



# Barmera Primary School 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Barmera Primary School Number: 506

Partnership: Berri & Barmera

Name of school principal:

Natasha Hefford

Name of governing council chairperson:

Karen Jericho

Date of endorsement:

31.01.2020

*Natasha Hefford*  
*Karen Jericho*

## School context and highlights

Barmera Primary School is classified as a Category 2 school on the Index of Disadvantage. The school population includes 19 per cent Aboriginal population, 13 per cent Students with a Disability and 38 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, 8 permanent and 11 contract teachers and School Services Officers. In 2018, we employed 10 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. 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 Program and the making of fruit platters to support student wellbeing.

There were a number of important school highlights during the 2019 school year:

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

Winner of the South Australian Junior Landcare Team Award - now off to the National Awards in 2020!

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

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

The establishment and successful running of the Barmera Primary School Playgroup

The celebrating of successful learning through wonderful Assemblies and outdoor activities

## Governing council report

The Barmera Primary School Governing Council supported the school with \$40,000 of Information and Technology computer equipment this year. Laptops, chrome books and iPads are important tools to assist the learning of Barmera Primary School students and we are committed to investing in this area further in 2020.

We supported the school in investing over \$5000 of Mathematics equipment that can be utilised and is readily accessible in classrooms including blocks, counters, tape measures and measuring equipment. To support the work within guided reading and reciprocal teaching which focus on the development of reading skills and behaviours, \$5000 was spent purchasing texts and resources.

The Governing Council approved the investment of the beautification of the front of the school, making it a vibrant and welcoming entry into this learning space. We continue to invest in the maintenance of the school and are looking towards updating our playground areas next year.

Playgroup was another successful venture that the Governing Council were keen to support. Playgroup is now run by volunteers of the school community in an effort to bring people into this wonderful school.

The Governing Council members congratulate the Young Environmental Leaders and Glenys Matthews on their successful achievement of the South Australian Junior Landcare Awards. This is a wonderful achievement. The Environmental Expo was another way to showcase our school.

A sincere thankyou to the staff at Barmera Primary School who show great commitment to their work and who focus on the learning of the Barmera Primary School students every day.

Yours sincerely

Karen Jericho  
Barmera Primary School Governing Council Chairperson

## Improvement planning - review and evaluate

Our goal of increasing the number of students achieving in the higher bands of reading was achieved with 100 per cent of year 7 students maintaining or increasing achievement in the higher bands of reading. This is such a pleasing result. 87 per cent of Year 3 students demonstrated the Standard of Educational Achievement in Reading and 84 per cent in Year 7 which was a wonderful result. Year 5 achievement of SEA went from 40 per cent in 2018 to 73.5 per cent in 2019 which shows sound progress. The improvement of progress of students from years 3 to 5 has not yet been achieved, with 79 per cent of Year 4 students achieving a comprehension scale score of 106 or above in their PAT Reading assessment. We will continue to focus on this in 2020.

Our commitment and focus on teaching through the explicit and evidenced based strategies of guided reading, reciprocal teaching and Question Answer Relationships at least four times a week has had a strong impact on reading results, particularly in the upper primary. We have learned that these evidenced based strategies combined with Professional Learning Community sessions with a focus on a continual three weekly cycle of design, implement and assess, and a reading challenge of practice focus, has brought about successful changes in teacher practice in reading, leading to improved junior primary and Year 7 results.

We have determined that analysis of data and working on next learning steps for all students, teacher clarity of learning tasks and a focus on explicit learner intent and student success criteria are next steps. We have learned that the importance of teacher clarity and success criteria are so important, particularly in relation to student articulation of goals and next learning steps, and this is not yet embedded school wide. The commitment to Professional Learning Community meetings for focused teacher learning and collective efficacy cannot be underestimated and this will continue into 2020. Teachers will focus on understanding reading skills and behaviours to observe and assess through anecdotal notes.

