Mount Burr Primary School and Mount Burr Child Parent Centre

2020 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:	Barb Gordon
Date of endorsement:	9 March 2021

Government of South Australia
Department for Education

Context and highlights for the combined site

During 2020 Mount Burr students Preschool-7 were supported to reach their academic potential and encouraged to take an active role in school and community activities.
The student population of 39 and 8 preschool is made up of children from within the town and from the surrounding farming district. The school is part of the Mount Gambier 2 partnership.
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, 6/7 as well as preschool.

The 2020 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 2020 students again had opportunities to extend and deepen their learning and understandings. While the Covid pandemic restricted movement outside the school, students were involved in activities such as the garden to kitchen program, the Lions Mad Minute speaking competition, sports days, Young Environmental Leaders Program (YELP), year 7 transition days at Millicent HS, 7/8 Collaboration Project and the Lego League challenge.
An Instrumental Strings Music Program continued on site in 2020 with 9 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 2-7 engaged in the Song Room program with musician and teacher Scott Maxwell. Scott worked as a mentor alongside class teachers and also modelled lessons. This program will continue in 2021.
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.
Literacy coach. Kellie Burge worked with JP and MP classes and teachers, modelling lessons and providing support to teachers. Although impacted by Covid this professional development model has been significant in supporting teachers and will continue in 2021.
Identified students were involved in the MiniLit program, with outstanding results. InitiaLit will be introduced in 2021.
All classes were part of the Brightpath Writing program, this will be further developed in 2021 (Covid impacted this PD)
Teachers engaged in online learning with Maths consultant Margarita Breed with a focus on the Big Ideas in Number (BIN) Margarita will visit in person in 2021.
The preschool continued the Supported Play program for three year olds while Learning Together and Playgroup also accessed the preschool facilities on a regular basis.
Families were again invited into the school to share learning through assemblies and interactive Gallery Walks aimed at involving parents in hands on activities.
All parents participated in individual goal setting meetings with their child and the teacher. These were held throughout the year as required. See-Saw was used to keep families updated on class learning while School Stream was also used to communicate with families.

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 2020 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 are needed to support improvement.

In 2020, the school operated with three classes, Reception/1/2, Year 3/4/5 and Year 6/ 7. 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 supported students to engage in learning outside the school environment (YELP. Lego-league)
The school works in collaboration with students and parents in building and maintaining a culture of learning. The staff work collaboratively and professionally to provide a connected and coherent learning program that fully engages students in authentic and meaningful ways. School assemblies were well attended and valued by families and the wider community. Due to Covid restrictions one assembly was recorded and viewed by families at home.
The 7/8 Collaborative Project with Millicent High School continued to support students in their transition to high school.
The Governing Council supported the ongoing maintenance of the school buildings and grounds with further refurbishing. The outdoor learning area is used for student learning as well as teacher workshops including professional development with staff from other sites.

School quality improvement planning

2020 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 Literacy and 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. Self manager was added to the chart
Resources included Wave three intervention with SSOs and retired teachers as volunteers, Literacy coach with R-4 educators and students, phonics screening. implementation of MiniLit across the school.
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
ILP goal practice time.
Engaged with Brightpath PD and worked with Brightpath team to moderate narrative writing samples using the Brightpath ruler.
Continued evidence of improved Oral Language (all students in 5/6/7 could speak fluently using formal language in "Mad Minute" challenge)
Evidence of reading growth (multi dimensional fluency scale)
Students booked into workshops to meet their individual learning needs
Teachers worked with Kate Schubert (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
 Learning Sprints
7/8 Collaborative Inquiry Project
Recommendations for 2021
Further develop powerful learners through student agency, connect learners across sites (7/8 Collaboration Project))
Improve NAPLAN results (year 5 cohort) in Literacy and Numeracy
Develop narrow and targeted improvement cycle (Simon Breakspear Learning Sprints)
Work across sites to engage in PD with Margarita Breed (BIN)
Continue MiniLit as a Literacy intervention
Introduce Initialit R/1
Continue working with Literacy coach
Engage in Bright Path PD and 7 steps Writing
Continue the 7/8 Collaborative Inquiry Project to improve teacher pedagogy and build student agency

