



Burra Community School

2022 annual report to the community

Burra Community School Number: 1432

Partnership: Mid North Clare

Signature

School principal:

Mrs Alicia Hoddle

Governing council chair:

Julia Clarke /
Damian Sommerville

Date of endorsement:

15 March 2023



Government
of South Australia
Department for Education

Context and highlights

Burra is situated 161 km north of the Adelaide CBD. Burra Community School, along with the town, has a strong historical foundation with the school's main building being established as the Burra Model School in 1878. It became the Burra Community School in 1978 and caters for children from Reception to Year 12. The local educational partnership is the Mid North. Our student cohort consists of 2.7% Aboriginal students, 1% EALD, 14% Students with a Disability and 30%

School Card holders.

The year began with a staggered start to school and only Receptions, Year 7's and Year 12's on site. Camps and excursions were postponed and visitors to the school were limited. Despite this we managed to hold a successful Swimming Carnival, Sports Day and Leaders Assembly. Our SACE students were able to participate in their first Outdoor Education camp and our staff worked to move forward our learning agenda.

Term 2 saw a group of Year 9 and 10 boys head to Operation Flinders and some of our Boarders travelled to Broken Hill to promote the boarding house at the Broken Hill Ag Fair. Fundraising for the Canberra trip saw a very successful High Tea and Quiz Night occur and the people from Bully Zero came and spoke to students, staff and parents with a strong message about being kind, looking out for each other and keeping safe in online environments. NAPLAN testing was successfully held online. Our Year 9 students travelled to Yookaumurra Wildlife Sanctuary and Roonka Water Activity Centre to engage with the great outdoors and Our Year 10 class participated in the careers trip to Adelaide. We hosted the SAPSASA Athletics Day.

In Term 4 we managed to hold rescheduled trips to Port Vincent for the Aquatics camp and finally sent our Year 8's and 9's on the Canberra trip first planned for 2020. Our students in Years 3 to 5 engaged in their camp to Arbury Park. 2022 delivered many challenges and yet we were able to celebrate a successful school year. Every one of the school community played a part in ensuring that our students live in a rich learning environment where they are nurtured and cared for as individuals. In 2023, may we face less challenges and have the chance to enjoy all that the year holds.

Governing council report

In the last year I have read, actually listened to the fabulous book *The Resilience Project* by Hugh Van Cuylenberg. This best seller writes of insights into several habits we can build upon to help us in our busier and more complicated lives.

One of Hugh's key points is the practice of gratefulness. Gratefulness can be a difficult habit to master and discipline is required. While I would like to think I have this discipline I don't.

But while I was pondering this speech on our last presentation night at Burra Community School after 12 years at the school I thought of the practice of gratefulness.

After a very strange few years impacted by COVID I realise we have a lot to be grateful for at this school.

As a school we offer a wide range of facilities which are often not seen in schools around the state. Goyder House boarding facility is one of only 3 regional boarding facilities around the state offering accommodation to students who cannot easily access schooling with Nikki Noakes as a very caring house mother.

Our agricultural offerings are enhanced by the Brewery Hill farm which is run by the school giving students access to valuable hands on skills. Our canteen which offers food 5 days per week with the enthusiastic Leonie Taylor at the helm. OSH providing quality after school care ably managed by Callan. Very few schools have such comprehensive offerings which require meetings and time to run and for this we should be grateful.

Our long term fundraiser in catering for AWI during the field days was coordinated the ever capable Kareena Opperman. Feeding up to 250 people on the oval is an enormous task and I am grateful that this was led by Kareena and a group of dedicated volunteers. Other fundraising opportunities available to the council have been offered to the Canberra trip committee allowing the 8/9s to travel to the nation's capital at a discounted rate for a very successful camp.

A working bee was held in Term 4 to assist with beautification of the school grounds. This involved removal of old plants, garden beds and general cleaning. Thankyou to those who partook in a successful day and the small band of volunteers achieved an enormous amount in a small time.

I have been very grateful this year for the dedicated staff, particularly Alicia Huddle and Megan Rayson who have answered my many, many questions, provided information and documents. All of our staff care about the school and the learning that is provided, we are very lucky.

