

SCHOOL CONTEXT STATEMENT

Updated: 05/17

School number: 0532

School name: Berri Primary School

1. General information

Part A

School name	: Berri Primary School	Courier:	Berri
School No.	: 0532		
Principal	: Greg Platt		
Postal Address	: 11 Sultana Street, Berri 5343		
Location Address	: 11 Sultana Street, Berri 5343		
District	: Riverland		
Road distance from GPO	: 2 kms	Phone No:	85821077
CPC attached	: No	Fax No:	85823206

February FTE Enrolment	2013	2014	2015	2016	2017
Primary					
Special	9	11	10	9	10
Reception	34	36	38	27	36
Year 1	40	37	41	40	19
Year 2	47	40	36	37	41
Year 3	26	43	42	36	37
Year 4	44	27	42	36	32
Year 5	32	38	34	39	38
Year 6	61	30	37	34	41
Year 7	28	57	27	37	38
Total	312	308	297	295	282
July total FTE Enrolment	336	329	307	333	
Male FTE	187	174	165	176	
Female FTE	149	155	142	157	
July School Card (Persons)	180	155	97	117	
NESB Total (Persons)	6	6			
Aboriginal FTE Enrolment	51	58	59	59	

Part B

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School e-mail address	DL.0532_info@schools.sa.edu.au
OSHC	Yes
Enrolment trends	Declined slightly
Special arrangements	Special Class R-7

Berri Primary School belongs to the **Berri Barmera Partnership**

Year of opening	1911
Public transport access	No local service, bus to & from Adelaide. A local taxi exists

2. Students (and their welfare)

- General characteristics

The school has a broad mix of socio-economic, cultural and first language backgrounds; significant proportion of single parent families and disrupted families; and a highly transient population. Approximately 18% of students are from an Aboriginal background.

- (Pastoral) care programs

We are a Kids Matter school. The school values enable us to work together and a focus on success. The Social and Emotional Learning program incorporating “Play is the Way” is an integral part of the school curriculum. Support is provided through Individual Education Plans, Negotiated Education Plans and Individual Learning Plans as well as a focus upon family involvement and structures, which ensure that students are successful in learning. Early Assistance programs have been developed. We have a School Counsellor and a Pastoral Support Worker.

- Support provided

In addition to the Special Class, students with special learning needs are given high priority through a variety of intervention and support programs. However, the school emphasises success for all students and achievement is strongly acknowledged at all levels through a comprehensive system of awards, rewards and acknowledgments both formal and informal and through academic and non-academic learning areas.

- Student management

The school values underpin student management and focuses on making strong choices in learning and with behaviour. The schools procedures are aligned with DECD policy with clear response steps which are employed consistently across the school. Student Development Plan is developed when necessary, to identify appropriate behaviours and to support students to make strong choices in their learning. Students have several avenues for resolving conflict including student concern forms, and the grievance procedure.

- Student governance

Student Leaders are an integral part of the governing of the school. Class meetings are a regular part of class programs: SRC meets regularly and initiate or address issues of student concerns or innovation. Student leadership is encouraged through programs such as School Captains, House Captains and Peer Mediators, as well as activities such as fortnightly assemblies.

- Special programmes

Lunch time recreation programme; staff provide lunchtime interest and sporting activities for students who wish to participate.

Students in years 5 – 7 participate in a number of programmes such as choir and SAPSASA.

3. Key School Policies

School values were developed in 2010.

Our Values:

Teamwork, Respect, Responsibility and Integrity

Our Vision:

Our values at Berri Primary lead our students to be successful in achieving their full potential

Our Mission:

Learn, Believe and Achieve



School Priorities 2016-18

- Numeracy
- Reading

There are also Literacy and Wellbeing Working Parties which are focussing on developing and implementing Whole School Agreements

An External School Review was conducted in June 2015. The directions from this form the basis of our Site Improvement Plan and School Priorities. A copy of the report is located on our website.

