

## SCHOOL CONTEXT STATEMENT

Updated: 01/22

**School number: 0532**

**School name: Berri Primary School**

At Berri Primary School we pride ourselves on not only developing highly literate and numerate students but also that ensuring all of our students are positive role models and valuable members of their local community.

We do some things a little differently at Berri Primary School and this is particularly so in relation to behaviour management. Our focus is on 'catching kids being good' rather than an emphasis on inappropriate behaviour. This is done through our behaviour levels system. All of our students strive to reach level 4 which means that they have considerable independence around their learning. In many instances they are free to choose where they sit, whom they sit with and where they work which includes outside of the classroom on some occasions. Level 3 students have similar autonomy although they are not permitted to work outside unsupervised. Level 1 and 2 have made constraints around their learning and as a result strive very hard to reach higher levels. We build regular celebrations into our school calendar to recognise and celebrate the achievements of all level 4 students.

We have 3 specialist teachers at Berri Primary School who are responsible for Health and Physical Education, Vietnamese and Science. These specialist teachers are experts in their respective fields and are responsible for a very high level of engagement and outstanding results in their subject areas.

We also have a full time Student Wellbeing Leader who is responsible for ensuring the wellbeing of our students and staff. Among her many duties our Student Wellbeing Leader ensures that our children have a strong student voice and that they help to set the direction within the school.

We are very proud of our school and our achievements and would welcome the opportunity share our story in more detail.

Greg Platt

Principal

# 1. General information

<b>School name:</b>	<b>Berri Primary School</b>
<b>School No:</b>	<b>0532</b>
<b>Principal:</b>	<b>Greg Platt</b>
<b>Postal Address:</b>	<b>11 Sultana Street, Berri 5343</b>
<b>Location Address:</b>	<b>11 Sultana Street, Berri 5343</b>
<b>Phone No:</b>	<b>85821077</b>
<b>Fax No:</b>	<b>85823206</b>
<b>Website:</b>	<a href="http://www.berrips.sa.edu.au">www.berrips.sa.edu.au</a>
<b>Email:</b>	<a href="mailto:DL.0532_info@schools.sa.edu.a">DL.0532_info@schools.sa.edu.a</a>
<b>Courier:</b>	<b>Berri</b>
<b>District:</b>	<b>Riverland</b>
<b>Distance from GPO:</b>	<b>2 kms</b>
<b>CPC attached:</b>	<b>No</b>
<b>Index of Diasadvantage:</b>	<b>2</b>
<b>School e-mail address:</b>	<b>DL.0532_info@schools.sa.edu.au</b>
<b>OSHC:</b>	<b>Yes</b>
<b>Enrolment trends:</b>	<b>Declined slightly</b>
<b>Special arrangements:</b>	<b>Special Class R-6</b>
<b>Year of opening</b>	<b>1911</b>
<b>Public transport access</b>	<b>No local service, bus to &amp; from Adelaide. A local taxi exists</b>

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

<b>Enrolments - as at February Census</b>					
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Primary					
Special	11	9	10	10	10
Reception	34	34	27	44	52
Year 1	37	39	37	27	46
Year 2	18	37	36	34	30
Year 3	37	21	38	39	40
Year 4	32	37	20	43	40
Year 5	34	39	37	24	47
Year 6	34	33	35	38	31
Year 7	37	35	40	41	N/A
<b>Total</b>	<b>274</b>	<b>284</b>	<b>275</b>	<b>300</b>	<b>296</b>
<b>BREAKDOWN</b>					
Number of Male students					149
Number of Female students					147
School Card Students					
Non English Speaking Background					
Aboriginal/Torre Straight Islander Students	57	47	45	45	59

## **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.

### **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 DfE 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 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 – 6 participate in a number of programmes such as choir and School Sport SA.

### 3. Key School Policies

School values were developed in 2010.

- Our Values: **Teamwork, Respect, Responsibility and Integrity**
- Our Vision: **Our values lead our students to be successful in achieving their full potential**
- Our Mission: **Learn, Believe and Achieve**

#### School Priorities 2019-2021

- Numeracy
- Reading
- Writing

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 2019. 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 problematized approach to Mathematics has been implemented R-6.

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 School Sport SA. 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 Student Wellbeing Leader, Informally, leadership exists with the expertise and other staff undertake leadership roles at various times. There are 7 Step 9 teachers

#### Staff support systems

Principal, Deputy and Student Wellbeing Leader provide support and redirect to other agencies when necessary.

#### Performance and Development

DfE 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.

## **7. 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

## **8. School Facilities**

### **Buildings and grounds**

SAMCON type construction with mostly single classroom spaces. All classrooms are carpeted and air-conditioned. 2 have been refurbished, 1 building general teaching and 1 building STEM (Science Technologies Engineering and Mathematics). Grounds are well maintained and consist of two large ovals, two court areas, an undercover Pavillion area (with marked courts) and two distinct playgrounds.

## **9. School Operations**

### **Decision making structures**

Within the limits of DfE 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.

# 10. 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