During 2011 Mount Burr students Preschool-7 were supported to reach their academic potential and encouraged to take an active role in school and community activities.

The student population is made up of children from within the town and from the surrounding farming district. The school is classified as a disadvantage 3 with 40% of the student population being eligible for school card.

The school maintained a continuity of staff in 2011 and once again operated with four classes – R/1, 2/3, 4/5, 6/7.

The 2011 Annual Report outlines our school’s progress towards addressing priorities detailed in the Site Improvement Plan to improve learning outcomes for all students.

The dedicated staff worked collaboratively to ensure that Mount Burr continues to improve its academic performance in a safe and caring environment. We have pleasure in presenting the following report for our community.

### 2011 Highlights

One of the highlights of the year was the completion of the BER (Building the Education Revolution) project which included the upgrade of the Flexible Learning Area, the upgrade of student toilets and the redevelopment of the Early Intervention/Meeting room and The Arts room.

The Arts program continued to be broadened with students having the opportunity to access a variety of music lessons (e.g. guitar, drums, keyboard, violin, viola and singing) here at the school. Music students are given the opportunity to perform at assemblies. Students also had the opportunity to participate in choir at a nearby school. Children participated in The Footsteps dance program, a whole day photography workshop sponsored by the Rotary Club and a Twilight Storyfest held during book week with the entire student body and their families joining in.

A whole school camp was held at The Grampians Retreat in term 3.

Students had the opportunity to be involved in a variety of sporting activities with students from nearby schools as well as the Active After School program held here at the school and swimming lessons at the Mount Gambier Aquatic Centre.

The entire year 7 group attended the Young Leaders Conference while a small group of senior students participated in the Youth Environment Forum, extending their learning outside of the classroom. As part of the transition to high school program year 7 students from Tantanoola and Rendelsham joined our year 7 students for a team building day at Noorla Yo Long. This was also attended by the year 8 coordinator from the Millicent High School.

The school took part in a Diagnostic Review. A team from the Department for Education and Child Development spent three days in the school observing student learning, interviewing staff, students and parents and analyzing data. The aim of this process was to look at ways of improving student learning outcomes in literacy as well as enhancing the education programs for our students.

The school received a high number of commendations and several recommendations which have been further developed with the support of the Regional leadership Consultant Betty Burchard.

Staff professional learning included participation in First Steps-Reading, the PALL (Principals as Literacy Leaders) project, a workshop with Dr Neil Carrington examining ways in which leadership can foster quality
teaching and learning, Inquiry based learning workshop with Kath Murdoch and Literacy workshops with Stephen Graham.

With research informing us that feedback is one of the most important influences on student learning our teachers once again participated in peer observations which this year also included staff from Mil LeL PS. Maths and Science facilitators worked closely with staff as part of the Primary Maths and Science Strategy. Teacher Jade Williams was recognized and acknowledged for her exemplary teaching and learning practice through her certification of an advanced skills teacher.

Report from Governing Council

Mount Burr Primary School
2011 Governing Council Chairperson Annual Report

The school motto “Learning for Life – Aiming for Excellence” provides students with a strong foundation to embrace learning whilst allowing for individual growth and achievement. Learning to be helps students to develop an understanding of who they are and their potential. Learning to know helps students to gain the skills to be inquisitive, to think independently and to ask questions. Learning to do provides students with the tools to reflect on their learning and teaches them how to apply and reflect on knowledge. Learning to Live Together teaches students about being part of a community and embracing all individuals no matter their background. By learning and adopting these principles at an early stage we are ensuring that our students are equipped with the skills and resources to engage in learning and work and to seek excellence in their chosen field.

Our Governing Council meets twice a term and consists of seven members, which includes a staff representative. The finance committee meets once per term, prior to Governing Council meetings where a report is provided by the Finance Officer. Governing Council and Finance meetings are usually well attended averaging an 85% attendance rate for the 2011 year. In 2011 we revisited the Governing Council roles and responsibilities, the uniform policy as well the Bushfire Policy. An outcome of the revised Governing Council roles and responsibilities was that members were more informed of their responsibilities and the role they played in decision making in the school.

