

Mount Burr Primary School and Mount Burr Child Parent Centre

2021 annual report to the community

Mount Burr Primary School Number: 0288

Mount Burr Child Parent Centre Number: 1602

Partnership: South East Coast & Vines

Signature

School principal:

Mrs Anne-Marie Fitzgerald

Governing council chair:

Barb Gordon

Date of endorsement:

24 February 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

During 2021 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 4 with 45% 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 2021 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 2021 students again had opportunities to extend and deepen their learning and understandings. While the Covid pandemic continued to impact movement outside the school, students were involved in activities such as the garden to kitchen program, the Lions Mad Minute speaking competition, sports days, Young Environmental Leaders Program (YELP), year 7 transition days at Millicent HS, 7/8 Collaboration Project, SAPSASA.

An Instrumental Strings Music Program continued on site in 2021 with 9 students learning the violin under the guidance of Jane van Eyk from the Department of Education music sector. We will continue to grow this program. Students and teachers years 2-7 engaged in the Song Room program with musician and teacher Scott Maxwell. Scott worked as a mentor alongside class teachers and also modelled lessons. This program will continue in 2022.

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.

Identified students were involved in the MiniLit program, with improved outcomes for students. Initialit was introduced in the Reception/Year1 class. Initialit 2 will be introduced in 2022 with the Junior Primary teacher completing the training in week 1 of term 1.

All classes were part of the Brightpath Writing program, this will be further developed in 2022 (Covid impacted this PD)

Teachers engaged in online PD with Maths consultant Margarita Breed with a focus on the Big Ideas in Number (BIN)

Margarita will continue to support the site in 2022.

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 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 Seesaw 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 2021 we discussed the benefits of individual student developed learning goals as well as the importance of supporting staff to attend PD. The principal presented the Site Improvement Plan and what resources were needed to support improvement.

In 2021, 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 remained at one day a week. Governing Council again supported staff attendance at various conferences through allocating funding.

Governing Council supported students to engage in learning outside the school environment (YELP)

An External School Review was conducted in May, 2021 with the panel noting the "collaborative culture and collective ownership and responsibility for school improvement planning" as well as the impact of student voice in monitoring their own progress and setting learning goals. The panel also commended the school on their communication with parents through the use of an online platform. A parent commented that the school community was like a "big family."

School quality improvement planning

2021 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 and Numeracy.

Self Review Outcomes

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

The Well being and Engagement collection showed that students maintained high scores in emotional wellbeing 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. Self manager has been added to the chart

Resources included Wave three intervention with SSOs, MiniLit for identified students across the school and retired teachers as volunteers, phonics screening, work with Literacy coach

Evidence of strong growth in reading in junior primary through phonics screening test and MiniLit program

Stated learning intentions and use of PAT data to set individual learning goals with students and parents - ILP goal practice time embedded.

Engaged with Brightpath PD and worked with Brightpath team to moderate narrative writing samples using the Brightpath ruler.

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

Evidence of reading growth (multi dimensional fluency scale)

Teachers worked with the Senior Leader Learner Improvement Primary around formative assessment

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

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

Learning Sprints

7/8 Collaborative Inquiry Project

Recommendations for 2022

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

There will be a focus in 2022 on providing opportunities for students in years 4/5/6 to articulate their thinking and develop and apply the language of learning to deepen their understanding of learning as recognised during the External Review

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)

Continue InitialLit in Reception/Year 1

Introduce InitialLit 2 in year 2

Continue MiniLit as a Literacy intervention

PD for staff with Speech pathologist to support Literacy

Engage in Bright Path PD and 7 steps Writing

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

Introduce Promoting Literacy Development (PLD) as recommended by Literacy coach

Introduce Essential Maths across the school as a consistent approach to Maths assessment

Preschool quality improvement planning

A 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 with the Literacy and Numeracy Indicators.

Q1 - Education Program and Practice -

Using Early Years Planning Cycle through an Inquiry lens to strengthen the dispositions and learner assets. A strong play based program provides learning opportunities and allows children to make choices about their learning. Children's knowledge, strengths, interests, experience, culture and abilities are appreciated in daily interactions, relationship building and evidenced in individual learning plans.

Q2 - Child Health and Safety

Effective policies and processes are in place and regularly reviewed to manage children's health and safety. Preschool children are easily identifiable at all times (children wear fluro vests when outside)

Q3 - Physical Environment

Indoor environment is calm and inviting and outdoor areas provide opportunities for children to discover a natural world where they explore, discover and create. Nature Play area includes mud kitchen, stone creek and water pump, cubby house, boat, music wall. There is a vegetable garden, fruit orchard and chook enclosure.