The goal of increasing the number of students achieving the Standard of Educational Achievement (SEA) to 65 per cent in numeracy in year 5 was not yet attained, with 62% of students achieving SEA. The focus on assessment of students' mathematical skills and understandings using the Maths for Learning Inclusion kit has greatly assisted the development of teacher understanding of the Big Ideas in Number concepts including place value and multiplicative thinking. We have determined that we need to focus on analysing data and next learning steps in Mathematics and explicit learning intentions and success criteria to improve student learning. We will commit to two teachers engaging in the Orbis numeracy professional learning program to focus on pedagogical change in task design, implementation and assessment of number skills and concepts, particularly place value and multiplicative thinking.

Implementing the InitialLit reading, writing and spelling program into the junior primary classes has been a great success with 81 per cent of students achieving the Standard of Educational Achievement in the reading Running Records assessment. This explicit teaching of reading will continue in 2020 and expand into Year 2.

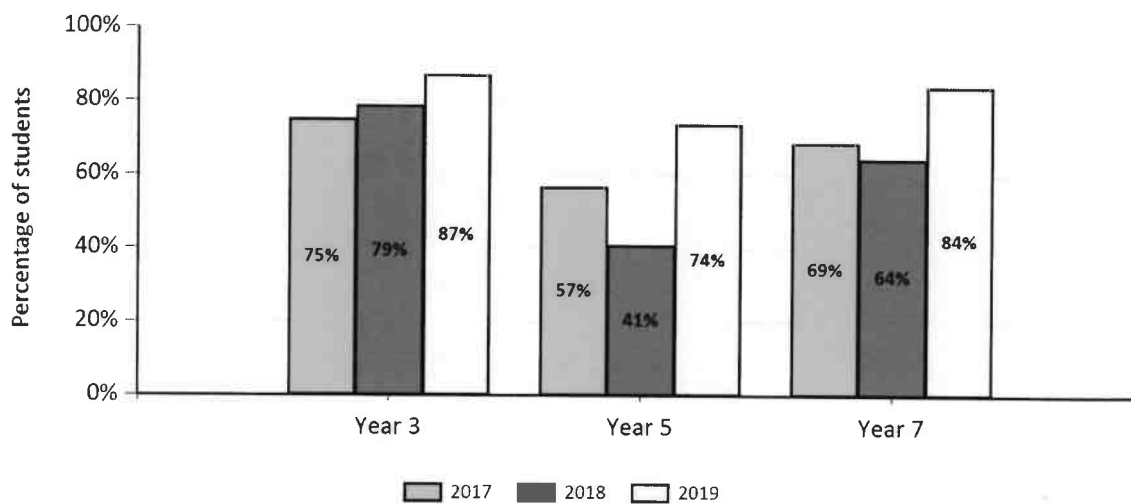
The strong focus on next learning steps for all of our students and sharing this clearly with students and their families in a variety of ways including conferences, interviews, progress reports and interviewing the students on what they are learning will continue to be a priority in 2020.

## 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.

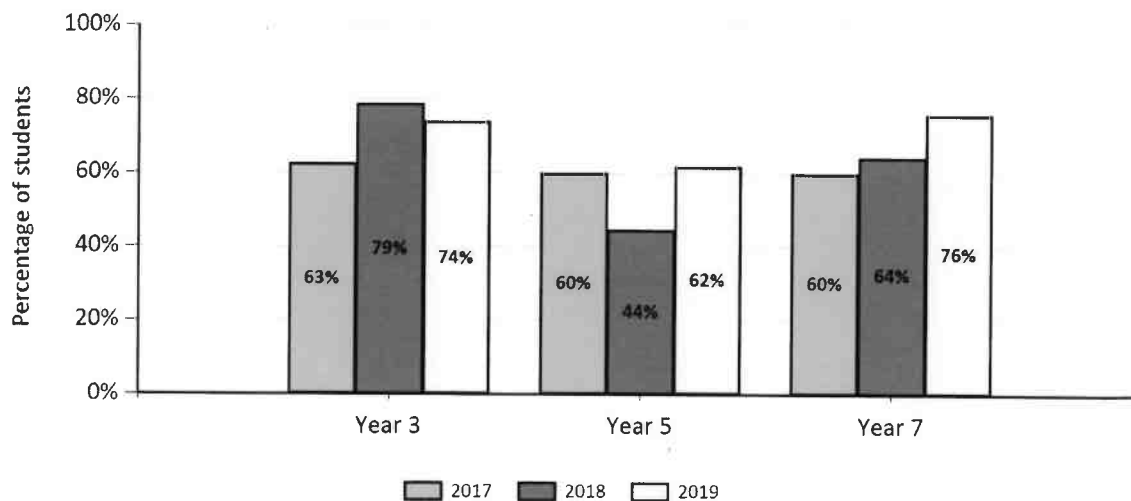
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2017 to 2019 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	9%	27%	25%
Middle progress group	58%	59%	50%
Lower progress group	33%	14%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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	12%	33%	25%
Middle progress group	45%	43%	50%
Lower progress group	42%	24%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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 2017-19 average	30.3	30.3	12.7	6.0	42%	20%
Year 5 2019	34	34	6	2	18%	6%
Year 5 2017-19 average	30.3	30.3	3.7	2.3	12%	8%
Year 7 2019	25	25	5	4	20%	16%
Year 7 2017-19 average	29.3	29.3	2.0	2.7	7%	9%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<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 results in reading showed that 87 per cent of Year 3 students, 73.5 per cent of Year 5 students and 84% of Year 7 students demonstrated the expected Standard of Educational Achievement in 2019. This is a very pleasing site result. 48 per cent of Year 3 students, 17 per cent of Year 5 students and 20 per cent of Year 7 students were in the higher bands of reading. 48 per cent of Year 3 students were achieving in the upper two bands compared to 20 per cent of Year 7 students. 60 per cent of Year 7 students retained year 3 higher bands retention, an increase from 0 per cent in 2018.

