

2023 annual report to the Community

Mount Barker Primary School and Inclusion Centre

Mount Barker Primary School number: 285 and Inclusion Centre number: 7967

Partnership: Heysen



School principal:

Joanne Simpson

Date of endorsement:

21/02/2024



Government
of South Australia
Department for Education

2023 Summary from Principal – Jo Simpson

2023 was another strong year for the team at Mount Barker Primary School. As we continued to strengthen and personalise the learning experience for our students we were able to track the positive trajectory for our students. Not only did we observe higher levels of achievement in literacy and numeracy we also observed improvement in engagement with learning. Professional learning for staff focused on implementing high quality teaching practices consistently across the school providing clarity and stability for students as they moved from space to space. Our focus on Positive Behaviour for Learning at a whole school level was established with the teaching of core behaviours that we expect to see everyday at Mount Barker Primary School. The students engaged positively with this new strategy and enjoyed the rewards of extra recess and a PJs and Donuts Day.

We participated in the External School Review process where officers came to school and interacted with staff, students and families as well as reviewing processes, professional learning and school data sets. It was a very successful review with improvements noted across the school in multiple areas. In particular the review noted that achievement data for students in years 3 and 5 was higher than other schools with a similar context to ours. The External Review Team made recommendations to support further improvement and these will be our focus for 2024.

We strived to strengthen community connections with connections to the Mount Barker RSL, visits to Oakfield Lodge, Community Art Show, multiple sports teams, choir performances at several Mount Barker locations and who could forget our inaugural 'Mount Barker Cup' race commentated by the Honourable Dan Cregan MP. Bunnings, Hahndorf Fruit and Veg, Apple Shed in Balhannah and Drakes Supermarket supported our school community to learn about sustainability and healthy lifestyles.

We would like to acknowledge the passing of one of our students Jonathan Muragwa early in the year. Jonathan was a resilient and brave young person and we are grateful that he was able to join our learning community. We send our strength and thoughts to his family.

2024 is set to be another exciting year with plans to expand the Positive Behaviour for Learning strategy, embed new practices focused on increasing learner agency and trial new assessment tools to enable teachers to plan in response to student need.

Myself and the staff at MBPS would like to thank the community for their continued support and we look forward to working with you in 2024 to support our students to be successful learners.

2023 Summary from Governing Council Chair – Kate Telfer

The past year has seen a notable shift in the focus of our Governing Council towards engagement across various areas within the school community. This proactive approach has been instrumental in identifying and addressing challenges while striving to implement positive changes for the benefit of our school. Together, we have embraced the responsibility of fostering a thriving and inclusive school environment, and I am proud of the progress we have achieved.

One of our main priorities has been to advocate for a resolution with the Department of Education to secure a positive outcome for the restoration of our school courts, following the damage they received during the completion of the new building. The school courts serve as an important space for our students to learn and play and we want to ensure it is a safe area for the whole school community. We are still working towards a resolution and are committed to continuing this conversation.

Another focal point has been our partnership with Happy Haven, where we've actively sought feedback from families to improve the support and services available. We have worked closely with Happy Haven to improve the environment and resources for students during before and after-school care, as well as vacation care. Additionally, efforts were made to strengthen communication and reporting channels between Happy Haven and the school and to improve the level of support from Happy Haven Head Office for our families.

This year, we began the process to regularly review our school's policies and procedures, starting with important areas like child safety, attendance, and student support. It will continue to be an ongoing process aimed at keeping our policies and procedures relevant and in line with current needs and standards.

The end of term 3 saw another successful disco night, with an impressive turnout of over 200 students attending. It was wonderful to see so many students (and teachers) enjoying themselves on the dance floor. Thank you to all the volunteers who dedicated their time and effort to make the event a memorable one. Fun social gatherings play a crucial role in creating a sense of belonging, and we look forward to more in the future.

In our meetings, one of the highlights is hearing from our Teacher Representative about the learning progress of our students. Thank you to our dedicated teachers, who continuously inspire and empower our students to take control of their own learning. The evolving landscape of education is exciting, with continuous new opportunities emerging to encourage diverse thinking and problem-solving skills.