As chair of governing council I have been extremely grateful for the group of parents who have committed themselves this year at Governing Council and the work they put in to making the school a great place to learn. The council have worked on policies, generally volunteered and have been great at communicating their ideas. While I am not going to name all of the members of council I would like to particularly thank two. Toby Cousins and Andrew Parsons are in their final year at the school. Both have been long term members of Governing Council and have, along with Carmel and Trish, contributed a huge amount of time and skills. We will miss their dedication.

It is our time as a family to leave Burra Community School. I would like to thank James and Eliza for their patience as I took on the chair role again this year. I have been honoured to know an amazing band of parents and staff during our time at Burra Community School and for this I am very grateful.

Quality improvement planning

In 2022 we had two site improvement goals. These were to improve student achievement in Writing across Reception to Year 12 and to accelerate student achievement in Mathematics across Reception to Year 12.

Our key actions in Writing were to use mentor texts as exemplars of more complex language, embed collaborative moderation processes through the use of the Brightpath tool and to embed the instructional routine for phonological awareness and phonics instruction in Reception to Year 2.

Staff participated in professional development in using mentor texts and identified the literacy requirements of their subjects. Narrative, Persuasive and Information texts were assessed by teachers in English, HASS and Science and measured against Brightpath rulers. Collaborative moderation processes were used to gain consistency of assessment across subjects and year levels. Brightpath data showed average score increases above the expected 20 points, but this increase was less evident in overall NAPLAN Writing results. A deeper dive into NAPLAN data, however, showed significant growth in some specific writing elements. All year levels had increased scores in Audience and Ideas. Year 7 results also showed increases in Text Structure, Cohesion, Paragraphing and Sentence Structure. Year 9 results were similar with increases in Character and Setting, Cohesion, Sentence Structure, Punctuation and Spelling.

Consistency in the delivery of our Phonics program across Reception to Year 2 remained a priority. Data from this work shows that 70% of Year 1 students met or exceeded the benchmark for the Phonics Screening test and all Year 2s retested exceeded the benchmark. Those who did not meet this benchmark had already been referred to Student Support Services for additional help with their learning.

In Mathematics we continued embedding the teaching and assessment of the Big Ideas in Number and upskilled new staff to ensure the consistency of this work across all year levels. All staff explored and identified the numeracy requirements of their subjects and ensured the explicit teaching of these skills within the context of their classes. Data was examined regularly in staff meetings and used to set learning goals and plan for differentiation in classes. There was significant/definite growth in the number of students who achieved the SEA in PAT M Testing in Years 3, 5, 6, 7, 8 & 9, with some growth in Year 10. It was identified that a focus in Number skills is needed and doing this will strengthen and improve all other Numeracy learning areas.

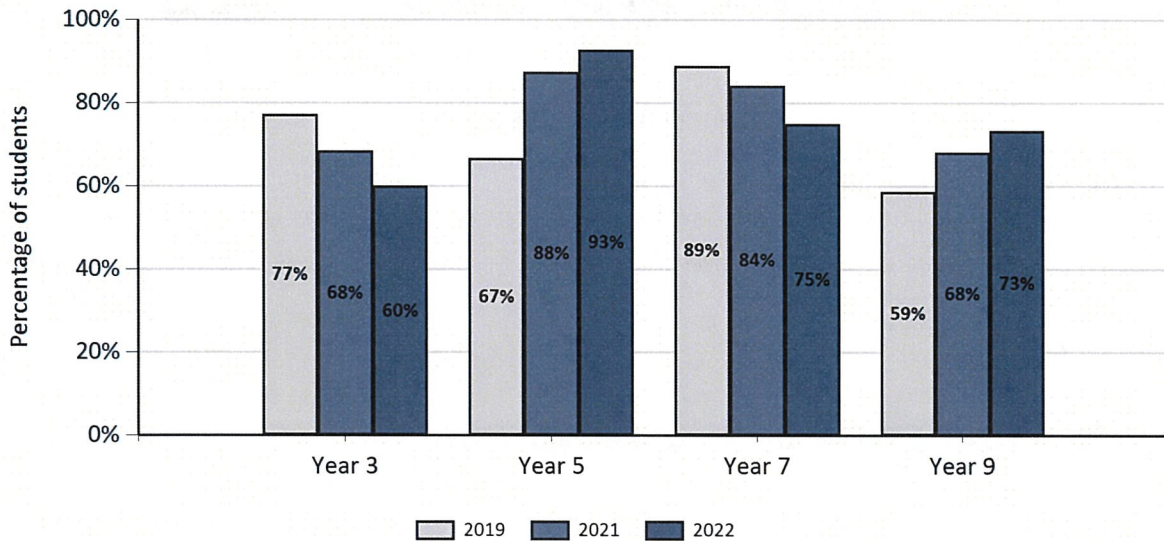
Next steps with BliN is to use the data more succinctly in teacher programming to help develop and progress students to the next Idea. Student agency and using their Brightpath, PAT and Big Ideas in Number data to set learning goals is also a next step.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

