



Barmera Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Barmera Primary School Number: 506

Partnership: Berri & Barmera

Name of School Principal:

Natasha Hefford

Name of Governing Council Chair:

Leanne Rathbone

Date of Endorsement:

21 February 2018

School Context and Highlights

Barmera Primary School is located in the Riverland region of South Australia and is part of the DECD Berri Barmera Partnership. In 2017, 244 students attended the school. The school maintains spacious grounds and a variety of indoor and outdoor learning spaces, including an outdoor oval, indoor hall and classrooms with areas for differentiated learning. Specialist subjects include Health and Physical Education, Science and Japanese.

The school is classified as a Category 2 school on the Index of Educational Disadvantage. The school population includes 15 per cent Aboriginal population, 10 per cent Students with a Disability, 16 per cent with English as an Additional Language or Dialect (EALD) and 38 per cent of families eligible for School Card assistance. There are complexities in terms of a small number of students displaying challenging behaviours. However, strong, positive relationships with students and families, engaging learning programs and following the school Behaviour Management Policy ensures a safe, supportive learning environment for students to learn.

Barmera Primary School has a committed, dedicated staff including a Principal in her first year of tenure, a Deputy Principal, Student Wellbeing Leader, 9 permanent teachers and 7 contract teachers. In 2017 we employed 10 School Services Officers to provide student support, 2 Administration staff, an Information, Communication and Technology (ICT) officer and a Groundsperson. Barmera Primary School is proud of its strong volunteer support, including volunteers involved in student mentoring, reading to and with students as part of the Learning Assistance Programs and the making of fruit platters to support student wellbeing.

There were a number of important school highlights during the 2017 school year:

A well attended Parent Acquaintance Night and End of Year Concert - community events

The Year 7 Leadership Camp for Year 7 students - leadership skills, decision making, negotiating, working collaboratively

The Barmera Primary School Environmental Expo - students teaching students about the environment and resources

Contributions to the Water Literacies project and Landcare 'Caring for Cats' program - students learning about the water through the resource of Lake Bonney, learning about cats

Professional learning for leaders and teachers through the three year Visible Learning project - teaching and learning practice



Governing Council Report

Governing Council had a successful year in terms of decision making and supporting Barmera Primary School in 2017. Although work has not yet begun, approval for the beautification of the front of the school and junior primary shade sails to go over the sand pit has occurred. The school now has connection to the national broadband network (NBN) for faster Internet connection with strong support from the Governing Council. Supporting student learning and improving learning outcomes continues to be a priority for us and will continue to be in 2018.

The Governing Council supported two Student Free Days for teachers to engage in Visible Learning professional development. This was focused on teachers committing to continuous improvement of teaching and learning practice. The Governing Council has been a strong support for the continuous building of teacher and support worker capacity amongst this already dedicated and highly committed staff.

The appointment of Ms Natasha Hefford to the Principal position with a five year tenure was a welcome addition. Natasha brings a range of leadership knowledge and experience to the role and we look forward to her working with the school community to implement long term directions and plans including the possibility of re-designing some learning spaces. Natasha is well supported by Deputy Principal, Mrs Ruth Pfeiler, and Student Wellbeing Leader, Mrs Jayne Foulds.

Governing Council supported many community events this year including the Parent Acquaintance Night and End Of Care concert, Sports Day, the Environmental Expo, the Fun Run and the Landcare 'Caring for Cats' fundraiser. We wish to thank the school community for their wonderful efforts and support this year.

On behalf of Governing Council, I would like to thank this team of hard working leaders, teachers, support workers and volunteers who continue to make student learning a priority each and every school day. Thankyou also to the 2017 Governing Council team for their commitment and work.

Leanne Rathbone
Governing Council Chairperson
2017



Improvement Planning and Outcomes

Barmera Primary School had three priorities within the 2017 Site Improvement Plan including Literacy - Reading, Numeracy - Maths proficiencies focussing on problem solving in a variety of contexts and Wellbeing - Positive Mental Health.