Looking ahead, we are working on ways to help the Council communicate and work more efficiently. The upcoming implementation of Teams for document sharing and discussions will bring an improvement for collaboration and productivity. We have also started working on ways to foster a stronger sense of community within the school to bring about stronger connections and support networks among students, parents, teachers, and staff.

Lastly, as we reflect on the past year, it's great to see our school community starting to flourish once again after the challenges of the past few years. I would like to thank all members of the Governing Council for their involvement, support, and contributions to our shared goals and look forward to working together in 2024.

Context Statement

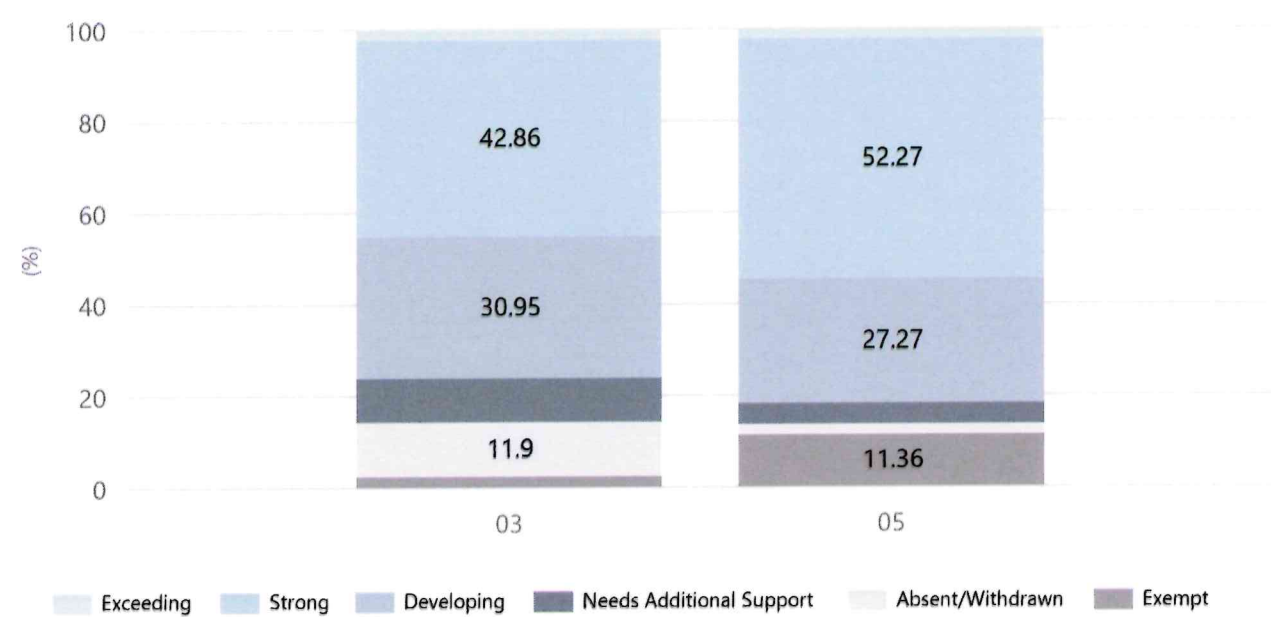
Mount Barker Primary School caters for students from R-6. At the time of this report, the enrolment in 2023 is 292. Mount Barker Primary School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 7% Aboriginal students, 12% students with disabilities, 3% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