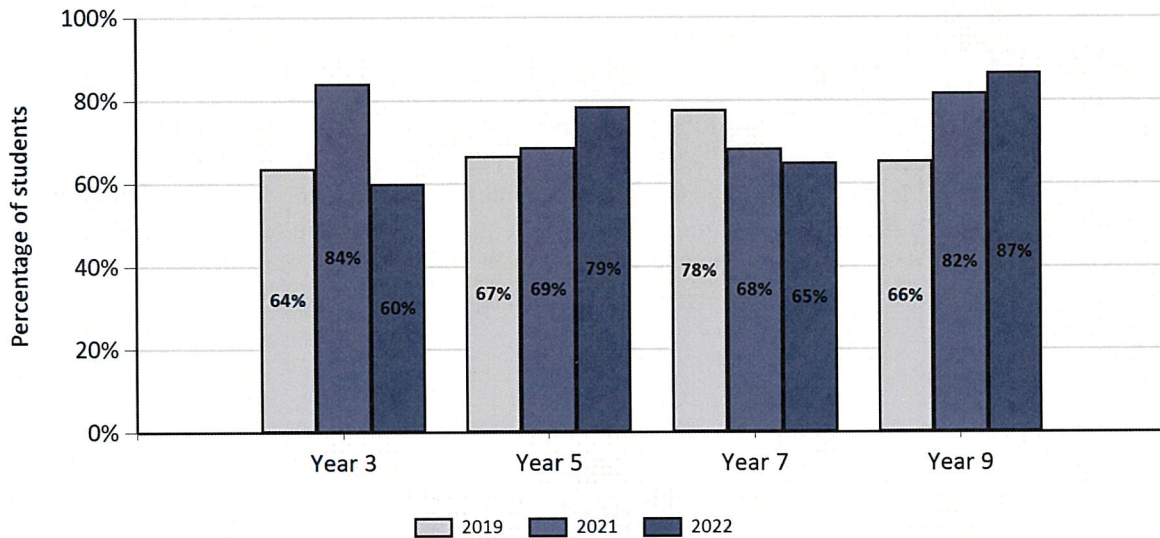


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	15	15	4	3	27%	20%
Year 03 2021-2022 Average	17.0	17.0	4.5	2.0	26%	12%
Year 05 2022	14	14	2	1	14%	7%
Year 05 2021-2022 Average	15.0	15.0	2.5	2.0	17%	13%
Year 07 2022	20	20	3	4	15%	20%
Year 07 2021-2022 Average [^]	19.5	19.5	2.0	2.0	10%	10%
Year 09 2022	15	15	3	1	20%	7%
Year 09 2021-2022 Average	18.5	18.5	1.5	0.5	8%	3%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

