



Mount Barker Primary School

2022 annual report to the community

Mount Barker Primary School Number: 285

Partnership: Heysen

Signature

School principal:

Mrs Jo Simpson

Governing council chair:

Carol Koehler

Date of endorsement:

7 February 2023



Government
of South Australia
Department for Education

Context and highlights

Mount Barker Primary School, established in 1877, is situated in the thriving town of Mount Barker in the Adelaide Hills. We are very proud to reflect on the achievements of our past and present students and have a strong and valued sense of tradition. Whilst we are located in central Mount Barker, our school oval is surrounded by natural bushland, providing opportunities for our students to interact with the local flora and fauna. As Mount Barker has grown over the last few years, so has our school. We have consolidated our reputation for inclusive programs and excellence in teaching and learning. Mount Barker Primary School is a Category 6 Index of Disadvantage with an enrolment of 311 students (term 3, 2022)

Our core business is to provide inclusive, quality teaching and learning for all students and ensure all students reach their full potential. Our school mission statement is: Mount Barker Primary, a Community of Successful Learners. Successful learners at Mount Barker Primary are creative, collaborative, risk takers who are persistent, ask questions and are self regulated. Our School Values are: Respect, Responsibility and Resilience.

The Site Improvement Plan priorities were Literacy and Numeracy with a focus on implementing high impact teaching strategies across these two areas. We also focused on increasing collective efficacy through engaging in the Dare to Lead program which is based on the work by Brene Brown. Teams were established using these principles and a sustained focus on robust conversation was established. We have continued to maintain positive relationships with many community organisations, in particular Mount Barker Kindergarten, Mount Barker RSL, Monarto Zoo, Minton Farm and Bunnings. We have worked collaboratively with allied health professionals to support the holistic development of our students. In during the latter half of 2022 we welcomed parents and community members back on site.

2022 saw the completion of our major building works. We have a new two storey building with state of the art learning facilities. We are the only state Primary school in the Adelaide Hills to have received this investment and we are grateful for the opportunities that this has given our students. Building 11 (old disability unit) upgrade has finished and this space is now a dedicated space for Happy Haven OSHC Service to occupy as well as a new Performing Arts studio. We have started upgrading the EY building and this will continue in 2023.

We would like to acknowledge the passing of our student, Jett Clothier, who sadly passed during the Christmas 2022 holidays. We cherish the fond memories we have of Jett and we extend our continued support to his family.

This year Carol Koehler concludes her role on Governing Council as Chairperson. She has been the most positive advocate for our school and has actively spread the word that MBPS is one of the best school communities out there! Carol is a realist who was not afraid to test the boundaries if she felt it was in the best interests of our students. She attended lots of forums and gave honest feedback about schooling experiences, she has advocated for herself, other parents and our school as a whole. She always supported our teachers to have the time to teach and where she could lighten the load she did. Her constant supply of biscuits, coffees, cakes and chocolates have been highly appreciated by our staff. Those gestures remind our teachers that they are valued and supported by our Governing Council. Carol's decisions as Chairperson focused on holding our teachers in high esteem, trusting their judgements and giving them space to do their jobs well. We extend our gratitude to Carol for her years of service to our school.

Governing council report

Written by Carol Koehler (Chairperson)

It has been a stunning, transformative year.

We have a new building and outdoor areas. We have a very handsome fenced school.

Our students are justifiably proud and even, dare I say it, content. Teachers have delighted in the new environment, adopted new ways of working with each other and with students; the 'flow' is very apparent. The architecture of the new build even allows for better emotional regulation and improved movement of students around the campus and out to the play areas. Music has replaced bells. Very importantly, the Special Unit is now within the school building and not plonked on the perimeter of the oval; yes, they are 'included'. However, the OSHC will actually benefit from being at that site. It will have its own designated space in the former unit, and it will not only be able to function more effectively, but parents will benefit from the use of the Special Unit specific car park after hours for OSHC pick up and drop off, and OSHC participants will have direct access to the playground and the oval from their new space. It's a huge win for everyone.

We appreciate the patience displayed by parents and significant adults towards the build disruptions and are very grateful everyone went home safe. Dumas Street will only get busier as Mount Barker expands, so we can all play our part to ensure everyone has a safe and kind experience when arriving and leaving the grounds.

