



# Crystal Brook Primary School

## 2021 annual report to the community

Crystal Brook Primary School Number: 0111

Partnership: Upper Mid North

Signature

School principal:

Mrs. Kelly Zwar

Governing council chair:

Mrs. Liv Alpe

Date of endorsement:

11 May 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Crystal Brook Primary School is a category 5 rural school in SA. In 2021, it had 161 enrolments, with 37% school card holders, 5% IESP verified, 8% Aboriginal Learners and 4% Children in Care. Crystal Brook Primary School is located in the township of Crystal Brook, 200km north of Adelaide, 30km south of Port Pirie. Students come from within the township of Crystal Brook itself, with approximately 33% coming from outlying farming towns such as Narridy, Merriton, Redhill, Yacka, Warnertown and Beetaloo. Our SIP had a focus once again on reading improvement and our PSC results were outstanding with 86% of our Yr 1's achieving SEA ; further growth from 2020 of 14%. In 2021, we had a double cohort of students graduate at the end of the year to secondary school. As a result, we had double the amount of leaders to ensure that leadership opportunities were not lost for our year 6 students. SRC was capably led by 8 SRC leaders, 4 year 7's and 4 year 6's. As was all 3 sports houses for both swimming carnival and sports day. Congratulations to Bowman House for winning the swimming carnival held in Term 1, and Eyre house for winning Sports day in Term 3. Once again SRC had a successful year, with various fundraisers occurring and a large amount of moosies sold at lunch times during terms 1 and 4, but their highlight would be their Term 3 highlights video – designed, filmed and edited by themselves. Other highlights throughout the year were our whole school Bowmans Park excursion in Term 2, excursions to various local places and to the Art Gallery of SA, our annual school concert with parents permitted to attend once again, swimming carnival, sports day, SAPSASA carnivals for our senior students and the towns RSL service being held on site due to inclement weather, with soldiers undertaking a catafalque party during the service and answering students questions after the formalities had occurred. Extra transition occurred for the year 6 and 7 students from Term 3 with a Mastermind competition hosted by Gladstone Primary School in Term 4, further strengthening new friendships in readiness for secondary school, as well as physically and mentally challenging our students through various group tasks that needed creating and solving. This helped contribute to 81% of our year 7's choose either Gladstone High School or John Pirie Secondary School for their secondary education and 71% of our year 6's choose Gladstone High School for their secondary education. Pleasingly, these percentages have been the highest they have been for some years.

## Governing council report

2021 saw the Governing Council begin as a small council once again, but the councilors themselves were keen and committed, and we thank them for their contributions and efforts throughout the year. Our biggest hurdle in 2021 was the changes needed to our constitution. This was for various reasons, but given we were about to become a smaller school with the loss of the year 7's to secondary school, it did make sense to review and adjust in readiness for 2022. Sam Smith drove much of this work, and we thank her for her time. Unfortunately, the contact she had been working closely with in the Department for Education, suddenly transferred to a new area in Term 4, and much of the information went with that person. It will need to be looked at again at the start of the year in 2022 so it can be sorted. Governing Council has been supportive of the new parent club revamp, and approved their decision to have a form for staff to submit funding requests for clarity and transparency reasons. A new nature playground was installed in term 3 and a working bee was held one Sunday afternoon to help spread the soft fall underneath prior to its opening, and we thank those who attended. We finally saw the results of the Departments \$60, 000 maintenance grant come into effect, with timed taps installed in both junior and primary wet areas, the library was internally painted, rooms 8, 7, 5 and 10 had new carpet laid and a new school fence went up at both site entrances. New school signs were installed in Term 4 at both site entrances, as well as one from Huddleston Rd end, that now reflect our new logo, third colour, school values and vision.

