

Mount Burr Primary School and Mount Burr Child Parent Centre



Government
of South Australia

Department for Education

2019 annual report to the community

Mount Burr Primary School Number: 288

Mount Burr Child Parent Centre Number: 1602

Partnership: South East Coast & Vines

Name of school principal:

Anne-Marie Fitzgerald

Name of governing council chairperson:

Barb Gordon

Date of endorsement:

Site context and highlights

During 2019 Mount Burr students Preschool-7 were supported to reach their academic potential and encouraged to take an active role in school and community activities.

The student population is made up of children from within the town and from the surrounding farming district.

The school is classified as a disadvantage 3 with 55% of the student population being eligible for school card.

The school operated with 3 classes, R/1/2, 3//4/5, 6/7 as well as preschool.

The 2019 Annual Report outlines our school's progress towards addressing priorities detailed in the Site Improvement Plan to improve learning outcomes for all students. The dedicated staff worked collaboratively to ensure that Mount Burr continues to improve its academic performance in a safe and caring environment. We have pleasure in presenting the following report for our community.

In 2019 students again had opportunities to extend and deepen their learning and understandings. They were involved in activities outside the classroom including the garden to kitchen program, the Lions Mad Minute speaking competition, a variety of sporting competitions, the Lioness Peace Poster, Anzac Day Service, Young Environmental Leaders Program (YELP) including the Earth Keepers camp in Naracoorte, year 7 transition days at Millicent HS, swimming lessons at the Mount Gambier Aquatic Centre, 7/8 Collaboration Project and the Lego League challenge.

An Instrumental Strings Music Program continued on site in 2019 with 6 students learning the violin and cello under the guidance of Jane van Eyk from the Department of Education music sector. We will continue to grow this program.

Students participated in the ACER PAT Maths and Reading online assessments with the results being available to the high school as part of the transition program. Students in years, 3, 5 and 7 participated in the NAPLAN testing and PAT testing with this data being analysed to set future priorities for improvement.

Through our involvement as a STEM lead school students had the opportunity to co construct learning alongside teachers and were also given the opportunity to travel by plane to Sydney for three days to attend the Vivid experience. This trip was sponsored by Samsung. We continued to be part of Social Ventures Australia (SVA) engaging in PD on the national stage. The preschool extended the supported play program to one day a week. Learning Together and Playgroup also used the preschool on a regular basis.

Families were again invited into the school to share in learning through assemblies and an open morning as well as the Interactive Gallery Walks aimed at involving parents in hands on activities. All parents participated in individual goal setting meetings with their child and the teacher. These were held throughout the year as required. Class dojo was used to keep parents updated on class learning while school stream was another way of communicating with families.

Governing council report

Mount Burr Primary School embraces the motto of "Learning for life" - "Aiming for Excellence" and aims to embed a focused effort on high quality teaching and learning practices. Teachers provide students with a strong foundation to embrace learning whilst allowing individual growth and development using inquiry and problem based learning practices and pedagogy. There is a high expectation for learning throughout the school which is evidenced in all classrooms.

Governing Council meets twice a term and consists of seven members, which includes a staff representative. The finance committee meets once per term, prior to Governing Council meetings. In 2019 we discussed the benefits of individual student developed learning goals as well as the importance of supporting staff to attend PD and engage with educators on the national scene (SVA)

In 2019, the school operated with three classes, Reception/1/2, Year 3/4/5 and Year 6/ 7. The Preschool operated in the preschool building under the Early Years Framework and also worked with the JP class on transition programs. The supported play program was extended to one day a week. With the school being identified as a STEM Lead School staff training and development centered around STEM as a vehicle for engagement and improvement as well as the general capabilities. Governing Council again supported staff attendance at various conferences through allocating funding. Through Social Ventures Australia the school was supported to further develop technology with students having access to a wide range of devices to support their learning.