Q4 - Staffing

A real strength in our commitment to continuous improvement is a focus on Inquiry learning using questions as well as the collaboration with all staff Preschool-7. 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

A small number of children attend the service, allowing the teacher to engage in one on one interactions with each child each day and build responsive and meaningful relationships.

Program to reflect children's involvement and interests

Q6 - Collaborative Partnerships with Families and Communities

Families are able to be involved from Playgroup, Supported Play program to fulltime preschool, allowing families to become familiar with our site over a longer time and gives us opportunities to interact with each parent/family in a meaningful way.

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

Q7 - Leadership and Service Management

Focus areas as identified in the Professional Conversations

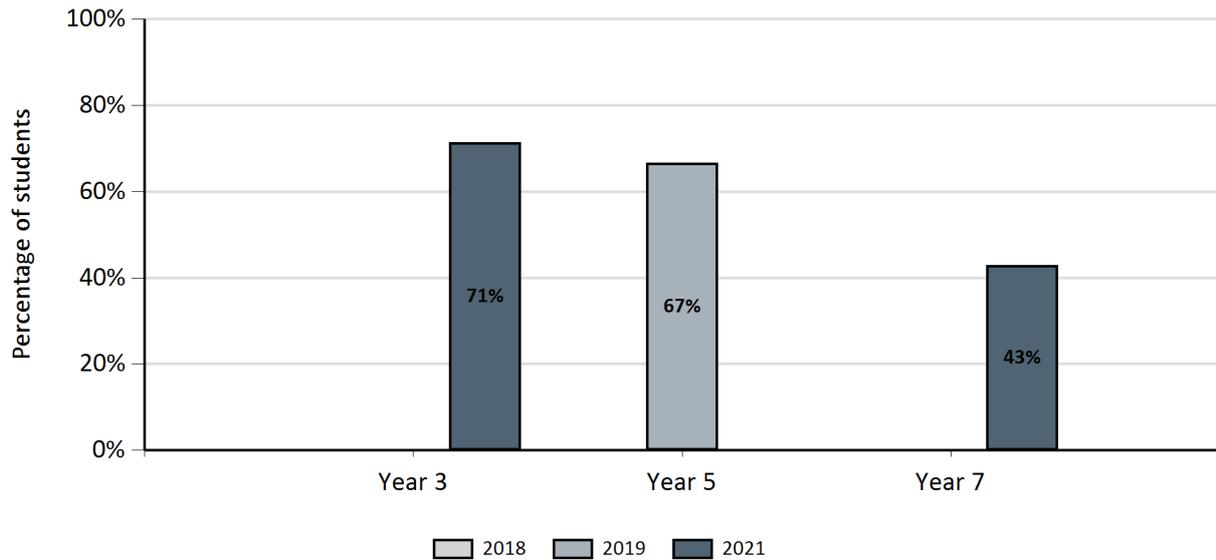
Performance Development Plans

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

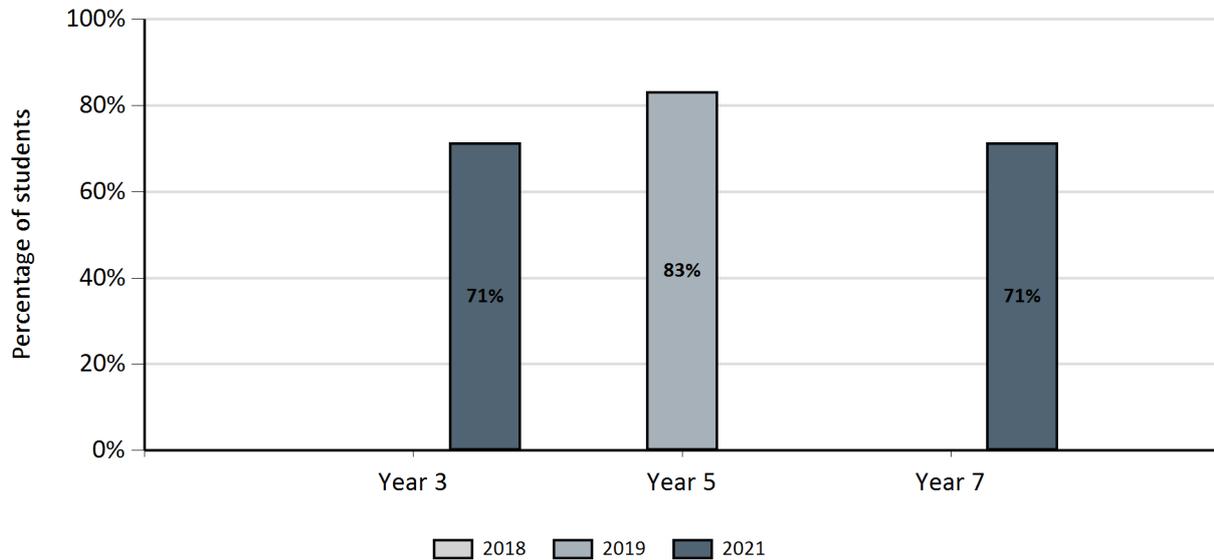


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

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NAPLAN progress

The data below represents the growth of students from 2019 to 2021 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	7	7	4	2	57%	29%
Year 3 2019-2021 Average	6.0	6.0	3.5	2.0	58%	33%
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Intervention & Support

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Early years children engaged in phonological awareness
 Targeted students 1-7 tested for MiniLit intervention program
 3-7 students tested using PAT-R
 Individual learning goals
 Literacy activities with Boandik elder through sharing local stories and activities connecting to the environment

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Improved confidence in articulating learning as evidenced in presentations
 Improved engagement in the curriculum - SSO anecdotal evidence as well as improved attendance

School performance comment

With small cohorts in each year level data is not represented in this document.