The priority in reading was for students to demonstrate and teachers to have evidence of an improvement in student's ability to read and comprehend textual information. Progress strategies included:

- A focus on the Big 6 of Reading to develop teacher understanding of how students learn to read

- A focus on the teaching of reading behaviours across all year levels

- Reading progress tracked for every child through Running Records, NAPLAN Reading and Progressive Achievement

Testing in Reading (PAT-R)

- Students reading a variety of fiction and non-fiction texts confidently

Evidence of success included PAT-R Comprehension Scale scores increasing in all year levels except Year 4. The average increase was over 10 per cent. NAPLAN results showed that there still needs to be a strong commitment to reading development in 2018 with 75 per cent achieving the Standard of Educational Achievement in Year 3, 57 per cent in Year 5 and 69 per cent in Year 7. There remains concern about students achieving in the higher bands of reading progress with 6.7 per cent of Year 5 and 2.9 per cent of Year 7 students achieving in this area and also a decline in the Reception to Year 2 reading results from 2015 (64 per cent in Year 1 and 55 per cent in Year 2: 2017). In 2018, there is a Partnership commitment to the development of reading through identifying areas of intentional need and applying interventions through the teaching of explicit reading strategies including reciprocal reading (teaching students to use key comprehension skills) and on the consistent assessment of reading.

The focus in Mathematics was on all students being able to demonstrate proficient thinking to confidently solve problems in a diversity of contexts and across all learning areas. Teachers were regularly engaged in the design of authentic, problem solving, open ended mathematical tasks across the Partnership. Student learning through problem solving tasks in Mathematics was a priority in classrooms. Student work was then assessed and moderated with teachers to ensure consistency within the assessment of Mathematics. Our professional learning within the Visible Learning impact program in our first year had teachers working together with students in Mathematics on learning intentions, the specific intent of the learning to occur, and on success criteria, how students would know they have achieved success upon completion of the mathematical task.

There continues to be a pedagogical shift in the teaching of Mathematics and numeracy to one of engaging students in problem solving, open ended, practical tasks. The use of both teacher and student language to one of discussing learning and success is changing. Progressive Achievement Testing in Mathematics (PAT-R) in the second half of 2017 showed growth in all year levels except Year 7, with these year levels increasing by an average of over 15 per cent. In 2018, there will continue to be a focus on the design of mathematical units of work using a problem solving, open ended approach to learning.

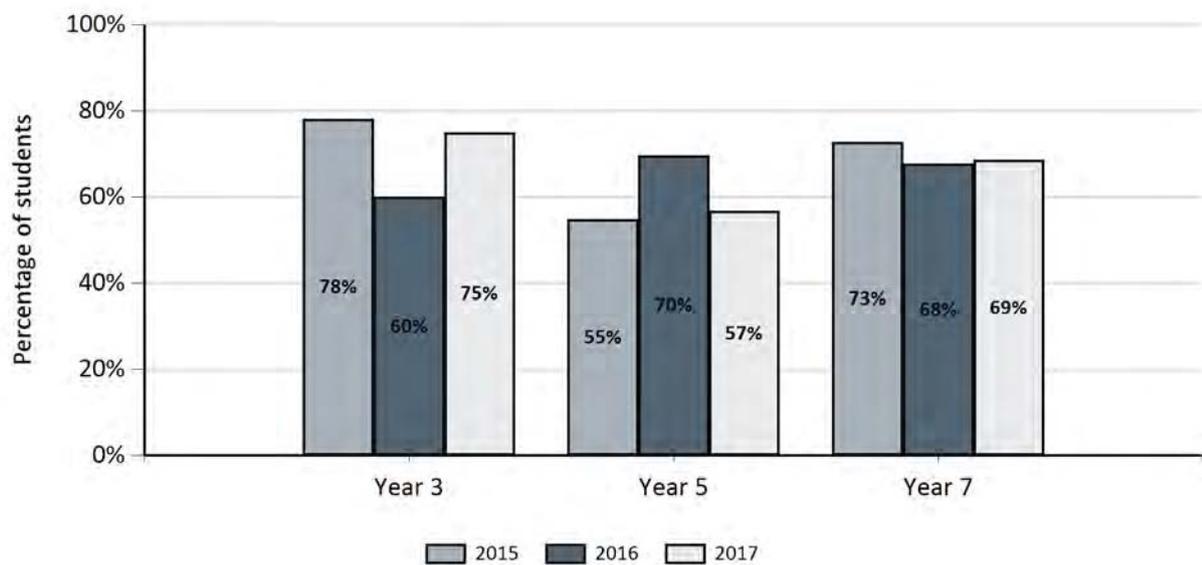
In terms of wellbeing, the teaching of emotional resilience strategies with students under the leadership of the Student Wellbeing Leader, working collaboratively with teachers, was a priority. Our Kidsmatter focus was on the development of growth mindsets. High or medium connectedness at school was at 90 per cent and school belonging at 84 per cent. Emotional resilience professional learning, using the Berry Street model, will continue next year.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