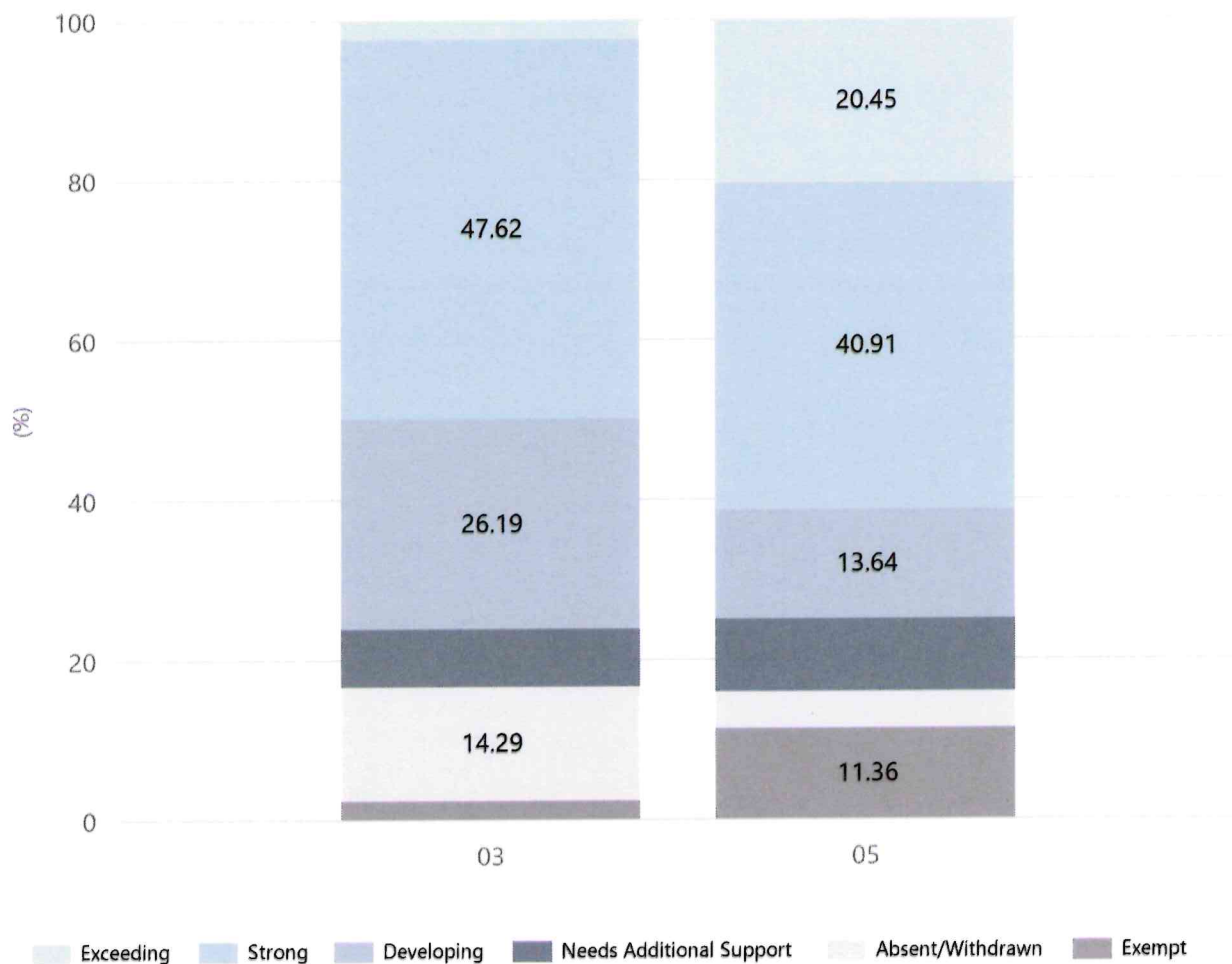
Numeracy



Year Level	03	05
Exceeding	1	1
Strong	18	23
Developing	13	12
Needs Additional Support	4	2
Absent/Withdrawn	5	1
Exempt	1	5
Total	42	44

