

# Barmera Primary School

## 2020 annual report to the community

Barmera Primary School Number: 506

Partnership: Berri & Barmera

Signature

School principal:

Ms Natasha Hefford

Governing council chair:

Mrs Karen Jericho

Date of endorsement:

2 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Barmera Primary School is classified as a Category 3 school on the Index of Disadvantage. The school population includes 19.15 per cent Aboriginal population, 10.74 per cent Students with a Disability, 21.02% English as a Language Dialect students and 43.45% per cent of families eligible for School Card assistance. Strong, positive relationships with students and families, engaging learning programs and school policies and processes ensures a safe, supportive learning environment for students to learn.

Barmera Primary School has a group of dedicated and committed staff including a Principal, Deputy Principal, Student Wellbeing Leader, 9 permanent and 5 contract teachers and 13 School Services Officers. In 2020, we employed 9 School Services Officers to provide student learning support, 2 administration staff, an Information and Technology (ICT)/Administration School Services Officer and a Groundsperson. An Aboriginal Education Teacher and Aboriginal Community Education Officer worked closely with our Aboriginal students and families to improve learning outcomes.

There were a number of important school highlights during the challenges of the 2020 school year:

The purchasing of laptops for unit areas to support literacy and numeracy learning

The selection of Barmera Primary to be involved in a state wide Department for Education video, promoting our highly effective, evidenced based InitialLit reading practices to improve our reading results school wide

The painting and updating of our toilet blocks

The purchase and great use of a swing set which is now utilised very well during play times

Barmera Primary School Environmental Expo - students from Barmera Primary School teaching other students about the environment and resources online with over forty five primary schools registering to participate.

Barmera Primary School Drumbeat music group - operating each Thursday with a focus on music, rhythm and drum beats and the successful choir group

A very successful Sports Day with athletics and ball games

Wonderful NAIDOC week and indigenous activities including bush tucker and painting activities

The celebrating of successful learning through wonderful Assemblies and outdoor activities including nature play

## Governing council report

The Barmera Primary School Governing Council supported the purchasing of lap tops for our middle primary block this year, with over \$20,000 being spent here. There was also a network server upgrade to improve our Information and Communication Technology learning across the school. In 2021, our aim is to see all units with a set of lap tops that can be easily accessed and utilised. The painting of our toilet blocks was a welcome addition to our school upgrade.

The Governing Council supported the school in investing in a further \$5000 in readers and literacy texts to support the development of reading skills at Barmera Primary School. Sets of practical Mathematics equipment for hands on learning in classrooms was also an important investment.

The Governing Council were very supportive of the professional learning for staff in the Berry Street Education Model which focuses on developing resilience, optimism and self-regulation of feelings and behaviours in students.

The Governing Council approved the transfer of our Barmera Primary Out of School Hours Service to Barmera Primary Happy Haven Out of School Hours Care. This has been a successful venture and we are keen to further promote the service in 2021.

Many of our meetings were held online in 2020 and this strengthened our participation in meetings. In 2021, we are keen to continue to invest in the development and beautification of our grounds across the school.

A sincere thankyou to the staff at Barmera Primary School for their care and work with all of the students during this challenging year.

Kind regards  
Karen Jericho  
Governing Council Chairperson 2020

## Quality improvement planning

The Barmera Primary School numeracy target that 80% of Year 5 students achieving a comprehension scale score of 112 or above in their Progressive Achievement Testing-Mathematics was successfully achieved, with 84.0% achievement, an increase of 9% of Year 4 students in 2019 (75.0% in 2019). This success can be largely attributed to:

- regular Professional Learning Team meetings where teachers collaborated to focus on common Mathematics assessments, the assessment of students using the Maths 4 Learning Inclusion kit and a focus on the teaching of specific mathematical vocabulary
- teachers working with a Numeracy Leader on the design, implementation and assessment of common number tasks, with a specific focus on moderating the numeracy task to develop consistency in grading Mathematics with A-E report grades and specific feedback on next learning steps
- Regular reflection and analysis of numeracy data in Data Analysis staff meetings with a focus on numeracy next learning steps for students
- Teachers and students working together to set, achieve and reflect on reading goals

Our next numeracy learning steps at Barmera Primary School in 2021 will be to continue to focus on the development of specific numeracy vocabulary and providing specific feedback to students. Consistency of A-E grading in numeracy and also other curriculum areas continues to be a priority.

