

## SITE CONTEXT STATEMENT

**SCHOOL NUMBER** 0532

**Updated** April 2024

Berri Primary offers a fantastic experience where we partner with families to come together and provide the very best opportunities for our children; promoting our values of Trust, Respect, Responsibility and Integrity, so that students may thrive in both their academic and social and emotional learning.

Through positive and supportive relationships, staff work closely with children in fostering a strong sense of community and collaboration across the school. Behaviour support is based on positive reinforcement methods with consistency in language and procedures, along with a big focus on celebration.

Students are supported by our Well-being Leader and enjoy specialist instruction in Science, PE and Vietnamese. The introduction of The Resilience Project in 2024 will see a new and improved focus on well-being ensuring all students feel safe, included and valued, through increased resilience, emotional literacy and student voice platforms.

Evidence-based learning programmes provide children with opportunities to aim high and persist through challenge. An explicit direct instruction pedagogical focus, combined with strong intervention support approaches (led by a specialist teaching and learning coordinator) allows each of our young people to achieve personal success and growth. Learner agency gives students a voice to collaborate as partners in their learning, creating a dynamic and engaging educational experience.

We are proud to promote our Aboriginal Cultural Centre of excellence where Aboriginal children build their cultural identity and are empowered to access and fully participate in learning experiences.

We have a fabulous on site OSHC and playgroup, our children have a long-standing record of success at SAPSASA events, they participate in the Festival of Music every year and enjoy a positive and nurturing buddy programme – some of the ways we promote a sense of belonging and teamwork at Berri.

Brenda Pfitzner

Principal

## 1 General Information

School name	Berri Primary School
School number	0532
Principal	Brenda Pfitzner
Deputy Principal	Maria Rivera
Postal Address	11 Sultana Street, BERRI, SA, 5343
Location Address	11 Sultana Street, BERRI, SA, 5343
Phone	08 85821077
Website	<a href="http://www.berrips.sa.edu.au">www.berrips.sa.edu.au</a>
Email	<a href="mailto:DL.0532_info@schools.sa.edu.au">DL.0532_info@schools.sa.edu.au</a>
DfE Portfolio	Berri
Distance from GPO	250 kms
OSHC	Yes
Index of disadvantage	Category 2
Special Class	Yes (R-6)
Year of opening	1911
Public Transport	No local service but bus to and from Adelaide Local taxi available

Enrolment history					
Primary	2020	2021	2022	2023	2024
Special	10	10	10	10	10
Reception	27	44	52	36	41
Year 1	37	27	46	39	36
Year 2	36	34	30	44	43
Year 3	38	39	40	25	44
Year 4	20	43	40	39	23
Year 5	37	24	47	37	39
Year 6	35	38	31	44	36
Year 7	40	41	N/A	N/A	N/A
Total	275	300	296	274	272

Staffing	
Leadership	1 Principal, 1 Deputy Principal, 1 Wellbeing leader, 1 Coordinator
Teachers	16 and 1 PRT (permanent Relief Teacher) 3 Music Teachers based at BPS
Ancillary	8 permanent and 10 contract
Student Wellbeing Support Officer (SWSO)	1 (8 hours per week)
Aboriginal Community Education Officers (ACEO)	2 (45 hours per week)

## 2 STUDENTS (and their welfare)

### General characteristics

School card assisted students	45%
Aboriginal students	22%
Students with disabilities	11%

### Student wellbeing

The Resilience Project began in 2024 with a whole school focus on gratitude, empathy, mindfulness and emotional literacy. One lesson per week in every classroom with language and focusses underpinning social and emotional support for our students.

Friday Freebie every fortnight sees staff and students participating in a School Captain and SRC-led initiative where for 15 minutes each fortnight, children and adults share in extra playtime to have fun and strengthen connections with each other.

Celebrations are scheduled every three weeks on a Friday afternoon where students are acknowledged for positive behaviour choices aligned with the school values.

Buddies are a highly valued programme held each fortnight where students participate in a wide range of activities to foster skills in leadership, social learning, academia, communication and responsibility. Having a buddy contributes to a positive and caring school culture, along with a sense of belonging and purpose for each child.

Our Wellbeing Leader and SWSO (Student Wellbeing Support officer) work together and with community agencies to ensure our students have access to programmes and supports as needed.

Lunchtime YANA hub provides activities in STEM, Aboriginal Education, Lego, Dancing and ICT.

Lunchtimes in the Library are a hive of activity with arts and crafts, sewing and board games.

Breakfast is available every morning in the kitchen from 8.25am. Operated by our ACEO with food provided by Foodbank.

Subsidised camps and excursions ensure equity and social justice.

### Student behaviour learning

A new school behaviour support structure is being developed through 2024. A strong focus on positive behaviour support, current research, alignment with department policy and school values will underpin the new whole-school process.