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

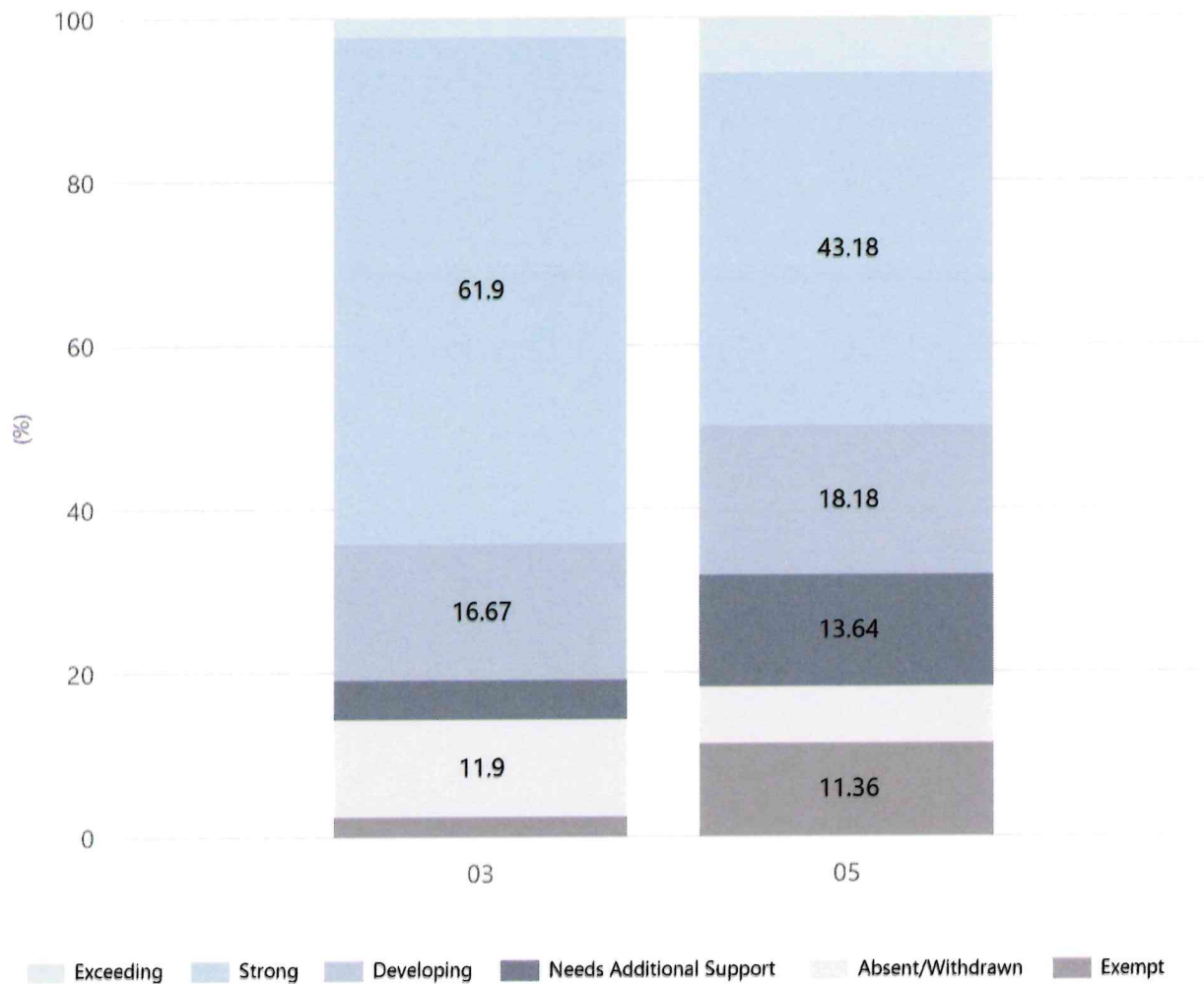
Reading



Year Level	03	05
Exceeding	1	9
Strong	20	18
Developing	11	6
Needs Additional Support	3	4
Absent/Withdrawn	6	2
Exempt	1	5
Total	42	44

