Berri Primary School

2022 annual report to the community

Berri Primary School Number: 532

Partnership: Berri & Barmera

	Signature
School principal:	Mr Greg Platt (terms 1 & 2) Mrs Maria Rivera (terms 3 & 4)
Governing council chair:	Sarah Plush
Date of endorsement:	**14 March 2023**

Government of South Australia

Department for Education

Context and highlights

Berri Primary School, is a Category 2 situated in the Riverland, approximately 242kms from Adelaide CBD. We cater for students from Reception to year 6 and have a Special Options Class based on site. We have a broad mix of socio-economic and cultural backgrounds and the enrolment in 2022, as of the February census, is 296 students.

The school leadership team consists of a Principal, Deputy Principal, Student Well-being leader and a Curriculum Coordinator. We have an Aboriginal Education Teacher (AET) and an Aboriginal Community Education Officer (ACEO) who work closely with Aboriginal families and students, improving learning outcomes and strengthening connections. We have 12 classrooms (13 class teachers) , 3 Instrumental Music teachers, 3 Specialist teachers (Science, Vietnamese, PE/Health), 13 School Service Officers, a grounds-person and a Pastoral Care Worker (PCW), who all contribute to making this a highly welcoming and impressive school. We provide a safe, nurturing environment where staff and students thrive. A continual emphasis on our school values: Teamwork, Respect, Responsibility and Integrity coupled with our Learner Qualities: Persistence, Collaboration, Curiosity and Reflection, prepares our students for life and in becoming confident and valued community members.

Although Covid disrupted the beginning of our 2022 school year, we remained focused and determined to ensure that all our students were being supported, engaged and making progress.

We were excited to see our school choir perform at the Riverland Music Festival and enthusiastically welcomed back the magnificent Moon Lantern Parade which bought the entire community together again.

Our Sports day was another highlight that clearly demonstrated just how friendly and encouraging our students are with each other. We had many of our students also participating in numerous SAPSASA events, representing our school proudly and achieving outstanding results.

Students attended STEM Congress conferences, leadership conferences and participated in STEM challenges. We had open nights for Science/STEM where parents heard and learnt from their children.

We continue to welcome everyone to our school in our newly refurbished front office area which now visibly reflects the high standards of Berri Primary School.

In summary, I thank the staff and families for supporting me during the last two terms as principal. It has been a challenging but very rewarding year due to the ongoing collaborative efforts of students, parents and staff. Collectively we have sustained a very positive culture and our school continues to be recognised throughout the community as a great school.

Maria Rivera

Principal (term 3, 2022 – term 3, 2023)

Governing council report

As I reflect on the year past, it is an honour to share the achievements of Berri Primary School for 2022. Whilst Covid-19 made its presence known, it was learning as usual with minimal disruption, which shows the resilience of our school community – students and staff.

Under the guidance of our Student Wellbeing Leader, Sara Ormsby, the School Leaders, House Captains and SRC Representatives were fantastic roles models, showing commitment to the school values; Teamwork, Respect, Responsibility and Integrity. SRC were the voice of their peer's holding special events, eg. Hot Dog Day and Dodgeball – Staff vs Students, and addressing the issues that mattered to them, eg. the use of soap in the bathrooms. House Captains were amazing this year with not only leading their teams on Sports Day demonstrating great sportsmanship but designed t-shirts for students to wear. Together with the craft activities in the Library, the YANA (You Are Not Alone) Hub has been a great addition to lunchtime fun, and to ensure all students are included and no one is alone.

The bi-annual Moon Lantern Festival was a highlight for 2022, after being postponed due to Covid-19. It was a wonderful night filled with colour, dance and song with students performing acts from multiple cultures, including Vietnamese and Aboriginal. The many hours families spent at home and in workshops with our Vietnamese teacher, Mai Schloithe, creating fabulous lanterns was truly a spectacular sight.

It was wonderful to see the students being involved in many community events. We had students from the 'Mini Historians' take part in the 'Our Town – Berri' SALA Exhibition, the choir sung their hearts out at the Riverland Primary Schools Music Festival, and we were well represented at SAPSASSA competitions.

Term 3 saw a change of leadership with our Principal, Greg Platt, taking leave, prior to his resignation, and Maria Rivera stepping up from her role as Deputy. This was a seamless transition, will all staff showing great support and dedication in continuing the great work that was being achieved both academically and behavioural. The strong focus on 'catching students doing good' and rewarding their positive behaviour allows the students to take pride in their school, learn in an inclusive environment and celebrate their achievements.

