



## SCHOOL CONTEXT STATEMENT

Updated: March 2021

**School number:** 0111

**School name:** Crystal Brook Primary School

**School vision:** “A community of learners, a world of opportunity”

**School values:** Compassion    Respect    Resilience

Crystal Brook Primary School is located in the township of Crystal Brook, 200 km North of Adelaide and 30 km south of Port Pirie.

Crystal Brook Primary School values and promotes student voice in decision making through our SRC, develops individual learning and behavioural goals with students, whilst teachers work collaboratively to achieve the best outcomes for all students. Students come mainly from the township of Crystal Brook which is a rural service community with hospital and aged care facilities, with many families working in Port Pirie but choosing to reside in Crystal Brook. Approximately 30% of students come from farming families and small communities from surrounding areas such as Narridy, Merriton and Redhill.

Our Site Improvement Plan has a focus on reading with a deeper focus on phonemic awareness and the role it has to play in supporting students learning to read. Jolly Phonics is taught in the Early Years classes alongside the Heggerty Phonemic Awareness to strengthen students learning.

The school plays an important role in the community by connecting with the local RSL for ANZAC Day Services, the Remembrance Day Service with student leaders taking part in the service and with students attending the local commemorations. The school encourages students to exhibit in the local horticultural show and showcases student learning with a display in a pavilion on the day. Students also visit the local hospital and Aged Care facilities to visit older members of the community to perform songs, share learning and talk with residents. The local community facilities are used to provide real life learning experiences such as the local supermarket, the historical society and local heritage centre. We are wanting to increase our use and contributions to Bowmans Park, a local nature park, which has recently undergone an improvement through a nature space play area upgrade. In 2019 we strengthened our ties with the local pre-school through joint play activities which contributed to a seamless transition for our 2020 Foundation students and their parents, and we continued to do so in 2020 for our future students.

Our Student Wellbeing and Engagement Coordinator works pro-actively with students, staff and families to meet the needs of our students. The school uses a restorative justice practice way of working with students.

In 2020 we became the 400<sup>th</sup> DfE site to join the SWIFT internet, and we are part of the Regional IT Support, where we access IT support from Adelaide every fortnight in a face to face manner.

A Breakfast Club is operational three mornings per week and is supported by our Pastoral Care Worker and volunteers from the community.

An OSHC programme provided by a private service (Happy Haven), provides a quality service for students and their families.

### 1. General information

- School Principal name: Kelly Zwar
- Student Well Being and Engagement Coordinator: Davina Bellman
- Postal Address: 7 Mitchell Street Crystal Brook 5523
- Location Address: 7 Mitchell Street Crystal Brook
- DECD Region: Upper Mid North Partnership (Pirie Portfolio)
- Geographical location- i.e. road distance from GPO (km): 200km
- Telephone number: (08) 8636 2134
- Fax Number: (08) 8636 2311
- School website address: www.crystalbps.sa.edu.au
- School e-mail address: dl.0111\_admin@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: Happy Haven
- **February FTE student enrolment**

	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Reception	23	21	18	18	21	21
Year 1	26	22	17	18	18	20
Year 2	21	29	20	22	16	20
Year 3	26	20	22	23	23	12
Year 4	27	27	31	32	20	23
Year 5	18	26	21	22	32	19
Year 6	20	19	28	28	23	28
Year 7	18	19	18	19	14	16
<b>TOTAL</b>	<b>179</b>	<b>183</b>	<b>175</b>	<b>182</b>	<b>167</b>	<b>159</b>

**School Card Approvals:**

39	47	50	55	60	58
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- **NESB Total:** 0.0 00 00 00 00 00
- **Aboriginal FTE:** 13 10 8 10 13 12
- **Student enrolment trends:** Stable

- **Staffing numbers** (as at February census): FTE teaching staff 10.2, Well Being and Engagement Coordinator 0.8, AET 0.2, ACEO 9 hours, 240 hours per week of support time are allocated to support students learning, IT, Administration, Finance and library.
- **Public transport access**  
Bus Services  
Two school buses transport students from out lying areas to the primary school and interconnect to the Gladstone High School buses.
- **Special site arrangements**  
We work within the Upper Mid North Partnership and the Pirie Portfolio.