Preschool improvement planning - review and evaluate

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
Staff collaboration across the site around "powerful learning" at Mount Burr preschool-7, PLCs across other sites with a focus on questioning
Q2 - Child Health and Safety
Preschool children are easily identifiable at all times (children wear fluro vests when outside)
Engage in Child Protection Curriculum
Q3 - Physical Environment
Music wall in Nature Play area
Q4 - Staffing
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
Program to reflect children's involvement and interests
Q6 - Collaborative Partnerships with Families and Communities
Continuity of learning and transitions for each child are supported by sharing relevant information through See-Saw
Q7 - Leadership and Service Management
Focus areas as identified in the Professional Conversations
Performance Development Plans

Improvement: Aboriginal learners

Literacy Intervention - Reading

Targeted students years 1-7 tested for MiniLit Intervention program, individual data analysed and program set

R-2 students tested for phonological awareness

3-7 students tested using Pat-R

Students engage in MiniLit program for 30 minutes 3x a week

Class activities differentiated to meet individual aboriginal students needs

Individual reading goal

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.
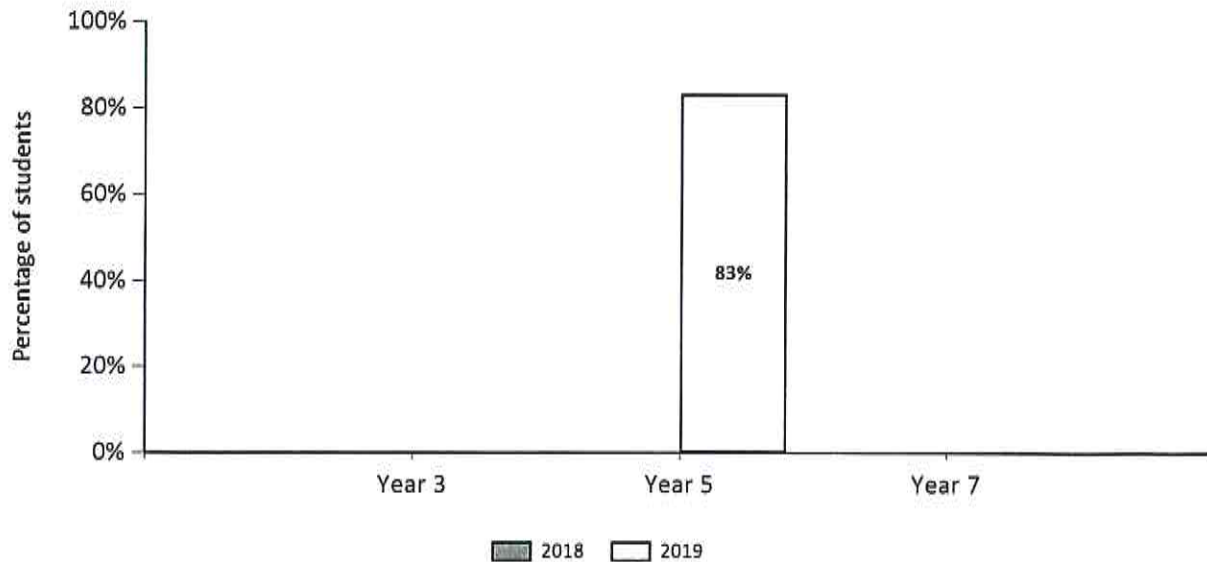
Reading
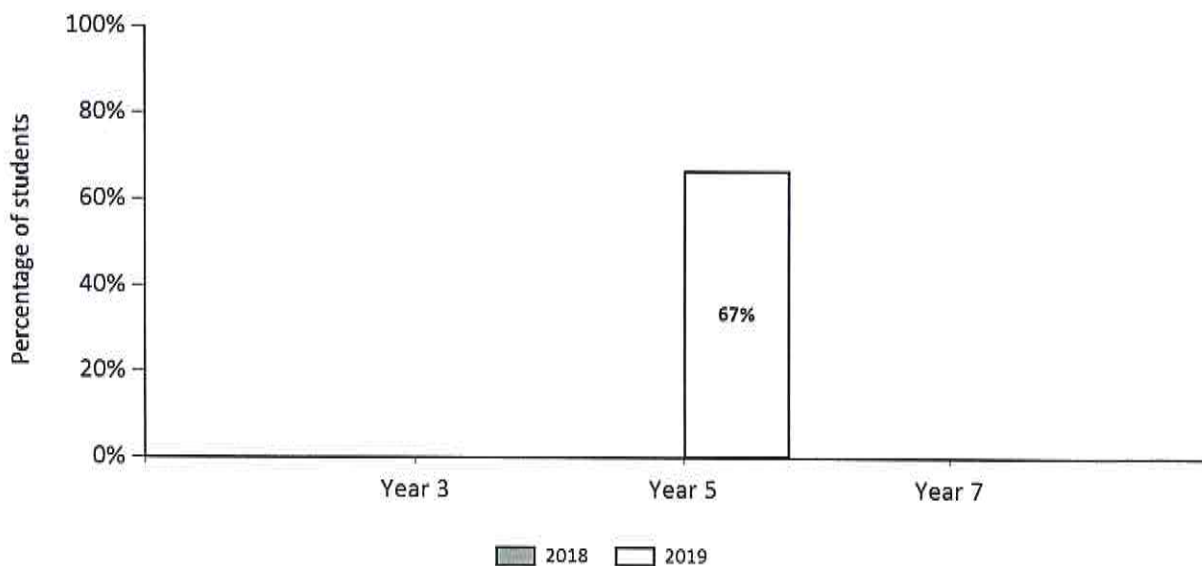
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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