After not having an End of Year Assembly for the last 2 years it was so special being able to celebrate all that 2022 was with family and friends watching our children perform, awards being given and just being in the presence of our wonderful school community.

I would like to thank all Governing Council Members for their continued support and know we can achieve great things for the students at Berri Primary School.

Sarah Plush

Chairperson

Berri Primary School Governing Council

Quality improvement planning

Goal 1: To improve student achievement in Mathematics.

1. Students will use the number sense concept to Trust the Count and Place Value and use these skills to solve mathematical problems.
2. Students will use the four step problem solving strategies (Van De Walle) and multiplicative thinking to solve mathematical problems.
3. Students will represent and use manipulatives to investigate mathematical problems and can explain their thinking and choice.

2022 TARGETS
• 75% (30/40) of year 4 students will achieve SEA in PAT M
• 95% (39/41) of year 5 students will achieve SEA in PAT M
• 85% (20/24) of year 6 students will achieve SEA in PAT M

2022 RESULTS TOWARDS TARGETS
• 26/39 of year 4 students achieved 110 or above (67%)
• 39/47 of year 5 students achieved 112 or above (83%)
• 17/27 of year 6 students achieved 120 or above (63%)

Goal 2: To improve student achievement in Reading.

1. Students will orally segment and blend phonemes to read words.
2. Students will use their knowledge of letter sounds and apply their blending/ decoding skills to read fluently.
3. Students will engage in meaningful conversations using the four reciprocal reading strategies (summarising, questioning, clarifying and predicting) and be able to explain literal and implied meaning.

2022 TARGETS
• 75% of year one students to achieve SEA (30/40 students) in the Year One Phonics screen.
• 60% of year 2 students to achieve SEA (18/30 students) Level 21 in Running records.
• 50% of year 3 students to achieve SEA (18/37 students) in PAT R.
• 85% of year 4 students to achieve SEA (34/40 students) in PAT R.
• 85% of year 5 students to achieve SEA (35/42 students) in PAT R.
• 85 % of year 6 students to achieve SEA (20/24 students) in PAT R.

2022 RESULTS TOWARDS TARGETS:
• 41 sat the Phonics screener, 23 passed (56%)
• 18/27 of year 2 students achieved Level 21 in Running Records.
• 78% of year 3 (29/37) achieved 95 or above in PAT R.
• 80% of year 4 students (32/40) achieved 106 or above in PAT R.
• 72% of year 5 students (32/44) achieved 112 or above in PAT R.
• 81% of year 6 students (22/27) achieved 118 or above in PAT R.

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
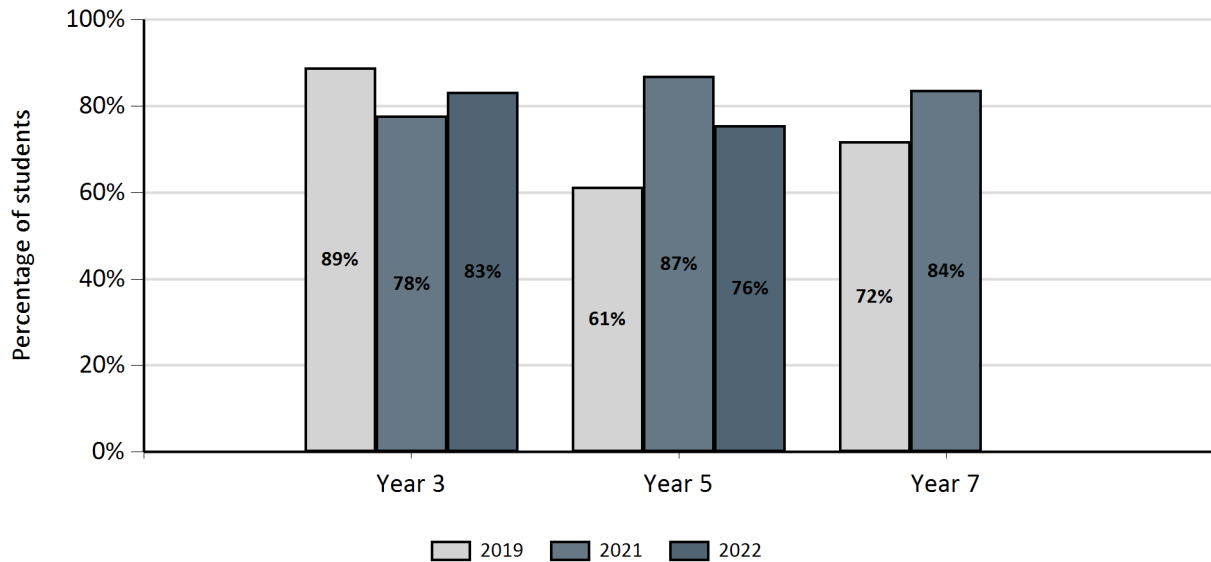
*NOTE: No NAPLAN testing was conducted in 2020.

