

2024 annual report to the Community

Barmera Primary School

Barmera Primary School number: 506

Partnership: Berri & Barmera



School principal:

Jayne
Foulds

Signature



Government
of South Australia
Department for Education

Date of endorsement:

26/02/2025

Context Statement

Barmera Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 147. Barmera Primary School is classified as Category 3 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 17% Aboriginal students, 10% students with disabilities, 8% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

As we reflect on the past year at Barmera Primary School, I am proud to present the annual report on behalf of the School Council. It has been an exciting year, filled with progress and accomplishments that have further strengthened our community and provided students with more opportunities to learn, grow, and succeed.

I would like to take this opportunity to highlight several key areas where the School Council has been involved, working together with the leadership team, staff, and parents to make meaningful improvements for our students.

Key Highlights of 2024:

- **Community Involvement:** This year, we saw a remarkable increase in parent participation, with many parents joining the School Council and actively engaging in school activities. This involvement has been instrumental in the success of events such as **Sports Day, Grandparents/Special Person Day, Colour Run, Mother's Day Afternoon, the School Concert, and Year 6 Graduation**. The enthusiasm of our parents has played a pivotal role in building a vibrant school culture, and we are grateful for their support.
- **Christmas Raffle:** The annual Christmas Raffle was again a fantastic success, with tremendous contributions from our school community. Then our students all went into the raffle with an equal chance of winning prizes donated by our community, this was a highlight at the end of year School concert which was held in the school hall due to poor weather forecasts.
- **Technology Upgrades:** One of the major projects this year was the purchase of **60 new laptops** for our students. This investment will support their learning, enabling them to access the tools and resources they need to thrive in an increasingly digital world.
- **Renovations and Facility Improvements:** We've also made significant progress in improving our school's physical environment:
 - **Front Garden and Side Entrance:** Renovations to the front garden and side entrance have enhanced the school's appearance and made it more welcoming for our students and families.
 - **Orange Unit Art Room and Carpet Renovations:** The art room in the Orange Unit received much-needed renovations, and new carpets were installed to create a more vibrant and engaging learning space for our students.
 - **Planning for the New Playground:** We have been working diligently throughout the year on plans for the new playground. Consultation with parents, staff, and students through surveys has

ensured that we are meeting the needs and expectations of our community. We are excited to see this project come to life in 2025 as it is being installed in the January holidays.

- **Red Unit Renovations:** Plans for renovations in the Red Unit are also well underway, ensuring that our classrooms continue to provide the best learning environments for our students. We are confident these improvements will help make Barmera Primary School even more dynamic.
- **Bus Route,** the **change in bus routes** was successfully implemented, ensuring better accessibility for families and students.
- **Student Engagement:** Our students have had numerous opportunities to get involved in extracurricular activities this year. They've participated in **camps, excursions,** and exciting events like **water day and aquatics at the Lake,** all of which have contributed to their personal and academic growth.

As we look ahead, Barmera Primary will continue to focus on providing the best learning opportunities for our students, creating a positive school culture, and maintaining strong connections with our community. Although I am stepping down, I will always hold Barmera Primary close to my heart. I will continue to support the school in every way I can, and I am excited to see how the school thrives in the coming years. With projects like the new playground, ongoing renovations, and a passionate parent community, the future of Barmera Primary is incredibly bright.

Thank you to the staff, students, and families for your unwavering support throughout the years. My family of 4 children had a wonderful experience and education here and I leave knowing that Barmera Primary School will continue to be a place where children are empowered to learn, grow, and succeed under great leadership.

It has been a true privilege to serve as your Governing Chairperson. Thank you all for the memories and the opportunity to contribute to something so special.