Governing Council supported students to engage in learning outside the school environment (YELP. Lego-league)

A highlight in 2019 was the Samsung sponsored visit to Sydney. The entire year 5/6/7 class flew to Sydney to attend the Vivid Light Show as well as engage with the latest technology.

The site continued to work on the recommendations from the External Review particularly around student agency. As reported in the review the school "has developed a culture of improvement characterised by actively engaging students in the learning process and maintaining high expectations for outcomes of identified goals. The school works in collaboration with students and parents in building and maintaining a culture of learning. The staff work collaboratively and professionally to provide a connected and coherent learning program that fully engages students in authentic and meaningful ways."

Quality improvement planning (Preschool)

The focus for the preschool will continue to be around building capacity in Oral Language as a basis for Literacy. Fluency in Oral Language with teachers working on phonological awareness, rhyme and segmentation.

The speech and language screener is used for individual children as are the Numeracy Indicators.

Q1 - Education Program and Practice -

Using Early Years Planning Cycle through a STEM lens to strengthen the dispositions and habits of learning

Staff collaboration across the site around "powerful learning" at Mount Burr preschool-7, cluster meetings, LDAR

Q2 - Child Health and Safety

Preschool children are easily identifiable at all times (children wear fluro vests when outside)

Q3 - Physical Environment

Erection of new swings in the playground

Q4 - Staffing

Collaboration between preschool and junior primary staff with a focus on transition as well as support for the "Supported Play Program."

Q5 - Relationships with children

Program to reflect children's involvement and interests

Q6 - Collaborative Partnerships with Families and Communities

Continuity of learning and transitions for each child are supported by sharing relevant information

Q7 - Leadership and Service Management

Focus areas as identified in the Professional Conversations

Performance Development Plans

Improvement planning - review and evaluate (School)

2019 improvement planning centred around challenging students to embrace the "struggle" of learning with a focus on the general capabilities to become powerful learners with improved self efficacy in Literacy, Numeracy and STEM related learning.

Self Review Outcomes

100% of teachers collected, analysed and shared common data sets.

The Well being and Engagement collection showed that students scored high in emotional well being and connectedness with school. Teachers and students worked with a model of novice, practitioner, expert to monitor learning engagement with evidence of an increase in practitioners and experts

Resources included Wave three intervention with SSOs and retired teachers as volunteers, Literacy coach with R-2 educators and students, phonics screening, MiniLit PD for teachers and SSOs

Stated learning intentions and use of PAT data to set individual learning goals with students and parents - ILP

ILP goal practice time

Evidence of improved Oral Language (all students in 5/6/7 could speak fluently using formal language in "Mad Minute" challenge

Evidence of reading growth (multi dimensional fluency scale) in year 6 with improved vocab in writing following reading learning sprint around vocab and fluency in reading (students in 5/6/7 volunteering to read aloud to class, noticing punctuation)

Students booked into workshops to meet their individual learning needs

Teachers and students worked across sites to moderate Maths and plan the next teaching cycle

Purposeful feedback was again part of the peer observations focussing on formative assessment

Teachers used the the Education Dashboard to track and monitor student achievement in Literacy and Numeracy

Participation in Social Ventures Australia - Thought Leadership Gathering

Participation in Simon Breakspear leadership and Learning Sprints

7/8 Collaborative Inquiry Project

Recommendations for 2020

Further develop powerful learners through student agency, connect learners across sites (7/8 Collaboration Project))

Improve NAPLAN results (year 5 cohort) in Literacy and Numeracy

Develop narrow and targeted improvement cycle (Simon Breakspear Learning Sprints)

Work across sites to engage in PD with Margarita Breed (BIN)