## 2. Students (and their welfare)

- **General characteristics**  
Students come mainly from the township of Crystal Brook which is a rural service community with hospital and aged care facilities, many families work in Port Pirie and choose to reside in Crystal Brook. Approximately 30% of students coming from farming families and small communities from surrounding areas: Narridy, Merriton, Redhill and Milcowie.
- **Student well-being programs**  
Our Student Wellbeing and Engagement Coordinator works proactively with students, staff and families to meet the needs of our students. The school uses a restorative justice practice way of working with students. The Principal and Student Wellbeing and Engagement Coordinator work closely together and make up the Emergency Response Team.  
A Breakfast Club is operational three mornings per week and is supported by our Pastoral Care Worker and volunteers from the community.
- **Student support offered**  
Student Wellbeing and Engagement Coordinator and Pastoral Care Support Worker are available for students to talk and work with. The local Chaplain Committee also provide additional finances to extend the hours allocated from Commonwealth funding to support this work of the Pastoral Support Worker.
- **Student management**  
The School has a strong focus on learning and engagement which in turn means that students understand they are at school to learn so are focussed on their learning, which means there are low levels of disruption within classrooms or the yard. At the start of the year, classes participate in the “Setting up for Success” program where class codes of conducts and class expectations are jointly created between the students and the class teacher. We have a School Behaviour Code which has clear expectations and consequences based on restorative justice practices. The Principal and School Counsellor work together to support students and staff by being proactive and working towards positive outcomes for all.
- **Student voice**  
The school has had a long standing focus on their Student Representative Council (SRC). The SRC is led by four SRC Leaders, who are Year 7 students voted in at the beginning of the year. The SRC Class Representatives consist of two representatives from each class that attend fortnightly meetings. In the past three years we have had a strong focus on improving our student voice and communicating with the whole school body. Positive change has included feedback from SRC meetings brought to staff meetings for feedback, SRC Leaders attending

Governing Council meetings once a term to deliver a report, and improved documentation to be time effective in meetings. Throughout the year, SRC fundraise for the school, local bodies including last year the hospital and national charities like Hay and Hampers for Hope. In a usual school year, many events are held to promote positive impact on others (giving), gratitude and activities to promote positive wellbeing amongst staff and students including PJ day, discos, sausage sizzles and Easter raffles. SRC Leaders attend the Halogen Youth conference in March each year.

- **Special programmes**

Intervention Programs for students experiencing difficulties in Literacy or Numeracy are supported with specialised teacher and Student Support Officers. We currently have a teacher working 0.4 on reading with students in yr. R-2 and a teacher 0.2 with yr. 3 students on both literacy and numeracy will begin from Term 2 for approximately 20 weeks.

Our Reading Support Teacher also supports teachers and students with targeted learning opportunities. We use the Heggerty program with some of our yr. 4-6 struggling readers to increase their phonemic awareness to help support their learning journey.

Students with more specific needs are supported in classrooms and by Student Support Officers with specialised skills.

In 2019, we worked with a member of the Literacy Guarantee Unit to help support our teachers and students with phonics, specifically, phonemic awareness.

### **3. Key School Policies**

#### **Site Improvement Plan**

##### **Goal 1:**

To increase student reading achievement from Foundation to Year 7.

##### **Targets:**

- For the Foundation cohort enrolled in 2019, currently in year 1 in 2020, 15/18 (85%) will meet the SEA for reading as measured by Running Records at the end of Term 3, or the agreed target on their Negotiated Education Plan (NEP).
- For the Foundation cohort enrolled in 2019, currently in Year 1 in 2020, 12/18 students (67%) will meet the SEA (28/40) for the Phonics Screen Check
- For the cohort who achieved NAPLAN High bands in their year 3 reading in 2018, as year 5's in 2020, 6 out of the 8 (75%) will be retained in High Bands

#### **KEY ACTIONS**

A common language and way of working throughout the site, specifically regarding phonics, has occurred. Jolly Phonics is implemented in all Early Years classrooms (R-2), and the Heggerty Phonemic Awareness program is run daily in all early years' classes, and 3x week with year 3-6 students. Teachers with students in years 3-6 are also utilising David Kilpatrick's "Equipped for Reading Success" 1 minute phonemic awareness tasks to support students reading journey. Heggerty and Jolly Phonics are considered non-negotiables – they are to be taught daily by all early years teachers. We have also increased our use of data and how it informs teachers and students next steps of learning. At the start of the year, we collected baseline data on all early years students around phonemic awareness and by using the ACER EY PAT R/M tests, as well as taking regular reading checks on levelled readers every 5 weeks.