The strong reading progress results show that our explicit teaching of reading skills and behaviours, through the evidenced based strategies of guided reading and reciprocal teaching is improving student learning outcomes in reading. Reading is taught in each classroom four times a week at Barmera Primary School. Teachers work collaboratively to plan, implement and assess reading skills in Professional Learning Community meetings three times a term. A Growth Impact Coach and leaders have worked with teachers on implementing high quality reading practices and focussing students on the skills of predicting, questioning, clarifying and summarising. Students are beginning to articulate their reading strategies and next learning steps in reading readily and confidently.

Running Record reading assessments showed that 85.7 per cent of Year 1 students achieved the Standard of Educational Achievement, a 22 per cent increase from 2018. The explicit teaching of reading at least four times a week has been a strong factor in this process.

Progressive Achievement Testing in Reading showed that 82 per cent were above standard in Year 4 and 87.50 per cent in Year 6.

The 2020 focus will be on analysing individual reading data closely and on teacher and student articulation of the next learning steps in reading. There will be a continued focus on reading skills and behaviours and reporting clearly to students and to parents and carers on these specific skills on a regular basis.

Numeracy results showed a higher than state average result in both the Year 5-7 upper and middle progress group. Demonstrated expected Standard of Educational Achievement in numeracy improved from 44 per cent in 2018 to 62 per cent in 2019 in Year 5 and 64 per cent to 76 per cent in Year 7. 13 per cent of year 3 students and 16 per cent of year 7 students were in the higher bands of numeracy.

In terms of Progressive Achievement Testing - Mathematics, 82 per cent of students were above standard in Year 4 and 71 per cent were at or above standard in Year 6.

The focus in numeracy in 2020 will continue to be on analysing data to determine specific next learning steps in number and on continuing to design, implement and assess mathematics tasks in number that are challenging and engaging for all students and on providing feedback that moves the learning forward. Number skills remain an important focus school wide.

## Attendance

Year level	2016	2017	2018	2019
Reception	91.2%	91.1%	93.2%	87.1%
Year 1	93.0%	88.9%	88.9%	92.3%
Year 2	89.5%	90.7%	89.3%	92.3%
Year 3	91.5%	89.1%	92.3%	91.1%
Year 4	91.3%	87.9%	91.1%	91.8%
Year 5	92.1%	89.2%	90.1%	87.9%
Year 6	91.9%	86.7%	86.5%	87.7%
Year 7	89.9%	87.5%	88.4%	91.3%
Primary other			0.0%	
Total	91.2%	88.8%	90.0%	90.1%

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 has remained consistent over the past four years at around 90%. Years 1 and 2 had the highest attendance rate of 92.3% in 2020. This does not meet the Department for Education's target rate of 95% but we are consistently working towards improved attendance. We do this through family meetings and connections through phone contact and visits, looking at ways to engage students in their learning in a variety of ways (through technology, writing, drawing, making) and working closely with students to make school a successful experience each day.