Implement MiniLit as a Literacy intervention

Continue working with Literacy coach

Engage in Bright Path PD and 7 steps Writing

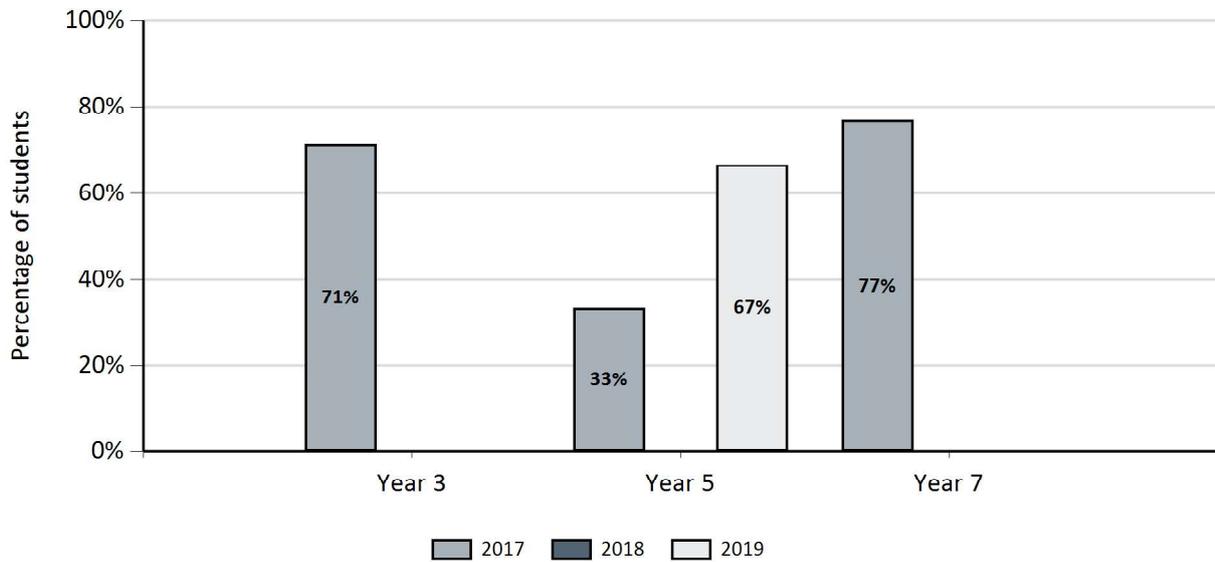
Continue the 7/8 Collaborative Inquiry Project to improve teacher pedagogy and build student agency

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.

