# Mount Burr Primary School and Mount Burr Child Parent Centre

## 2022 annual report to the community

Mount Burr Primary School Number: 288

Mount Burr Child Parent Centre Number: 1602

Partnership: South East Coast & Vines

| | Signature |
|---|---|
| **School principal:** | Mrs Anne-Marie Fitzgerald |
| **Governing council chair:** | Mariella Van Halm |
| **Date of endorsement:** | **10 March 2023** |

Government of South Australia

Department for Education

# Context and highlights for the combined site

During 2022 Mount Burr students Preschool-6 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 as well as preschool.

The 2022 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 2022 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 day, Young Environmental Leaders Program (YELP), year 6 transition days at Millicent HS, Lego League Challenge, SAPSASA.

An Instrumental Strings Music Program continued on site in 2022 with 5 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 2-6 engaged in the Song Room program with musician and teacher Scott Maxwell. Scott worked as a mentor alongside class teachers and also modelled lessons.

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. Essential Assessment was also used as part of our Maths assessment for students years 2-6

Identified students were involved in the MiniLit program, with improved outcomes for students. Initialit continued in the Reception/Year1 class while  InitiaLit 2 was introduced in the 2/3 class.

All classes were part of the Brightpath Writing program, this will be further developed in 2023 (Covid impacted this PD) With the support of the PAT Maths team, teachers engaged in Numeracy PD as part of the Small Schools Collaborative Project. Teachers engaged in professional learning communities with staff from neighbouring small sites in the partnership to plan Numeracy learning in line with the Site Improvement Plan.

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 learning activities. All parents participated in individual goal setting meetings with their child and teacher. These were held throughout the year as required. Class Seesaw was used to keep parents informed of a range of learning happening in the school and in the wider community.

# 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 2022 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 2022, the school operated with three classes, Reception/1, Year 2/3 and Year 4/5/6. 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)

# School quality improvement planning

2022 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 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.

Resources included Introduction of InitiaLit 2, Wave three intervention with SSOs, MiniLit for identified students across the school and retired
teachers as volunteers, phonics screening

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.

Introduced Essential Assessment

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

Evidence of improved Oral Language (students in 4/5/6 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

Worked with the PAT –M team and the Senior Leader Learner Improvement Primary to establish a Small Schools Collaborative Project with a focus on Numeracy.

Learning Sprints

Recommendations for 2023

Further develop powerful learners through student agency, connect learners across sites as part of the transition program (year 5/6 camp with neighbouring schools)

There will be an ongoing focus in 2023 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 (External Review 2021)

Further work with the PAT-M team and curriculum consultant in the Small Schools Collaborative Project.

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

Develop narrow and targeted improvement cycle

Continue InitiaLit in Reception/Year 1 and InitiaLit 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 Promoting Literacy Development (PLD) as recommended by Literacy coach

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

Numeracy Agreement

# Prescchool 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-6. 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
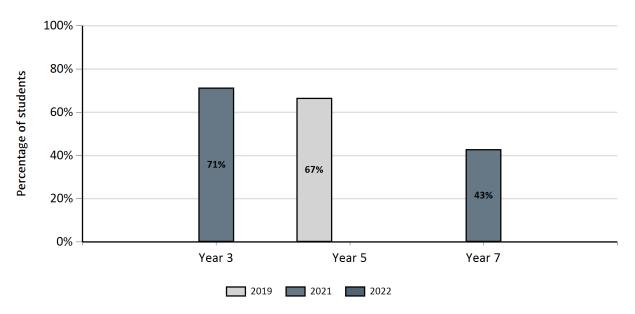Focus areas as identified in the Professional Conversations
Performance Development Plans