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.
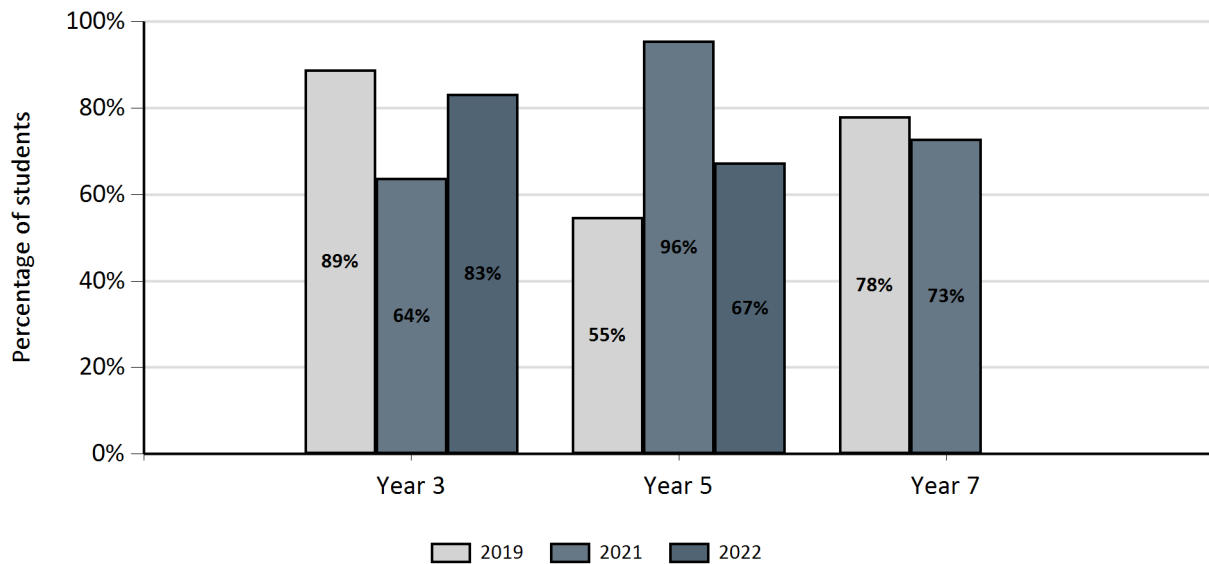
Numeracy

*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	36	36	17	4	47%	11%
Year 03 2021-2022 Average	36.0	36.0	15.5	4.5	43%	13%
Year 05 2022	45	46	8	3	18%	7%
Year 05 2021-2022 Average	34.0	34.5	8.5	2.0	25%	6%
Year 07 2021-2022 Average	37.0	37.0	7.0	7.0	19%	19%