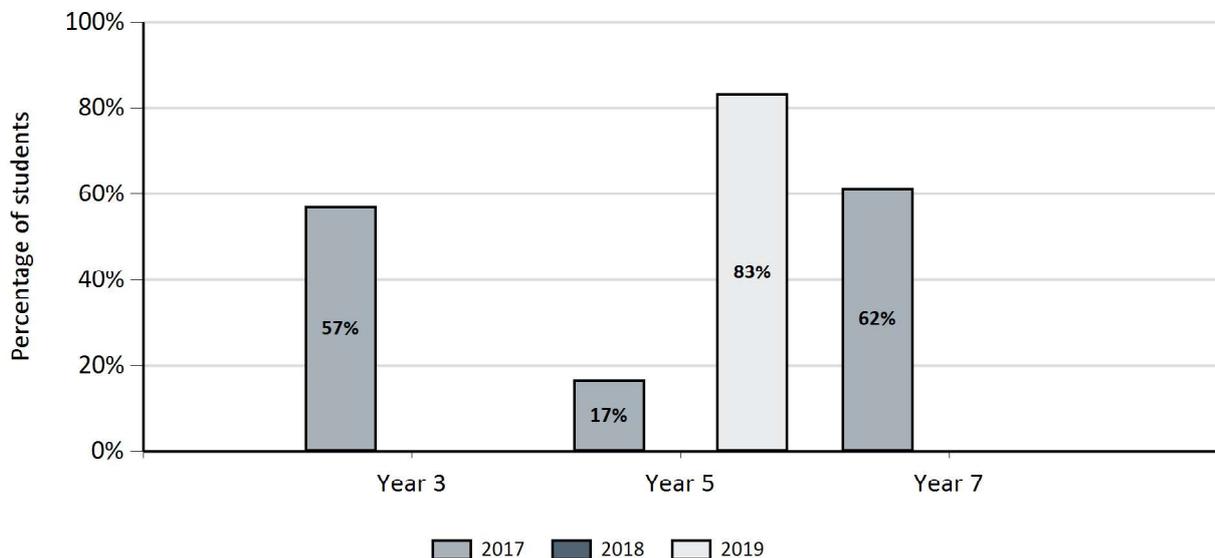
Reading



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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	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 [^]		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 2019	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2019	6	6	2	2	33%	33%
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2014-16 Average	7.3	7.3	2.0	1.7	27%	23%

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

[^]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

Very small cohorts in each year level means that this data is not represented in this document. Staff analysed Individual NAPLAN data along with other Site data such as PAT testing. Areas for improvement were identified across the site in Reading, Writing, Spelling and Grammar and Numeracy.

The data dashboard was also used to track individual students.

NAPLAN Data

100% of year 7 students achieved SEA in Reading with 1 of 4 in band 4, 2 of 4 in band 5 and 1 of 4 in band 6

100% of year 7 students achieved SEA in Writing, with 1 of 4 in band 5, 2 of 4 in band 6 and 1 of 4 in band 7

75% of year 7 students achieved SEA in Spelling with 1 of 4 in band 4, 1 of 4 in band 6 and 2 of 4 in band 7

50% of year 7 students achieved SEA in Grammar with 2 of 4 in band 4 and 2 of 4 in band 6

100% of year 7 students achieved SEA in Numeracy with 1 of 4 in band 5 and 3 of 4 in band 6

NAPLAN Data

100% of year 5 students achieved SEA in Reading with 1 in 5 in band 4, 2 of 5 in band 6 and 2 of 5 in band 7

100% of year 5 students achieved SEA in Writing with 3 of 5 in band 5 and 2 of 5 in band 6

100% of year 5 students achieved SEA in Spelling with 2 of 5 in band 5, 2 of 5 in band 6 and 1 of 5 in band 7

100% of year 5 students achieved SEA in Grammar with 1 of 5 in band 4, 2 of 5 in band 5, 1 of 5 in band 6 and 1 of 5 in band 7

100% of year 5 students achieved SEA in Numeracy with 2 of 5 in band 5, 1 of 5 in band 6 and 2 of 5 in band 7

NAPLAN Data

75% of year 3 students achieved SEA in Reading with 1 of 5 in band 4, 2 of 5 in band 5 and 2 of 5 in band 6

100% of year 3 students achieved SEA in Writing with 3 of 5 in band 3, 1 of 5 in band 4 and 1 of 5 in band 5

100% of year 3 students achieved SEA in Spelling with 1 of 5 in band 4, 3 of 5 in band 5 and 1 of 5 in band 6

100% of year 3 students achieved SEA in Grammar with 1 of 5 in band 4, 3 of 5 in band 5 and 1 of 5 in band 6

100% of year 3 students achieved SEA in Numeracy with 1 of 5 in band 3, 2 of 5 in band 4 and 2 of 5 in band 5

50% of year 7 students who were already in the higher bands in NAPLAN and PAT testing achieved upper growth in Reading and Numeracy.

PAT testing

57% of year 2-7 students were above standard in PAT-R

26% of years 2-7 students were above standard in PAT-M

A focus for 2020 will be numeracy through the Big Ideas in Number

A focus was applied to the impact of interventions and student achievement was monitored across the year. Identified students worked 1:1 on intervention programs.

Minilit will be an intervention in 2020 for identified students for phonological awareness.



Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	80.0%	95.8%	96.7%	91.4%
2018 centre	100.0%	85.0%	80.0%	96.0%
2019 centre	90.0%	100.0%	84.0%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

School attendance

Year level	2016	2017	2018	2019
Reception	91.9%	88.2%	90.7%	88.5%
Year 1	89.0%	87.6%	94.1%	91.6%
Year 2	89.4%	88.6%	94.3%	91.5%
Year 3	95.7%	90.9%	84.8%	91.6%
Year 4	91.3%	93.8%	94.2%	87.6%
Year 5	94.3%	89.2%	95.0%	92.1%
Year 6	91.8%	91.2%	86.0%	91.1%
Year 7	93.2%	93.0%	84.1%	90.1%
Total	91.9%	90.7%	90.7%	90.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Overall school and preschool attendance was consistent in 2019.

With the implementation of School Stream parents will continue to be supported in using this tool to inform the school of absences.

Where there is a pattern of non-attendance the attendance officer is notified and support offered to families.

All staff are proactive in following up unexplained absences.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	3	3	3	4
2017	5	6	6	7
2018	4	4	5	5
2019	6	5	5	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Preschool enrolment comment

The preschool enrolment remained consistent with predicted enrolments for 2020 being 6.
A "Supported Play" program for three year olds was extended to one full day a week.
A Learning Together/Playgroup also operated in the preschool on one morning a fortnight.
These programs will continue in 2020

Behaviour support comment

There was one suspension in 2019.

Where inappropriate behaviour occurs restorative practice including questions and logical consequences are implemented preschool-7.

The Child Protection curriculum is used across all year levels to foster a safe environment for all children.
Staff and students were supported in dealing with inappropriate behaviour (in particular inappropriate verbal interactions among 5/6/7 students)

Client opinion summary

There is a high level of satisfaction with the school and preschool from both families and staff. Assemblies are very well attended and the feedback around the gallery walks is very positive. Parents often comment about the value of class dojo as a way of families "keeping in touch" with class happenings. Feedback from families around the individual goal setting meetings is that they are informative and valued by staff, students and parents.

The setting up of a school Facebook page has been well received.

The 7/8 Collaborative Inquiry Project was viewed as a worthwhile initiative particularly in supporting students in their transition to high school.

Families support the preschool with consistent attendance at both Playgroup and Learning Together. Informal chats with parents indicate that, together with the "Supported Play" program it is highly valued.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
288 - Mount Burr Primary School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2019 collection.

Intended destination from School

Leave Reason	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	3	27.3%
Transfer to SA Govt School	6	54.5%
Unknown	2	18.2%
Unknown (TG - Not Found)	0	NA

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

Destination comment

The majority of students transition to Millicent High School

Relevant history screening

The school maintains a database for current relevant history screening. An induction is conducted for new staff and volunteers.

Responding to Abuse and Neglect training was completed for identified staff in 2019.

Contractors are checked for DSCI clearance prior to commencement.

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	7
Post Graduate Qualifications	3

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	4.1	0.0	2.1
Persons	0	6	0	4

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

Financial statement

Funding Source	Amount
Grants: State	823800.76
Grants: Commonwealth	2800.00
Parent Contributions	13446.10
Fund Raising	N/A
Other	50279.36

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	Smaller class sizes, SSO support for targeted students	
	Improved outcomes for students with an additional language or dialect	N/A	
	Improved outcomes for students with disabilities	Classroom support in small groups and individual students Technology support	
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Rural and isolated funding supports program access	
	Australian Curriculum	Improved pedagogy through staff PD	
	Aboriginal languages programs initiatives	N/A	
Other discretionary funding	Better schools funding	Continued focus on technology capability and development, collaborative opportunities for staff and students	
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	N/A	

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable);*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	PD opportunities, teacher release	
Improved ECD and parenting outcomes (children's centres only)	N/A	
Improved outcomes for children with disabilities	N/A	
Improved outcomes for non-English speaking children who received bilingual support	N/A	

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.