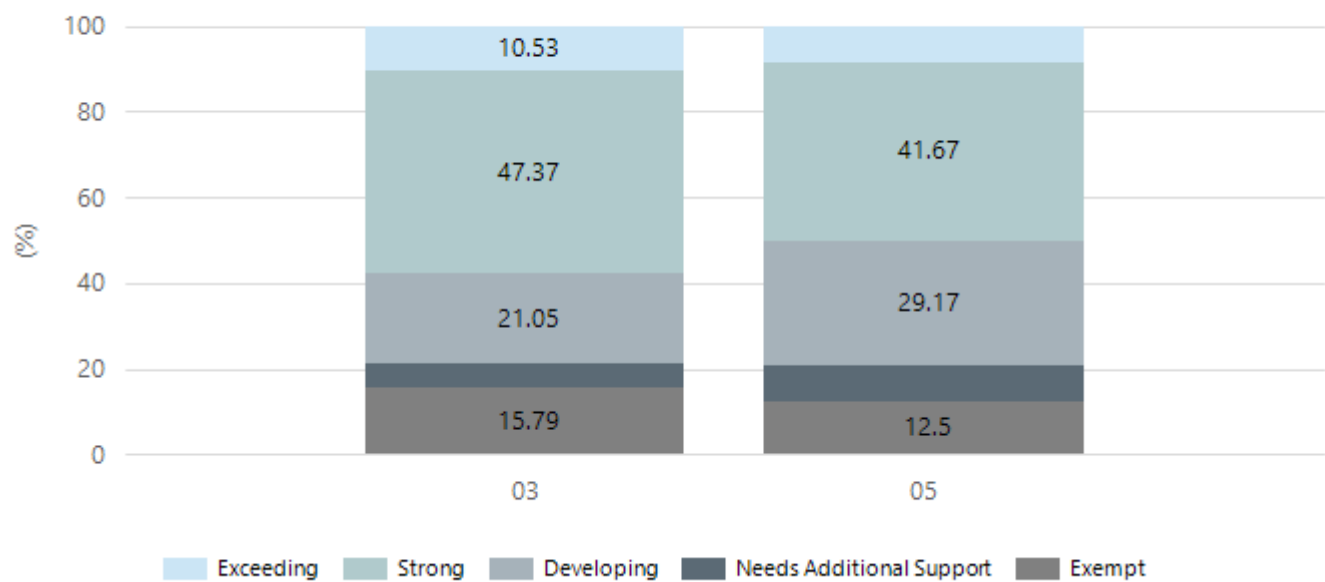
Sincerely,
Karen Jericho

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

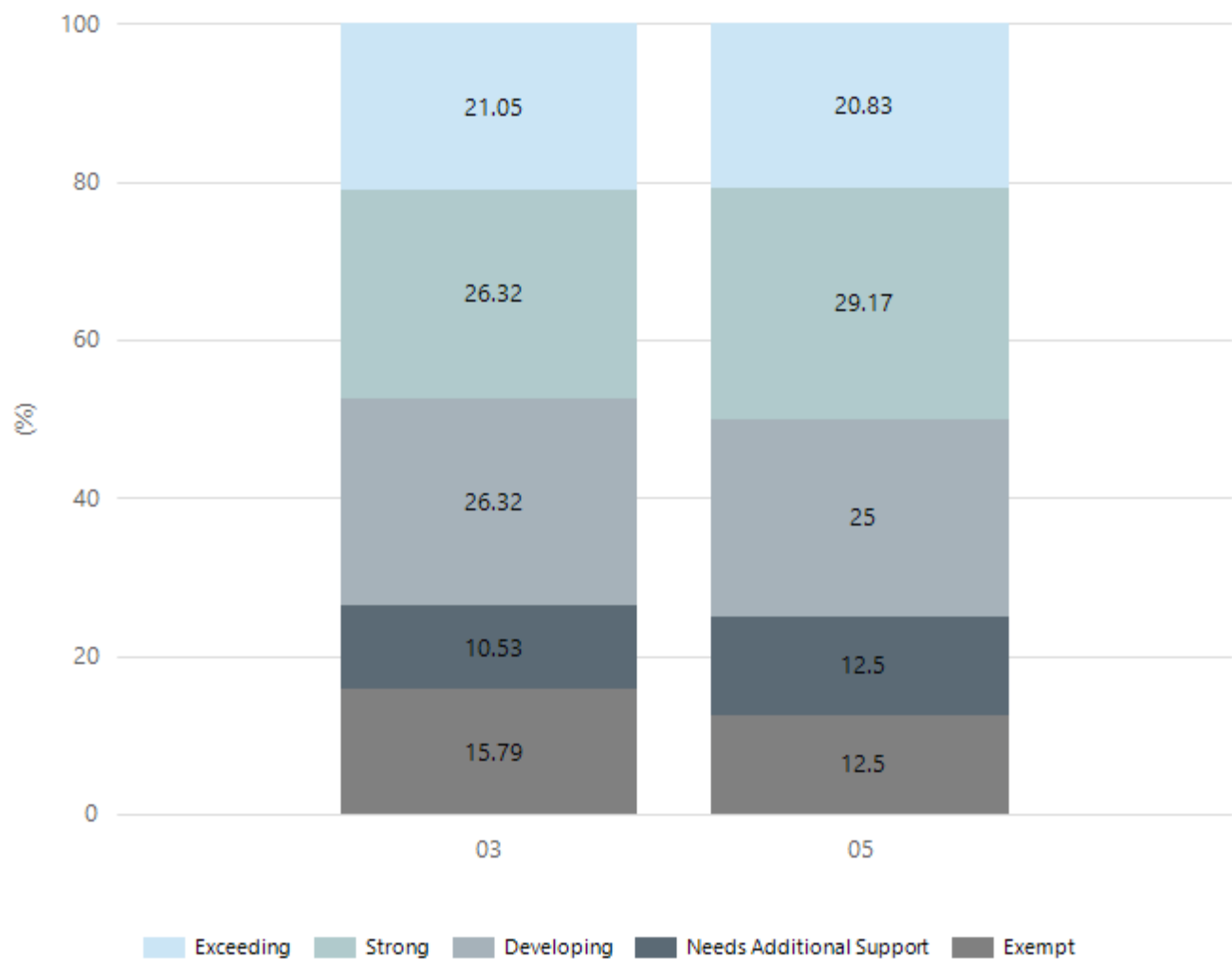
Numeracy



Year Level	03	05
Exceeding	2	2
Strong	9	10
Developing	4	7
Needs Additional Support	1	2
Exempt	3	3
Total	19	24