Year 3   Year 5   Year 7

■ 2018   □ 2019

*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 2020.
*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 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*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	Year 5-7	State (average)
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Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*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 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	6	6	2	2	33%	33%
Year 5 2017-2019 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	7.3	7.3	2.0	1.7	27%	23%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.
^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.

School performance comment

With small cohorts in each year level data is not represented in this document.
Staff analysed Site data such as PAT testing, phonics screening, running records.
Areas for improvement were identified in Reading, Writing, Spelling and Grammar and Numeracy.
The data dashboard was also used to track individual students.

PAT - R
Year 7 - 33% of students achieved above standard with 1 of 3 in stanine 5, 2 of 3 in stanine 2
Year 6 - 75% of students were above standard with 1 of 4 in stanine 6, 1 of 4 in stanine 5, 1 of 4 in stanine 4, 1 of 4 in stanine 2.
Year 5 - 100% of students achieved above standard with 1 of 2 in stanine 5 and 1 of 2 in stanine 4
Year 4 - 100% of students were above standard with 2 of 4 in stanine 5 and 2 of 4 in stanine 4
Year 3 - 100% of students were above standard with 1 of 2 in stanine 5 and 1 of 2 in stanine 3
Year 2 - 85% were above standard with 1 of 7 in stanine 7, 2 of 7 in stanine 6, 3 of 7 in stanine 5 and 1 of 7 in stanine 3

PAT - M
Year 7 - 25% of students achieved above standard with 1 of 4 in stanine 6, 1 of 4 in stanine 3 and 2 of 4 in stanine 2
Year 6 - 50% of students above standard with 1 of 4 in stanine 6, 1 of 4 in stanine 4 and 2 of 4 in stanine3.
Year 5 - 100% of students achieved above standard with 1 of 2 in stanine 6 and 1 of 2 in stanine5
Year 4 - 75% of students achieved above standard with 3 of 4 in stanine 6, 1 of 4 in stanine 4 and 1 of 4 in stanine 3.
Year 3 - 100% achieved above standard with 1 of 2 in stanine 6 and 1 of 2 in stanine 4
Year 2 - 100% of students achieved above standard with 1 of 7 in stanine 9 and 6 of 7 in stanine 6

Phonics Screening Check
Year 1 - 100% of students achieved 28/40 or above

The MiniLit program will continue in 2021 with identified students while InitiaLit will be introduced in the Reception class
Brightpath will be used as a tool to improve Writing skills

