



**Government of South Australia**

Department for Education and  
Child Development

## **SCHOOL CONTEXT STATEMENT**

**School Name:** Barmera Primary School

**School Number:** 0506

### **Vision**

At Barmera Primary School we are committed to delivering a high-quality, guaranteed and viable curriculum. We work collaboratively to ensure we implement a sequential program that ensures all students are catered for through differentiated, evidence-based learning tasks to support students to become confident and successful learners.

### **Mission statement**

Barmera Primary School's mission is to inspire, nurture and assist all children to value and respect differences and achieve their full potential.

### **Core Values and School Motto**

The agreed Barmera Primary School values to be respected and followed by all are:

Achievement  
Respect  
Teamwork

These three values underpin our teaching and learning at Barmera Primary School, combined with our School motto – Learning Today, Leading Tomorrow.

## Code of Practice

All members of the school community will

- Foster positive relationships with each other
- Ensure the provision of an environment in which students and staff are valued and have a sense of belonging and ownership
- Ensure an inclusive ethos in classrooms and in the school yard
- Ensure Grievance Procedures are in place and that students, staff and parents have a clear understanding of the correct processes
- Practise effective communication
- Recognise and promote the development of responsible behaviours
- Encourage risk taking by promoting problem solving, decision making and communication skills and using inclusive and empowering teaching practices

### 1. General Information

School Name **BARMERA PRIMARY SCHOOL**

School No. **0506**

Principal **Mrs Jayne Foulds**

Deputy Principal **Mrs Katherine Fletcher**

Postal Address **1 Rumbold Drive, Barmera 5345**

Location Address **1 Rumbold Drive, Barmera 5345**

District **Riverland 18**

Distance from GPO **220 kms**

Phone No. **08 8588 2198**

CPC attached **NO**

Fax No. **08 8588 3008**

Index of Disadvantage **Category 3**

- School e-mail address

[dl.0506.info@schools.sa.edu.au](mailto:dl.0506.info@schools.sa.edu.au)

- Staffing numbers

10 Teachers – 7 female and 3 male

1 Wellbeing Leader - female: 0.8FTE

1 Aboriginal Education Teacher (AET)

5 Curriculum SSOs – 5 female

3 Administration SSOs

1 Aboriginal Community Education Officer (ACEO)

1 Grounds person – male: 25hrs week

Pastoral Care Worker – female – 8.5 hrs week

- OSHC

Outsourced by Happy Haven

After school

- Enrolment trends

Current (2023) enrolments at 136.

- Year of opening

The “new” Barmera Primary School opened in December of 1981.

<b>February FTE Enrolment</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Reception</b>	14	16	16	13
<b>Year 1</b>	28	15	14	17
<b>Year 2</b>	27	27	18	19
<b>Year 3</b>	16	29	23	18
<b>Year 4</b>	23	12	27	24
<b>Year 5</b>	27	23	14	29
<b>Year 6</b>	36	27	23	16
<b>Year 7</b>	30	35	0	0
<b>TOTAL</b>	201	184	135	136
<b>School Card Approvals (Persons)</b>	96	90	65	52
<b>NESB Total (Persons)</b>	45	38	15	7
<b>Aboriginal FTE Enrolment</b>	36	41	30	23

## 2. Students (and their welfare)

- General characteristics

Category 3 Index of Disadvantage. Indigenous students (16.6%), Students with Disabilities (9.8%), EALD (15.9%), school card (40%).
- Pastoral care programs

Wellbeing Leader 0.8, supported by Aboriginal Education Teacher (AET) and the Aboriginal Community Education Officer (ACEO) and Pastoral Care Worker (PCW).
- Student management

Staff promote and teach children skills of self-awareness, self-management, social awareness and social management. Staff consistently implement restorative practices to help support students with managing their own behaviour. School community is reviewing and updating the school's Behaviour Support Policy, as per Dfe requirements.

A "No Hat, No Play" policy is enforced during Terms 1 and 4.

The wearing of our school uniform is strongly encouraged and followed by most families.
- Student Representative Council

The Student Representative Council is led by three leaders, consisting of two leaders and one Indigenous Representative. Two representatives are also elected from each class and they meet regularly with the Wellbeing Leader who coordinates the SRC. The SRC fundraises, organises lunch time activities, represents the school at community events and gives input to staff around student voice. The leaders meet regularly with the principal to discuss ideas and suggestions coming from the SRC meetings.

## 3. Key School Policies

- The 2023 School Improvement Plan has 2 specific goals with actions to achieve these goals.