The school once again operated with four classes – R/1, 2/3, 4/5 & 6/7 with student population made up of children from within the town and from the surrounding farming district. Student numbers remained consistent throughout the year. The school retained staff from 2010.

Students participated in a number of other activities throughout the year allowing for skills development and learning opportunities outside the school environment. These included; sports days, cross country, basketball, football/netball gala day, Auskick/Netball, SAPSASA Athletics, soccer and football competitions, Footsteps dance program, choir and the end of year concert. The “Active after school” program continued and was well attended. All children participated in the Premiers Reading Challenge and an increasing number of students took part in the Australasian Schools Competitions. “The Premiers Be Active Challenge” was another highlight of the year with all students participating and the school was once again selected as a high achieving school.

Another highlight of the year was the 2 – 7 school camp to the Grampians Retreat. Both students and teachers enjoyed the camp and all learnt new skills.
Once again the entire year 7 body together with their teachers attended the Young Leaders Conference in Adelaide allowing for this group to interact with other young people from across the state. A group of 6/7 students participated in the Youth Environment Forum.

School assemblies continued to be well supported throughout the year allowing students to share their learning whilst gaining skills in presenting to an adult audience. Thankyou to parents and caregivers who continue to support this “sharing” of learning. A special thank you also to parents/caregivers who have given their time, and support to their children to enable them to participate in extracurricular activities, those who have provided transport and to those who assist with reading, cooking and craft activities. Your support in these areas continues to play a critical part in the success of our school and our young people’s learning, skills development and achievement.

The school continues to provide excellent resources for students with improvements in 2011 including; installation of a reverse cycle air conditioner in the library/resource room, outdoor awnings and relocation of the teacher resource room. Major projects saw the Federal Government’s Building the Education Revolution (BER) project completed providing a flexible learning area and an upgrade of toilet amenities.

The Early Intervention program has continued this year providing extra reading and reading comprehension support to students in R – 3 as part of the schools focus on early years literacy targets in our site improvement plan. This has been a very successful intervention program helping these young people to gain the necessary foundation skills they require to be successful in everyday life and to help them engage and achieve in their learning.

NAPLAN testing was once again carried out with the school performing strongly across all areas. In the areas where the school was below the region the school will continue work to address this in 2012. This will be through continued staff development in literacy, in particular the PALL (Principals as Literacy Leaders) project and the Department of Education and Children Services Primary Maths/Science Strategy. Overall the NAPLAN data shows evidence of the high performance across the school when compared with the region.

It is evident that learning is the central focus of the school’s culture and that the atmosphere of the school is respectful and focused on positive relationships and building resilience. As Governing Council Chair I am proud to represent the school and its community

I would like to take this opportunity to thank all councilors, students, parents/caregivers and staff for their support and contribution to the school community throughout 2011. As a community we should feel very proud of our school and the learning environment that the school strives to provide for our children. I would also like to congratulate the staff on their ongoing commitment to excellence in ensuring that our school and students have the best opportunities available to them as well as inspiring our young people to be leaders both now and in the future.

I look forward to 2012 and working together to continue to provide ongoing learning and growth opportunities for our young people.

Emma Handford
Governing Council Chairperson
## Site Improvement Planning

### MBPS Site Improvement Plan 2011

**Priorities:**
The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes.

**Targets:**
Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.

**Strategies:**
The major actions that staff – teachers, SSO’s, leaders – commit to do so that learners are supported at classroom level to achieve the Targets.

**Evaluation Measures:**
The data, evidence, processes and timelines to be used to monitor/measure/evaluate progress towards achievement of the Targets and/or effectiveness of Strategies.