Rituals that sadly had to be put on hold have returned to the school, and we once again enjoyed huge Christmas evening on the oval with picnicking families. There will be opportunities in the new year for volunteering, as the sausage sizzles and open nights return.

The constitution of Governing Councils of many public schools will change next year, with only parents and guardians with students enrolled at our school permitted to participate. Accordingly, several long-standing members of Governing Council will complete their volunteer roles this year, and their constant efforts, love for the students and personal integrity have been profound and humbling. In particular, I want to recognize the Douglass family. I thank them profusely for their devotion to community, to connecting the school with outside organizations such as the Returned Services League. Their efforts have established new commemorations that enrich the school culture, connect students to the history of our school and local community, and bring a lot of joy. I also wish to acknowledge the energy and drive of Kyle Ware, who was the first to serve others when yakka was required, and who was instrumental in bringing back student discos to the school, a delightful experience and another ritual that brings our community together in an evening of joy and excitement.

We leave Governing Council in very good hands of course, as the members who joined this year have fantastic skills to offer and will take Governing Council to the next level. We need all types of skills and a balanced representation of gender and interests, so please consider nominating yourself or others in the new year. It is a very rewarding experience and at times a profound one, as we shape the future for our kids.

On behalf of Governing Council, I finally thank the entire staff of our school for their grit over the last few years of turbulence, their constant love and professionalism. I am very proud of this school and its community.

Quality improvement planning

Our Site Improvement Plan goals are the drivers for our journey towards excellence. It links to our Portfolio goals (Shared goals for schools in the Mount Barker and Mount Lofty areas) as well as the goals set in the Department for Education's Strategic Plan. Our goals are re-visited regularly throughout the year and connections are made between our site goals and teacher professional development goals. We align our Site Improvement Plan goals with our professional development providing opportunities for teachers capacity building in the areas that are a priority to our school. Whilst these goals are reviewed regularly in our work with teachers and reports to Governing Council, we formally invite teachers to provide feedback twice a year on the goals and to reflect on their personal contributions.

Goal 1: To increase student achievement in literacy, with a whole school focus on reading and spelling.

We started the year with all early years classes using evidence based practices to teach phonemic awareness, phonics, reading and spelling. Teachers were supported by our Literacy Coach from the Literacy Guarantee Unit to implement InitialLit. This created a consistent and high quality approach to teaching the foundational skills of reading in the early years. Teachers in years 2-6 used the Promoting Literacy Development (PLD) tools to embed consistent high quality practices to improve spelling and reading within their cohort of students. All teachers used regular assessment data to adjust and adapt the planning to meet the needs of the students. Student achievement was tracked throughout the year with pleasing outcomes. All teachers engaged in regular professional development opportunities throughout the year to develop their teaching practices. Teachers actively participated in walk throughs and observation processes receiving critical feedback. This feedback was adopted within Professional Development Plans and then mapped to ensure improvement in practice was evident. Towards the end of the second semester the Principal, Deputy and Aspiring Leader triangulated the reading/spelling results (PAT/PLD/InitialLit/ORF) and made connections which identified consistent literacy improvement. This work was done as part of the Orbis Instructional Leadership program (in collaboration with Melbourne University) and allowed the leadership team to review the data and set intentions for future planning.

Goal 2: To increase student achievement in numeracy, with a whole school focus on conceptual understanding.

Our Lead Maths Teacher and Deputy engaged in training and development led by the Portfolio Strategic Maths Coach called Be Fearless and Lead. This work focused on upskilling school staff to increase their understanding of developing the conceptual understanding of students. All teachers participated in workshops designed to increase their awareness of effective strategies to teach conceptual understanding and recommended texts and scaffolds that would be used effectively. Teachers participated in Impact Cycles focused on the creation of diagnostic tasks, two week teaching cycle and summative assessments. Teachers in years 2-6 used the DfE Units of Work to help inform their planning. Teachers actively participated in walk throughs and observation processes receiving critical feedback. This feedback was adopted within Professional Development Plans and then mapped to ensure improvement in practice was evident. The Deputy and Lead Maths Teacher analysed the PAT growth data and presented the improvement work to the Portfolio.

Goal 3: To improve learning outcomes through staff engaging in robust dialogue, with a focus on challenging practice in the classroom.