4. Curriculum

Berri Primary School is implementing the Australian Curriculum and reports to parents using the A-E grades twice per year. A synthetic, phonetic based approach to Literacy is implemented across the school. Also a problematised approach to Mathematics has been implemented R-7.

The Teaching for Effective Learning (TfEL) framework provides the pedagogical base for learning. The school also provides Vietnamese as a Language Other than English (LoTE).

Parents receive formal reporting on their child's learning at the end of the term as below:

- Term 1 – Parent Teacher Child Interviews
- Term 2 – Mid year written report
- Term 4 – Final written report

5. Sporting Activities

Specialist Physical Education is provided for all students. Students are actively encouraged to participate in SAPSASA. Organised sport is largely arranged through town sporting structures but a number of staff choose to be actively engaged and as a result students and the school have strong links with most sports including; Netball, Basketball, Football, Soccer, Athletics, Tennis, Hockey and Swimming.

6. Staff (and their welfare)

- Staff profile

Across all age and experience groups; predominance of female staff.

- Leadership structure

The formal structure consists of Principal, Deputy Principal and School Counsellor, Informally, leadership exists with the expertise and other staff undertake leadership roles at various times. There are 10 Step 9 teachers

- Staff support systems

Principal, Deputy and School Counsellor provide support and redirect to other agencies when necessary.

- Performance and Development

DECD Performance and Development Policy is adhered to with regular professional discussions with the Principal. Access to special staff

- Other

Staff require a high level of commitment to Social Inclusion programs, need to be skilled in Developing Student Leadership and have a preparedness to participate in decision making to improve the school's program offerings.

8. Incentives, support and award conditions for Staff

- Complexity placement points

3.5

- Travelling time

Approximately 3 hours to Adelaide via Truro or Murray Bridge

- Housing assistance

Allocated via Real Estate Management - needs based, single, shared, family.

- Cash in lieu of removal allowance

Teachers eligible for the New Incentives Scheme for Zone 2

9. School Facilities

- Buildings and grounds

SAMCON type construction with mostly single classroom spaces. All classrooms are carpeted and air-conditioned. Buildings are in need of internal and external painting & refurbishing although a development program is producing improvements. Grounds are well maintained and consist of two large ovals, two court areas, an undercover Pavillion area (with marked courts) and two distinct playgrounds.

10. School Operations

- Decision making structures

Within the limits of DECD regulations and policies staff have multiple opportunities to participate through staff meetings, year level meetings and specialist project activities. Meeting management is rotated through a volunteer process.

- Regular publications

School Newsletter, Class newsletters, Electronic Message Board

- Other communication

Meeting minutes are kept in folders in the staff room.

11. Local Community

- General characteristics

Strong interest in a wide range of sporting and recreational activities as well as a wide involvement in community affairs. There are quite distinct socio-economic and cultural groups, which vary in their level of activity.

- Parent and community involvement

Support for classroom and student centred activities is variable depending on the age of students. Parents support the school when they can with class and whole school activities.

- Feeder schools

A Child Care Centre and Pre-School exists in Berri along with a Catholic Parish School. There is high transience in Berri, so we have students come from all over the state.

- Other local care and educational facilities

The secondary facility is a middle school at Glossop and a Senior Secondary College (yrs 11 & 12) adjacent to the Berri TAFE.

- Commercial/industrial and shopping facilities

All general shopping facilities available in Berri. Some additional specialist outlets are available in Renmark, Loxton and Barmera (15 mins by car). One large and two medium supermarket facilities. Shopping hours are 6am until 10pm.

- Other local facilities

Very high standard outdoor sporting facilities Golf (turfed), Tennis (grass), Football, Bowls, Hockey, Water skiing. Award winning hotel/motel facility. Police, Ambulance and Riverland Regional Hospital services are available.

- Availability of staff housing

Allocated by local committee through Real Estate Management, allocated on the basis of family size and need. Some single or shared accommodation. Private rental can be hard to come by in the Riverland.

Local Government body

Berri - Barmera District Council