# Quality improvement planning

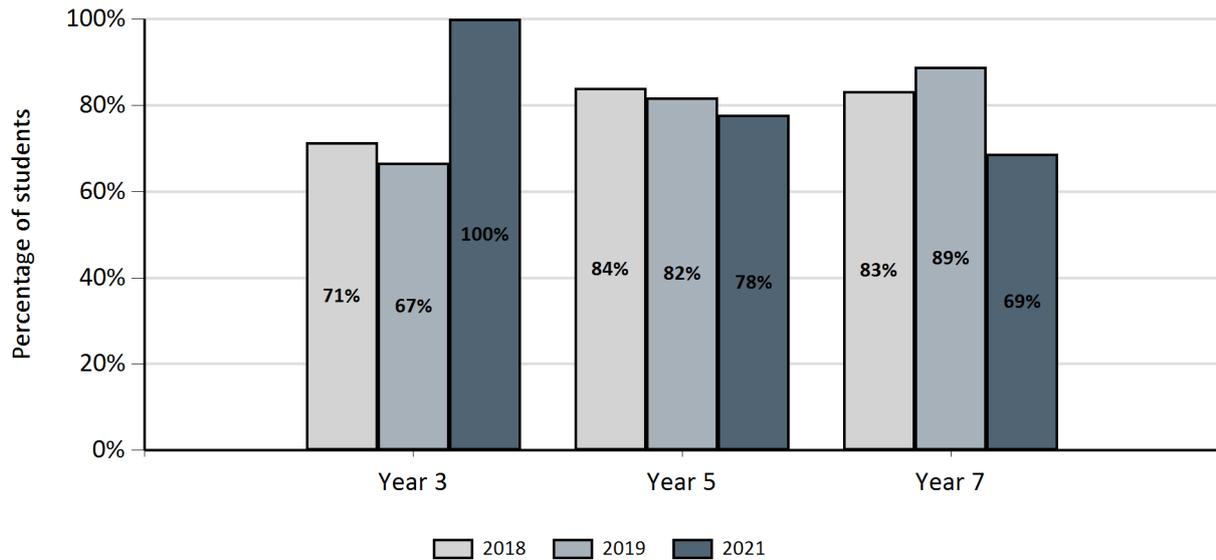
2021 saw CBPS have 1 main SIP goal, to improve reading across the site. Once again, areas of the school were stronger than others. Our 2021 Phonics Screen Check saw 18/21 (86%) students achieve SEA, which was as we expected. Once again, we utilized a teacher to test and then organise intervention for our Reception-Year 2 students with a focus on phonemic awareness skills. This worked exceptionally well with our PSC results once again improving as did our Running Record levels. At the end of Term 3, we had 60% of our Reception students at level 5, 2 at level 4 and 4 at level 3. By the end of the school year, all 6 students were at level 5. Our Year 1 cohort had 81% at SEA at the end of Term 3, and of those that hadn't achieved it, all 3 were awaiting assessment by a psychologist regarding concerns we have about their learning. This was an excellent result and mirrored our PSC results. Interestingly though, those with the higher Running Record level were not necessarily those with the highest PSC results, showing staff the importance of looking behind the data represented by a single number. Our Year 2 students had 63% at SEA at the end of Term 3, with 1 at level 14 (speech concerns), 2 at level 17 and 1 at level 19. The last 3 achieved SEA by the end of the year. Those that were not close to achieving SEA were impacted due to large absences, family trauma and another will be referred for assessment in 2022. One action that we saw great results from, was the focus on fluency by all teachers with students reading, and have them implement activities such as paired reading, choral reading into their daily reading tasks to monitor and assess student's fluency skills. Through the PDP process, teachers reported this simple focus had further positive implications on student's comprehension improving, which is what we were after. During Term 1, all year 3-7 students were screened on their phonemic awareness skills and knowledge using Heggerty's "Bridging the Gap" resource, and those that didn't hit the suggested benchmarks, completed short learning sprints on the skill/s that they needed to. This ran over a term with the principal and trained SSO administering the sprints with the students. After the sprints, students were re-tested and the results were extremely pleasing, with the majority passing the benchmarks as required. There were still a handful of students (IESP verified) who required extra work on some skills after, and received it through their support time. Whilst time consuming, it was a worthwhile activity as it gave clear data on all of our students and their phonemic awareness skill level, meaning we could help support other aspects of their reading that needed improving. We have further refined our Whole School Assessment schedule ready for 2021, an expression of interest will be submitted for the site to be a trial school for the ORF – DIBELS trial the DfE is wanting to trial in some schools across the state. Another area we will focus on as of 2022, will be vocabulary to support students reading improvement. A site scope and sequence on Morphology was created by a teacher with the support of the Portfolio Curriculum Lead teacher. This will be introduced as part of our 2022 SIP very early in the year for teachers to follow, and its impact and results will be monitored accordingly.