*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.
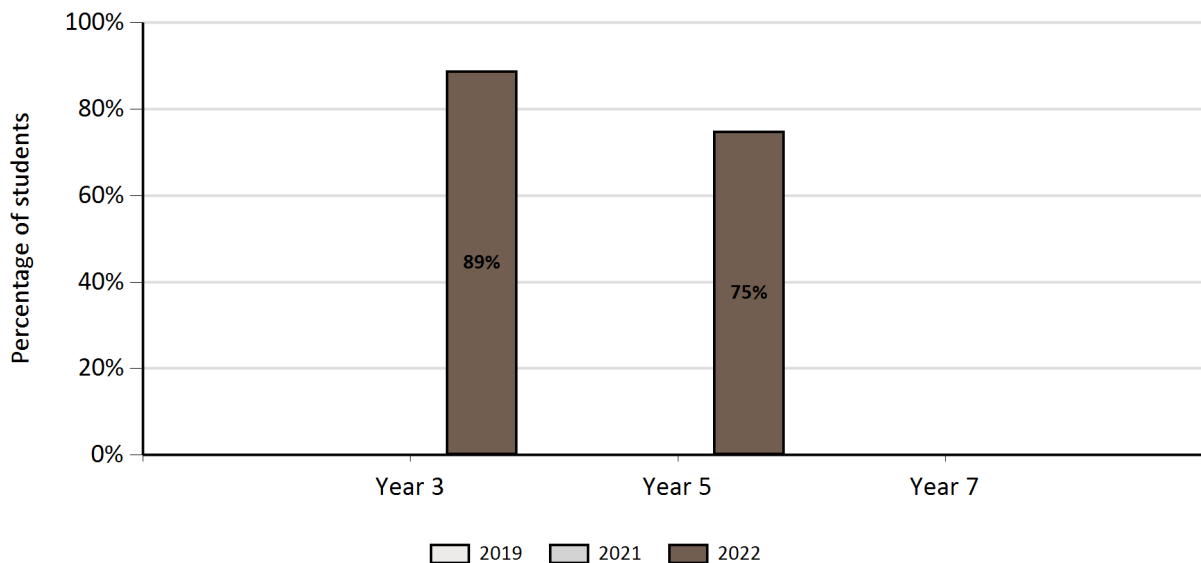Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
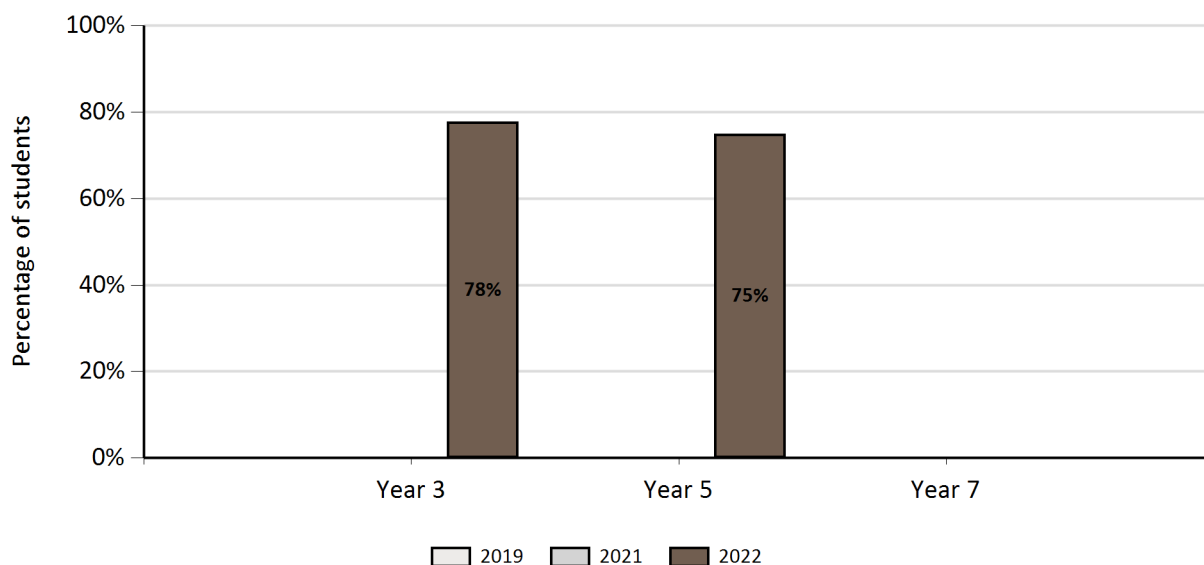Data is only shown for Aboriginal learners.

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	9	9	3	2	33%	22%
Year 03 2021-2022 Average	7.0	7.0	2.0	1.5	29%	21%
Year 05 2022	8	8	2	0	25%	0%
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: Data Informed Planning