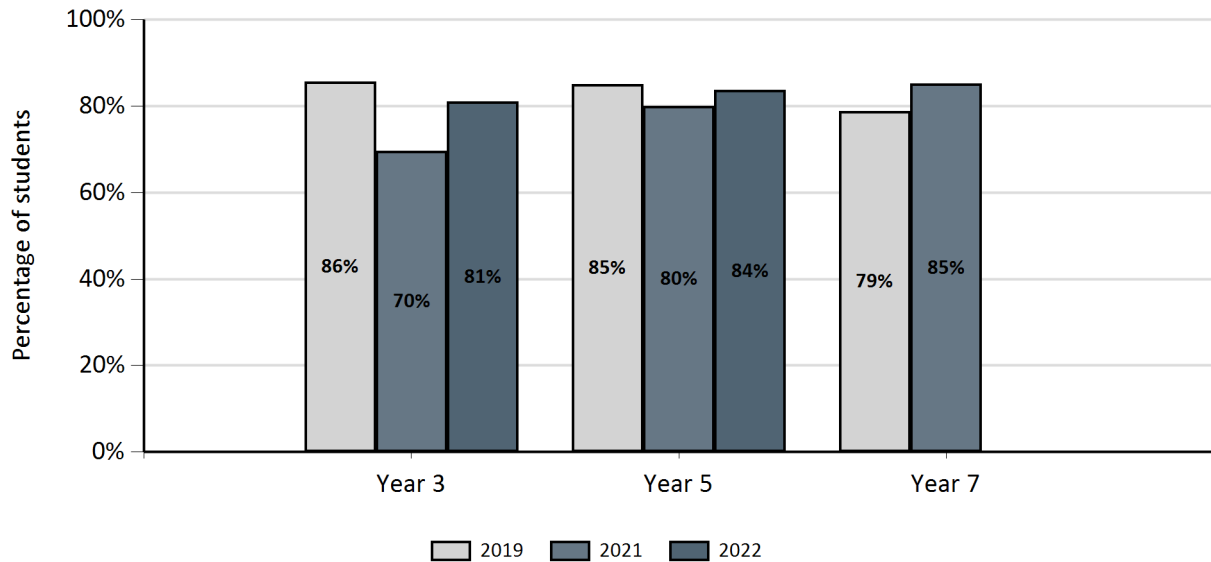
Staff were supported to engage in processes to create shared agreements for Professional Learning Communities. Each PLC created their own set of agreements and norms. These groups were focused on engaging in professional conversations focused on best practice and the implementation of high impact strategies. They met regularly and collaborated to create shared goals whilst sharing expertise. Accountability was ensured as PLCs were required to feedback their work to the rest of the teaching cohort. If inconsistency was noted within a team then colleagues were encouraged to 'lean in' to difficult conversations to highlight the inconsistency and to offer support to move forward.

