

2022 Annual Report

BERRI PRIMARY SCHOOL



Overview

Site context and highlights

Berri Primary School, 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 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 focussed 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 brought 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, with 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

Improvement planning - review and evaluate (school)

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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Berri Primary School acknowledges 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 Primary School consists of many aspects: cultural inclusion, celebrations, well being, 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.

Throughout 2022 we were involved in:

- celebrations for Reconciliation week and NAIDOC week
- use of the Wingaru Kids platform
- weekly girl's group with the assistance of ASG (Aboriginal Sobriety Group)
- linking Ngarrindjeri language and Science
- Trust the Count in Numeracy
- Launchpad – reading intervention
- in class support involving AET and ACEO
- upper primary students producing an Aboriginal and Torres Strait Islander newsletter
- upper primary students delivering the Acknowledgment of Country
- before school reading / homework opportunities in Room 24
- culturally inclusive craft activities in the library
- participation in the annual STEM congress in Adelaide
- culturally inclusive YANA hub each week in the STEM building
- AET, ACEO and Well Being Leader supporting families
- transport students to and from school
- all students have a One Pan, including parental input

Literacy and Numeracy Data

ASSESSMENT	NUMBER OF STUDENTS WHO PARTICIPATED	NUMBER OF STUDENTS WHO ACHIEVED SEA	
		START OF YEAR: BELOW BENCHMARK	END OF YEAR: ACHIEVED BENCHMARK
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	7	6
YEAR 2	2	2	1
YEAR 3/4	10	10	5

We look forward to continuing our cultural journey in 2023.

Liz Makris (Aboriginal Education Teacher: AET)

Performance and attendance

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 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 require meetings, the engagement of local support services and the Social Work truancy as required. 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.

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.

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 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 are important. The Seesaw app is proving to be a useful tool in doing this.

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>

Financial Statement

Funding Source Amount	Amount (rounded to the nearest \$)
Grants: State	\$4,027,962
Grants: Commonwealth	\$9,600
Parent Contributions	\$60,622
Fundraising	\$8,830
Other	\$44,508

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 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes (650 characters)	Outcomes achieved or progress made towards these outcomes (650 characters)
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
	Improved outcomes for students with an additional language or dialect	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 provided.	Progress against One Plan goals measured.

Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support <p>First language maintenance and development Students taking alternative pathways IESP support</p>	<p>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.</p> <p>Focused literacy programs implemented such as Mini Lit, O.G. (Orton-Gillingham, supporting reading/spelling practices) and Launchpad</p> <p>Each class has a SSO supporting explicitly during literacy reading block, 4 x 50mins per week</p>	<p>Need for transportation has increased.</p> <p>Student progress varies. Teachers track progress throughout the year and make adjustments to programming or groups accordingly.</p> <p>Targeted support provided to small groups.</p>
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.	Teaching experiences shared regularly. Term overviews to be refined.
Other discretionary funding	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.
	Specialist school reporting (as required)	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.	