Our framework will encompass understanding and use of 4 behaviour learning tiers, underpinning the way we support children in this area.

- 1 positive, inclusive and respectful behaviours
- 2 low-level, developmentally appropriate transgressions that test the children at a classroom and school level
- 3 challenging behaviours that raise greater concern due to their severity, frequency or duration and require more persistent guidance and support to minimise. Behavioural responses include targeted interventions for the individual children involved in addition to universal strategies
- 4 complex and unsafe behaviours that are severe, of high frequency or extended duration, or are Insafe for a child or young person and those around them. Behaviours at this end of the continuum require intensive and individualised interventions in addition to targeted and universal strategies.

### Student voice

Student Leaders are an integral part in governing the school. Class meetings are a regular part of class programmes. Junior and Senior SRC meet regularly and initiate or address issues of student concerns or innovation. Student leadership is encouraged through opportunities such as School Captains, House Captains including organisation of school assemblies.

### Special programmes, support, intervention and inclusion

- Choir
- Vietnamese
- Health and Physical Education
- Specialist Science
- Teaching and Learning Coordinator (0.8)
- AET - Aboriginal Education Teacher (0.8)
- AIT – Autism Inclusion Teacher (1 day per week)
- Instrumental Music
- Before school reading in the Yunan Pulgi Rooms
- Buddies
- Child protection Curriculum
- Speech support for Reception students
- Oral language support for Year One students (Story Champs)
- Tier 2 Literacy and Numeracy support in every classroom
- Tier 3 Literacy support for identified students
- Breakfast programme
- YANA hub (You are not alone) lunchtime play programme
- Aboriginal Dance group
- What's The Buzz?
- Drumbeat
- The Hammer programme (Bunnings)
- Art Club
- BRSC (Berri regional Secondary College) student volunteer support collaborations
- Kimochi Dolls support for years R – 2
- Play is the Way and Rock and Water programmes for years 3 – 6
- Move to learn

### 3 Key SCHOOL IMPROVEMENT Priorities

Reading improvement – fluency focus

Maths (Number strand) improvement – Daily Reviews (3-6) and Maths Chats (R-2)

Explicit Direct Instruction pedagogical teaching focus

Wellbeing – The Resilience Project

#### 2024 External School Review Directions include:

- 1 Redesign and refresh school vision and values
- 2 Strengthen the co-design, use and communication of student learning goals
- 3 Align inclusive behaviour education approaches and language

### 4 CURRICULUM

Whole school and sub-school literacy and numeracy agreements and instructional routines have, and are being developed to ensure a consistency of teaching programmes. These agreements and processes are documented in a Berri Primary School Playbook, available and referenced by all staff. A synthetic phonics approach to Literacy is implemented R – 2. Units of work developed by the Department of Education and OCHRE Education are used to deliver Australian Curriculum content.

Explicit Direct Instruction practices and a strong understanding of cognitive load theory provides the pedagogical base for all learning.

The school also provides Vietnamese as a Language Other than English (LoTE) and Specialist Science.

## REPORTING

Term One	Interviews
Term Two	A-E reports
Term Three	Optional Interviews
Term Four	A-E reports

### Assessment (as detailed in school data schedule)

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) – all year levels – Beginning, Middle and End of year
- DIBELS Progress monitoring assessments for identified students
- Department for Education R-2 literacy progress monitoring
- Reception (and identified students) PASM – Phonological Awareness Skills Mapping
- R-2 Decodable reading levels
- NAPLAN (May – Years 3 and 5)
- Phonics Check (Year One)
- PAT Maths Adaptive (Term Two) – Years 2-6
- PAT Reading Adaptive (Term Two) – Years 2-6
- Essential Assessment (Pre and Post unit of work)
- DfE and OCHRE Units of work – formative assessments

## 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

Our staff comprises of mostly females, across all ages and experiences. A high level of collaboration, Commitment is evident in the way that teachers and support staff work collaboratively in their professional teams and also in supporting students and families.

### Performance Development

#### TIMELINES

<b>Term One</b>	<b>Weeks 1 - 4</b>	Teachers compose PDP plan. Goals to align with school improvement planning.
	<b>Weeks 5 - 7</b>	Staff meet with Line Manger to share their PDP
	<b>Ongoing</b>	Principal and Deputy Principal informal walkthroughs, discussion and observations
<b>Term Two</b>	<b>Weeks 6 - 8</b>	6-month PDP discussions with Line Manager - Days and times TBA Staff to bring along student work samples and data evidence against their goals
	<b>As desired/recommended</b>	Invitation to observe another teacher's practice against SIP (goal or focus area) *Organise with Maria Rivera
	<b>Weeks 2 - 4</b>	Line Manager and Coordinator formal observations against SIP

<b>Term Three</b>	<b>As desired/recommended</b>	Invitation to observe another teacher's practice against SIP (goal or focus area) *Organise with Maria Rivera
	<b>Ongoing</b>	Principal, Deputy Principal and Coordinator informal walkthroughs, discussion, and observations
	<b>Weeks 2 - 4</b>	Line Manager and Coordinator formal observations against SIP
<b>Term Four</b>	<b>Weeks 1 - 4</b>	12-month PDP discussions with Line Manager

### ECT – Early Career Teacher Support

Teachers in their first three years are supported by involvement in an early career teacher programme. They are assigned, and work closely with a mentor teacher and are also provided with extra NIT – non instruction time.