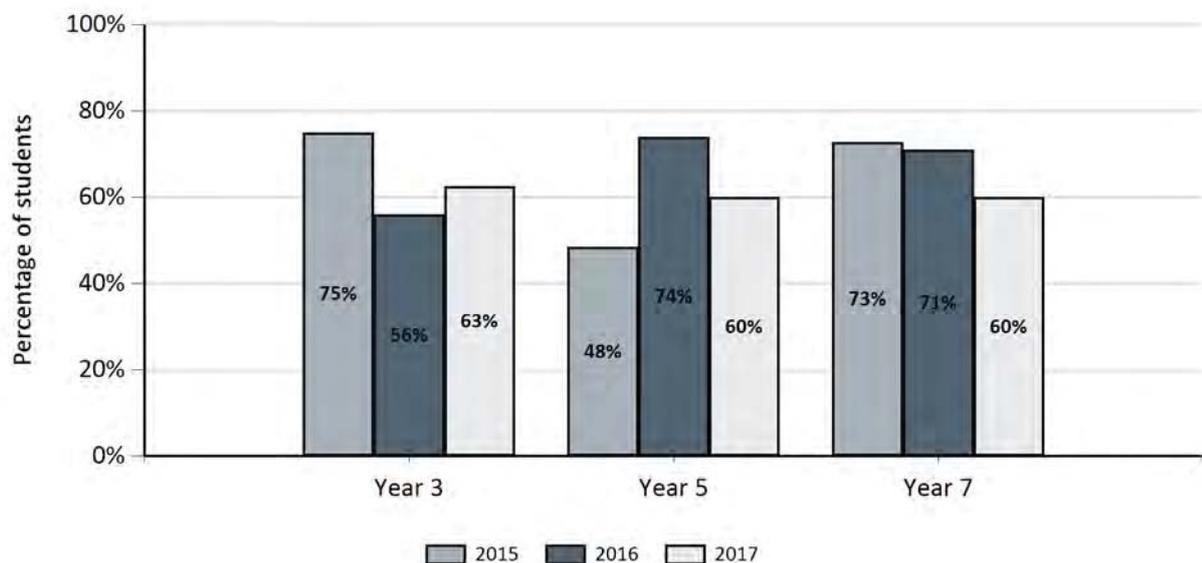
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	10%	17%	25%
Middle progress group	65%	47%	50%
Lower progress group	26%	37%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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	7%	10%	25%
Middle progress group	54%	50%	50%
Lower progress group	39%	40%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	40	40	16	7	40%	18%
Year 3 2015-17 Average	32.3	32.3	9.7	6.3	30%	20%
Year 5 2017	30	30	2	2	7%	7%
Year 5 2015-17 Average	28.0	28.0	2.7	1.0	10%	4%
Year 7 2017	35	35	1	2	3%	6%
Year 7 2015-17 Average	33.0	33.0	4.0	3.0	12%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