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

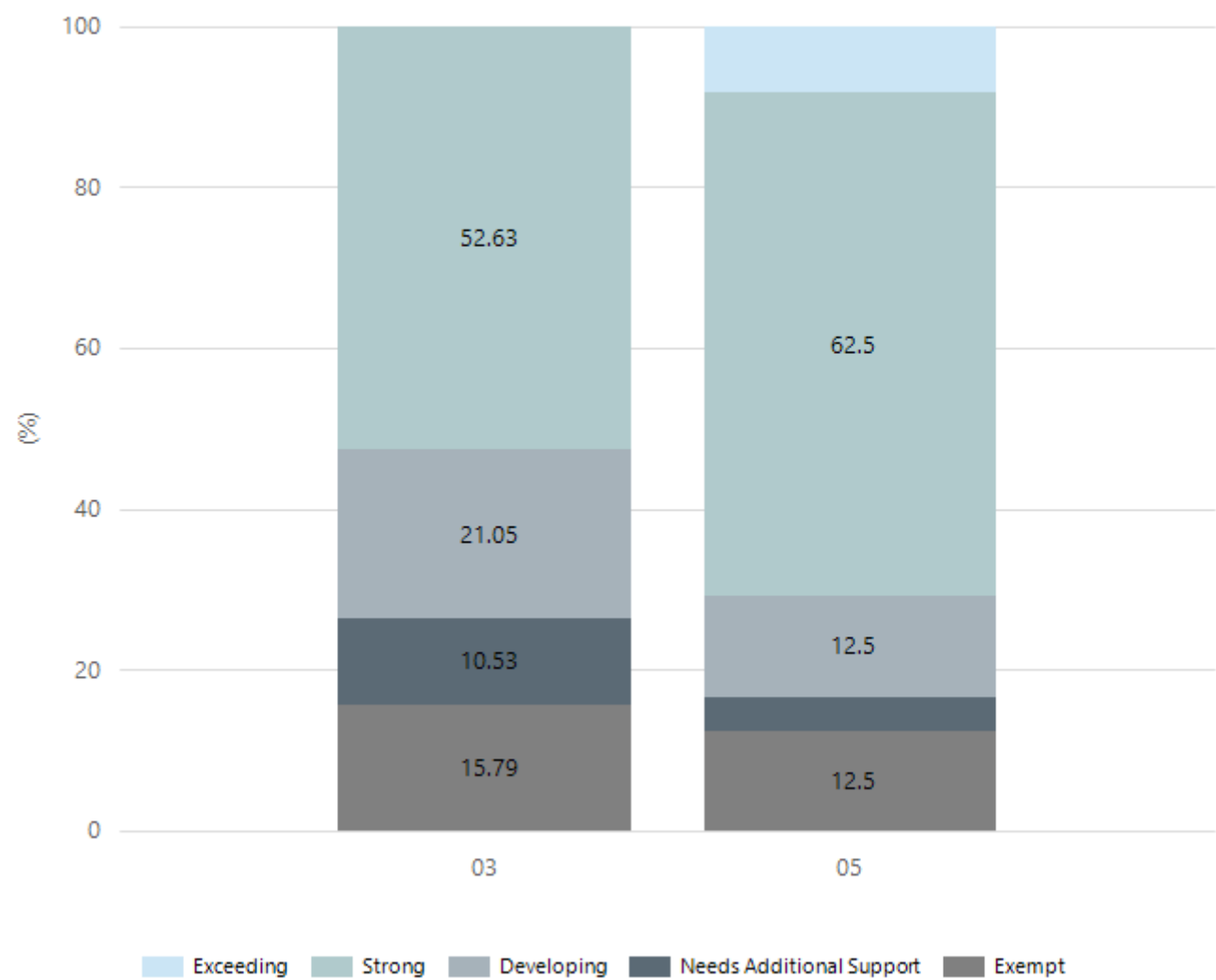
Reading



Year Level	03	05
Exceeding	4	5
Strong	5	7
Developing	5	6
Needs Additional Support	2	3
Exempt	3	3
Total	19	24

