Content Statement

Crystal Brook Primary School has a relatively stable student population of 180 students, 28% of students eligible for school card, with a small cohort of Aboriginal students.

Our vision is: Students, staff and school community strive to become confident, self-motivated learners who share the responsibility for their learning through positive relationships and wellbeing. We aim to develop expert learners (TEL) by becoming expert teachers who engage and stretch their learners to achieve at or above DECD standards.

We have a settled teaching staff with many years of experience, there is a team of School Support Officers with a variety of specialised skills such as AUSLAN, ICT, Library, Student Support for students with additional Needs, Finance and Office Management.

There are seven classrooms all have composite classes, with Physical Education, Health, Technology and Science being the subjects offered during the class teachers Non Instructional Time.

Governing Council: Chairperson Melanie Baak, serving members, have made sure that Governing Council remains a productive and efficient body.

The Grounds Committee continues to work on improving the school yard, and has a number of exciting ideas planned for the coming year. As well as working with teachers and students using Early years funding.

The Site Improvement Plan is visible, used by teaching staff and aligned with DECD improvement areas.

The Progress Data table shows the trends in student performance over the past two years. The data is then looked at against our target bands and overall the results show that students are making good progress.

The Governing Council has continued to make important policy and financial decisions on behalf of the school community. The school remains in a strong financial position, partially as a result of the outstanding fundraising efforts of the Parent Club and contributions of the school community. Parent Club has raised money - $11,447.81 through their volunteer efforts at the shop, catering for various functions and other fundraising initiatives. The money raised has enabled Governing Council to assist the school to purchase iPads for each class, additional sports equipment, library books, dictionaries and blinds for the bag area of Room 4.

The Education Committee has ensured that the School’s policies and procedures are in line with the school community and DECD expectations. Some reviews and adoptions have been: Child Protection at Crystal Brook Primary School, Behaviour Code, Student Behaviour Management, Evacuation Plan, Drug Incident Management and Bad Debts, these have been taken to Governing Council meetings for ratification.

Finance Committee continues to be involved with meetings twice per term on budgeting and monitoring of the budget to report back to Governing Council.

The CRYSTAL BROOK PRIMARY SCHOOL
2014 Annual Report

The Principal and Child Protection Officer ensure applications are submitted and results and dates of screenings are entered onto EDSAS as well as held in a confidential locked file.

Compliance with DECD Criminal History Screening / Child Protection Curriculum

Crystal Brook Primary School has documented procedures in place which have been ratified by Governing Council for: Child Protection at Crystal Brook Primary School, a procedure to ensure all adults have current and appropriate Criminal History Screens as outlined in the HR Workforce Management for Leaders leaflet which complies with DECD Policy. Staff understand their obligations when having volunteers working with students, as do our school community. For more information please contact the Principal or Child Protection Officer.

The self review is regularly staff meeting time and in Performance Development meetings to check on progress, when this is done any changes are highlighted so that review and progress is able to be tracked.

NAPLAN 2014 results as per site improvement Plan: All students at or above DECD

Intervention Groups in the Primary years focused on understanding what questions were asking students to do both in Reading and Numeracy, our results show that more explicit teaching and intervention is required in the Year 5 cohort and in all areas in the Year 3 cohort except in Numeracy.

The Student Well Being

To engage with parents more to get a wider cross section of parent responses

Reminding students of positive ways to deal with bullying and harassment

To ensure whole school community aware of our Anti-bullying policy

To engage with parents more to get a wider cross section of parent responses

Positive

3.83% or greater confidence from students that a teacher would help them if they had a problem with bullying or harassment.

20% increase in awareness about school policy.

7 in language conventions so a consistent approach is in place across the school.

83%                85%

Writing

79%             65%

83%                85%

Numeracy

75%             82%

83%                85%

89%                85%

The Self Improvement Plan is reviewed regularly and on our Data Day which is held in Term 4 when data is available, we interrogate our data from a variety of sources: NAPLAN, PAT R, Pat Maths, Running Records, Observation Survey, I Can Do Maths, Attendance, Intervention, Behaviour. This data is then looked at against our targets which are aligned with DECD standards. We make adjustments to targets where necessary and refine strategies, timelines and responsibilities.