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	80.0%	95.8%	96.7%	91.4%
2018 centre	100.0%	85.0%	80.0%	96.0%
2019 centre	90.0%	100.0%	84.0%	90.0%
2020 centre	92.5%	97.5%	92.5%	85.0%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	88.2%	90.7%	88.5%	88.7%
Year 1	87.6%	94.1%	91.6%	92.8%
Year 2	88.6%	94.3%	91.5%	90.6%
Year 3	90.9%	84.8%	91.6%	85.1%
Year 4	93.8%	94.2%	87.6%	87.8%
Year 5	89.2%	95.0%	92.1%	82.2%
Year 6	91.2%	86.0%	91.1%	96.2%
Year 7	93.0%	84.1%	90.1%	92.1%
Total	90.7%	90.7%	90.7%	90.0%

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

Attendance comment

Overall school and preschool attendance was consistent in 2020. With such small cohorts it is difficult to comment. The pandemic did have some impact on attendance.
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
2017	5	6	6	7
2018	4	4	5	5
2019	6	5	5	4
2020	8	8	8	8

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.

Preschool enrolment comment

Preschool enrolment numbers increased in 2020. The projected outlook is for enrolment numbers to remain consistent.
A "Supported Play" program for three year olds continued in 2021 and was well attended.
A "Learning Together" playgroup operated on one morning a fortnight.
These programs will continue in 2021.

Behaviour support comment

The school has a strong focus on learning engagement and well-being.with a consistent "language of learning" across all classes.
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.

Client opinion summary

There continues to be a high level of satisfaction with the school and preschool.
Assemblies are well attended and feedback from the gallery walks is particularly positive. While Covid did impact on attendance at assemblies we were able to record presentations and share with families.
Parents often comment about the importance of See-Saw as a way for families to keep in touch with happenings around the school.
They value the individual goal setting meetings as a way of engaging and supporting their child's learning.
The 7/8 Collaborative project is seen as an important part of the transition to high school program with many parents attending the Gallery Walk at the high school in term 3.
Families support the preschool with consistent attendance at both Playgroup and Learning Together. The Supported Play program for three year olds is very well attended and is seen as a positive transition to fulltime preschool.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
288 - Mount Burr Primary School	100.0%	100.0%	100.0%	75.0%
9045 - St Anthony's Catholic Primary School	0.0%	0.0%	0.0%	12.5%
8359 - St Martins Lutheran College	0.0%	0.0%	0.0%	12.5%

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 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	14.3%
Transfer to SA Govt School	5	71.4%
Unknown	1	14.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

The majority of preschool children transition to Mount Burr PS while school students generally transition to Millicent High School.

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.
All contractors and visitors were required to sign -19 a Covid Site Entry Form upon arrival at the front office in 2020.

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 2020.

Please note: 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	2.4
Persons	0	6	0	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020.

Financial statement

Funding Source	Amount
Grants: State	$942,329
Grants: Commonwealth	$0
Parent Contributions	$12,900
Fund Raising	$332
Other	$5,621

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

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	PD - Literacy and Numeracy Indicators	Improved pedagogy Improved oral language for children
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	SSO support for individual children to engage in preschool program	Improved attendance and engagement
Improved outcomes for non-English speaking children who received bilingual support	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.

2020 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 2020 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	Small class sizes to cater for differentiation for all students SSO support for targeted students Staff PD MiniLit	Evidence of significant improvement in phonics (phonics screening test)
	Improved outcomes for students with an additional language or dialect	N/A	N/A
Targeted funding for groups of students	Inclusive Education Support Program	To allow targeted students to access individual support (challenging behaviours)	Increased engagement in learning (literacy, numeracy, life skills)
	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Allows access to programs - preschool collaboration across sites, STEM (Industry partners) 7/8 Collaborative project, transition to high school program	Improved engagement and well being
	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	PD - work with Senior Leader, Learning Improvement Primary	Improved pedagogy
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Collaborative opportunities for staff and students Technology	Improved pedagogy and shared leadership capacity
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A