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

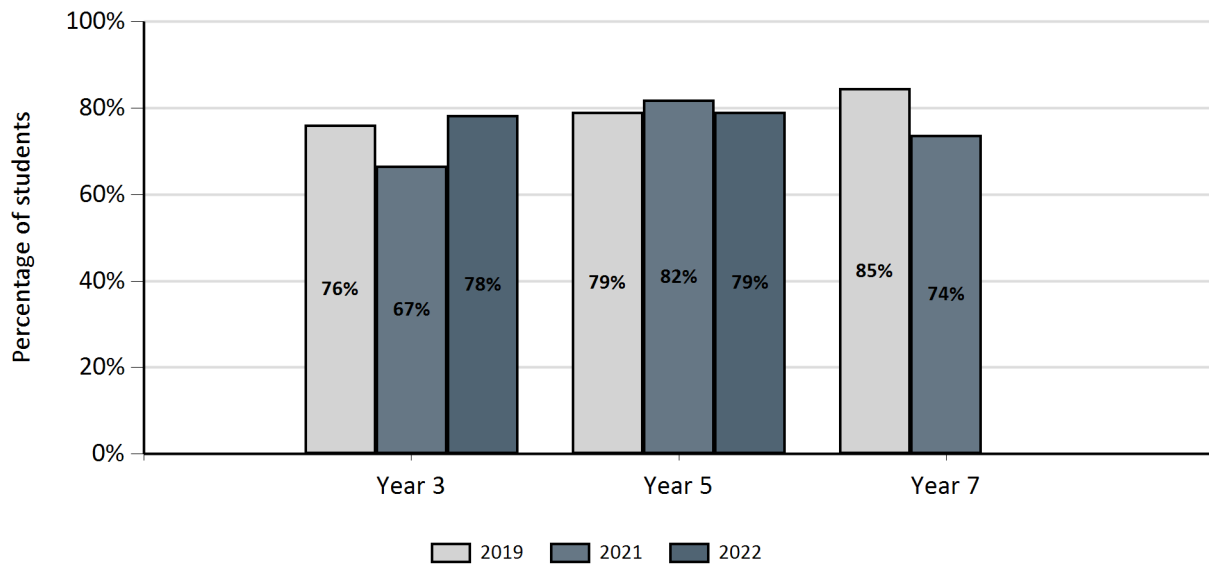


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	37	37	18	9	49%	24%
Year 03 2021-2022 Average	35.0	35.0	17.0	9.5	49%	27%
Year 05 2022	43	43	13	1	30%	2%
Year 05 2021-2022 Average	46.5	46.5	16.5	6.5	35%	14%
Year 07 2021-2022 Average	61.0	61.0	18.0	20.0	30%	33%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

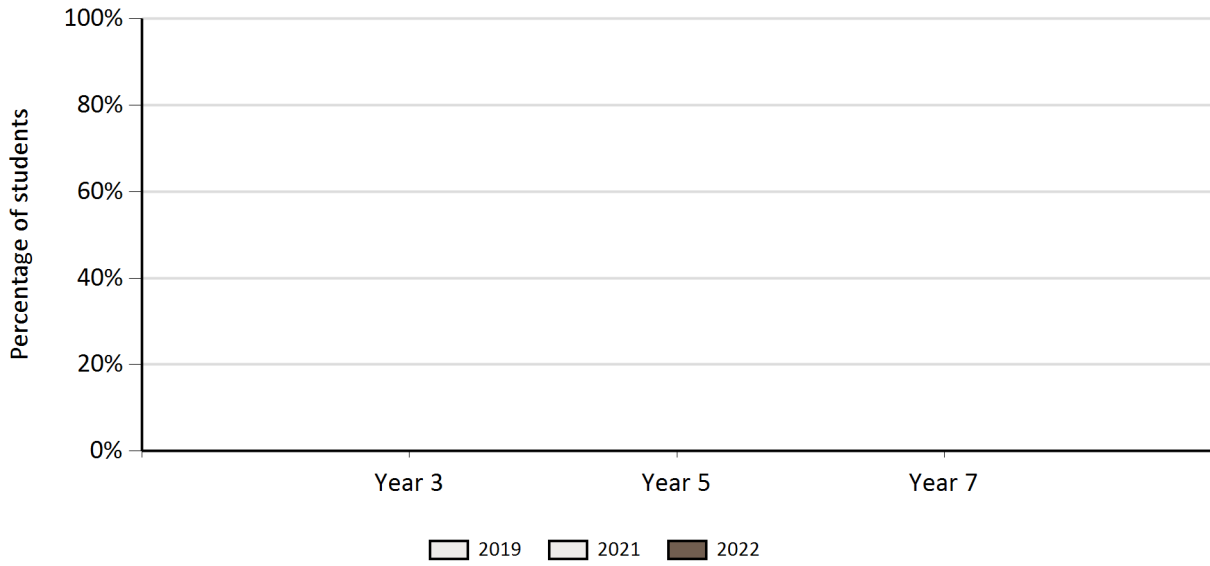
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