### Improvement Priority 1

#### ENGLISH

**Reading Comprehension and Fluency**

- 100% of students will be reading at or above their chronological age.
- Analysis of identified evaluation measures e.g. running records, PAT-R, WRAP.
- Exposure to a wide range of text types
- Explicit teaching of a wide range of text types with a focus on Exposition writing
- A focus on inferential questions
- Expanding students current vocabulary – specifically descriptive language
- Explicit teaching of Oral Language skills – scaffolding CPC-7
- JP-MP teachers to participate in First Steps - Reading
- JP-MP teachers to implement First Steps - Reading
- Whole School Agreement to Teaching Literacy - Reading
- 100% of staff will be using a common approach to teach Literacy - reading
- 100% of students will be achieving appropriate Running Records Level
- Teachers to utilise PAT-R and WRAP
- Teachers will demonstrate (through Pro-Chats) a high level of confidence when using the Big Ideas in Number
- 1 minute reads in Running Records
- 1 minute fluency read
- Training in The Big Ideas in Number (BIN)
- Participation in the Maths For All Program
- Professional conversations with colleagues
- Peer Observations
- Student improvement in post teaching BIN Diagnostics Testing

### Improvement Priority 2

#### MATHEMATICS

- 100% Teachers will be using The Big Ideas in Number to diagnose conceptual knowledge R-7
- Development of a process for data collection that can be compared across the school – spreadsheets that identify key ideas within each mathematical concept that demonstrate student progress
- Develop an assessment for Mathematics Data Schedule
- Certification of focused teaching & learning
- Student improvement BIN Diagnostics Testing
- Specific data analysis (pre-teaching and post-teaching) BIN Diagnostics Testing
- 75% of Year 5 and 7 students achieving medium or high growth in numeracy in NAPLAN
- Explicit teaching of analysis of mathematical questions
- Analysis of 2010 NAPLAN data to pinpoint specific Mathematical topics
- NAPLAN results analysis
- 100% of students will be at or above the NAPLAN National Mean Score
- Analysis of 2010 NAPLAN data to pinpoint specific Mathematics topics
- Explicit teaching of literacy in Mathematics (mathematical inferential based questions and technical language)
- NAPLAN results analysis

Strong literacy levels empower students to access all areas of learning. Mount Burr students have continued to improve levels of achievement on state and internal tests. Intervention programs involving teachers, SSOs, parents and students have continued to support identified students.
After analysing all NAPLAN results we will continue to target literacy and in particular reading and reading comprehension in our Site Improvement Plan for 2012.

A national testing regime was conducted with NAPLAN being held in May.

Comparative mean scores of Mount Burr and the Limestone Coast Region

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mt Burr PS</td>
<td>Region</td>
</tr>
<tr>
<td>Grammar</td>
<td>442.3</td>
<td>393.6</td>
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<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Spelling</td>
<td>420.9</td>
<td>389.3</td>
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<tr>
<td>Writing</td>
<td>423.2</td>
<td>394.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>414.3</td>
<td>372.4</td>
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</table>

Year 3 Literacy results were above the Region. Reading and reading comprehension will continue to be focus areas while the Early Intervention program with identified children will continue in 2012.

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mt Burr PS</td>
</tr>
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</table>

Year 3 Numeracy results were significantly above Region.
<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mt Burr PS</td>
<td>Region</td>
</tr>
<tr>
<td>Grammar</td>
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<td>473.8</td>
</tr>
<tr>
<td>Reading</td>
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<tr>
<td>Spelling</td>
<td>450.7</td>
<td>465.8</td>
</tr>
<tr>
<td>Writing</td>
<td>464.1</td>
<td>464</td>
</tr>
</tbody>
</table>

Year 5 Reading and Writing were above Region while Grammar and Spelling were below Region. Staff Training and Development in Literacy will continue to be a focus in 2012.

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mt Burr PS</td>
<td>Region</td>
</tr>
<tr>
<td>Numeracy</td>
<td>465.4</td>
<td>464.9</td>
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</table>

Year 5 Numeracy was above the Region. Staff will continue to be involved in the Primary Maths/Science Strategy.

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mt Burr PS</td>
<td>Region</td>
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<tr>
<td>Grammar</td>
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<td>Spelling</td>
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<tr>
<td>Writing</td>
<td>526.3</td>
<td>517.2</td>
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<tr>
<td>Numeracy</td>
<td>504.4</td>
<td>529.6</td>
</tr>
</tbody>
</table>

Year 7 Grammar, Reading and Spelling were below the Region while Writing was above Region. Reading fluency and comprehension will be a focus for improvement in 2012.
Year 7 students were below Region. Staff will continue to be part of the Primary Maths/Science Strategy in 2012.