# 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 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.
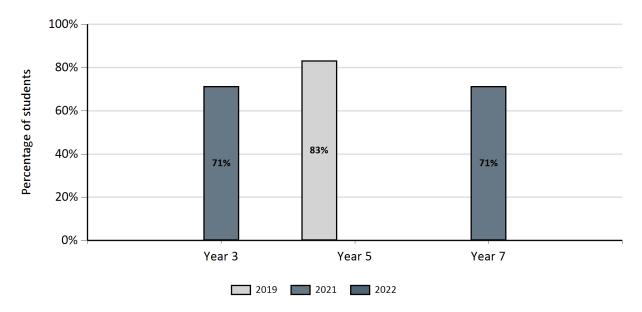
## Numeracy



*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 | * | * | * | * | * | * |
| Year 03 2021-2022 Average | 6.0 | 6.0 | 3.5 | 1.5 | 58% | 25% |
| Year 05 2022 | * | * | * | * | * | * |
| Year 05 2021-2022 Average | * | * | * | * | * | * |
| Year 07 2021-2022 Average | 7.0 | 7.0 | 1.0 | 1.0 | 14% | 14% |

*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: Quality Teaching**

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 1-6 tested for MiniLit intervention program
> 3-6 students tested using PAT-R, PAT-M
> 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 at Assemblies
> Improved engagement in the curriculum - anecdotal evidence (SSO, Boandik elder)

# School performance comment

"As a school that has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year."
NAPLAN Data
Year 5 – 100% of students achieved NMS in Literacy, 100% achieved band 6 or above in reading, 100% achieved band 7 or above in writing, 100% achieved band 6 or above in spelling, 100% achieved band 7 or above in Grammar and Punctuation
Year 5 – 100% of students achieved NMS in Numeracy, 50% of students achieved band 7
Year 3 – 100% of students achieved NMS in Literacy, 75% achieved band 5 or above in reading, 25% achieved band 6 in writing, 50% achieved band 5 in writing, 25% achieved band 6 in spelling,50% achieved band 5 in spelling, 50% achieved band 5 in grammar and punctuation
Year 3 – 100% of students achieved NMS in Numeracy, 25% achieved band 5, 25% achieved band 4
PAT-R
Year 6 – 83% of students demonstrated SEA, with 83% of students meeting appropriate year level
Year 5 – 100% of students demonstrated SEA with all meeting appropriate year level
Year 4 – 88% of students demonstrated SEA with 88% meeting appropriate year level
Year 3 – 100% of students demonstrated SEA with 88% meeting appropriate year level
PAT-M
Year 6 – 83% of students demonstrated SEA, 66% of students meeting appropriate year level
Year 5 – 100% of students demonstrated SEA with 100% meeting appropriate year level
Year 4 – 100% of students demonstrated SEA with 100% meeting appropriate year level
Year 3 – 100% of students demonstrated SEA with 100% meeting appropriate year level
Phonics Screening Check
Year 1 – 90% of students achieved 28/40 or above, 1 of 7 students achieved 39/40, 2 of 7 students achieved 36/40
Running Records
Year 1 – 2 of 7 students achieved above PM level 16, 5 of 7 students achieved below PM level 10
The InitiaLit and MiniLit programs will continue in 2023

# Preschool attendance

|  | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| 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% | 83.3% |
| 2022 centre | 71.4% | 60.0% | 83.3% | 88.4% |
| 2019 state | 90.8% | 88.2% | 86.8% | 87.6% |
| 2020 state | 89.8% | 83.6% | 86.2% | 87.2% |
| 2021 state | 88.6% | 86.5% | 88.6% | 85.6% |
| 2022 state | 84.9% | 79.8% | 80.3% | 77.5% |

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 | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|
| Reception | 88.5% | 88.7% | 91.5% | 82.3% |
| Year 1 | 91.6% | 92.8% | 84.3% | 83.4% |
| Year 2 | 91.5% | 90.6% | 92.5% | 80.7% |
| Year 3 | 91.6% | 85.1% | 90.5% | 85.7% |
| Year 4 | 87.6% | 87.8% | 88.1% | 75.0% |
| Year 5 | 92.1% | 82.2% | 86.4% | 92.0% |
| Year 6 | 91.1% | 96.2% | 88.3% | 85.7% |
| Year 7 | 90.1% | 92.1% | 93.2% | N/A |
| Total | 90.7% | 90.0% | 89.6% | 81.9% |