Staff analysed data, such as PAT testing, phonics screening, running records.
Areas for improvement were identified in Reading, Writing, Spelling and Grammar and Numeracy.
The data dashboard was also used to track individual students.

NAPLAN Data

Year 7 - 100% of students demonstrated medium growth in Reading

60% of students demonstrated medium growth in Numeracy, 20% demonstrated high growth and 20% demonstrated low growth

Year 5 - 40% of students demonstrated medium growth in Numeracy and 60% demonstrated low growth

Year 3 - Mean scores in Reading, Writing, Spelling demonstrated significant growth while Grammar and Punctuation was lower

Numeracy mean score was slightly lower

PAT - R

Year 7 - 71.4% of students demonstrated SEA with 1 of 7 in stanine 8, 2 of 7 in stanine 5, 1 of 7 in stanine 4, 2 of 7 in stanine 3 and 1 of 7 in stanine 2

Year 6 - 66.7% of students demonstrated SEA with 1 of 3 in stanine 4 and 2 of 3 in stanine 3

Year 5 - 83.3% of students demonstrated SEA with 1 of 6 in stanine 6, 1 of 6 in stanine 5, 1 of 6 in stanine 4, 2 of 6 in stanine 3 and 1 of 6 in stanine 2.

Year 4 - 100% of students demonstrated SEA with 2 of 3 in stanine 6 and 1 of 3 in stanine 5

Year 3 - 100% of students demonstrated SEA with 1 of 7 in stanine 8, 2 of 7 in stanine 7, 2 of 7 in stanine 6 and 2 of 7 in stanine 3

Year 2 - 100% demonstrated SEA with 1 of 5 in stanine 8, 1 of 5 in stanine 7, 1 of 5 in stanine 6 and 2 of 5 in stanine 4

PAT - M

Year 7 - 71.4% of students demonstrated SEA with 1 of 7 in stanine 8, 1 of 7 in stanine 6, and 2 of 7 in stanine 4, 2 of 7 in stanine 3 and 1 of 7 in stanine 2

Year 6 - 50% of students demonstrated SEA with 1 of 2 in stanine 4 and 1 of 2 in stanine 3.

Year 5 - 66.7% of students demonstrated SEA with 2 of 6 in stanine 6, 2 of 6 in stanine 5, 1 of 6 in stanine 4, and 1 of 6 in stanine 2.

Year 4 - 100% of students demonstrated SEA with 2 of 3 in stanine 5, and 1 of 3 in stanine 4

Year 3 - 85.7% achieved demonstrated SEA with 1 of 7 in stanine 9, 2 of 7 in stanine 7, 1 of 7 in stanine 6, 2 of 7 in stanine 4 and 1 of 7 in stanine 3

Year 2 - 100% demonstrated SEA with 2 of 5 in stanine 6, 2 of 5 in stanine 5 and 1 of 5 in stanine 4.