The Barmera Primary School reading target that 85% of Year 5 students achieve a comprehension scale score of 112 or above in their Progressive Achievement Testing-Reading was not successfully achieved, with 80.0% achievement in 2020, but this was still an increase of 8.6% of Year 4 students in 2019 (71.4% achievement of Year 4 students in 2019). This increase was largely due to:

- regular Professional Learning Team meetings where teachers collaborated to focus on their teaching of guided reading and reciprocal teaching, the teaching of reading to groups of students with a focus on predicting, questioning, clarifying and summarising.
- the teaching of reading four times a week to all students across the school during focussed literacy blocks
- teachers working with a Growth Impact Teacher Coach on a design the reading task, implement the reading task, assess the reading task model every three weeks
- Regular reading and comprehension assessment of all students using Running Records and Lexile assessments, which focus on the development of reading comprehension
- Regular reflection and analysis of reading data in Data Analysis staff meetings with a focus on next reading steps for students
- Teachers and students working together to set, achieve and reflect on reading goals

Barmera Primary School will continue to focus on our student development of reading in 2021. Our next learning steps as a school are to focus on specific feedback to students on their next learning steps, on the use and analysis of Reading Progressions to assess reading and on observations of teaching practice to determine ways in which we can all continue to improve our teaching of reading. Reporting to parents, carers and students on reading through student conferences and feedback, Individual Learning Plans with reading goals, reports and reading assessments continues to be a priority.

Barmera Primary School will be investing in two important computer software programs in 2021 to continue to further improve our teaching, learning and assessment practice. We will be investing in Essential Assessment software which provides very consistent next learning steps in literacy and numeracy for all students. In addition, Data Tracking and Analysis software in 2021 called 'MARKiT' will be purchased in 2021. This will enable leaders and teachers to report on reading data even more closely in a consistent format.

## Improvement: Aboriginal learners

Barmera Primary School was selected as a Focus School in 2020 to reflect on our use of the Aboriginal Learner Achievement Resource and to further utilise these resources to improve the learning outcomes for our thirty five Aboriginal students. As a school, we collaborated closely with the Department for Education Aboriginal Learning Implementation Team to focus on data improved planning. Leaders and teachers created time to reflect specifically on our Aboriginal learner data.

In 2020, whilst working with the Aboriginal Learner Implementation team, the Barmera Primary School staff engaged in

- Having specific Aboriginal Learner Data staff meetings to regular reflect on the data closely
- Commitment to Action meetings with a learner intervention focus including reading groups, numeracy groups and Quicksmart numeracy software groups to improve our Aboriginal learner outcomes
- Working with the Aboriginal Education Teacher and Aboriginal Community Education Worker to discuss learning and next learning steps with Aboriginal families

Our Aboriginal learner data has shown:

- 60% of Year 1 students achieved success in the phonics - sounds and blends - testing in 2020
- Progressive Achievement Testing - Reading achievement in 2020: Year 3: 33.3%, Year 4: 100%, Year 6: 100%, Year 7: 37.5%
- Progressive Achievement Testing - Mathematics achievement in 2020: Year 3: 33.3%, Year 4: 75%, Year 6: 75%, Year 7: 37.5%
- an increase from 46.7% in 2018 to 80% in 2019 of expected achievement of NAPLAN reading
- an increase from 33.3% in 2018 to 60% in 2019 of expected achievement in NAPLAN Mathematics

Our work has been shared across the Berri-Barmera and Renmark-Loxton Partnerships to share our strategies above, aimed at Aboriginal student learning improvement.