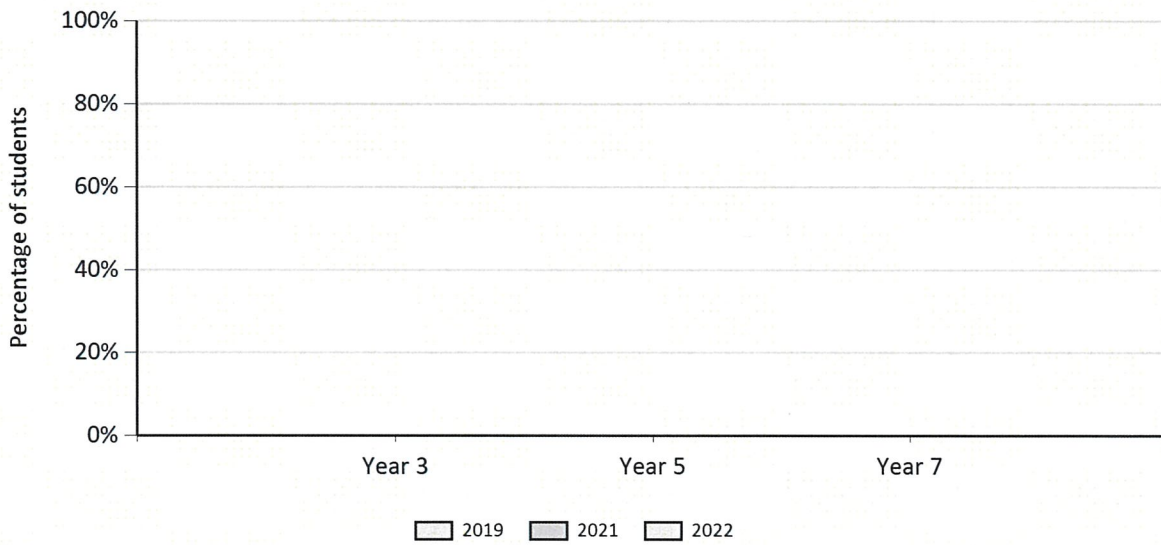
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



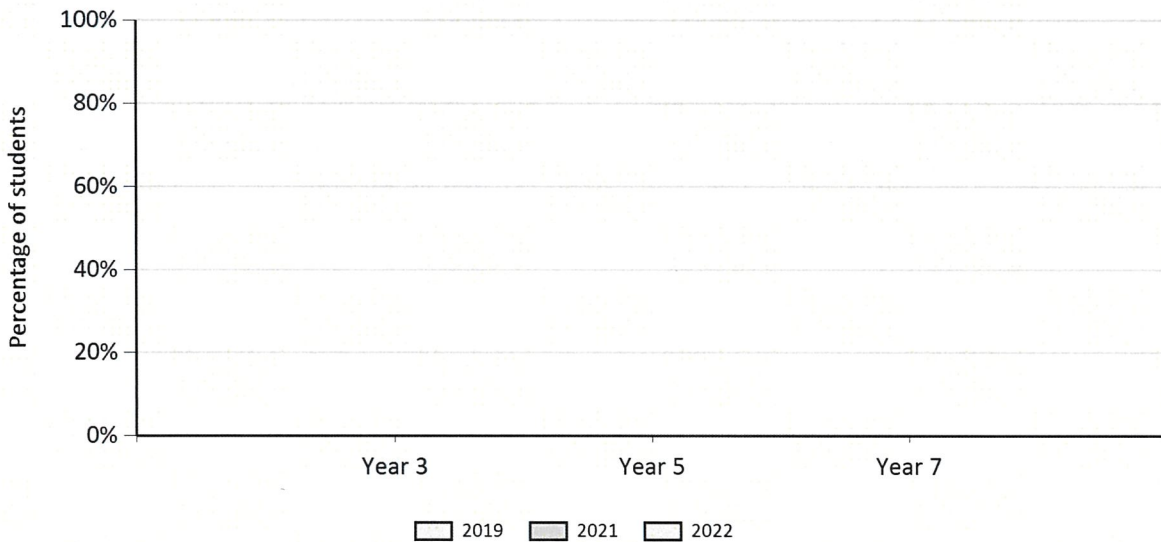
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2022 we had five Aboriginal students at Burra Community School. Our ALALR focus was on tracking and monitoring of student data and using this information to set learning goals and increase engagement for students. One on one SSO support was given to specific students to assist with some of their learning needs.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Three of the five students made significant growth in PAT M data, achieving greater than one year's growth. Brightpath writing data also reflected growth but reading remains an area to be focused on in 2023. Support was given to one student in SACE to enable her to attend an aviation course and to participate in the International Science Fair at the ASMS, thus increasing her engagement in learning..