School Performance Comment

NAPLAN reading results demonstrated some inconsistent results this year - an increase of 25 per cent in Year 3, a decrease of 13 per cent in Year 5 and Year 7 results remained steady at 69 per cent. 40 per cent of Year 3 students, 7 per cent of Year 5 students and 3 per cent of Year 7 students achieved in the upper two bands. The Years 5 and 7 results conflict with Progressive Achievement Testing in Reading (PAT-R), completed in the second half of 2017, which showed that all year levels from Years 2 to 7 showed improvement by an average of 10 per cent. PAT R data shows a general improvement in results between 2016 and 2017 with about 70 per cent of students achieving the Standard of Educational Achievement (SEA) in 2017. School reading levels compared to disadvantage category are steady. Running Records results show a gradual decline in results in Years 1 and 2 since 2015, at 64 per cent and 55 per cent respectively in 2017. Analysis of the data shows that comprehension, fluency and vocabulary are areas of reading that we need to continue to work on.

As a result of this data, reading will continue to be a priority in 2018. We will be investing resources and funds into professional learning to build teacher capacity into the explicit teaching of reading. The teaching of explicit reading skills, including predicting, clarifying, questioning and summarising, will continue to be a focus both at a site level and across the Berri Barmera Partnership. We will continue to strategically plan and implement strategies including reciprocal reading, teaching students key comprehension skills, to increase the middle and upper progress group and the upper bands of achievement in NAPLAN Reading. A variety of approaches to the teaching of reading including modelling, whole class and shared reading, small group, guided reading and independent reading practice will continue to be implemented consistently across the school to improve reading outcomes.

Barmera Primary had some pleasing Progressive Achievement Testing in Mathematics (PAT-M) data with all year levels showing an increase of at or more than 10 per cent excluding Year 7 results. Comparisons of the 2016 and 2017 PAT M data within the Site Improvement Plan show marked improvements in Years 3, 5 and 6. An average of 63 per cent of students reached the DECD Standard of Educational Achievement.

NAPLAN Numeracy results clearly demonstrate that there needs to continue to be a focus on improving the upper progress group and the upper two bands student achievement. NAPLAN Numeracy results increased in Year 3 but decreased in Years 5 and 7. In 2018, there will continue to be a focus on the design of mathematical tasks, open ended problems and consistent moderation and assessment of Mathematics tasks. Collaborative inquiry, whereby there are a variety of solutions and students are guided to discuss and articulate their strategies and answers will be a focus. Articulating the learning intention and the criteria to achieve success, will also continue to be a priority.



Attendance

Year level	2014	2015	2016	2017
Reception	88.9%	92.9%	91.2%	91.1%
Year 1	95.4%	90.3%	93.0%	88.9%
Year 2	93.8%	93.4%	89.5%	90.7%
Year 3	94.2%	91.7%	91.5%	89.1%
Year 4	94.3%	95.4%	91.3%	87.9%
Year 5	91.3%	93.9%	92.1%	89.2%
Year 6	92.5%	92.8%	91.9%	86.7%
Year 7	93.2%	89.5%	89.9%	87.5%
Total	92.6%	92.3%	91.2%	88.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Effective attendance processes are adhered to by staff at Barmera Primary School to maintain a high level of attendance. Teachers consistently follow up on unexplained absences through close communication with parents and carers. The Student Wellbeing Leader, Aboriginal Education Teacher and Aboriginal Community Education Officer works with the Principal to oversee attendance. Aboriginal and Torres Strait Islander student attendance was maintained at 81 per cent which is higher than the state average. Students with chronic non-attendance were referred to the Attendance Officer.

Behaviour Management Comment

A Behaviour Management policy and behaviour management processes are followed at Barmera Primary. A review of the policy and processes will be conducted early in 2018. 2017 was dominated by five male students who displayed challenging behaviours. There was strong and effective communication with parents/carers and processes were followed closely with written documentation and re-entry support site plans and meetings. DECD Support Services were closely involved where needed.

