



Brinkworth Primary School and N/A

2021 annual report to the community

Brinkworth Primary School Number: 0752

Number:

Partnership: Mid North Clare

Signature

School principal:

Mr Matthew Stewart

Governing council chair:

Mrs Rebecca Wundke

Date of endorsement:

9 March 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

The student body in 2021 began with 18 school learners and 2 Pre School learners. We finished the year with 22 students in the primary school and 3 in the Pre School. To see this growth of the student population across the year is hopefully a continuing trend for our site. The class setup for 2021 was a R-3 class and a 4-7 class. The Pre School learners spent half their time in the preschool yard with a teacher and the Occasional Care learners, and the other half in the R-3 classroom on a Tuesday and Wednesday.

We were able to increase our occasional care sessions to 2 for this year, on a Tuesday and a Wednesday. We had 23 learners for the 16 places each week.

Educators provide all learners with many opportunities for success through delivering differentiated teaching and learning programs, providing support and assessing against students individual learning goals and needs; incorporating interventions such as Multi-Lit, Quick Smart and a phonics intervention when necessary. This year has had a strong focus on systematic synthetic phonics lessons being delivered as part of the morning routine. Educators worked with the Brightpath writing tools in literacy, utilising the persuasive, narrative and information report writing tools. In this work students are able to take a great level of ownership in the moderating, marking and working on improvements to their work.

The preschool learning spaces provided opportunities for Literacy and Numeracy development, while giving children the opportunity to be imaginative and lead their learning through the use of a range of resources and provocations. The children engaged in real-life learning experiences such as cooking, gardening, planting and watering. Children enjoyed the interactions with school learners and often asked to play in the playground or join in with recess and lunch activities.

Governing council report

Firstly, we would like to thank Matt our principal, all the teachers and support staff for their efforts in 2021 and investing in our children. We acknowledge and appreciate all that you have done especially within the hardship of Covid, especially with the transition towards online learning.

To the year 6 and 7 school leavers, Lara, Eli, Nalani and Chloe - all the best for your future studies at Clare High School. Believe in yourselves and build on the great background that Brinkworth has provided you. We're sure you will stand out as the Brinky kids with your expertise in horticulture, cooking, and your love of being eco warriors - thanks to sustainable Friday program. We also say farewell to Claire, who has been part of our school community for 6 years. It's been beautiful to watch the interaction with Claire and her peers over the years, especially with her love of things falling (like leaves from a tree) and her love of swimming. It has also taught our students the importance of inclusion for all learners at our school, and to treat each other with respect and dignity. And to our teaching staff that are leaving at the end of this year, we thank you and wish you all the best with your future endeavours. We hope you look back on your time at Brinkworth with fond memories and please stay in touch.

To our 2021 learners – you guys rock, The resilience you have shown this year has been amazing, with many changes such as – receiving a new principal, your acceptance of many student teachers and occupational therapist from university, hosting a soup and damper day for the community, the scare of school camp being cancelled for a second time due to Covid lockdowns, and representing your school at sports days, Dream Big festivals, excursions to Port Pirie, etc. Keep on representing the school with pride and joy!

As for the Governing Council (GC), your GC reps are Lisel, Dallas and Heath, Louise and Travis, Cassandra, Paul as our outgoing VP and myself, with teachers Kim and Matt. We are an active bunch who get things done. This year the school has seen a new fence line built, new pavers laid at the entrance for example. The GC hosted a working bee, and it was lovely to see parents and students working together to help improve our site. During the working bee, students were able to gather fallen pine cones and sell pine cone bags as kindling as a fundraiser. This raised close to \$350, which is about 70 Woolies size bags of pine cones.

Fundraising – it's a word that makes me proud of our GC. You might have seen our plight at the end of term 2, where we were given the mission to raise \$9000 in 12 weeks to fix our leaking pool. Now, if you need fundraising done, this is the team you want to help you. Unfortunately, the figure blew out from \$9,000 to \$69,000 upon closer inspection of the pool damage, and with Covid restrictions, our planned event of Rock Quiz in August was postponed, leaving us in a world of hurt. The GC set up a Lucky Squares competition which raised \$400. Occasional care parents Abbe and Sam volunteered set up a thermomix raffle, selling 200 tickets at \$25 each. The response on FB was unbelievable, with all tickets selling within 24 hours, and had raised \$2000 just like that.

Our GC member, Dallas took fundraising efforts one step further, by setting up an online auction of people donating baked goods, donated stock from businesses and wineries and even a principal offering his gardening services. Would you believe in one week, this raised \$9200!!! A tray of caramel slice went for \$116. I would personally like to thank Dallas for all her hard work in setting this up, and to Kim for contacting winners and taking their money. This was a mammoth effort.