# 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

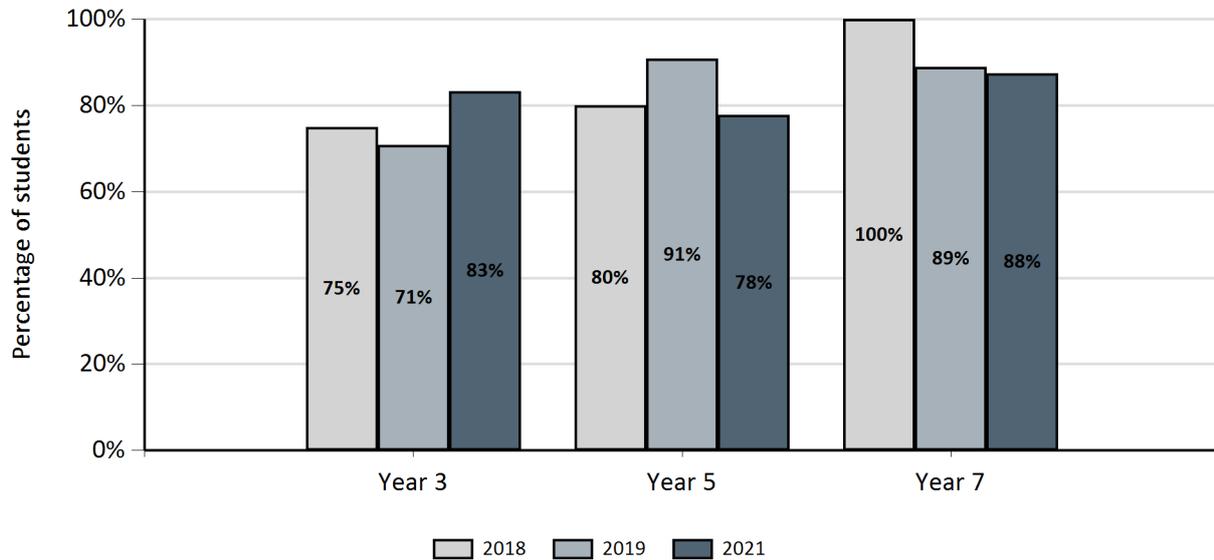


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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)
Upper progress group	38%	53%	33%
Middle progress group	44%	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	44%	*	33%
Middle progress group	50%	47%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 <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 3 2021	12	12	7	1	58%	8%
Year 3 2019-2021 Average	18.0	18.0	6.0	3.0	33%	17%
Year 5 2021	18	18	3	4	17%	22%
Year 5 2019-2021 Average	20.0	20.0	4.0	6.0	20%	30%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

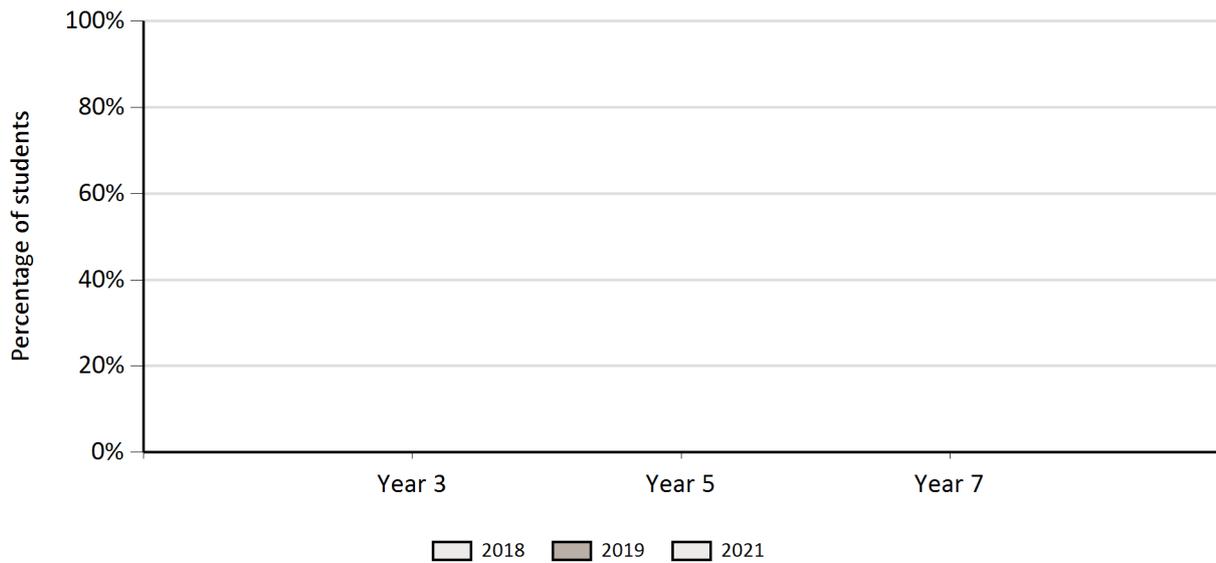
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



