



# SCHOOL CONTEXT STATEMENT

Updated: 26/7/2017

**School number: 0111**

**School name: Crystal Brook Primary School**

**School Profile:**

## VISION

**“Developing powerful, engaged, responsible life-long learners who belong, believe and succeed”**

- Our school promotes a “Growth Mind Set “ way of working using the “Habits of the Mind” to promote lifelong learning, currently we work with our school community to develop- Persistence, Taking responsible risks, Striving for accuracy, Remaining open to continuous learning, listening with understanding and empathy, Questioning and problem solving, Creating, imagining and innovating.
- The school strives to engage learners by setting positive behavioural traits, explicitly teaching these in order for emotional development which connects our students to real life situations in a caring supportive school community. We also value and promote student voice in decision making, developing feedback to and from student to educators and in developing learning and behavioural goals.
- The school plays an important role in the community by connecting with the local RSL for ANZAC Day Services, Remembrance Day Service with student leaders taking part in the service and with student attending the local commemorations. The school also encourages students to exhibit in the local horticultural show and showcases student learning with a display in a pavilion on the day. Student 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.

## 1. General information

- School Principal name: Anne Franks
- Student Well Being and Engagement Coordinator: Davina Bemann
- 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 – ie road distance from GPO (km): 200km

- Telephone number:08 86362134
- Fax Number:08 86362311
- School website address:http:www.crystalbps.sa.edu.au
- School e-mail address:dl0111\_admin@schools.sa.edu.au
- Out of School Hours Care (OSHC) service:Happy Haven
- February FTE student enrolment:

	2013	2014	2015	2016	2017
Reception	32	23	26	23	21
Year 1	27	26	24	26	22
Year 2	19	27	24	21	29
Year 3	17	20	26	26	20
Year 4	19	17	19	27	27
Year 5	26	19	20	18	26
Year 6	23	27	19	20	19
Year 7	19	25	25	18	19
TOTAL	182	184	183	179	183

#### School Card Approvals

	31	45	37	39	
• NESB Total	0.0	00	00	00	99
• Aboriginal FTE	5.0	13	13	10	8

- Student enrolment trends:stable
- Staffing numbers (as at February census): FTE teaching staff 10.1, Well Being and Engagement Coordinator 0.42, ACEO 5.6 hours , 285 hours per week of support time are allocated to support students learning, IT, Administration and library.

- Public transport access: Stateliner Bus Service  
Two school buses transport students from out laying areas to the primary school and interconnect to the Gladstone High School buses.
- Special site arrangements: We work in the Upper Mid North Partnership,

## 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 choosing to reside in Crystal Brook. Approximately 30% of students coming from faming 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 student, 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 inturn means that students understand they are at school to learn so are focussed on that, which means there are very low levels of disruption within classrooms or the yard. 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 government  
: We also have a strong focus on Student Leadership with a Student representative Council operating with an Executive Team which leads special events such as Discos, Movie nights, Assemblies, Recycling fundraising for charities and to support our World Vision child. We also have a program for our two senior classes which involves understanding and learning about being a leader this includes a day retreat with guest

speakers and activities to build teams in which all members are responsible for the whole team. The student SRC Executive also attend the state leadership day in Adelaide.

- **Special programmes**

: Intervention Programs for students experiencing difficulties in Literacy or numeracy are supported with specialised teacher and Student Support Officers.

Our Reading Support Teacher also supports teachers and students with targeted learning opportunities We also have an Oral Reading Program throughout the school which supports students by having an adult to listen to them on a regular basis.

Student with more specific needs are supported in classrooms and by Student Support Officers with specialised skills. We have had a primary and junior primary intervention program target student learning with a teacher supporting those students.

In 2017 we have had a focus on STEM with a teacher mentoring program being established to support teachers to be upskilled with this way of working and use of associated technologies.

Upper Mid North Partnership work has also seen our year 7 students being involved in a STEM transition to high school program over 2017-2018.

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

#### **Site Improvement Plan 2016-18**

##### **INTENDED OUTCOMES:**

- “ Improved proficiency in Numeracy and Literacy with retention of students in higher bands, moving up of students from middle bands into higher bands, with all students at or above DECD standard of education.
- “ Students, staff and school community developing a Growth Mindset philosophy to learning through “Habits of the Mind”. Revisiting 2016 and working on 2017 habits:
  - Persisting,
  - Taking responsible risks
  - Striving for accuracy
  - Remaining open to continuous learning
  - Listening with understanding and empathy
  - Questioning and problem solving
  - Creating, imagining and innovating

- ◆ Learner Engagement – setting the scene in the classroom for positive behavioural habits, including explicit teaching of these in order for emotional development and connection to learning in real life situations
- ◆ Feedback – student voice heard and included in decision-making; in the teaching and learning process; students taught how to give and receive constructive feedback; in strategies for self assessment.

## KEY ACTIONS

Site Agreements reviewed and enacted in every classroom– a common language and ways of working throughout the site.

Educators 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: **2016 NAPLAN**

### Year 7 results:

Reading 94% at or above DECD standard of educational achievement SEA, 3 in higher bands.

Writing 94% at or above National Benchmark 76% at or above DECD SEA, 1 in higher band

Spelling 100% at or above National Benchmark 94% at or above DECD SEA, 6 in higher bands.

Grammar & Punctuation 100% at or above National Benchmark, 88% at or above DECD SEA 2 higher bands

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

Reading we have 6% in low growth, 62% in medium growth and 31% in high growth (expected is 25% low, 50% medium and 25% high)

Numeracy we have 0% in low growth, 69% in medium growth and 31% in high growth.

### Year 5 results:

Reading 89% at or above National Benchmark, 74% at or above DECD SEA, 4 in higher bands.