Educators are able to access quality training and development in order to provide excellent instruction in implementation of Australian Curriculum- using Teaching and Learning Framework (TfEL), a "Growth

Mind Set” way of working and use of appropriate learning technologies across the site to improve student learning.

**Recent key outcomes: 2019 NAPLAN      2020 NAPLAN WAS CANCELLED DUE TO C-19**

**Year 7 results:**

Reading 100% at or above DfE SA standard of educational achievement SEA, 6 in higher bands.

Writing 100% at or above National Benchmark 61% at or above DfE SA SEA, 1 in higher bands.

Numeracy 100% at or above National Benchmark, 94% at or above DfE SA SEA, 5 in higher bands

Reading we have 39% in low growth, 22% in medium growth and 39% in high growth

Numeracy we have 6% in low growth, 39% in medium growth and 56% in high growth.

**Year 5 results: 2019 NAPLAN results      2020 NAPLAN WAS CANCELLED DUE TO C-19**

Reading 88% at or above National Benchmark, 74% at or above DfE SA SEA, 6 in higher bands.

Writing 84% at or above National Benchmark, 63% at or above DfE SA SEA, 0 in higher bands.

Numeracy 96% at or above National Benchmark, 83% at or above DfE SA SEA, 6 higher bands.

Reading growth we have 30% in low growth, 43% in medium growth and 26% in upper growth.

Numeracy growth we have 13% in low growth, 48% in medium growth and 39% in upper growth.

**Year 3 results: 2019 NAPLAN results      2020 NAPLAN WAS CANCELLED DUE TO C-19**

Reading 100% at or above National Benchmark, 83% at or above DfE SA SEA, 8 higher bands.

Writing 92% at or above National Benchmark, 68% at or above DfE SA SEA, 2 higher bands.

Numeracy 100% at or above National Benchmark, 87.5% at or above DfE SEA, 7 higher bands

\*\*\*No growth figures as this is first time this cohort has sat the NAPLAN

#### **4. Curriculum**

- Subject offerings: We offer the full range of Australian Curriculum.
- Special needs: Support staff hours are provided for students with disability funding, classrooms are allocated targeted time to support students with Learning Difficulties. Teachers utilise time to coordinate the writing of One Child One Plans, where the teachers check in with the Wellbeing Coordinator twice a term to ensure student goals are being monitored and reset if necessary.
- Special curriculum features: Currently the Non Instructional subjects are Physical Education, Auslan, Junior Primary Science and Digital Technologies.
- The site provides classrooms teachers with SSO support in Literacy and Numeracy.
- Teaching methodology: Our site uses the South Australian Teaching Framework (TfEL) as our base methodology; we also promote and use a “Growth Mindset” way of working across the

curriculum and use the “Habits of the Mind”. A variety of devices are provided to enhance learning across the curriculum, support is provided from an IT support worker.

- Student assessment procedures and reporting:

Our site follows the Department for Education SA guidelines with interviews offered and / or requested by staff or parents / caregivers with teachers in Terms 1 and 3 and full written reports in terms 2 and 4. Each term, each classroom provides an overview of learning across the curriculum to families and to Governing Council.

- Joint programmes:

In 2018 we worked in the Upper Mid North Partnership on a STEM transition to high school project funded by DECD. We also had Industry partners with S.A. Water, O’Dea Electrical, SUZLON Wind Farms and Pacific Hydro Windfarms to support student learning in STEM areas of learning.

We also participated in the DfE LDAM strategy with other sites within the UMN partnership.

In 2017 – 2019, we participated in the Brightpath writing strategy to support our students’ improvement in writing.

## **5. Sporting Activities**

- Our school encourages and supports students to take part in the SAPSASA sports offered in our North Eastern Region. We also invite our year 6 and 7 students to participate in Gladstone High School Swimming and Athletics Carnivals which are part of an extended transition process. Students are encouraged and recognised for their sporting achievements at Assemblies and in the newsletter.
- We hold an internal Swimming Carnival (3-7) and Sports Day (F-7) each year.
- In 2020/2021, one of our staff members was the Regional Zone Coordinator for Schools Sports SA 0.4, being in charge of all SAPSASA events, carnivals and trials and MNSEC carnivals and events for North Eastern and Pirie Zones.