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
100%	98%	100%	96%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A	33%	5%	0%	4%
A-	15%	16%	15%	25%
B+	26%	20%	18%	17%
B	7%	9%	27%	17%
B-	7%	22%	12%	8%
C+	7%	5%	9%	13%
C	4%	18%	18%	13%
C-	0%	2%	0%	0%
D+	0%	0%	0%	4%
D-	0%	2%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
99%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	#Error	#Error	91%
Percentage of year 12 students undertaking vocational training or trade training	0%	100%	83%	77%

2021	2022
91%	100%
67%	56%

School performance comment

In 2022 Burra Community School's overall school performance increased by 6 points (0.40 - 0.46), meaning the number of proficient students across the site increased. This was very pleasing.

PAT M data reflected that intervention and support programs were benefitting those students who were accessing them. Although not all of these students met SEA, those that showed growth had made significant progress, particularly in Years 6 and 8.

Brightpath Narrative writing scores showed significant growth between pre and post test writing with effect sizes ranging from .92 in Reception to .62 in Year 8. Unfortunately, this result was not as evident in NAPLAN Writing results, but, as stated in the Improvement Planning comment, a closer look at the components of Writing reflected growth in a number of markers.

Overall SACE proficiency has been maintained with a 100% SACE completion rate again in 2022. SACE planning focussed on using the flexibilities within the SACE to ensure a relevant and successful outcomes for all, with 56% engaging in VET to complement their more academic learning.

Tracking and analysing A-E grades will continue with training and development of staff about this occurring in 2023. Next steps will be to triangulate this data with PAT and NAPLAN and then have critical conversations with students to maintain higher bands and to move students from just below SEA to above and just below high bands into high bands. Burra Community School continued to measure reading growth in the junior primary years using Running Records. Of the 27 students tested, 14 struggled to reach the benchmark. This did not reflect the Year 1 Phonics Screening data, where 70% of students scored above the benchmark score of 28. All of these students scored in excess of 32.

Attendance

Year level	2019	2020	2021	2022
Reception	92.5%	84.3%	90.6%	84.9%
Year 1	91.1%	84.6%	88.5%	73.7%
Year 2	89.8%	83.4%	84.9%	83.7%
Year 3	90.2%	87.6%	93.2%	82.6%
Year 4	93.1%	83.2%	90.0%	82.9%
Year 5	90.3%	88.4%	89.1%	83.4%
Year 6	90.1%	86.3%	92.9%	79.4%
Year 7	89.3%	89.4%	83.9%	81.8%
Year 8	92.3%	89.6%	89.4%	78.1%
Year 9	84.1%	88.6%	88.1%	82.2%
Year 10	93.8%	86.6%	92.5%	73.4%
Year 11	83.1%	81.3%	80.9%	70.7%
Year 12	88.6%	90.3%	91.6%	73.5%
Total	89.7%	86.5%	88.5%	79.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance was again impacted by the flow on effects of COVID 19. Increases in anxiety levels of many students was evident. A mental health nurse was engaged to meet with selected students fortnightly to improve this, and the school employed an occupational therapist from Play Partners to run a social skills program with a group of identified students. The social work duty line was called for advice on some chronic non-attenders. With regard to other attendance issues, home-group teachers called parents after three consecutive days of absence and leaders liaised with parents to find solutions to individual attendance needs.

Behaviour support comment

In 2022 there were 4 suspensions, 5 internal suspensions and two take home consequences. Other consequences were dealt with by time out procedures and other teacher designed processes. The majority of behaviour incidents were related to student inability to self-regulate. These students had mostly been identified as being on the Autism spectrum. Persistent and willful inattention made up for the majority of other incidents. Staff reviewed processes at each step of the behaviour management flowchart to increase consistency of responses, and engaged in training and development around the Collaborative and Proactive Practices model of dealing with behaviour. This approach has teachers examine the lagging skill that contributes to a behaviour. In identifying the skill not accessed by the student, strategies can be put in place to build skill levels and anticipate more effectively when a behaviour is likely to occur, thus enabling a more proactive solution.