## 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. There was regular and effective communication with parents and carers. Written documentation and site safety and support plans were implemented as required. Department for Education Support Services were involved as required.

All students at Barmera Primary School have support plans with identified calming and self regulation strategies to draw upon as required.

In 2019, there were 30 suspensions, a decrease from 39 in 2018, and 20 take homes, a reduction by 50%.

## Client opinion summary

There were three responses to the Parent/Carer Opinion Survey in 2019. This has not provided sufficient data to comment.

All Years 4 to 7 students participated in an Engagement and Wellbeing Survey in 2019. Data showed that 99 per cent of Barmera Primary School students felt connected to their teacher and 95 per cent to the school. 99 per cent of students reported high or medium engagement with their teachers. We will continue to focus on high student engagement, connectedness to school and the development of self regulation strategies with all staff engaging in the Berry Street Education Model training across the next two years. The Barmera Primary School Breakfast program continued in 2019 to support students to focus on their learning across the school day.

The Visible Learning Mindframes Report, completed by leaders and teachers through our making learning visible work in the Collaborative Impact Program, showed that 100 per cent of teachers at Barmera Primary School believed that they have multiple ways of finding out what students know and all students know what they are learning and why they are learning it. This will be a continued focus in 2020 as we will continue to have a strong focus on displaying and discussing the learning intention of the lessons and how students know that they are successful. Reflecting on student data to inform practice and using this data to discuss next learning steps with students will continue to be a priority.



## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	10.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	17	28.3%
Transfer to SA Govt School	37	61.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

Barmera Primary School adheres to tightly monitored processes around Department for Education Relevant history screening and Working with Children Checks. In 2019, all staff had current Department for Education Screening clearances.

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

## 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	34
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	18.8	0.8	9.1
Persons	0	21	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	2,782,807.56
Grants: Commonwealth	22,500.00
Parent Contributions	72,234.46
Fund Raising	6,189.97
Other	27,556.93

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

## 2019 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 2019 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 behaviour management and engagement	Support staff employed to work with students displaying challenging behaviours Teachers and SSO's to Behaviour Development Strategies professional development	A decrease in suspensions and take homes from 2018 Improved engagement
	Improved outcomes for students with an additional language or dialect	Support staff employed to work with students 1:1 on developing language and literacy skills Aboriginal Education Teacher worked with students on pre-lit reading intervention	Improved Running Record reading data Improved Wordlist data
	Improved outcomes for students with disabilities	Support staff employed to run Mini-Lit, Multi-Lit and Quicksmart literacy and numeracy program with 25 students	Academic progress - Improved Running Record, NAPLAN and PAT data
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	Intervention teacher employed 0.2 to track student progress in intervention and work with students in Mini-Lit and Multi-Lit reading intervention program Aboriginal Education Teacher worked with students in pre-lit reading, guided reading and reciprocal teaching reading support for students Growth Impact Coach Teacher 0.2 employed to work with teachers on improving literacy teaching and learning, with a focus on guided reading and reciprocal teaching reading strategies SSO's employed to work on Mini-Lit and Quicksmart numeracy programs - 15 hours TRT release	Academic progress - Improved Running Record, NAPLAN and PAT data Improved engagement in literacy and numeracy
Program funding for all students	Australian Curriculum	TRT Release for teachers to work on numeracy planning utilising the Australian Curriculum, particularly focused on number: Learning Design TRT release for Australian Curriculum numeracy moderation	Academic progress - Improved Running Record, NAPLAN and PAT data
	Aboriginal languages programs initiatives		
	Better schools funding	Growth Impact Coach Teacher 0.2 employed to work with teachers on improving literacy teaching and learning, with a focus on guided reading and reciprocal teaching reading strategies / TRT Release for reading learning	Academic progress - Improved Running Record, NAPLAN and PAT data
Other discretionary funding	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Full time Student Wellbeing Leader employed to work with students to develop self regulation and positive behaviour strategies. A focus on support plans for all students across the site with calming strategies displayed	Increased resilience and optimism in students Decreased suspensions/take homes