The Site Improvement Plan is visible, used by teaching staff and aligned with DECD improvement areas – using Lead, Learn, Connect and Improve. These four these areas are used to report to Governing Council twice per term.

The Site Improvement Plan is reviewed regularly in Staff meeting time and in Performance Development meetings to check on progress, when this is done any changes are highlighted so that review and progress is able to be tracked.

NAPLAN 2014 results as per site improvement Plan: All students at or above DECD

NUMERACY

Writing

Reading

7- Band 6 or above

79%             65%

7- Band 6 or above

83%             70%

State Testing

50%             63%

Grammar & Punctuation

Grammar & Punctuation

50%             63%

Reading

5- Band 5 or above

83%             70%

Writing

5- Band 5 or above

83%             70%

7- Band 6 or above

83%             70%
Student learning as per Site Improvement Plan: All students at or above DECD standard

Better Schools Funding

The school also provided funding from within their staffing allocation to support these initiatives. Crystal Brook Primary School received $4,415.89 from Better Schools Funding, this funding was used to:

- Increase the number of students at or above the DECD standard in Running Records in Reception to Year 3 – by providing explicit teaching of literacy skills with a teacher in small groups over three days a week. We believe a strong foundation in these years will contribute to improved outcomes in NAPLAN results across all years.
- Increase the number of students in higher bands in Numeracy as measured by NAPLAN and PAT-Maths by providing explicit teaching in small groups with a teacher of “Natural Maths Strategies.”
- The school also provided funding from within their staffing allocation to support these initiatives.

**Finance**

The total school operating budget for the year was $1,767,094.52 used to fund salaries, learning resources and programs, utilities, maintenance and running expenses. A full financial Statement is available from the school office.

**Better Schools Funding**

Crystal Brook Primary School received $4,415.89 from Better Schools Funding, this funding was used to:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>% above expected level (2014)</td>
<td>61%</td>
<td>76%</td>
<td>82%</td>
<td>88%</td>
</tr>
<tr>
<td>% above expected level (2013)</td>
<td>68%</td>
<td>64%</td>
<td>84%</td>
<td>88%</td>
</tr>
</tbody>
</table>

### Observation Survey – a series of early literacy indicators as per the Improvement Plan - target that all Year 1 students to be in grades 4-6 or above

**Strategies for improvement:**
- Intervention time in place to support guided writing in small groups and across classes.
- Concepts about print being explicitly taught in guided reading, when introducing.
- Readers and when working with shared reading and big books.
- Continued emphasis on learning to read and write.
- Oxford Sight word list.
- Continue work on quick writes to increase number of words able to be written quickly.

**Psychological Health Staff Survey Summary – 11 responses across the staff**

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Leadership</td>
<td>58%</td>
<td>36%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role Clarity</td>
<td>71%</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-worker Interaction</td>
<td>44%</td>
<td>48%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participative Decision Making</td>
<td>40%</td>
<td>52%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal Alignment</td>
<td>40%</td>
<td>50%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraisal &amp; Recognition</td>
<td>48%</td>
<td>42%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Development</td>
<td>50%</td>
<td>30%</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Demands</td>
<td>43%</td>
<td>57%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Morale/Distress</td>
<td>36%</td>
<td>57%</td>
<td>7%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Group Morale/Distress</td>
<td>36%</td>
<td>61%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Staff generally strongly agree or agree that working at Crystal Brook Primary School is supported well and managed by leadership, they are included and they are supported positively by their colleagues, a small percentage did not have an opinion either way.

**Strategies for improvement:**
- At staff and SSO meetings, information will continue to be disseminated and staff advised to check notice boards for any Employment Development which is offered.
- Continuation of developing supportive systems for staff is an ongoing process with multiple ways of communication being used—email, staff bulletin, staff, SSO meeting minutes, Tabbiz, day book.

The school is almost at 95% target. Attendance strategies will continue in 2015 to further improve our figures. ATSI attendance is at 90.3%.