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

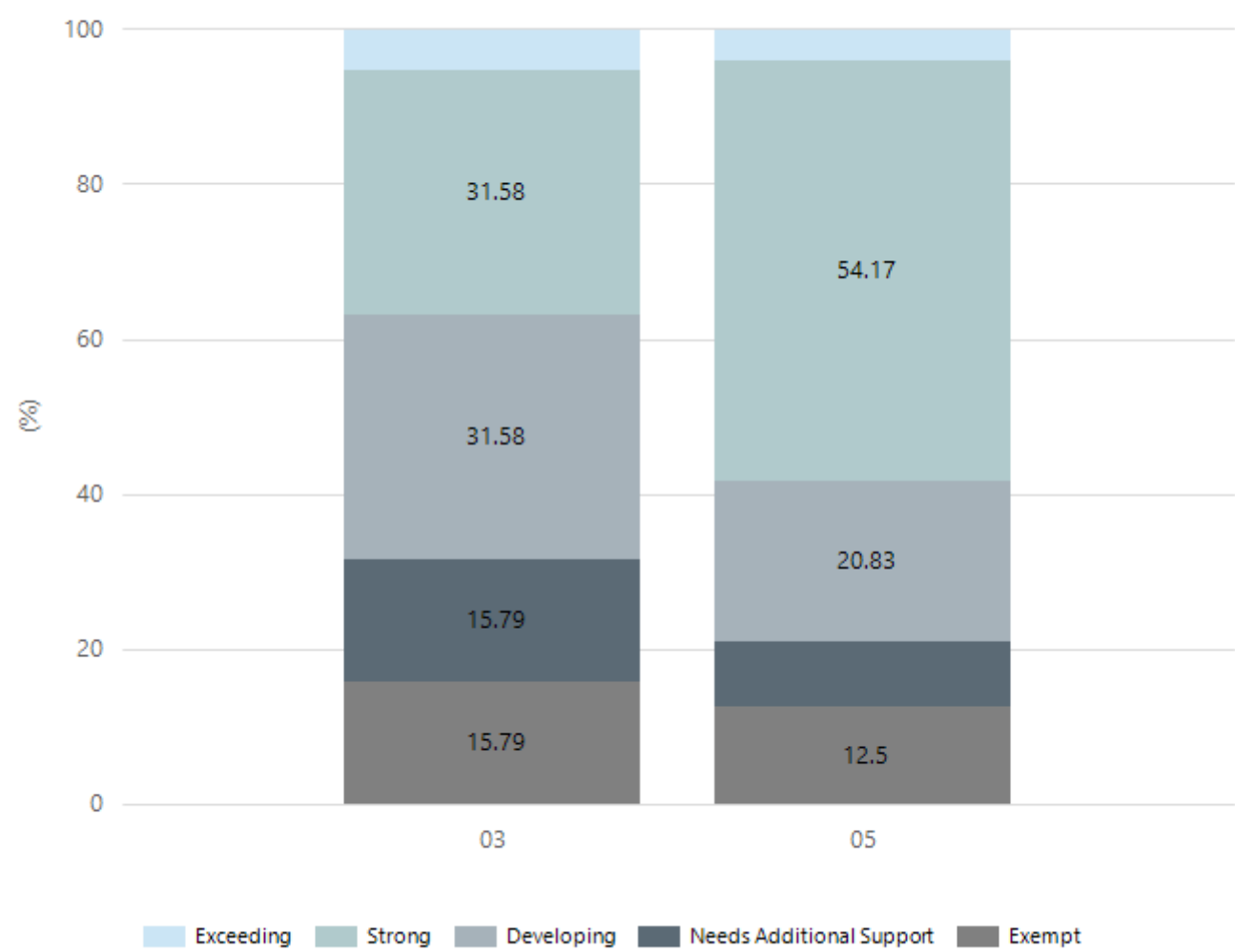
Writing



Year Level	03	05
Exceeding		2
Strong	10	15
Developing	4	3
Needs Additional Support	2	1
Exempt	3	3
Total	19	24