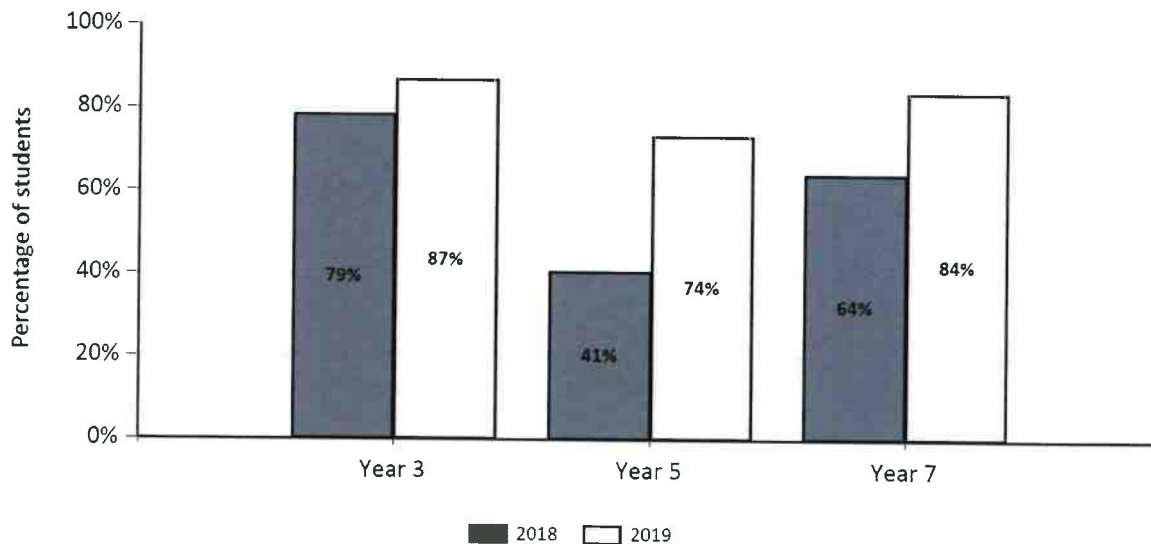
Barmera Primary School will continue Aboriginal Learner Data staff meetings in 2021 to specifically monitor progress of our Aboriginal learners.

# 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

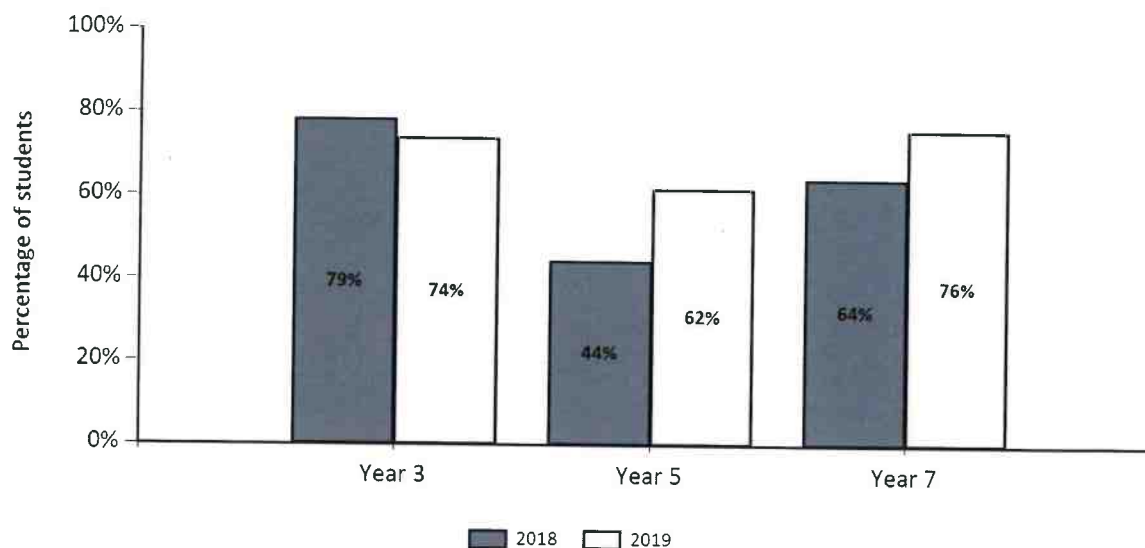


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

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## NAPLAN progress

The data below represents the growth of students from 2017 to 2020 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	*	27%	25%
Middle progress group	58%	59%	50%
Lower progress group	33%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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	*	33%	25%
Middle progress group	45%	43%	50%
Lower progress group	42%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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 2019	23	23	11	3	48%	13%
Year 3 2017-2019 Average	30.3	30.3	12.7	6.0	42%	20%
Year 5 2019	34	34	6	2	18%	6%
Year 5 2017-2019 Average	30.3	30.3	3.7	2.3	12%	8%
Year 7 2019	25	25	5	4	20%	16%
Year 7 2017-2019 Average	29.3	29.3	2.0	2.7	7%	9%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<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.