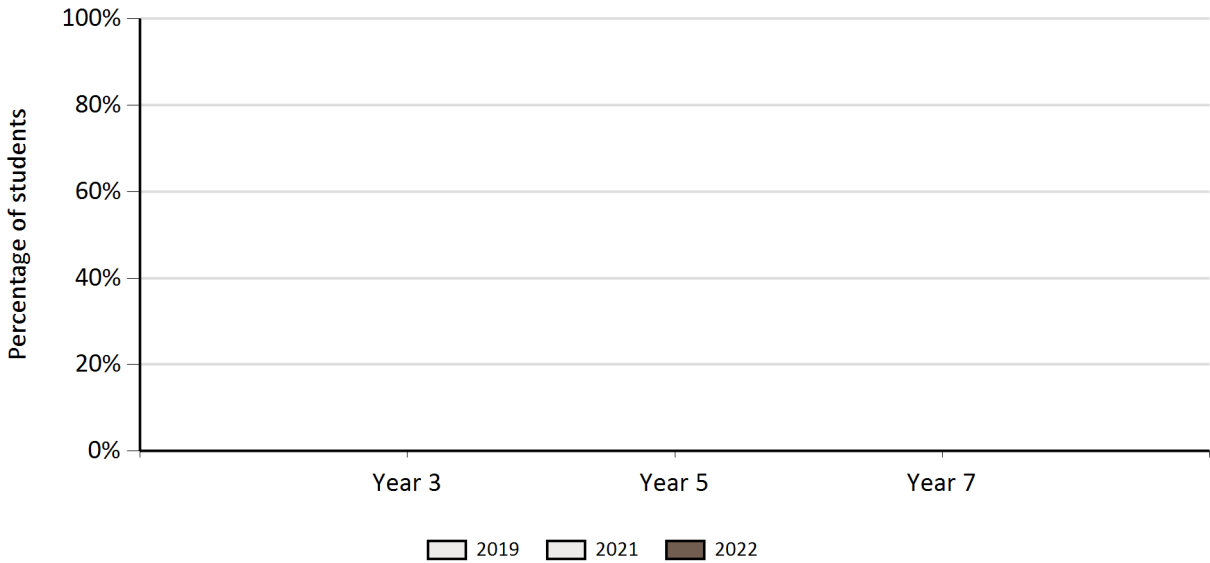
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Tracking & Monitoring

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

All Aboriginal Learners who were falling below SEA were included in intervention programs or received 1:1 support. Increased data tracking across the school assisted in identifying gaps in learning which could then be used to inform One Plan goals.

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

All Aboriginal Learners made growth as tracked in their One Plans. 60% of Aboriginal Learners in 2022 achieved the Standard Education Achievement level measured through NAPLAN testing.

School performance comment

LITERACY FOCUS:

Action Taken:

Creation of a playbook titled 'Very Important Document' to encapsulate the high impact strategies used to drive improvement in student outcomes.

Teachers undertaking professional development to participate in the Oral Reading Fluency trial. This data drives instructional decisions and identifies student for intervention and stretch.

All students Yr 2 - Yr 6 assessed in September in PAT-R

All students R-Yr 1 participated in the InitialLit program.

All students Yr 2 - Yr 6 participated in the Promoting Literacy Development program.

All students R-7 provided writing samples for Brightpath analysis in term 1 in narrative and persuasive texts. Feedback on teaching focus

provided to teachers to include in term planning. Feedback given to students about areas of success and areas for growth. Teaching sprints implemented to focus on groups with shared areas of growth.

1.0 Intervention Teacher (Literacy and Numeracy) offering several research based interventions as recommended by Department for Education in the Best Practice Papers.

Outcomes/Targets achieved:

The following percentage of students achieved SEA in PAT Reading

Yr 3 - 80.0%

Yr 4 - 71.1%

Yr 5 - 77.8%

Yr 6 - 87.0%

NUMERACY FOCUS

Action taken:

PAT M data analysis teams were supported with release time and leadership support.

Quicksmart students (yr 4/5) and TooSmart students (yr 2/3) identified using PAT M data, NAPLAN data and teacher observations.

1.0 Intervention Teacher (Literacy and Numeracy) offering several research based interventions as recommended by Department for Education in the Best Practice Papers.

Collaborative planning opportunities provided to all teams, focusing on Learning Design, Assessment and Moderation.

Teachers participated in Impact Cycles to monitor progress.

All students Yrs 2 - Yr 7 assessed in September in PAT-M.

Outcomes/Targets achieved:

The following percentage of students achieved SEA in PAT Maths

Yr 3 - 83.8%

Yr 4 - 74.4%

Yr 5 - 75.6%

Yr 6 - 89.4%

ABLES data is used to track the achievement of students who require learning goals that precede Australian Curriculum. These goals are tracked using One Plans and are reviewed regularly by staff and families.

Attendance

Year level	2019	2020	2021	2022
Reception	90.5%	89.6%	88.6%	83.7%
Year 1	89.0%	92.0%	88.6%	84.0%
Year 2	92.2%	86.8%	92.2%	78.2%
Year 3	92.3%	92.0%	89.7%	83.9%
Year 4	90.5%	90.4%	92.8%	82.5%
Year 5	91.8%	89.2%	88.1%	84.9%
Year 6	93.0%	89.3%	90.7%	82.6%
Year 7	91.2%	88.8%	89.3%	N/A
Primary Other	77.7%	77.8%	72.3%	75.9%
Total	91.0%	89.4%	89.3%	82.4%

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

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

Attendance comment

78% of students attended for over 80% of school days. The majority of absences were logged as family/social cultural (28%) or sick without a medical certificate (35%). Students who were identified as habitual or chronic attenders received support from the Deputy Principal and Student well-being leader to implement school based strategies to improve attendance. If attendance did not improve then referrals to the Social Work Duty Line were made to access more intensive support.