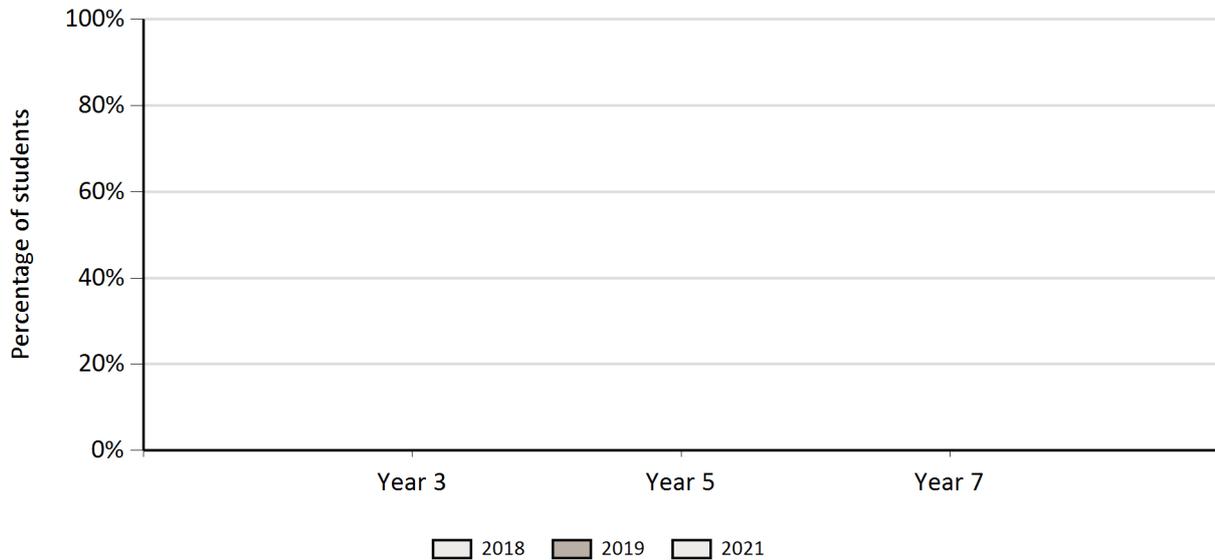
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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

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

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

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2021, we looked at Individual Aboriginal Learners data and the data as a whole, separate to our other non-aboriginal students. Staff were provided with the data of our Aboriginal Learners, that included (where applicable) Running Records, Phonics Screen Check, NAPLAN, PAT R and PAT M and attendance. By having them as a separate group, we could focus on them much quicker, discuss their specific needs and any concerns we have may have had with anything. We had a new ACEO start during Term 2, which allowed us to implement their work with students in a specific manner to help our students. Our previous ACEO was reluctant to work alongside students in classrooms to help work toward their learning goals. Our current ACEO knows no different and loves it. Our students had to have a clear goal and timeline for achievement that was tracked in their folder, ready for adding to their One Plan and monitoring for their school reports also. In 2021, this was more student led. As a site, we worked hard on supporting our Aboriginal Learners to have more a presence in our school. The reconciliation garden was completed through the student's physical hard work, with them also maintaining the garden each week through watering and weeding etc. We als