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

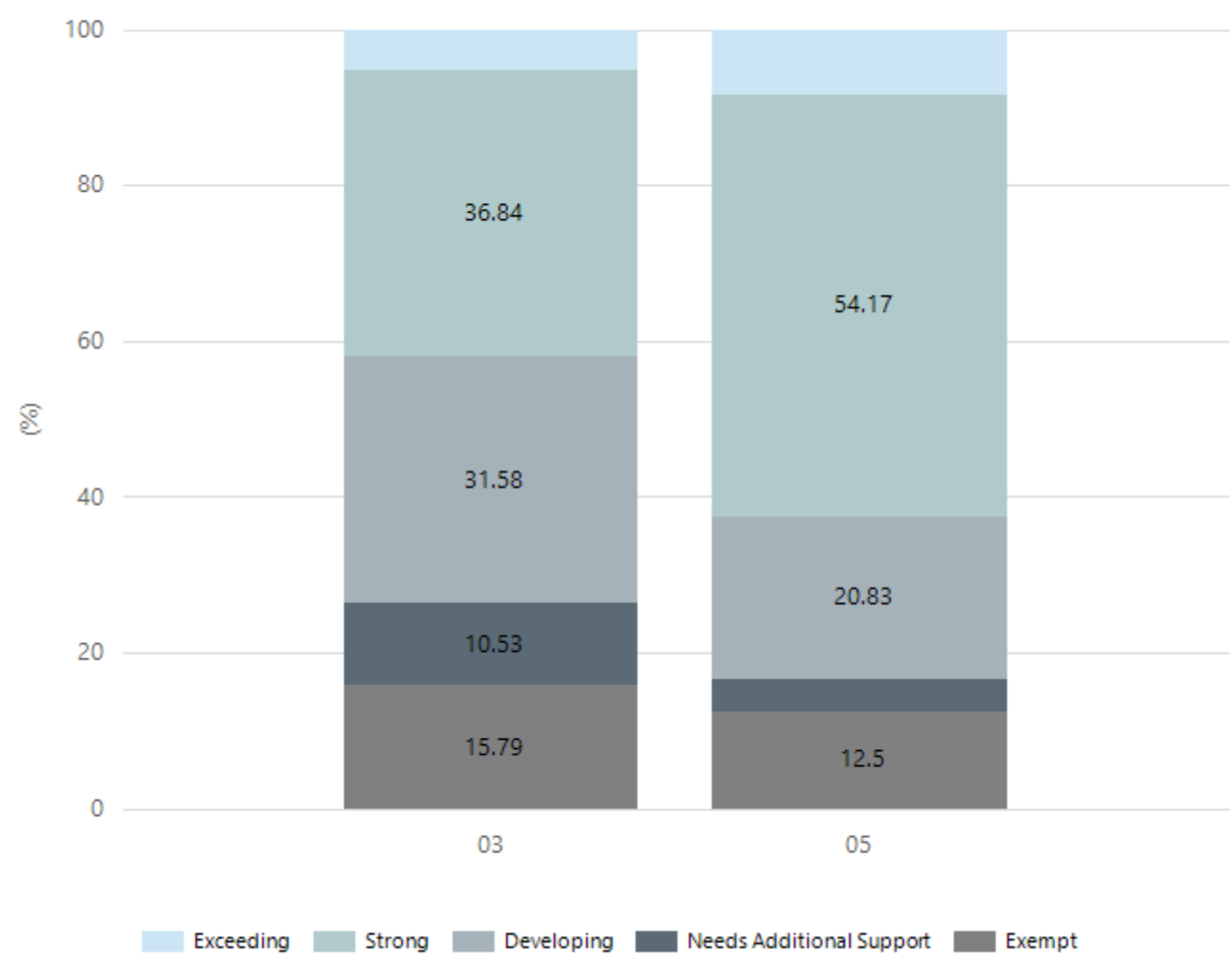
Grammar



Year Level	03	05
Exceeding	1	1
Strong	6	13
Developing	6	5
Needs Additional Support	3	2
Exempt	3	3
Total	19	24

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	1	2
Strong	7	13
Developing	6	5
Needs Additional Support	2	1
Exempt	3	3
Total	19	24