There were a significant amount of absences due to the illness in 2022. COVID had a significant impact on our school community who supported each other by remaining vigilant throughout the year and keeping students at home when they were unwell.

We received a number of applications for exemption throughout the year, mainly related to holidays and overseas travel.

Behaviour support comment

Behaviour data continued to improve throughout 2022 and it was noted that there was a reduction in anti social behaviours throughout the year. Targeted, timely interventions were put in place for students who were exhibiting behaviour errors. Team Around the Child processes supported a holistic approach to supporting student behaviour.

Parent opinion survey summary

87 families completed the 2022 Parent Survey sent out electronically by the Department for Education. This is a considerable improvement in the number of responses we received in 2021.

79% of the families that completed the survey believe that the parents and students at Mount Barker Primary are respectful members of the community. 72% of families indicated that the children are seen as important at Mount Barker Primary. 60% of families indicated that the school communicates effectively and 61% of families believe they receive enough communication from teachers and the school. 57% of families indicated that they receive useful feedback from teachers in relation to learning.

Free text comments highlight the importance of parent/teacher/student interviews so parents are aware of progress and the need for teachers to share additional information regarding learning and achievement via SeeSaw.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	18.5%
QL - LEFT SA FOR QLD	3	11.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	17	63.0%
WA - LEFT SA FOR WA	2	7.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All volunteers at Mount Barker Primary school meet screening and suitability requirements as per Department for Education guidelines. All parents/volunteers attending camps have a current screening. Our Business Manager initiates the Working with Children Checks Screening applications for volunteers and these are followed up by our Student Well-Being leader who is the point of contact for school volunteers. All staff and volunteers requiring screening are notified in advance when their screening is due to expire so they can renew. Contractors and non government service providers are required to follow Department guidelines.

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	39
Post Graduate Qualifications	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	23.8	0.0	13.9
Persons	0	27	0	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$4,009,780
Grants: Commonwealth	\$9,800
Parent Contributions	\$83,204
Fund Raising	\$0
Other	\$9,653

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

2022 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 2022 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	Student well-being leader (DfE funded 0.2) was increased to 0.6 with additional funding provided by the school.	Individual students were identified and placed in appropriate support programs. The student well-being leader worked with our pastoral care worker and an external mental health clinician to offer both group and individual sessions on site during 2022.
	Improved outcomes for students with an additional language or dialect	A 1.0 Intervention/Enrichment teacher was employed to provide evidence based intervention programs.	EALD students were screened and included in evidence based programs if required.
	Inclusive Education Support Program	Additional resourcing provided SSO/teaching staff to support the achievement of One Plan goals.	Achievements are mapped through One Plans goals and are reviewed regularly.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Funding was used to support the employment of a 1.0 Intervention/Enrichment teacher. Evidence based programs are used to support growth in literacy and maths. Students are selected using PAT, NAPLAN and ABLES data as well as attendance data and teacher recommendations. Students are selected from both our mainstream and special options settings. Early Years students are screened using Initialit, Heggerty screeners and Dandelion screeners. Early Years intervention programs have been established and have strong links to the repetition of classroom teaching.	Students are making progress which is mapped using fine grain data screeners. Programs are continually adjusted to ensure growth.
Program funding for all students	Australian Curriculum	Staff at Mount Barker Primary continue to explore and extend their knowledge of Australian Curriculum. Literacy Guarantee Unit has supported growth in literacy whilst our Lead Teacher has supported growth in numeracy.	Student progress is positive and monitored using PAT tracker quadrant data.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used to employ a 1.0 Intervention/Enrichment teacher to support students to develop skills in literacy and numeracy.	Small group and 1:1 support has been provided and progress noted.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	Training and professional development was provided to teachers in the area of dialogic classrooms. This high impact strategy is used in classrooms to stretch our gifted students by challenging their thinking	Higher band growth is monitored and students who are identified as being high achievement and low growth are targeted during differentiated teaching practice in classes.
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