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

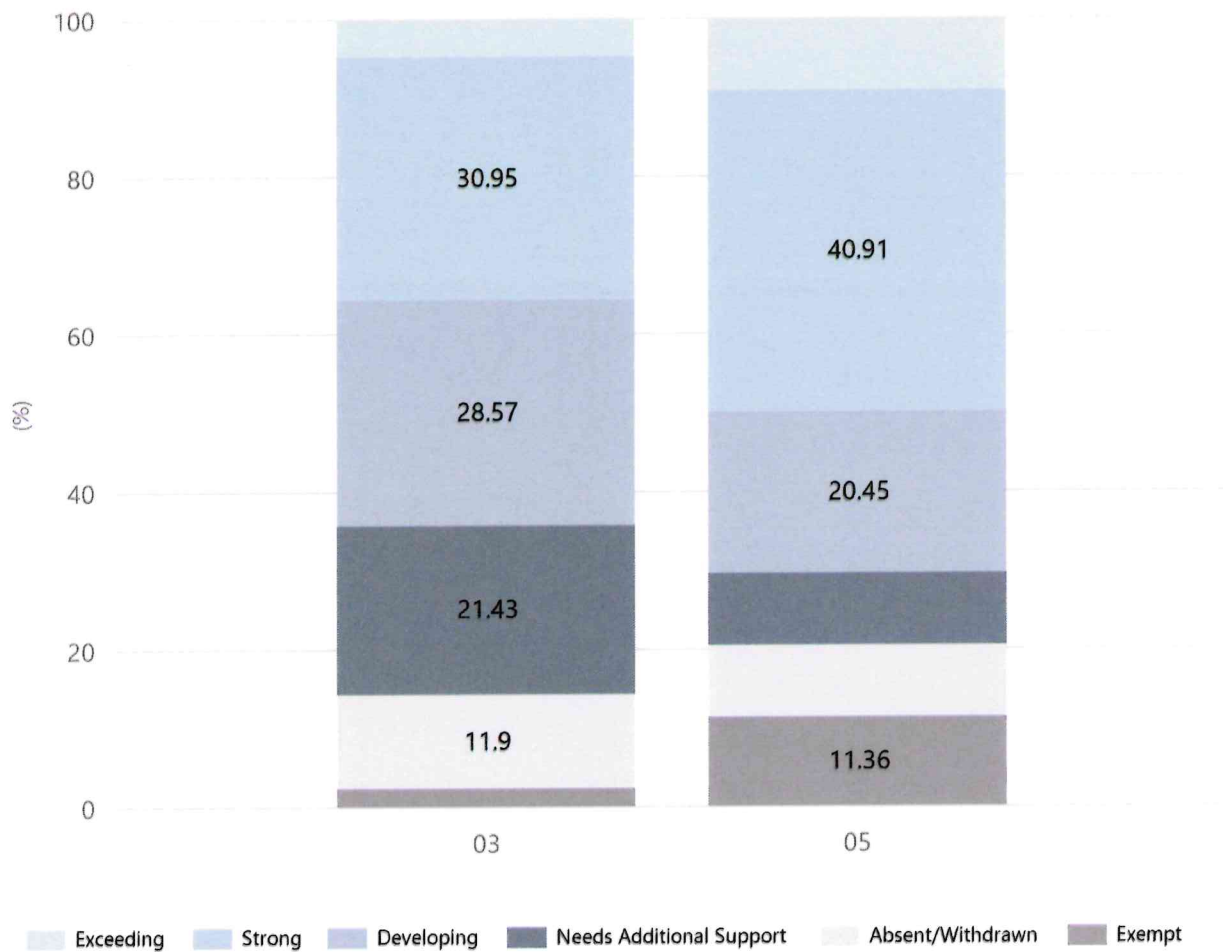
Writing



Year Level	03	05
Exceeding	1	3
Strong	26	19
Developing	7	8
Needs Additional Support	2	6
Absent/Withdrawn	5	3
Exempt	1	5
Total	42	44