## **6. Other Co-Curricular Activities**

- Our school hosts the Instrumental Music program with a reasonable level of take up in our year 5 - 7 students. These students have the opportunity to perform at Assemblies, End of Year Concert and at the local Aged Care facility Willochra Home.

## **7. Staff (and their welfare)**

### **Staff profile**

We have six classes with two 1.0 classroom teachers, all other classes have 2 teachers. This is a result of site choice (intervention teachers) and staffs choice to work less than their substantive.

A total of 1.2 NIT teachers.

We have a mix of longer serving teachers and some in their first few years (3-4+) of their careers.

### **Leadership structure**

Principal 1.0

Wellbeing and Engagement Coordinator - Band 1 coordinator for wellbeing programs with release time built in for special projects – 0.8

### **Staff support systems**

Our staff work in Teams - Reception – year 2, and Year 3-7 with planning but usually the Staff meetings are as a whole group as the school is quite small.

There is a supportive collegiate feel to the staff who are supportive of all members.

### **Performance Management**

Performance Development is consistent with DfE SA Policy which includes formal meetings, peer based development and includes elements of the National Professional Standards for teachers. Performance Development Plans for all teachers are completed by week 5 of Term 1, with the 6 and 12 month reviews completed accordingly. SSO's staff complete their PDP by the end of week 8, Term 1 with the 6 and 12 month reviews completed accordingly.

### **Staff utilisation policies**

Junior Primary Staff have the support of the Reading Support Teacher; we also have a AET (0.2) and provision within the staffing for release of key personal to drive particular projects such a PAT-R and PAT-M.

### **Access to special staff**

An Instrumental Music teacher works within our site, and we have a close working relationship with Regional Office Staff which includes Speech Pathologist, Psychologist, Hearing Impairment Services, SLLIP, Disability Coordinator, Interagency Support Consultants and Attendance Officers.

## **8. Incentives, support and award conditions for Staff**

- Complexity placement points  
: 3.3
  
- Isolation placement points  
:0
  
- Shorter terms  
: No
  
- Travelling time  
: No
  
- Housing assistance  
: No
  
- Cash in lieu of removal allowance  
:
  
- Additional increment allowance  
: No
  
- Designated schools benefits  
: No
  
- Aboriginal/Anangu schools  
: No

- Medical and dental treatment expenses  
:
- Locality allowances  
:
- Relocation assistance  
: Yes
- Principal's telephone costs  
: Yes

## 9. School Facilities

- **Buildings and grounds:**

The site has an administration block, a 6 teacher classroom block with a central wet area and computer room, two stone buildings which currently house the Junior Primary classrooms as well as a wet area and withdrawal space. A prefabricated double classroom houses one classroom and a music room. We also have a school oval, asphalt basketball / netball court, a vegetable garden and fruit trees as well as a variety of decorative garden beds.

In 2015-16 our Stone Building which house our Junior Primary was underpinned and refurbished, in 2016 our 6 teacher block which houses our primary students and computer room was fitted with a new air-conditioning system and in 2017 our asphalt area was redeveloped with hot-mix.

In 2010-2011 during the Building the Education Revolution we had a Hall / gymnasium and kitchen area built on site, this continues to provide a great learning area and meeting space and now is being used for our new OSHC service.

In 2019 and 2020, we laid new carpet tiles in the early year's classes, with a plan to lay new carpet in 2 rooms (or 1 double) each year until we are all done. Governing Council are working on a 5-year site-funded upgrades list, with toilets, general painting and a nature space area being a priority.

In 2021, due to receiving a \$60 000 maintenance grant from the DfE we will be updating site features, such as painting the student toilets and the school library internally. Replacing part of the front fence and switching over all taps in student wet work areas to push taps that are timed, and laying new carpet in the primary classes and computer room . We will also be replacing and updating school signs, newsletter, letterheads and school paperwork due to updating our site logo

- **Heating and cooling**

The site is fully air-conditioned for heating and cooling.

- **Specialist facilities and equipment**

We have a well-stocked area for resources and equipment for Science and a Resource Centre for student and staff resources which is staffed by an SSO Library Manager.

Our Hall /stadium provide an all-weather option for Physical Education and is well resourced. The school has a computer room, a class set of iPads and smaller boxes of iPads for class use, a 3D printer and an assortment of STEM learning devices.