*Goal 1:* Increase the number of students obtaining a high level of achievement in reading

*Goal 2:* Increase the number of students obtaining a high level of achievement in numeracy
- Barmera Primary's performance score has continued to improve from 0.47 in 2019 to 0.52 in 2022.

## 4. Curriculum

- NAPLAN  
Extremely successful NAPLAN results
- Wellbeing  
Student Wellbeing Leader, Pastoral Care Worker, Aboriginal Community Education Officer, weekly craft activities, breakfast club, social groups. All students have an individualised focus plan to assist with self-regulation.
- Literacy  
InitialLit Reading Program, Reciprocal Reading lessons, Explicit Reading lessons, Premiers Reading Challenge. All students have individualised reading goals.
- Numeracy  
Big Ideas in Number Focus, Maths for Learning Inclusion. All students have individualised numeracy goals.
- STEM  
Specialised Science room, using Edisons, 3D printer, Lego, Ipads, laptops to develop learning opportunities.
- Intervention  
School provides individualised learning programs and intensive support for students identified with special needs and those requiring literacy and numeracy support.
- LOTE  
Online specialised lessons of Spanish, which students can continue learning if they move onto Berri Regional Secondary College.
- The Arts  
Instrumental music base schools, choir, recorder lessons by Instrumental Music Teachers.
- Sport  
SAPSASA participation in many different sports, State Sporting coaches, knock out football, host to soccer training after school (Football in Schools Program)
- Special needs  
Well-structured Special Education One Plan Program supports all verified students. Students on One Plans are supported through the provision of SSO time, targeted intervention and differentiated programs.
- Assessment procedures and reporting  
Interviews are held in Terms 1 and 3 with written reports going home in Terms 2 and 4. An Acquaintance Night or Teacher information sessions are held early in the year.

Individual Student Learning goals are developed for every student and form the basis of agreed goal setting between the student and Teacher.

Students in Years 3 and 5 complete the NAPLAN assessments every year, students in years 2 – 6 complete PAT R, PAT M and PAT Science.

Ongoing classroom assessments are conducted regularly throughout the year and continually shared with families.

- Joint programs

Links with local schools are strong. The Barmera Primary School operates within the Berri Barmera Portfolio of schools which includes Cobdogla, Glossop, Berri and Monash Primary Schools ; Barmera, Berri and Monash Preschools, Riverland Special School and Berri Regional Secondary College.

## **5. Sporting Activities**

School sport participation is encouraged and is strong. Students are offered multiple opportunities to participate in a variety of SAPSASA events. The school is well resourced with exceptional sport equipment, offering students abilities to participate in a variety of sporting opportunities. Local team sporting involvement out of school is also encouraged and supported. Well-attended coaching sessions and games are conducted in and out of school hours in a wide variety of sports. Students in junior and middle primary classes attend swimming lessons at Berri Pool whilst upper primary students take courses at nearby Barmera Aquatic Centre as an integral part of the school curriculum. An annual Sports Day with lead-up practice is held and well attended by members of the wider community.

The Activity Hall is a centrepiece for many sporting activities.

Our grounds are well maintained by our Grounds staff, providing excellent safe spaces for the various sporting activities children participate in.

## **6. Other Co-Curricular Activities**

- Involvement in the Festival of Music Combined Primary Schools Choir has been an annual event.
- Our End of Year Concert is a feature of the school calendar - a celebration of the whole school year.
- Students are supported to participate in the Youth Environment Leaders Group.
- Students are offered multiple opportunities to participate in a variety of SAPSASA sporting events.
- Family Challenge Night is held at the beginning of the year. An opportunity for our school community to come together and meet new families and staff at the beginning of the school year.

## **7. Staff (and their welfare)**

- Staff profile

Staff work in Professional Learning Teams, in year level groups each term to support progress in reading and numeracy SIP focus.

Some staff members have served in excess of 10 years at this school, while others are new to the school providing a healthy mix of expertise and new ideas.

All staff are encouraged to attend relevant professional development linked to our Site Improvement Plan or their own Professional goals.

- Leadership structure

Principal, Deputy, Wellbeing Leader form the core of the leadership team.

The Personnel Advisory Committee (PAC) is also an extremely active body focussing on staff and their welfare. They meet fortnightly.

- Performance Development

Ongoing discussion with staff in accordance with the guidelines of the DFE policy.

- Staff utilisation policies

Non-Instructional Time is currently provided in the form of Health and Physical Education, Science, HASS, Technologies and The Arts.