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

> We acknowledge the First People of the River Murray and Mallee and pays respect to Elders, past, present and emerging.
> Aboriginal and Torres Strait Islander Education at Berri PS consists of many aspects: cultural inclusion, celebrations, wellbeing, literacy and numeracy improvements. We have been working through the elements of Data Informed Planning and Engaging Families in Literacy and Numeracy from the Aboriginal Achievement Resource.
>
> 2022:
> • Reconciliation and NAIDOC week celebrations
> • using Wingaru Kids platform
> • weekly girl's group assisted by ASG (Aboriginal Sobriety Group)
> • linking Ngarrindjeri language and Science
> • Trust the Count in Numeracy
> • Launchpad – reading intervention
> • class support
> • UP students producing an Aboriginal and Torres Strait Islander newsletter
> • UP students delivering Acknowledgment of Country
> • before school reading / homework opportunities in Room 24
> • culturally inclusive craft activities in the library
> • annual STEM congress: Adelaide
> • weekly culturally inclusive YANA hub in STEM building
> • AET, ACEO and Well Being Leader supporting families
> • transport students to and from school
> • One plans
>
> Our cultural journey continues in 2023

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

Literacy and Numeracy Data

ASSESSMENT	NO. OF STUDENTS WHO PARTICIPATED	NO. OF STUDENTS WHO ACHIEVED SEA
PAT M	22	12
PAT R	22	14
YEAR 1 PHONICS	9	3
NAPLAN NUMERACY	18	12
NAPLAN READING	18	14
NAPLAN WRITING	18	12

LAUNCHPAD	START OF YEAR: BELOW BENCHMARK	END OF YEAR: ACHIEVED BENCHMARK
YEAR 1	7	6
YEAR 2	2	1
YEAR 3/4	10	5

Liz Makris: Aboriginal Education Teacher: AET

School performance comment

Year 1 Phonics Screening Check % students achieving benchmark 28:   2021- 46.5 %   2022 – 53.5%

Year 2 Running Record % students achieving Standard of Education (SEA), level 21: 2021 - 41.4%   2022 - 67%

Progressive Achievement Tests (PAT R) Reading Comprehension SEA Scale scores: Year 3 (95) Year 4 (106) Year 5 (112) Year 6 (118)

• Year 3 PAT R % students reaching SEA: 2022- 78%
• Year 4 PAT R % students reaching SEA: 2022- 80%
• Year 5 PAT R % students reaching SEA: 2022- 72%
• Year 5 PAT R % students reaching SEA: 2022- 81%

Progressive Achievement Tests (PAT M) Maths SEA Scale scores: Year 3 (101) Year 4 (110) Year 5 (112) Year 6 (120)

• Year 4 PAT M % students reaching SEA: 2022- 75%
• Year 5 PAT M % students reaching SEA: 2022- 95%
• Year 6 PAT M % students reaching SEA: 2022- 85%

NAPLAN proficiency Bands: Year 3 (Band 3 or above) Year 5 (Band 5 or above)

• Year 3 % students reaching Numeracy Band 3 or above: 2021- 64%   2022- 83% (increase 19%)
• Year 5 % students reaching Numeracy Band 5 or above: 2021- 96%   2022-67% (decrease 29%)
• Year 3 % students reaching Reading Band 3 or above: 2021- 78%   2022- 83% (increase 5%)
• Year 5 % students reaching Reading Band 5 or above: 2021- 87%   2022-76% (decrease 11%)

Attendance

Year level	2019	2020	2021	2022
Reception	86.3%	87.4%	90.9%	77.9%
Year 1	90.1%	89.4%	85.6%	85.1%
Year 2	90.7%	87.7%	92.1%	83.0%
Year 3	88.9%	89.9%	90.0%	84.7%
Year 4	88.9%	90.5%	91.7%	86.6%
Year 5	89.6%	86.6%	88.6%	84.3%
Year 6	89.9%	89.0%	86.7%	82.8%
Year 7	87.7%	88.3%	87.8%	N/A
Primary Other	85.5%	88.9%	85.7%	89.4%
Total	88.9%	88.5%	89.2%	83.6%

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

Attendance comment

2021-2022 total attendance rate 89.2% - 83.6%. (decrease 5.6%).

When considering attendance, it is important to recognize that our processes and responses are designed to ensure that all efforts and supports are in place to maximize student attendance whilst also addressing the positive wellbeing state of our students. Teachers, Student Wellbeing leader, AET, ACEO and senior leadership team collectively monitor and follow up on absences. Staff make all efforts to ensure absences are explained by phoning and messaging families. Home visits are also conducted. Chronic absences may require meetings, the engagement of local support services and the Social Work truancy. Twice a year, a written attendance report is sent home to families, clearly detailing the attendance rate for each student and outlining importance and benefits of regular attendance.