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

School Attendance

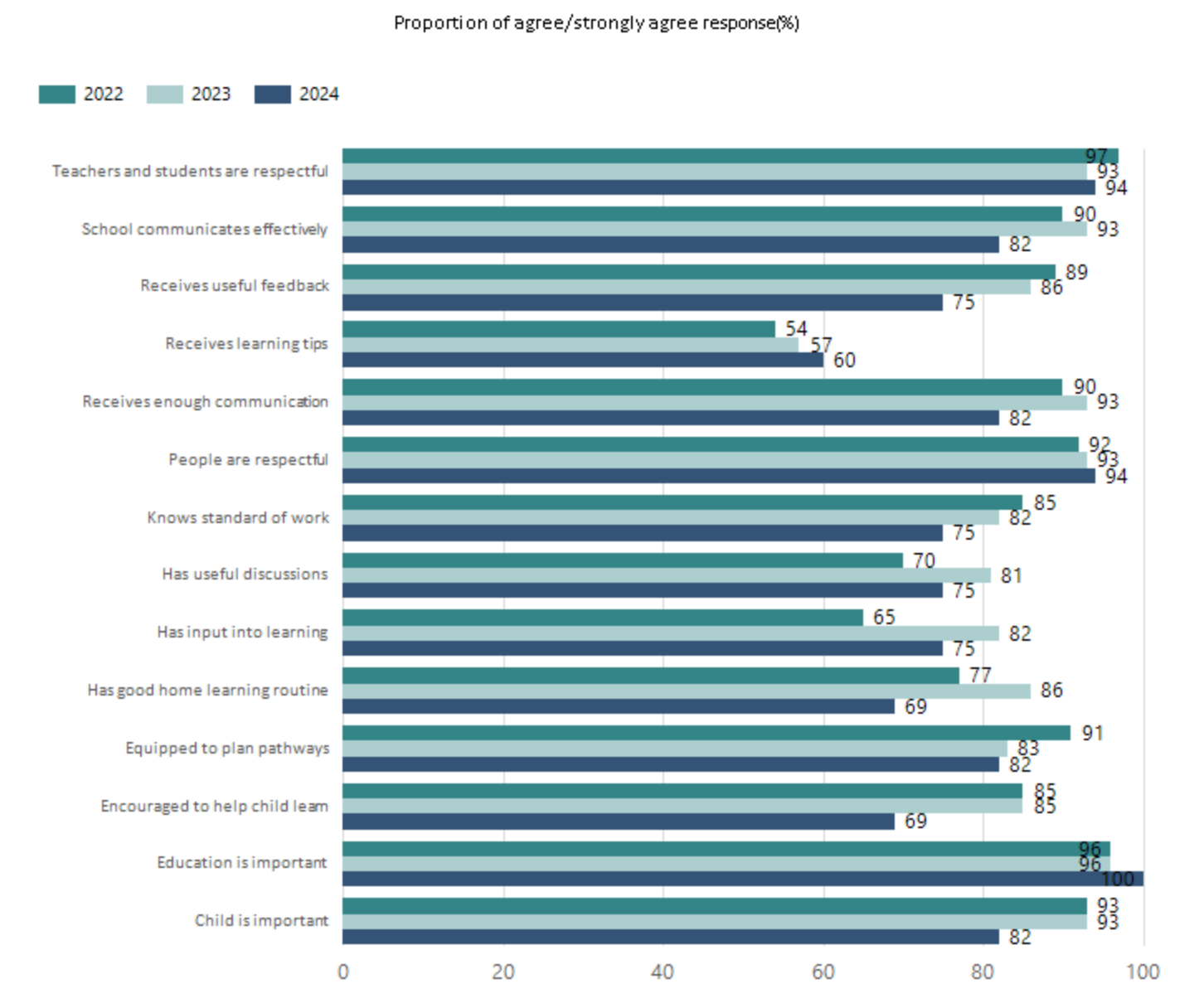
Year Level	2022	2023	2024
Reception	83.9%	89.8%	85.4%
Year 01	77.9%	87.3%	90.2%
Year 02	83.4%	89.1%	85.4%
Year 03	82.4%	89.0%	88.1%
Year 04	82.1%	90.9%	90.2%
Year 05	82.4%	87.6%	86.7%
Year 06	81.3%	88.2%	86.5%
Total	82.0%	88.8%	87.4%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	3	38.0%
U - UNKNOWN	5	63.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	11
Postgraduate Qualifications	3

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	11.3	0.0	6.7
Persons	0.0	14.0	0.0	12.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

Data Source: School supplied data.