## School performance comment

The Barmera Primary School numeracy target that 80% of Year 5 students achieving a comprehension scale score of 112 or above in their Progressive Achievement Testing-Mathematics was successfully achieved, with 84.0% achievement, an increase of 9% of Year 4 students in 2019 (75.0% in 2019). This success can be largely attributed to:

- regular Professional Learning Team meetings where teachers collaborated to focus on common Mathematics assessments, the assessment of students using the Maths 4 Learning Inclusion kit and a focus on the teaching of specific mathematical vocabulary
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The Barmera Primary School Running Record reading Standard of Educational Assessment data showed 82% achievement in Year 1, an increase of 21%. Phonics achievement in Year 1 increased from 62% in 2019 to 80% in 2020. The reading target of 85% of Year 5 students achieve a comprehension scale score of 112 or above in their Progressive Achievement Testing-Reading was not successfully achieved, with 80.0% achievement in 2020, but this was still an increase of 8.6% of Year 4 students in 2019 (71.4% achievement of Year 4 students in 2019). This increase was largely due to:

- InitialLit implementation
- Professional Learning Team meetings where teachers collaborated to focus on their teaching of guided reading and reciprocal teaching, the teaching of reading to groups of students with a focus on predicting, questioning, clarifying and summarising
- the teaching of reading four times a week to all students across the school during focussed literacy blocks
- teachers working with a Growth Impact Teacher Coach on a design the reading task, implement the reading task, assess the reading task model every three weeks
- Regular reading and comprehension assessment of all students using Running Records and Lexile assessments, which focus on the development of reading comprehension
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Barmera Primary School will continue to focus on our student development of reading in 2021. Our next learning steps as a school are to focus on specific feedback to students on their next learning steps, on the use and analysis of Reading Progressions to assess reading and on observations of teaching practice to determine ways in which we can all continue to improve our teaching of reading.



## Attendance

Year level	2017	2018	2019	2020
Reception	91.1%	93.2%	87.1%	83.3%
Year 1	88.9%	88.9%	92.3%	86.1%
Year 2	90.7%	89.3%	92.3%	90.0%
Year 3	89.1%	92.3%	91.1%	87.4%
Year 4	87.9%	91.1%	91.8%	87.7%
Year 5	89.2%	90.1%	87.9%	90.1%
Year 6	86.7%	86.5%	87.7%	81.0%
Year 7	87.5%	88.4%	91.3%	82.0%
Primary Other	N/A	0.0%	N/A	N/A
Total	88.8%	90.0%	90.1%	85.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.  
NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

The Barmera Primary School attendance rate decreased to 86% in 2020 and an important reason for this is the pandemic. Barmera Primary did not meet the Department for Education attendance target of 95%. Year 5 and Year 2 students had the highest attendance rates and there was an increase in Year 5 attendance in 2020. Following up and improving attendance will continue to be a priority for all staff in 2021. We will continue to work to improve attendance through family conferences and visits, phone contact and ensuring our students are engaged in learning in a variety of different ways (visual, kinaesthetic, auditory learning). Regular leader and teacher meetings are held to develop, implement and assess Attendance Improvement Action Plans.

## Behaviour support comment

A Behaviour Management policy and processes are followed consistently at Barmera Primary School. The Student Wellbeing Leader and leadership team work closely with students and families to implement restorative justice principles and processes. Regular and effective communication with parents and carers was maintained from both leaders and teachers. Written documentation and Site Safety and Support Plans were implemented as required. All staff engaged in the Berry Street Education Model professional learning over two days in October 2020 which focussed on the teaching of self regulation and resilience strategies to use with students.

All students at Barmera Primary School have Focus Plans with identified calming and self regulation strategies to draw on as required.

In 2020, there were 19 suspensions, a decrease from 30 in 2019, and 7 take homes across the year, a decrease from 20 during the previous year.

## Client opinion summary

The Barmera Primary School Parent/Carer survey showed that 84% of respondents felt that the school communicates effectively with them. Our online class dojo system has assisted this area in 2020. 86% of respondents felt that they know what standard of work the school expects of their child and 84% stated that teachers at this school provide their child with useful feedback about their school work. 91% of respondents consider that teachers and students treat each other with respect at Barmera Primary School.