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

With the support of SSS, we were able to help a year 6 student improve her attendance for the second half of the year. We were able to build up to her attending daily for the majority of Term 4 and have her participate in the school concert. A year 2 student started the year on level 12 Running Records and finished the year on level 21 – growth of 9 levels and a huge improvement in their fluency which helped their comprehension. Both year 7 students achieved SEA for NAPLAN Reading, Numeracy and Writing. For one, this is an improvement on their year 5 NAPLAN results where they didn't achieve SEA for all 3 areas. We were able to retain a year 5 student in High Bands for NAPLAN Reading from when they were in year 3. 50 % of our year 3-7 student achieved SEA for PAT R whilst 71% of the same cohort achieved SEA for PAT M.

# School performance comment

Our 2021 PSC results saw growth of 14% from the previous year. 18/21 (86%) achieved SEA with those that failed to do so, awaiting assessment. Our Running Record levels were as discussed in the Improvement Planning section of the report, but I will note that the results over the last 2 years have been significantly greater than the previous years, with 2019 showing 67% for our Year 1 students, who have demonstrated growth of 16% since and our year 2 students demonstrating growth of 5% from 2019-2020 but sadly a dip this year. Our A-E grades in semester 1 for years 1-7 saw 51% achieve an A/B grade, 36% achieve a C grade and 18% achieve a D/E grade in English. Maths grades given showed 50% achieved an A/B grade, 33% a C grade and 14% a D/E grade. This compares to our A-E grades in semester 2 for years 1-7, where we saw 58% achieve either an A/B grade (up 7% on semester 1), 29% a C grade (down 7% from semester 1), and 13% achieve a D/E grade for English (down 5% on semester 1). With Maths grades being given as 65% A/B grade (up 15% on semester 1), 19% a C grade (down 14% from semester 1) and 16% either a D/E grade (an increase of 12%). NAPLAN occurred once again after being dropped in 2021 and our Year 3 students did very well. We had 7/12 achieve High Bands with 1 other close to HB for Reading and all 12 achieving SEA for Reading and 10/12 achieving SEA for Numeracy where 1/12 was in High Bands and another 2 were close. Our Year 5 students saw 16/18 achieve SEA for Reading and 17/18 for Numeracy. We had 3 remain in HB, 2 come close but 1 drop out for Reading and 4 remain in HB, 1 come in and 1 drop out but remain close to HB. Our year 7 students saw 16/16 achieve SEA for Numeracy and 14/16 in Reading. In Reading, we had 2 remain in HB, with 1 drop out and Numeracy saw 3 remain in HB, 1 come in and 1 drop out. We are working towards retaining our HB students and increasing the number we hope to get in there as part of our next SIP 3-year plan. 2021 was an AEDC data collection year where we saw 20% of our students vulnerable on 1 or more domains, but none against 2 or more domains. The 2 domains most concerning to our teachers are the social competence and emotional maturity domains for our students. Many students are demonstrating anxious behaviour (about more than just school) and inattention is becoming more common amongst many. The lack of respect for belongings, their readiness to learn new things and be more responsible was challenging at times. An increased focus on the social and personal general capabilities from the Australian Curriculum should support the students and teachers in the future to better support all students at CBPS. An increased focus on Whole School agreements and increased understanding of the use of data in the assessment cycle has helped teachers better support their students and understand the teaching and assessment cycle.

# Attendance

Year level	2018	2019	2020	2021
Reception	87.0%	93.5%	90.2%	89.6%
Year 1	92.9%	91.6%	93.4%	89.0%
Year 2	90.5%	92.1%	92.7%	91.8%
Year 3	93.4%	88.7%	92.9%	92.6%
Year 4	93.9%	92.9%	91.6%	91.0%
Year 5	91.8%	92.1%	92.0%	89.5%
Year 6	93.2%	93.3%	93.8%	90.7%
Year 7	91.5%	93.1%	93.4%	89.4%
Total	91.9%	92.2%	92.4%	90.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