We use the local swimming pool for swimming lessons.

- **Student facilities**

All buildings have wheelchair access, there are two wet areas for activities, there is a kitchen in the Hall / Gymnasium which is used for student cooking, Breakfast Club, OHSC and for Parent Club catering. Each class has an Interactive Whiteboard

At lunch breaks we have the library open for those students who require a more enclosed area in order to suit their needs, games, computers etc. are provided.

- **Staff facilities**

A staffroom and preparation area is housed in the Administration building, teacher resources are housed in the library with each class having Maths equipment available.

- **Access for students and staff with disabilities**

Full access across the site, two disabled toilets.

Two classrooms have been acoustically lined to support students with hearing impairment

- **Access to bus transport**

Two Education Department for SA buses transport students to and from school and are intensively used to support learning activities for students.

## 10. School Operations

- **Decision making structures**

Collaboratively between parents, staff and students. Education and Finance Committees of Governing Council are means by which well-informed advice and decisions are made to support school planning and effective use of all resources.

The Governing Council Finance committee develops the school budget and Governing Council monitors the school budget.

- **Regular publications**

A fortnightly newsletter with a community page with Diary dates. Class overviews are sent home each term. Weekly Staff Bulletin, Day Book, Community Calendar, School Magazine are all also published throughout the year.

A Facebook page was created in 2020, to help promote the site and disseminate information to parents also.

- **Other communication**

Communication books and diaries are used for classroom communication; we encourage parents to communicate with their child's teacher when necessary.

SchoolStream, Facebook and SMS messaging system, as well as newsletters are a means for communicating with parents informally.

- **School financial position**

In 2019, we were re-categorised as a category 5 school, up from a category 4. This resulted in a \$80, 000 difference in our site budget we have to now take into consideration. A consistent approach to budgeting allows for subsidies to support all families, a discount on school materials and services charges for families, extra funding for support of a wide ranging Intervention Programs, a reserve for replacement of assets, class budgets and curriculum area budgets. The school is in a sound financial position.

**RES at end of P7 2020 \$1, 173, 491.00      SASIF at end of P7 2020 \$348, 405. 11**

- **Special funding**

## Targeted funding for groups of students 2020

- Improved outcomes for rural and isolated students \$12, 848
- Improved outcomes for Aboriginal Students \$ 1598
- Improved outcomes for Literacy and Numeracy First \$ 31 900
- Early Literacy Learning Strategy \$ 7 350
- Australian Curriculum – Primary Learning Improvement \$ 9 180
- Better Schools Funding – increased from \$4 998 to \$8 986
- Inclusive Education Support Program Grant and Transition \$6 071
- Complexity Funding \$15 386

## 11. Local Community

- **General characteristics**

Crystal Brook is a rural service town, with SA Water, Department of Transport and Infrastructure, a Health Service and Aged Care facility all operating in the town. Port Pirie is only a short trip of 25 minutes; this city also has employment opportunities available. There is a Historical Society, a Show society, RSL club, APEX club and Lions club, National Trust branch in the town.

The historical site of Bowmans Park is a short drive or walk from the town which has a small grassed area, camping and picnic sites. The town is RV friendly and has a caravan and camping facility available in the picturesque Crystal Brook Creek area. The town is situated on the end of the Flinders Range so is a great starting point to explore this area. We also have a Police Station and Post Office operating in the town.

- **Parent and community involvement**

We have a strong Governing Council and an active Parent Club who raise funds to support the wellbeing and engagement of our students.

- **Feeder or destination schools**

The local pre-school is co-located with the school with a strong transition program, our local DfE SA High School is Gladstone High, and there are two DfE SA Buses which transport students from our community to Gladstone.

- **Commercial/industrial and shopping facilities**

IGA supermarket, Hardware store, Newsagency, Chemist, Doctors Surgery

- **Other local facilities**

Crystal Brook is a small rural town with good amenities, caravan and camping facilities a sporting oval and various recreation activities available – tennis, football, netball, hockey, motor cycle club, pony club, golf Club, bowls club, netball courts and indoor basketball court, as well as good walking opportunities.

- **Availability of staff housing**

There are Government Houses available for rent to government employees.

- **Accessibility**

Stateliner Buses have a service which drops off and picks up in the main street.

- **Local Government body**