Phonics Screening Check

Year 1 - 2 of 4 students achieved 39/40, 2 of 4 students achieved 26/40,

Running Records

Year 1 - 2 of 4 students achieved above PM level 16, 2 of 4 students achieved below PM level 13

The InitialLit and MiniLit programs will continue in 2022 while InitialLit 2 will be introduced in the year 2 class

Brightpath will be used as a tool to improve Writing skills

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	100.0%	85.0%	80.0%	96.0%
2019 centre	90.0%	100.0%	84.0%	90.0%
2020 centre	92.5%	97.5%	92.5%	85.0%
2021 centre	78.1%	87.5%	73.3%	85%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2018	2019	2020	2021
Reception	90.7%	88.5%	88.7%	91.5%
Year 1	94.1%	91.6%	92.8%	84.3%
Year 2	94.3%	91.5%	90.6%	92.5%
Year 3	84.8%	91.6%	85.1%	90.5%
Year 4	94.2%	87.6%	87.8%	88.1%
Year 5	95.0%	92.1%	82.2%	86.4%
Year 6	86.0%	91.1%	96.2%	88.3%
Year 7	84.1%	90.1%	92.1%	93.2%
Total	90.7%	90.7%	90.0%	89.6%

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 2021.

The pandemic did have some impact on attendance.

Parents continued to be supported to use school stream as a tool to inform the school of absences. Staff are proactive in following up any unexplained absences, generally making a phone call to the family.

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

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	4	4	5	5
2019	6	5	5	4
2020	8	8	8	8
2021	7	6	6	6

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.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

The school has a strong focus on learning engagement and well-being with a consistent "language of learning" across all classes. The External Review reported that teachers had a very student-centered approach where "every child is everyone's business."
Staff are proactive in building positive relationships with students and their families.
Where inappropriate behaviour occurs staff use restorative practices including questions and logical consequences.
The Child Protection curriculum is used across all year levels to foster a safe environment for all children.

Parent opinion survey summary

There continues to be a high level of satisfaction with the school and preschool.
Assemblies were well attended where possible and feedback from the gallery walks was particularly positive. While Covid did impact on attendance at assemblies we were able to record presentations and share with families.
Parents often commented about the importance of See-Saw as a way for families to keep in touch with happenings around the school. The External Review team commended the school on its communication with parents and also reported that parents appreciated the small size of the school "believing it assists in staff knowing their children."
They value the individual goal setting meetings as a way of engaging and supporting their child's learning.
The 7/8 Collaborative project is seen as an important part of the transition to high school program with many parents attending the Gallery Walk at the high school in term 3. The work around the Year 7 to high school transition was viewed in a positive way.
Families supported the preschool with consistent attendance at both Playgroup and Learning Together. The Supported Play program for three year olds was well attended and is seen as a positive transition to fulltime preschool.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
288 - Mount Burr Primary School	100.0%	100.0%	75.0%	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 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	11.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	77.8%
VI - LEFT SA FOR VIC	1	11.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorder destinations for students that left the school in the previous year.

Destination comment

The majority of preschool children transition to Mount Burr PS while school students generally transition to Millicent High School.

Relevant history screening

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

Contractors are checked for DSCI clearance prior to commencement.

All contractors and visitors were required to sign a Covid-19 Site Entry Form upon arrival at the front office in 2021.

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	6
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	4.4	0.0	2.0
Persons	0	6	0	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$1,030,966
Grants: Commonwealth	\$342
Parent Contributions	\$13,584
Fund Raising	\$451
Other	\$2,052

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

2021 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 2021 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	Small class sizes to cater for differentiation for all students SSO support for targeted students Staff PD Minilit Intervention	All students engaged in intervention achieved high growth in "sound" knowledge
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	SSO time to support targeted students Reduced class sizes	Data shows that all targeted students showed growth
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	Allows access to broader range of programs - preschool collaboration project, transition to high school, student experiences off-site (Young Environmental Leaders Program 5-7, Patch theatre preschool-2), visit from local boandik elder, connecting to local environment, SSO support for targeted students	Improved pedagogy Shared leadership capacity Improved engagement in learning Improvement in phonics Improved attendance and engagement for targeted students
Program funding for all students	Australian Curriculum	PD - work with Senior Leader, Learning Improvement Primary	Improved pedagogy including analysis of data and improvement planning
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Collaborative opportunities for both staff and students	Improved pedagogy and shared leadership capacity
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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 - Literacy and Numeracy indicators Numeracy Collaborative Project	Improved pedagogy Improved Numeracy outcomes for children
Inclusive Education Support Program	SSO support for targeted children to engage in the preschool program	Improved engagement
Improved outcomes for non-English speaking children who received bilingual support	N/A	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.