Parent opinion survey summary

In 2022, 52 parents completed the School Parent Engagement survey which is a slight increase from 2021. The results were consistent with similar schools, with positive results in the school climate section.

Learning at School results were positive, with the vast majority of parents reporting that they know what the standard of expectation is for their students and that they have useful conversations regarding their child's learning. Twelve parents surveyed would like more information as to how to better support the needs of their learners; which was also reflected in the written comments- several parents mentioning a larger focus on students with Dyslexia being needed. Parents in Education funding was successfully applied for and the program will be run in 2023.

Parents provided positive feedback in regard to post- school pathways, although the request has been made to provide more opportunities and information regarding non-university pathways; an endeavour which is already being undertaken post-COVID. The subjects on offer were commended based on the size of the school, as well as the school's endeavour to meet the needs of all SACE students by using the flexibilities provided by SACE.

A clear area of focus for 2023 will be communication between families and the school to ensure consistent and timely communication of all school events is applied across the whole site. A focus on communication of expectations between both students and teachers and families and teachers will also be appropriate.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	16.7%
SM - SEEKING EMPLOYMENT IN SA	3	16.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	44.4%
U - UNKNOWN	1	5.6%
VI - LEFT SA FOR VIC	3	16.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff, third party providers, volunteers, Governing Council members and any other people that work or make decisions involved with students are to undertake a DECD Criminal History screening and/or Working With Children Check before they are permitted to work or volunteer at the site.

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 Degrees or Diplomas	29
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	17.5	0.0	9.3
Persons	0	21	0	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$3,564,256
Grants: Commonwealth	\$1,900
Parent Contributions	\$153,175
Fund Raising	\$30,453
Other	\$2,747

Data Source: Education Department School Administration System (EDSAS).

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 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Wellbeing and Engagement funding enabled us to access Bully Zero personnel to address bullying across the school. We also employed Play Partners to run the PEERS social skills program for students with difficulties in this area.	Increased awareness of bullying and its affect on others across all year levels. Improved engagement and ability to engage socially for students, particularly some with ASD
	Improved outcomes for students with an additional language or dialect	One on one SSO support for students in class	Increase in LEAP level achievement
	Inclusive Education Support Program	This funding went into one on one classroom support for students, particularly supporting students with complex needs related to autism.	Significant growth in NAPLAN data for some students. Increased engagement, success and completion in SACE subjects.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	This funding supported students to access a range of camps and excursions, the biggest being the Canberra trip for Years 8 and 9. The funding also supported the employment of a Partnership ACEO and provided release for staff to attend PD related to curriculum, intervention programs and resources	Increased engagement in HASS Curriculum through the Canberra trip. Increased engagement and successful completion of Stage 1 and 2 Outdoor Education Improved tracking and monitoring of Aboriginal students and engagement with families through support given by the ACEO
Program funding for all students	Australian Curriculum	Support of the Brightpath program - release for training and for running collaborative moderation Release for a teachers to be involved in Partnership Spelling PD project	Growth in Writing data as measured on the Brightpath scale NAPLAN Writing improvement in the areas of audience and ideas across all year levels, text structure, cohesion, paragraphing and sentence structure for Year 7 and character and setting, cohesion, text and sentence structure and spelling in Year 9.
	Aboriginal languages programs Initiatives	NA	NA

<p>Better schools funding</p>	<p>Funding was spent on running the Literacy intervention - MacqLit and the Numeracy intervention program - Quicksmart. Some extra SSO support for students in the SACE was also provided. R-2 Phonics programming was also supported with SSO support and training of new staff.</p>	<p>Growth was across all Year levels in PAT M data and some year levels for PAT R. Phonics screening data had 7/10 students achieve above the benchmark. Those who did not achieve had already been referred to Student Support Services because of specific learning needs.</p>
<p>Other discretionary funding</p>	<p>Specialist school reporting (as required)</p>	<p>NA</p>
	<p>Improved outcomes for gifted students</p>	<p>NA</p>