Behaviour support comment

Student behaviour is supported through a rigorous focus on school values (teamwork, respect, responsibility, integrity), learner dispositions/qualities (persistence, collaboration, curiosity, metacognition), and with a consistent behaviour management plan with a restorative approach to managing behaviour issues.
A total of 736 incidents were recorded with the majority of those being for persistent and wilful inattention (329), persistent failure to comply with a reasonable instruction (185) and threatened or perpetrated violence (102).
We had 33 Take Homes, 15 suspension and 1 exclusion.
We continue to use our Level 3 (JP) and Level 4 (UP) of behaviour to recognise and acknowledge the students making stronger choices and celebrate with these students every third week with special activities or treats.

Parent opinion survey summary

Annual surveys conducted with families have provided the school with relevant information and feedback.

55 families completed the 2022 survey.

There was an increase in % of proportion of agree/strongly agree responses in 7 out of the 14 aspects.
These were primarily in the areas of respect, know standards of work required and each child is important.
Decreases were within the areas of receiving learning tips, have input into learning and wants more help.

Having such feedback provides us with valuable information and indicates to us areas that we can strive to improve on moving forward.

Communicating regularly with our families about their child's wellbeing, learning and attendance remains important.
The Seesaw app is proving to be a useful tool in doing this.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	15.0%
NS - LEFT SA FOR NSW	2	5.0%
QL - LEFT SA FOR QLD	4	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	24	60.0%
VI - LEFT SA FOR VIC	4	10.0%

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

Berri Primary School adheres to the Department for Education (DfE) requirements for all staff, volunteers, non DfE service providers and contractors.
Administration staff and the principal manage this process with the recording and monitoring of screening details.

Relevant History Screening information found on the department website at:
https://www.decd.sa.gov.au/working-decd/relevant-history-screening/about-relevant-history-screening

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	36
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	20.8	0.6	11.9
Persons	0	22	1	16

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

Financial statement

Funding Source	Amount
Grants: State	$4,027,963
Grants: Commonwealth	$9,600
Parent Contributions	$60,622
Fund Raising	$8,830
Other	$44,508

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 Wellbeing leader continued to identify and support individual students and families. Supported small groups of individuals implementing the Brave online program. Staff embedding trauma aware practices. 1:1 case management	Some families and students connected with allied services. Students actively participating and completing the online Brave program .
	Improved outcomes for students with an additional language or dialect	n/a	n/a
	Inclusive Education Support Program	All students receiving additional IESP funding receive their allocation primarily in the form of 1:1 SSO support. Small group work or in class intervention, depending on the needs of the student/s. Some 1:1 SSO yard supervision. Teacher release to establish and review One Plans, meet with families and service providers or to attend any T & D, is also provided.	Progress against One Plan goals measured.
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	AET (Aboriginal Education Teacher) and ACEO (Aboriginal Community Education Officer) collectively identify and support in the areas of curriculum, engagement and attendance for all Aboriginal students. School car transports students at risk to and from school. Focused literacy programs implemented such as Mini Lit, O.G. (Orton-Gillingham, supporting reading/spelling practices) and Launchpad. Each class has a SSO supporting explicitly during literacy reading block, 4 x 50mins per week.	Need for transportation has increased. Student progress varies. Teachers track progress throughout the year and make adjustments to programming or groups accordingly. Targeted support provided to small groups of students requiring minor learning adjustments.
Program funding for all students	Australian Curriculum	Thursday afternoon PLTs (professional learning teams) provided with curriculum implementation support. Yr 3-6 teachers focusing on the implementation of the DFE English and Math Units of work. Student free day for staff training and development. Purchasing of Van De Walle resource text for all teachers.	Teaching experiences shared regularly. Term overviews to be refined. Use of Van De Walle resource guiding teacher's planning.
	Aboriginal languages programs Initiatives	Launchpad 1:4 teacher to student ratio including 2 SSOs with 1:4 ratio: 4 x 50mins per week.	Running record assessments done every term. All students made progress with at least half reaching benchmark.
	Better schools funding	0.4 curriculum lead teacher supporting R-2 teachers with a focus on reading strategies and following scope and sequence supported by LGU (Literacy Guarantee Unit) Coach.	Improved and consistent teaching practices R-2, shared learning.

Other discretionary funding	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	No gifted students identified however students performing in the higher levels of PAT R, PAT M and NAPLAN identified.	Student progress assessed throughout year. Learning tasks adjusted, promoting the use of higher order thinking and problem solving capabilities.