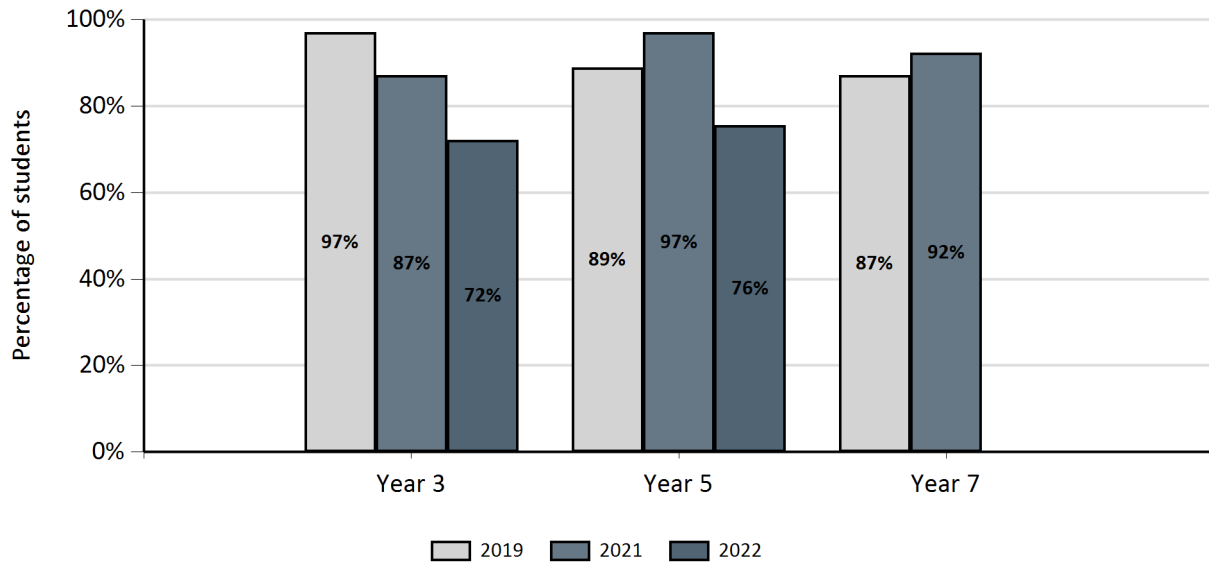


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	36	36	19	13	53%	36%
Year 03 2021-2022 Average	33.5	33.5	20.5	11.5	61%	34%
Year 05 2022	41	41	17	12	42%	29%
Year 05 2021-2022 Average	38.0	38.0	16.5	13.5	43%	36%
Year 07 2021-2022 Average	39.0	39.0	18.0	20.0	46%	51%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>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:

No Aboriginal students enrolled

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

No Aboriginal students enrolled

## School performance comment

Students scored strongly in the annual PAT-M and PAT-R testing during Term 3 with the following percentages scoring above the Standard of Educational Achievement.

Mathematics (PAT-M):

Year 3 – 94%

Year 4 – 93%

Year 5 – 95%

and Year 6 – 97%

Reading (PAT-R):

Year 3 – 85%

Year 4 – 93%

Year 5 – 87%

and Year 6 – 100%

2022 saw a slight decline in the number of students reaching the Standard of Educational Achievement in Reading and Numeracy in NAPLAN although the percentages remain strong. It is pleasing to note the number of students scoring in the Higher Bands is approximately half of our students in Reading and a third of our students in Numeracy. There has been significant impact on learning throughout the COVID pandemic through the need to home school and through absence due to sickness. Our Year 5 cohort were sitting NAPLAN for the first time as it was cancelled in 2020. As we return to more regular routines, we certainly hope to see achievement return to and surpass the levels we have seen in recent years.

## Attendance

Year level	2019	2020	2021	2022
Reception	94.2%	95.0%	93.2%	85.7%
Year 1	94.0%	92.7%	92.6%	86.8%
Year 2	94.9%	95.6%	93.2%	87.4%
Year 3	93.8%	95.4%	94.1%	83.2%
Year 4	90.9%	95.1%	94.2%	86.4%
Year 5	94.9%	94.4%	93.8%	87.1%
Year 6	94.7%	94.8%	94.3%	86.0%
Year 7	92.4%	94.2%	92.1%	N/A
Total	93.7%	94.7%	93.5%	86.0%

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

## Attendance comment

Attendance across year levels was between 85 and 90% for 2022. This is slightly lower than recent years. Much of this is due to our responsive and conscientious school community who respectfully kept unwell children home. This was a direction given the circumstances we faced with COVID. We are thankful as we experienced minimal impact for ongoing students and staff absence. Additionally some families took the opportunity, once restrictions eased, to go away and visit family and friends interstate and overseas. We continue to monitor absence through communication with families by teachers, administrative staff and leaders.