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

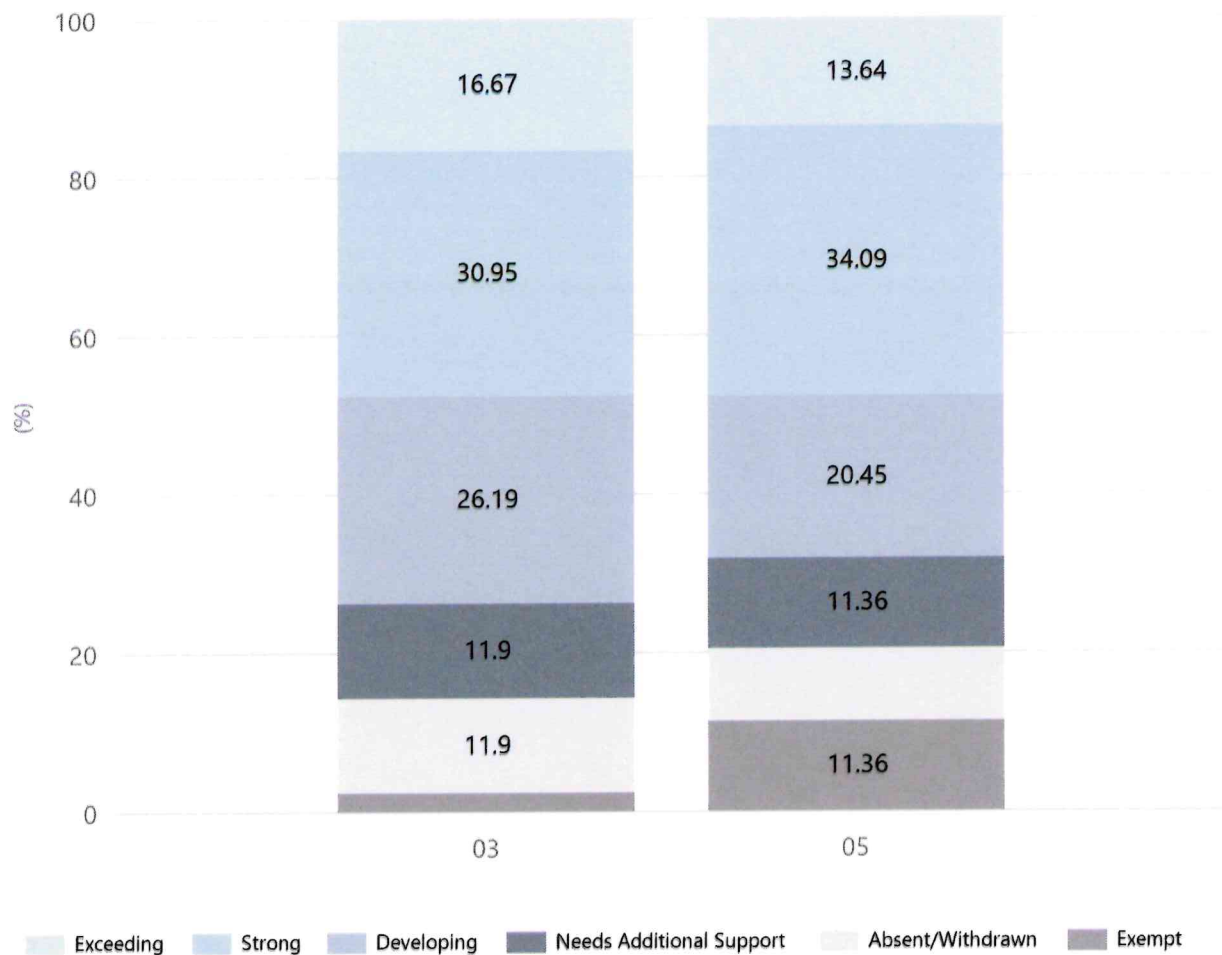
Grammar



Year Level	03	05
Exceeding	2	4
Strong	13	18
Developing	12	9
Needs Additional Support	9	4
Absent/Withdrawn	5	4
Exempt	1	5
Total	42	44

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling



Year Level	03	05
Exceeding	7	6
Strong	13	15
Developing	11	9
Needs Additional Support	5	5
Absent/Withdrawn	5	4
Exempt	1	5
Total	42	44