Considerable, marked improvements in terms of positive behaviours have been made with consistent positive reinforcement for students from teachers and support staff.

There were 85 suspensions and 60 take homes implemented, largely due to not following the behaviour code.



Client Opinion Summary

Fourteen responses to the Parent/Carer Opinion Survey were received in 2017. Based on this small amount of survey data, 93 per cent of parents/carers felt that teachers at Barmera Primary expect students to do their best and 92 per cent felt that teachers provide useful feedback about student school work. The Kidsmatter Parent/Carer Afternoon Chats with leaders each month has provided the opportunity for parents/carers to express their opinions and to discuss school wide developments. The Governing Council contains sub-committees including the Education, Grounds and Aboriginal Education Committees which encourage parent/carers involvement and input. These initiatives will continue in 2018..

The 2017 Staff Opinion Survey, of which 12 responses were received, showed that 100 per cent of teachers at this school felt that teachers at this school expected students to do their best. 92 per cent of teachers felt that all teachers provided useful feedback. As a result of feedback, the Barmera Primary School behaviour management policy and processes will be closely reviewed in 2017. The leadership team will continue to work closely with staff on the continuous improvement in terms of analysis of data, high quality teaching and learning and pedagogical shift.

Barmera Primary School was close to the South Australian state averages in many areas of the Wellbeing and Engagement Data Collection, conducted with students, in 2017. High or medium engagement with the teacher was at 99 per cent and school belonging at 84 per cent. 90 per cent of students felt a connectedness at school in 2017. The Student Wellbeing Leader works collaboratively with the Principal and staff to plan and implement Kidsmatter and emotional resilience programs in classrooms with students. This leader attended a four day professional learning program on strategies to develop and improve resilience, optimism and emotional regulation in young people in 2017 through a Partnership Wellbeing and Engagement grant. Building staff capacity will continue to be a priority in 2018.

Our first year of the Visible Learning collaborative impact program, focussing on highly effective teaching and learning, had staff engaged in a survey about learning and the school climate. Creating a climate of trust in classrooms, based on the survey data, remains high. The focus on a language of learning was also rated highly.



Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	48	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Barmera Primary School adheres to tightly monitored processes around DECD Relevant History Screening. In 2017, all staff had current DECD Relevant History Screening.

All staff working on site in any capacity are screened before beginning work on site and this screening is kept up to date at all times.

Teacher Qualifications 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	40
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: 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 Equivalent	0.0	17.8	0.9	10.2
Persons	0	21	1	15

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	3315.00
Grants: Commonwealth	16500.00
Parent Contributions	54038.00
Fund Raising	10160.34
Other	

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Support staff work with students with challenging behaviours/to support when learning DP reduced teaching load to work as Visible Learning Impact Coach to increase engagement	Improved engagement Learning intentions and success criteria - engagement focus +
	Improved Outcomes for Students with an Additional Language or Dialect	Mini-Lit and Multi-Lit program for 15 students Support staff employed to work with students with learning difficulties	Academic progress - Running Records, NAPLAN, PAT data Increased engagement
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Intervention teacher employed 0.2 to work with students on literacy and numeracy intervention and to track student progress Two SSO's employed to work on Quicksmart Numeracy program SSO employed for intervention program with all ATSI students in improving number sense CAP funds used for every class to be involved in an excursion or camp	Academic progress - Running Records, NAPLAN and PAT data in literacy and numeracy Improved engagement and confidence in literacy and numeracy
Program Funding for all Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	TRT release for teachers to attend professional learning in Australian Curriculum subject areas, to plan collaboratively and moderate student work using the Australian Curriculum - Science, Maths	
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Teacher release to work collaboratively on school wide agreements, processes and assessments in literacy and numeracy. Deputy Principal teaching load reduced to support teacher professional learning +	Agreements in literacy and numeracy Agreed tracking and reporting processes
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Full time Student Wellbeing Leader to work with students who display challenging behaviours and their families. Emotional resilience programs in classrooms.	Increased resilience in students Build staff capacity - emotional resilience