## Attendance comment

Our attendance for 2021 stands at 90.4% for the site. Again, illness without a certificate was the biggest reason for student's absence. We did have large bouts of illness run through the school at various times. Cultural reasons were high amongst our Aboriginal Learners (33%). For one group, a family member passed soon after Christmas 2020, and time frames within their culture dictates many things that needed doing once school returned. The same family also got caught up in border lockouts between states and territories impacting their ability to return to SA later in Term 4. Regardless of how hard we tried, we were unable to get a reason for students' absences for 10.7%. In 2022, we plan on putting attendance as a separate standing item on leadership meeting agendas and some staff meetin

## Behaviour support comment

Fortunately, in 2021, we had limited behaviour issues from students due to clearer expectations and a more proactive approach from staff. The majority of reasons senior staff were called for behaviour incidences was for students running out of class. Most times, student were able to make their way to the front office for counselling and returned to class. Parents were notified of such times. Suspensions were given when all other venues had been exhausted and students continued their defiant class behaviour after repeated warnings. Parents were supportive of these suspensions and students behaviour did improve after. The local skate park after hours caused the most issues, with issues from unsupervised students impacting back at school.

## Parent opinion survey summary

69% of staff completed the myWellbeing staff engagement survey. 100% said that they engaged with the school, and 87% were happy with the school climate at the time of the survey. In 2021, we had an increase in participants who completed the Parent Opinion Survey. 86% of responders said that they believe education to be important to their child/rens life, an increase of 10% on 2020. Overall results were pleasing, however, it has highlighted a need for improved communication between teachers and parents. In 2021, 50% of parents believe the school communicates effectively, even though we use a variety of sources including letters/notes, social media, phone calls, text messages and school stream. 86% believe that teachers and students are respectful to each other, and 60% believe they know the standard of work their child should be completing. This has remained constant over the past 2 years. 20% want more direct communication from their child's teacher regarding student progress with only 60% believing they receive useful information. In 2022, a communication policy will be created with various site layers including specific expectations for all regarding communication between the school and families.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	38.7%
NS - LEFT SA FOR NSW	1	3.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	14	45.2%
U - UNKNOWN	4	12.9%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

As per every previous year, Crystal Brook Primary School had 100% of those required to, to have a current Working with Children's Check. This included all teaching staff, all SSO's, school bus drivers, Governing Council members and OSHC workers. The Department for Education SA does a great job in sending reminder emails with plenty of time for staff to ensure they will have a current one to remain being able to work

# 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	16
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	0.0	9.3	1.0	7.1
Persons	0	12	1	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$2,685
Grants: Commonwealth	\$13,400
Parent Contributions	\$39,360
Fund Raising	\$12,030
Other	\$0

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

## 2021 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 2021 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	Increased the school counsellors work time to 0.8 so she was present on site more. She also taught Health to year 5/6 students to help support their wellbeing	Counselling with students when scheduled and more immediate, rather than having
	Improved outcomes for students with an additional language or dialect	Not Applicable	Not Applicable
	Inclusive Education Support Program	Increased student support in the classroom and the yard (for some) from SSO and/or ACEO in relation to an Aboriginal Learner with behavior support, under direction from class teachers.	Less negative class behaviour and more engagement saw an increase in student learning
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>Rural and Isolated went to supporting all students attend extra curriculum activities such as performances, excursions</p> <p>A F-2 Intervention teacher was released 0.6 to work with students to improve their reading skills in small groups. Sprint work was done to best support the students' needs. More decodable readers were purchased also.</p>	<p>Inclusivity for all students</p> <p>Increased RR levels for F-2 students, increased PSC results with 86% achieving SEA</p>
Program funding for all students	Australian Curriculum	Resources and training related to the SIP Release for all JP teachers to complete all 3 sessions of the PSC training to ensure all have heard the same info over the past 3 years.	Increased understanding of the DfE SA scope and sequence documents All JP teachers
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	Increased SSO hours to provide class teachers with Literacy/Numeracy support lessons weekly for the year.	Consolidation of learning from students for increased positive growth
	Specialist school reporting (as required)	Not Applicable	Not Applicable
	Improved outcomes for gifted students	Not Applicable	Not Applicable