Along with donations, grants, existing school funds and fundraising efforts, we are now sitting at \$55,075. Can I just stress, this is a small school of 20 students.... And we have raised this much. We are awaiting the outcome of a grant application from the Office of Sport, Rec and Racing. We are confident the last remaining funds will be met and work can start on our pool at the end of the swimming season. It's not just a pool, but it's where memories can be made for the kids and parents! And that's what we're all about – making memories for our children.

School quality improvement planning

The improvement goals at the end of the 3 year cycle were to increase skill and understanding through developing number sense and improve literacy skills through a systematic implementation of a phonics program. The introduction of the Jolly phonics program, along with associated professional development, along with the introduction of the Heggerty phonological awareness program as had a demonstrated growth on learners phonics. Coupled to this, students who were not improving undertook a school based phonics intervention in a one on one setting with an SSO. The two learners who undertook this program demonstrated growth in their running records results. The year 2 learner in the program went from level 8 to level 12 in one term, whilst the Year 4 learner improved from level 9 to level 13. All students who undertook Naplan reading and writing achieved the SEA.

Likewise all learners who undertook Naplan in 2021 demonstrated SEA in numeracy. A to E grade data demonstrated that all but 1 student achieved at least a C grade in Numeracy. To continue the improvement in Numeracy for learners at Brinkworth Primary and Early Childhood Centre (BPECC), the school has adopted the Big Ideas in number frameworks. Each student will complete the diagnostic testing in the first 3 weeks of term one to ascertain their level of work. It is envisaged that by students involvement with the Big ideas in number, we will see an increase in numeracy outcomes and numeracy data.

Preschool quality improvement planning

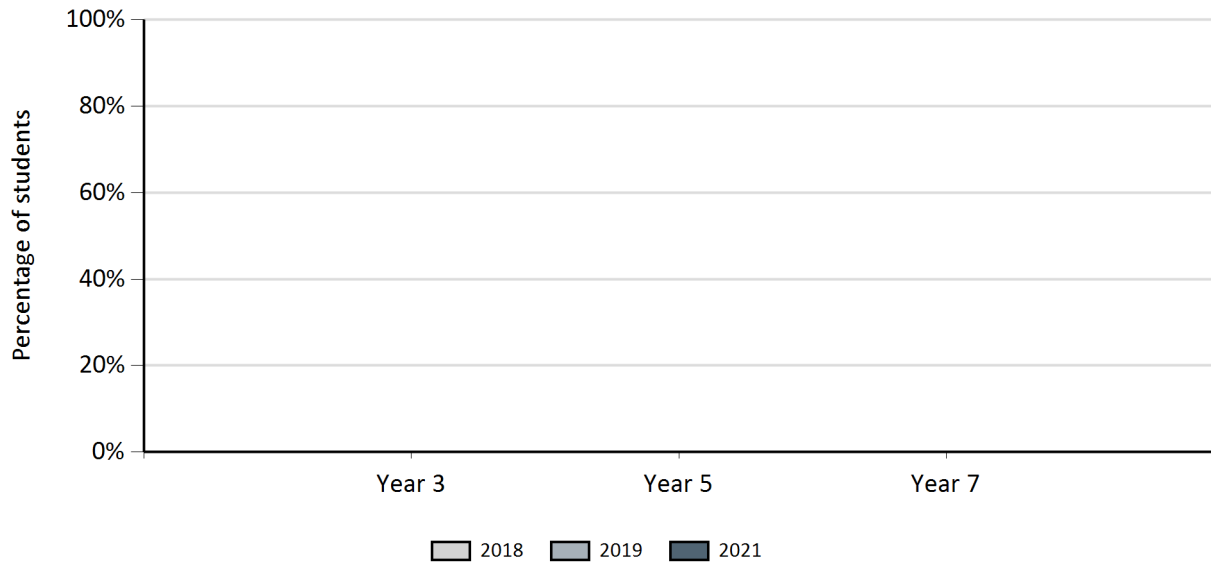
This year our goals have been: - To maximise children's communication to ensure it is meaningful, interested and engaged in the learning. - To develop a deep number sense in children through real-life experience and inquiry. Numeracy is being found in everyday play activities from the language being used with the Pre School children, to varying play opportunities that are presented. Educators are ensuring that numeracy is found throughout the centre and in everyday opportunities. During Term 1, it became evident to educators that the current learners displayed some inconsistencies with speech and articulation. At this time a speech therapist visited and recommended further focus on phonological awareness (PA) to support the further development of the children. Educators took on recommendations and used Heggerty as a learning and support tool to help them further embed phonological awareness into the site. Whilst the program was utilised, it was the educators who made change to their practice, were a part of professional learning and put PA into their daily program more evidently. We have seen a growth in educators through the spontaneous and explicit use of PA in the Pre School setting. There is often song, rhyme, phonemic awareness and other fun happenings to promote further learning of this. The learners have been responsive and many are showing emergent reading skills, strong phonemic awareness and the ability to identify letter sounds and names. Educators engaged in professional development (PD) using song as a strategic learning tool. The use of educator led singing and actions helped to develop language skills in our young learners. Learners also spent part of their day in the Junior Primary Classroom, which led to specific modelling from the school aged learners. To document our children's learning, educators began using Storypark, an online documentation process. This application allowed us to share the learning of all children in real-time with their families. It was exciting to see families engaging with the learning, discussing it with their child and extended families and replying to educators. The comments provided by families were a strong point for reflection and discussion between educators, and also provided further planning opportunities for the learner. After surveying parents, it was decided that this documentation would be used from the time children started at Occasional Care to give families a consistent picture of the learning for their child from 2 - 5 years old.