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

School Attendance

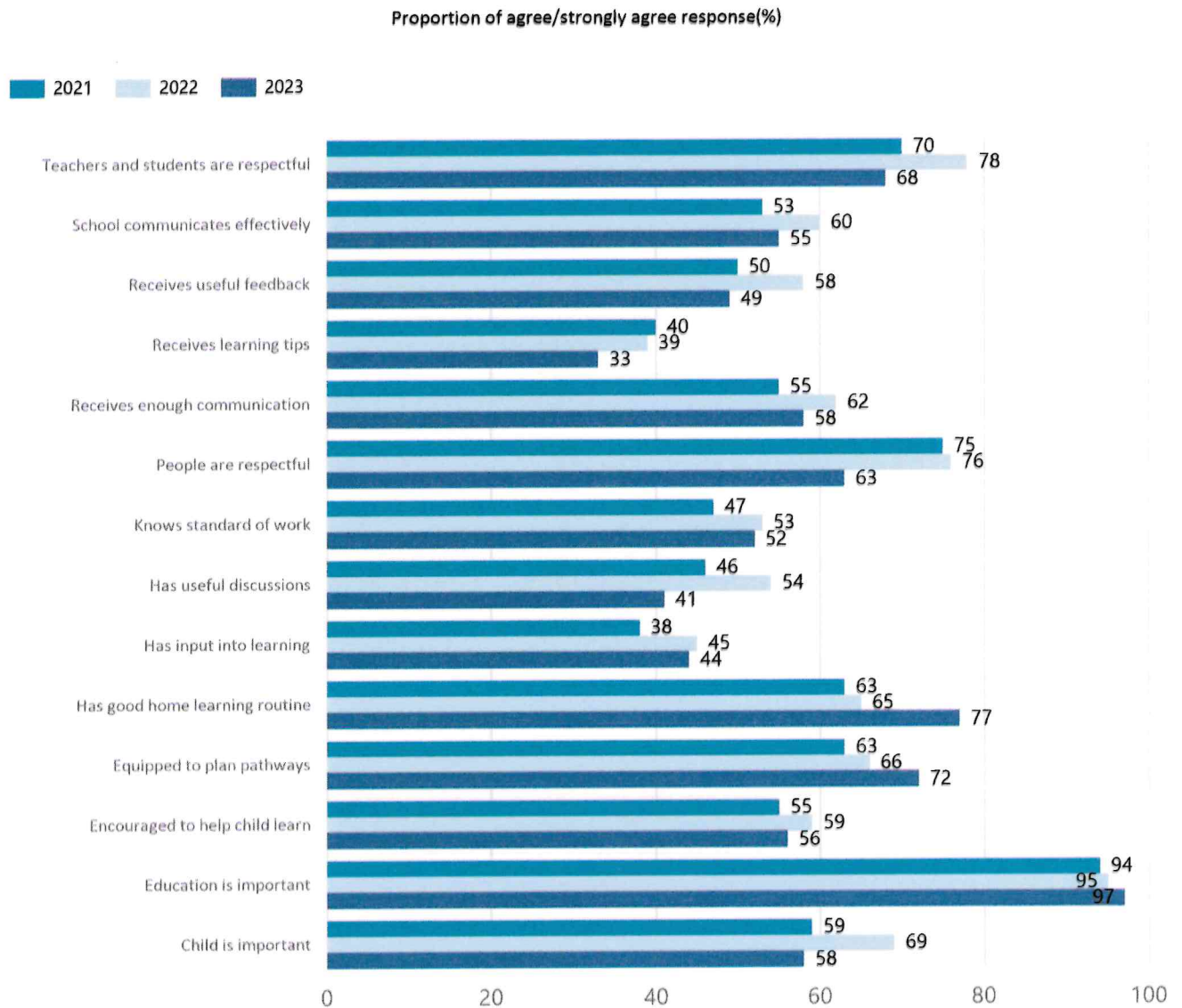
Year Level	2021	2022	2023
Reception	88.3%	83.0%	88.1%
Year 01	87.4%	84.1%	84.4%
Year 02	92.2%	78.4%	87.3%
Year 03	89.8%	84.4%	85.3%
Year 04	91.2%	82.8%	91.1%
Year 05	88.3%	84.9%	84.0%
Year 06	90.7%	82.8%	90.8%
Year 07	88.6%		
Primary Other	72.5%	75.9%	82.9%
Total	88.9%	82.5%	87.0%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	23.0%
NS - LEFT SA FOR NSW	2	7.0%
OV - LEFT SA FOR OVERSEAS	3	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	17	57.0%
VI - LEFT SA FOR VIC	1	3.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	20
Postgraduate Qualifications	8

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	23.7	0.0	12.5
Persons	0.0	28.0	0.0	21.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave.
"Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$9800
Parent Contributions	\$83204
Fund Raising	\$9653
Other	\$0

Data Source: School supplied data.