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

# Attendance comment

Attendance comment (1200 maximum characters)
Overall school and preschool attendance was consistent in 2022.
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 |
| 2019 | 6 | 5 | 5 | 4 |
| 2020 | 8 | 8 | 8 | 8 |
| 2022 | 7 | 7 | 6 | 6 |
| 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. Teachers have 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 while feedback from the gallery walks was particularly positive.
Parents often commented about the importance of See-Saw as a way for families to keep in touch with happenings around the school.  Parents reported that they 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.
Parents commented on the importance of the transition to high school program particularly in light of the students completing primary school at the end of year 6. Families supported the school in exploring opportunities for both staff and students to collaborate across sites e.g. a combined sports day and combined year 5/6 camp.
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) | 2019 | 2020 | 2021 | 2022 |
|------|------|------|------|------|
| 288 - Mount Burr Primary School | 100.0% | 75.0% | 100.0% | 100.0% |

NOTE: The data is collected in Term 3. 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), Term 3 2022 collection.

# Intended destination from School

| Leave Reason | Number | % |
|------|------|------|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 1 | 16.7% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 5 | 83.3% |

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.

# Destination comment

Children from the preschool transition to the school.
The vast majority of students transition to Millicent High School on completion of their primary years

# 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.

# 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 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 | 4.4 | 0.0 | 2.0 |
| Persons | 0 | 6 | 0 | 4 |

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

# Financial statement

| Funding Source | Amount |
|---|---|
| Grants: State | $959,378 |
| Grants: Commonwealth | $0 |
| Parent Contributions | $11,718 |
| Fund Raising | $618 |
| Other | $6,744 |

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

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

## 2022 Preschool annual report: Improved outcomes funding

| 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 |
|---|---|---|---|---|---|
| Improved outcomes category (where applicable to the site) | Improved wellbeing and engagement | Briefly describe how the 2022 achievement outcomes (where applicable):* | Small class sizes to cater for differentiation for all students funding was used to improve the relevant department's standard of educational for identified students SSO support for identified students Staff PD | Outcomes achieved or progress towards these outcomes: | All students engaged in intervention achieved high growth in "sound" knowledge |
| Targeted funding for individual students | | PD - Literacy and Numeracy Numeracy Collaboration Project | Mini Lit intervention N/A | | Improved pedagogy Improved Numeracy outcomes for children |
| Improved outcomes for numeracy and literacy | Improved outcomes for students with an additional language or dialect | | N/A | | N/A |
| Inclusive Education Support Program | Inclusive Education Support Program | SSO support for identified | SSO time to engage in the school program SSO time to support individual students Reduced class sizes | Improved engagement | Data shows that all identified students showed growth |
| | Improved outcomes for - rural & isolated students | N/A | Allows access to a broader range of programs - small schools Numeracy Collaboration Project. transition to high schools, student experiences off-site (5/6 Young Environmental | | Improved pedagogy Shared leadership capacity |
| Targeted funding for groups of students Improved outcomes for non-English speaking children who received Bilingual support | - Aboriginal students - numeracy and literacy including early years support Bilingual support First language maintenance & development Students taking alternative pathways IESP support | | Leaders Program, Patch Theatre Preschool-2), visit from local Boandik elder, connecting to local environment, SSO support for intervention | N/A | 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 | | Improved pedagogy and shared leadership capacity |
| Other discretionary funding | Aboriginal languages programs Initiatives | | N/A | | N/A |
| | Better schools funding | | N.A | | N/A |
| | Specialist school reporting (as required) | | N/A | | N/A |
| | Improved outcomes for gifted students | | 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.