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

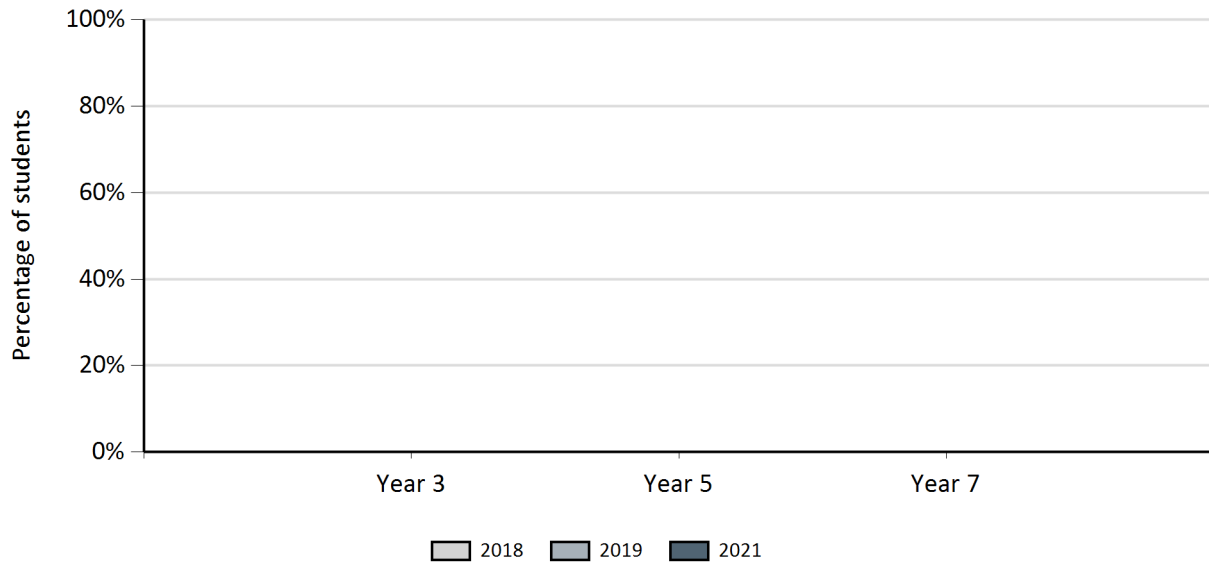


*NOTE: No NAPLAN testing was conducted in 2020.

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.

*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 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	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	State (average)
Upper progress group	*	32%
Middle progress group	*	49%
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%.

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	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 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: Quality Teaching

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

Key element 3 was the focus for 2021 at BPECC. Data was obtained through running records, phonics screening checks, formative assessment and A to E Grade data to assess the level of achievement of our ATSI learners. The data demonstrated that two learners would benefit from additional one on one time with an SSO completing a phonics intervention program. This program was formulated at the school to meet the students needs, and the Literacy Guarantee Unit checked our program, assuring us it was of standard and quality.

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

Our ATSI learners demonstrated strong participation in the program, demonstrating enjoyment and understanding. Growth was demonstrated through an increase in both of the learners Running Records and Phonics Screening Check data. There has been anecdotal evidence of an increase in the engagement of one student after the introduction of the program. The other learner was already engaged to a high level.

School performance comment

As a school that often has fewer than 10 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.

For the students that completed NAPLAN and PAT this year, all but 1 student achieved SEA. As mentioned above, it is difficult to use year to year data as the student cohort each year varies.

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	7
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	3.9	0.0	2.5
Persons	0	5	0	5

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

Financial statement

Funding Source	Amount
Grants: State	\$781,104
Grants: Commonwealth	\$2,000
Parent Contributions	\$9,013
Fund Raising	\$13,909
Other	\$39,246

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	NA	NA
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	NA	NA
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	NA	NA
Program funding for all students	Australian Curriculum	NA	NA
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	NA	NA
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

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	NA	NA
Inclusive Education Support Program	NA	NA
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.