### Induction

All staff participate in a rigorous induction programme, meeting regularly with the Principal, and completing a mandatory 6 month Plink Induction course.

## 7 Incentives, support and award conditions for staff

Country Incentives Loxton Primary School attracts financial benefits for teachers under the new Country Incentives Allowance.

All staff have access to the Student Support Services Team including – Behaviour Inclusion Coach, Inclusion Educator, Speech Pathologist, Hearing Specialist and Education Psychologist.

## 8 School Facilities

### Buildings and grounds

Berri Primary is located on expansive grounds with two large ovals, an undercover basketball court, tree lined grassed amphitheatre and two distinct playgrounds, allowing for a vast selection of play for our children.

Buildings consist of Administration, Junior Primary, Library and Special Education, Upper Primary, Middle Primary, OSHC and STEM and Aboriginal Education blocks. Most are end of life SAMCOM construction with a significant capital works project being undertaken to replace them and provide state of the art public school facilities for the community of Berri.

Specialist facilities include a purpose built STEM classroom and an instrumental music room.

Each learning area has a pod of laptops and/or ipads for student learning, access to a photocopier. The STEM area also has 3D printers for use.

### Kitchens

Two kitchens provide the opportunity for students to participate in cooking activities  
The Special Education class shops and cooks regularly as part of their learning programme

### Art Room

A purpose fitted-out room is dedicated for art and design and technology learning.

### Heating and cooling

All rooms have excellent air conditioners and heaters.

### Disability access

A toilet and shower facility are available  
Ramps allow access to the whole school

### Bus transport service

Students living more than 5kms from a government school have access to a school bus.

### OSHC – Out of School Hours Care

Operates a before, after school and vacation care.

### Canteen

A canteen is outsourced with services available on Thursdays and Fridays. Ordering is via the QKR app.  
SRC Leaders facilitate icy pole/special food days throughout the year.

## 8 School Operations

### Decision making

Staff have many opportunities to participate in decision making throughout the year including staff meetings, year level meetings, online staff platforms and special projects.

All decisions made are in line with Department for Education and school policies.

Committees include:

- Finance Advisory
- PAC (Personnel Advisory Committee)
- WHS
- Grounds
- OSHC Advisory
- ATSI

Governing Council meet twice a term, on Monday evenings in Weeks 4 and 8. New members are elected at the Annual General Meeting, held at the beginning of each school year.

### Communication

Families

- SWAY online newsletter twice per term
- Regular use of Seesaw app both whole class and individual student information
- Facebook
- Email, text and phone calls as required

Staff

- One Note Daybook                      - for daily school operation
- Microsoft Teams                        - for teaching and learning resources, general school operations and meeting minutes
- One Drive                                 - for student information, events, policies and forms
- Email

### School financial position

The school is in a sound financial position but maintains close monitoring by the Principal, Business Manager and Finance Committee.

## 9 Local Community

Berri Primary School is a category 2, R-6 school, which is situated on the northern side of the River Murray, in South Australia's Riverland district, approx. 250 km from Adelaide. It is located on the lands of the Erawirung people. Berri's Aboriginal meaning is 'wide bend in the river.' Berri has a population of just over 4000 people and its primary productions are agriculture and horticulture – particularly citrus, playing a crucial role in the local economy.

### Education

Berri Regional Secondary College (BRSC), a childcare centre and pre-school are located in the Berri township, as is a Catholic Parish School.

### Shopping Facilities

All general shopping facilities are available in Berri with a central business area and nearby plaza. Additional specialist outlets are available in Renmark, Loxton and Barmera (all 15 minutes by car).

### Other local facilities/services

Very high standard outdoor sporting facilities – golf, tennis, football, bowls, swimming, hockey, water skiing. Award winning hotel/motel facility. Police, ambulance and Riverland Regional Hospital services are available.

Our Town Berri – We have a strong and active working relationship with the Our Town Berri committee, exploring and arranging beneficial activities and programmes for our young people.

Learning Together Community Playgroup is operated in our OSHC building on Tuesdays and is facilitated by an experienced early childhood teacher.

### Local Government

Berri – Barmera District Council