Article IV. Analysis
The NAPLAN tables are generally evidence of improved school-wide performance by Mount Burr students.

Recommendations
- A time line for the collection and analysis of writing data will be embedded across the whole school.
- Data analysis will inform future directions for literacy.
- Teacher training and development will focus on fluency and its impact on reading comprehension.
- Literacy blocks will be a focus across all year levels.
- Students identified as being below the minimum standard will have a learning plan in place.
- The Early Intervention Program will continue in 2012.

Student Data

Article V. EARLY YEARS LITERACY PROGRAM
Students were tested with a running record of graded readers.

![Comparison of Running Records Results for Same Student from 2010 to 2011](image)

Article VI. Analysis
Identified students were included in the Early Intervention program.

Article VII. Recommendation
Those children identified as being in a low level are monitored, included in the EI program and receive extra SSO classroom support.

Pro chats with staff linked to our Literacy priority identified a need for a continuation of the Early Intervention Program aimed at achieving targets in our Site Improvement Plan. Following a Principal’s Advisory Committee (PAC) meeting an SSO was once again employed to co-ordinate the program under the guidance of the teacher who had implemented the program which was based on good practice at a neighbouring Limestone Coast site.
All students R-3 as well as any new students enrolling in the school are tested and included in the program where necessary. The timetable allows students to work on a specific individualised program with the EI coordinator three mornings a week.

**Article VIII. EARLY INTERVENTION PROGRAM**

![2011 Initial Sounds Including Basic Di Graphs](chart1.png)

![2011 First 200 Sight Words](chart2.png)

**Article IX. Recommendation**
Analysis of the data showed that all students participating in the program made significant improvement.

Feedback from students, staff and parents continues to be positive.
Article X. Enrolment

Note: Scale may vary from graph to graph, always check the scale on the vertical(Y) axis before interpreting apparent differences.

Student enrolment figures remained steady throughout the year. Overall enrolments allowed us to once again staff four classes R-7.

Figures show an increase in the number of families on school card.

Preschool enrolment trends indicate that numbers will remain steady in 2012.

Article XI. Attendance

Overall student attendance is steady. The attendance policy continues to be implemented with teachers being proactive in following up any concerns or patterns of absences or lateness with phone calls to parents/caregivers. Communication between home and school is a priority and allows for any concerns to be addressed promptly. Support from the attendance officer was sought in individual cases when necessary.
Article XII. Staff Attendance

It is a Commonwealth requirement to report Staff absence and retention. Teaching staff attendance was over 98%. Teacher absences were due primarily to illness.

Article XIII. Teacher Qualifications

All teachers at Mount Burr have the requirements for teacher registration. Three teachers are now Step 9.

Article XIV. Student Behaviour Exclusions and Suspensions

There was 1 suspension during 2011. No exclusions were necessary.

Article XV. Retention

Transience is not an issue with 100% retention of students.
Article XVI. Analysis and Recommendations

The parent community was surveyed to provide a snapshot of opinion in six categories. This survey is part of DECD annual accountability processes. While only a relatively small sample those that did respond indicated a high performance in each of the areas.
Student surveys indicate a high level of satisfaction with the learning at Mount Burr P.S. and generally enjoyed being at school.

**Article XVII. Recommendation**

Work with individuals and small groups to develop positive relationships between students – group lunch days using student kitchen facilities, lunch time sporting activities, Bounce back program etc.

Develop further opportunities for year 7 students to participate in learning activities with neighbouring small schools to support a smooth transition to high school.
Staff survey indicates a high level of satisfaction in all areas. Staff feedback is positive in all areas.
**Accountability**

**Staff**

**Teacher Qualifications**

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
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<tr>
<td>Post Graduate Qualifications</td>
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</tbody>
</table>

Please note: Staff that 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**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
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<tr>
<td>Full-time Equivalents</td>
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</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>8</td>
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