## Behaviour support comment

No suspensions were recorded in 2022.  
We continue to support children in learning how to manage emotions and relationships in a restorative and understanding manner. We understand students are growing and developing and there will be times when the support of an adult is required or requested. We work closely with families, communicating regularly and honestly regarding positive and concerning behaviours. At Crafers, we share a like mindedness about the importance of respectful, friendly interactions and an understanding that every interaction can have an effect on the wellbeing of others. Formalised learning regarding relationships occurs through the Health and Child Protection Curriculum and social skills lessons taught in the Junior Primary in conjunction with our Pastoral Care Worker.

# Parent opinion survey summary

98% Education is important (same as 2021)  
91% People are respectful (up 3%)  
86% Teachers and students are respectful (down 1%)  
82% Receives enough communication (down 0.5%)  
79% School communicates effectively (up 12%)  
78% Child is important (same as 2021)  
72% Encouraged to help children learn (up 15%)  
70% Equipped to plan pathways (down 3%)  
69% Receives useful feedback (up 6%)  
66% Has useful discussions (up 7%)  
66% Has good home learning routine (down 6%)  
60% Knows standard of work (up 12%)  
47% Has input into learning (up 6%)  
42% Receives learning tips (up 8%)

Once again, it is very easy to see that education is valued by our community and that we are improving steadily in sharing information focussed on learning and helping students to learn. Significant gains remain to be made in this area and it will be a focus in 2023. We look forward to greater involvement from parents at school with easing of COVID restrictions. Importantly, respect remains a critical feature of our school and community and an area that will rightly continue to be a focus.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	75.0%

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

Crafers Primary School follows the Department for Education guidelines and processes for ensuring people working with children have a current and valid Working with Children Check and have completely the RRHAN-EC training as required for their role. Records are entered into EDSAS by Administrative Staff. All volunteers have completed Department for Education requirements before working with or accompanying the children.



# 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	28
Post Graduate Qualifications	12

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	0.6	13.8	0.0	3.2
Persons	1	17	0	6

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,321,411
Grants: Commonwealth	\$0
Parent Contributions	\$160,891
Fund Raising	\$4,961
Other	\$52,080

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	A pastoral care worker (PCW) has had continued employment for 20 hours per week A social skills program was implemented between PCW and teacher for Rec and Year 1 classes Addition of InitialLit extension in Rec, Year 1 and Year 2	Greater engagement and participation in learning
	Improved outcomes for students with an additional language or dialect	Additional SSO hours targeting Guided Reading Extension of InitialLit program into Year 2	Higher attainment levels in InitialLit monitoring Increased percentage of students meeting Phonics Screening Benchmark
	Inclusive Education Support Program	Additional SSO hours targeting Guided Reading Extension of InitialLit program into Year 2	Higher attainment levels in InitialLit monitoring Increased percentage of students meeting Phonics Screening Benchmark
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	The introduction of InitialLit for Year 2 and the training of an additional teacher Engagement in Professional Development for Teams of Teachers - Be Brave and Lead - Literacy and Be Brave and Lead Numeracy Regular - amplification of professional learning to entire staff Regular Pupil Free Days led by Literacy Consultant Increased engagement with SSO staff for regular, intensive monitoring of Increased individual and Guided Reading across all year levels	Higher Bands achieved in NAPLAN Increased number of students reaching Phonics Screening benchmark Above SEA and Significantly Above SEA in PAT R and PAT-M Improved recognition of and use of comprehension strategies Increased achievement in Brightpath Writing
Program funding for all students	Australian Curriculum	Additional curriculum support hours to support students in small groups and individually Purchasing of extended resources	Achievement in the higher bands of NAPLAN and PAT testing
Other discretionary funding	Aboriginal languages programs Initiatives	No Aboriginal students enrolled	N/A
	Better schools funding	Additional curriculum support hours to support students in small groups and individually Purchasing of extended resources	Achievement in the higher bands of NAPLAN and PAT testing
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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