## **8. Incentives, support and award conditions for Staff**

- Travelling time approximately 2.5 hours to Adelaide via Truro or Murray Bridge
- Housing assistance Allocated via Real Estate Management - needs based, single, shared, family.
- Cash in lieu of removal allowance

## **9. School Facilities**

- Buildings and grounds

The school is located on very attractive grounds of some 9 1/4 hectares including a large oval. It consists of the following excellent facilities: 4 hexagonal brick building, each with a wet area, teacher preparation room and student toilets. Each unit is colour coded ie. Red, Yellow (also has shower facilities), Blue and Orange. 1 hexagonal brick building with a large resource centre, music/meeting room and an Aboriginal Learning Space, 1 hexagonal brick building containing a large staffroom, offices for Principal, Deputy Principal and Wellbeing Leaders room, toilets and a shower. One portable building used for Playgroup and OSHC. Specific classrooms for Science, Music, Technology, HASS and OSHC. All units are air-conditioned.

- Specialist facilities

All four classroom units have a 'bank' of 30 laptops each for student use (120 in total). Some classes can access class sets of iPads. All classrooms are

equipped with Interactive Whiteboards plus flat screen TV's in double spaced classrooms.

1 large brick activity hall with kitchen, stage and IT equipment, sports equipment storage rooms and a disabled access toilet. Hall is very well equipped and used for a diverse number of activities.

The school also has a well-equipped resource area, which includes the library, and a music room. This is made available for students before school and during lunch.

Community Playgroup runs every Wednesday morning. 9-10.30am

Outdoor tennis, netball and basketball courts.

A large school oval, 3 playground areas, sensory swings, sandpits and undercover play areas.

Scrub area utilised for outside nature learning.

Numerous outdoor, shaded eating and play areas.

The school has incorporated a chicken coop for our chickens and vegetable gardens into an Environmental Learning Centre.

- Student facilities

Lunch Orders – this is outsourced to a company - Grab and Go Food Express on Wednesdays and Fridays. Families order online.

Breakfast Club is available on Mondays, Wednesdays and Fridays for all children.

- Access for students and staff with disabilities

All buildings except the double wooden transportable are at ground level. A toilet for handicapped persons is located centrally.

## **10. School Operations**

- Decision making structures

Decision-making is democratic through Staff Meetings, SSO Meetings, Unit Meetings, Year Level Meetings, SRC, Class Meetings and Governing Council. Staff also get surveys to complete to inform further planning.

- Regular publications

School Newsletter is distributed every 3 weeks electronically and some classes have regular class newsletters sent home.

A weekly planner is posted on Dojo to families for the following week.

A weekly staff bulletin is issued to all staff on Fridays electronically for the following week, and staff regularly use Microsoft Teams for staff communication.

The school Facebook page promotes activities and school publications to the community and beyond.

All classes communicate regularly with families using the Class DOJO online system. Families utilise Dojo to send messages to class teachers and Leaders.



EMS – the school has recently transitioned over to the new Education Management System. Parent/Carer communication is done via this system – automated text messaging for unattendance, consent forms and other information via email.

- Other communication

A yearly planner is used in the staffroom.

All units have a phone system for both external and internal calls.

- School financial position

The school is in a reasonable financial position. It is well resourced with the active Fundraising committee generally quick to support new student focussed initiatives.

## **11. Local Community**

- General characteristics

Has a population of approximately 4500 people. The town provides private and public hospital facilities, as well as dental and aged care. Within the Riverland there are some resident medical specialists as well as visiting specialists.

Past droughts and floods have had an adverse effect on the Riverland Community.

School rooms are used for a number of meetings run by local organisations and school grounds are used for sporting events. The activity hall is used for a variety of activities including netball, basketball, volleyball and karate.

- Parent/Carer and community involvement

The school supports the Barmera Community through Clean up Australia Day, Remembrance Day and ANZAC Day etc. The school encourages an “open door” policy towards parents and their involvement within the school. Volunteers take on many roles within the school with reading, participating in excursions, art and craft activities and choir.

- Feeder schools

Most enrolling students come from the Barmera Kindergarten (1 km) whilst virtually all students travel by bus to Berri Regional Secondary School (7 kms) for secondary studies. A senior campus and TAFE operates at Berri.

- Other local care and educational facilities

Berri Regional Secondary College is located in Berri (Years 7-12).

- Commercial/industrial and shopping facilities

Sporting, cultural and shopping activities are well catered for. Nearby centres include Berri, Renmark, Loxton and Waikerie.

- Other local facilities

Many activities revolve around Lake Bonney, the Recreation Centre, churches and sporting clubs.

- Accessibility

There is no local public transport. Stateliner Bus Company operates between the Riverland, Adelaide and Mildura. There is a local taxi company as well as the Hospital community transport scheme.

- Local Government body

The District Council of Berri-Barmera operates as an amalgamated Council with main offices in Berri.