As a staff, providing specific feedback to students about their learning continues to be a priority in 2021. We take pride in ensuring our communication with families is effective at Barmera Primary through online class dojo, conferences, interviews, Learning Plans, reports, Governing Council meetings and phone contact.

Students at Barmera Primary School engaged in the Wellbeing and Engagement Survey in Term 1 of 2020. This survey found:

- Emotional engagement with teachers: 85% of students have high wellbeing, 14% medium and 1% have low wellbeing
- Connectedness to School - 75% of students have high wellbeing, 13% medium and 9% have low wellbeing
- Cognitive engagement (Learning engagement) whilst at school: 60% of students have high wellbeing, 38% medium and 3% have low wellbeing
- School belonging - 66% of students have high wellbeing, 27% have medium and 7% have low wellbeing
- School climate - 62% of students have high wellbeing, 31% medium and 6% have low wellbeing

To improve wellbeing and engagement at Barmera Primary School in 2021 staff are engaging in Berry Street Education Model professional learning which focuses on developing resilience, optimism, self-regulation strategies and calming strategies for all students. All students across the school will develop a Focus Plan which identifies calming strategies and is visible and accessible for students across the school day.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	1.7%
Other	1	1.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	15.5%
Transfer to SA Govt School	47	81.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

Barmera Primary School adheres to tightly monitored processes around Department for Education relevant history screening and Working with Children Checks. In 2020, all staff had current Department for Education screening clearances.

All staff working on site at Barmera Primary School in any capacity are screened when beginning work and this screening is kept up to date and stored securely at all times, at least six months before expiry. All volunteers on and off site also need a current Working with Children Check and this is stored securely on site.

# 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	32
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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 Equivalents	0.0	16.2	0.0	8.9
Persons	0	19	0	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$2,764,505
Grants: Commonwealth	\$6,364
Parent Contributions	\$54,525
Fund Raising	\$1,487
Other	\$56,154

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

## 2020 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 2020 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	All staff participated in two days of professional learning in the Berry Street Education Model which focussed on developing resilience, self regulation and calming strategies for students.	Connectedness at school up to 85% high wellbeing in the Wellbeing survey
	Improved outcomes for students with an additional language or dialect	Support staff employed to engage in Pre-Lit, Mini-Lit, Multi-Lit and Quicksmart Numeracy programs Aboriginal Education Teacher/Aboriginal Community Education Officer worked with students on pre-lit reading intervention	Academic progress - improved Running Record and Progressive Achievement Testing
	Inclusive Education Support Program	Support staff employed to support students 1:1 on Mini-Lit, Multi-Lit and Quicksmart numeracy programs	All year levels increased in achievement in PAT Reading and Mathematics
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Support staff employed to work on Mini-Lit, Multi-Lit and Quicksmart programs. Aboriginal Education Teacher worked with students on pre-lit, guided reading, reciprocal teaching and number skills. Growth Impact Coach employed 0.2, one day a week, to work with teachers on improving reading teaching and learning, with a focus on guided reading and reciprocal teaching. Teachers released to complete assessments in numeracy from the Maths 4 Learning Inclusion Kit and to analyse literacy and numeracy data with students.	Running Record reading results from 60% to 82% in Year 1 and 62% to 80% in Year 2. Phonics screening increased from 39% in 2019 to 80% in 2020.
Program funding for all students	Australian Curriculum	TRT release for teachers to work on numeracy planning utilising the Australian Curriculum with a particular focus on number. TRT release for Australian Curriculum numeracy moderation of A-E grades.	Progressive Achievement Testing- Mathematics improved from 2019 to 2020.
	Aboriginal languages programs Initiatives	We implemented the Mini-Lit and Multi-Lit reading intervention programs and QuickSmart numeracy intervention program. Pre-Lit and InitialLit literacy programs were also implemented.	73% of Aboriginal students in Years 3 to 7 achieved the SEA in Reading.
	Better schools funding	Growth Impact Coach 0.2 employed to work with teachers on improving reading teaching and learning, with a focus on guided reading and reciprocal teaching. TRT release for reading and numeracy data analysis.	Phonics screening data for Year 1 students has increased from 39% in 2019 to 80%
Other discretionary funding	Specialist school reporting (as required)	Not applicable.	Not applicable.

	Improved outcomes for gifted students	Not applicable. Differentiation focus in all classrooms.	Not applicable.
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