Writing 95% at or above National Benchmark, 79% at or above DECD SEA, 1 in higher bands.

Spelling 89% at or above National Benchmark, 63% at or above DECD SEA.

Grammar & Punctuation 95% at or above National Benchmark, 79% at or above DECD SEA, 3 higher bands.

Numeracy 100% at or above National Benchmark, 84% at or above DECD SEA, 5 higher bands .

Reading growth we have 26% in low growth, 47% in medium growth and 26% in upper growth.

Numeracy growth we have 21% in low growth, 58% in medium growth and 21% in upper growth.

### **Year 3 results:**

Reading 100% at or above National Benchmark, 87.5% at or above DECD SEA, 11 higher bands (46%)

Writing 100% at or above National Benchmark, 100% at or above DECD SEA, 12 higher bands (50%).

Spelling 100% at or above National Benchmark, 87.5% at or above DECD SEA, 12 higher bands (50%)

Grammar & Punctuation 100% at or above National Benchmark, 100% at or above DECD SEA, 13 higher bands

Numeracy 100% at or above National Benchmark, 87.5% at or above DECD SEA, 5 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 as well as teacher time to coordinate writing of Negotiated Education Plans by staff.
- Special curriculum features: Auslan as a LOTE has been introduced in 2017, STEM has also been a school wide focus with a mentoring program within the school. Currently the Non Instructional subjects are Health and Physical Education, Junior Primary Science and AUSLAN LOTE.
- 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 with use of “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 DECD 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:  
Currently we are working in the Upper Mid North Partnership on a STEM transition to high school project funded by DECD,  
We also have 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.

## 5. Sporting Activities

- : Our school encourages and supports students to take part in the SAPSASA sports offered in our North Eastern Region. We also send our year 6 and 7 students to 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 and Sports Day each year.

## 6. Other Co-Curricular Activities

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



## 7. Staff (and their welfare)

- Staff profile
- : Staff profile  
:We have seven classes with, one 1.0 classroom teacher, A total 1.2 NIT teachers, 4 0.8 teachers back filled with 4 0.2 teachers, 0.3 Junior Primary NIT 2 2-0.5classroom teachers. We have a mix of longer serving teachers and some in their first few years of their careers.

### Leadership structure

:Principal , Wellbeing and Engagement Coordinator - Band 1 coordinator for intervention programs with release time built in for special projects, as well as a Reading Support teacher who is also responsible for Junior primary intervention programs.

### Staff support systems

Our staff works in Teams Reception – year 2, 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 which is supportive of all members

### Performance Management

Performance Development is consistent with DECD Policy which includes more formal meetings, peer based development and includes elements of the National Professional Standards for teachers

### Staff utilisation policies

Junior primary Staff have the support of the Reading Support Teacher, we also have a Disability Coordinato and provision within the staffing for release of key personal to drive particular projects such a PAT-R and Maths.

### Access to special staff

Instrumental Music teachers work in our site, we have a close working relationship with Regional Office Staff which includes Speech Pathologist, Psychologist, Hearing Impairment Services, Australian Curriculum Facilitator, Disability Coordinator, Interagency Support Consultants, Attendance Officers.

- Leadership structure  
Principal, Band 1 Coordinator Wellbein and Engagement and 6 STEP 9 teachers
- Staff support systems  
TRT release is built into our School budget in order to be able to release staff to upskill and build new skills in line with the school and their Performance Development Plan. In 2017 our site is also involved with: Brightpath Writing trial, Think Maths Program and the 3 D Printing program – release has been provided to support staff who are part of these trials or programs.
- Performance Management  
Our site uses DECD Guidelines to ensure all staff have a current Performance Development Plan



- Staff utilisation policies  
Our site has a Site Agreement folder and associated support materials for staff, the basis for these are the Big 6 of Reading and the Big 6 of Numeracy Our “Setting Up for Success” program which is focussed in the first two weeks of school and continuing on through the year, this program enables staff and students negotiating and understanding the school way of working.
- Access to special staff  
We have a DECD Instrumental Music Teacher (part of the Kadina Memorial Hub) based and managed in our site, students in years 5-7 have access for one day per week for woodwind and brass lesson

## 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  
: n0
- 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 house 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 houses 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.

- 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 a Library Manager.  
Our Hall /stadium provides 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, OSHC 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 DECD buses transport students to and from school and are intensively used to support learning activities for students.

## 10. School Operations

- Decision making structures  
Collaborative 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  
Fortnightly Newsletter with community page with off week with Diary dates  
Class overview each term, Weekly Staff Bulletin, Day Book, Community Calendar, School Magazine.
- Other communication  
Communication books and diaries are used for classroom communication, we encourage parents to communicate with their child's teacher.
- School financial position  
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 Program, a reserve for replacement of assets, class budgets and curriculum area budgets. The school is in a sound financial position.
- Other communication  
Flexbuzzapp and SMS messaging system
- School financial position:  
June 2017- RES \$1,922,470.65 for 2017, SASIF at end 2016 \$381,922

- Special funding:  
Targeted funding for groups of students:  
Improved outcomes for rural and isolated students \$12,167  
Improved outcomes for Aboriginal Students \$9519  
Improved outcomes for Literacy and Numeracy \$135,778  
Australian Curriculum \$9231  
Better Schools \$12,051  
Improved outcomes for students with Disability \$55,457  
Improved Behaviour Management and ENGAGEMENT \$55,070

## 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 historic 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 Kindy is collocated with the school with a strong transition program, our local DECD High school is Gladstone High, there are two DECD Buses which transport students from our community to Gladstone.
- Other local care and educational facilities
- 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 rental to government employees

- Accessibility

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

- Local Government body

Port Pirie Regional Council