



# Booborowie Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Booborowie Primary School Number: 600

Partnership: Upper Mid North

**Name of School Principal:**

Anne Heinrich

**Name of Governing Council Chair:**

Paul Wedding

**Date of Endorsement:**

## School Context and Highlights

Booborowie Primary School is a small rural school, founded in 1892, located approximately 180km north east of Adelaide. The school population consists of a rural farming community as well as local residents who reside and work in the town and nearby areas. There is strong community pride and ownership of the school. Building and strengthening school and community relationships continued to be a focus in 2017.

Our school motto is "Achieving and Learning for Life". Our focus has continued to be to improve Literacy and Numeracy skills in all students, while focusing on developing a positive Growth Mindset in a quality teaching and learning environment.

At the conclusion of 2017, there were 21 students enrolled from 10 families. We have two classes of students, Reception to year 3 in Junior Primary class and Years 4 to 7 in the upper primary class. Classes combine for The Arts, PE and Design.

Music has been taught by a hourly paid instructor and most students have been enrolled in Open Access College for Japanese Language.

At Booborowie Primary School students with disabilities have Negotiated Education Plans (NEP) and intervention programs in place provide support for students learning needs. Given the diverse range of abilities and needs in each class, teachers differentiate the curriculum for every student to support individual learning needs.

At present, there is one Indigenous student. The ICSEA (Index of Community Socio-Educational Disadvantage) is not available at this time. Eight students received School Card this year. The index of disadvantage for the school is Category 5.

Highlights for 2017 include:

Targeted intervention was provided to all students whose Literacy and Numeracy Scales Scores in the PATr and PATm tests were below their expected year level or who were identified with learning support needs. Support strategies include Seven Steps of Writing; Mini-lit; SSO support to individuals and small groups in the classroom and Whole School Reading Program; Improvements in the NAPLAN scores with some students attaining the Higher Bands.

Whole school aquatics camp at Lake Bonney, Barmera in Term 1.

Students participated in Young Environmental Leaders and GRIP Leadership projects to develop leadership skills.

Booborowie Primary School's Facebook page was established to help inform parents and community about school events and achievements.

Kitchen Garden Program- growing and cooking healthy food was further developed with all students

## Governing Council Report

A major highlight for the Governing Council and parents has been the high levels of involvement by all our families who have participated in school events.

We welcomed Mrs Anne Heinrich as new principal and teacher to our school.

Governing council activities included fundraising and whilst we were not hugely successful with our food stall at the Burra Show, it was great to have most of our families able to help out on the day. Other fundraising activities included a lamington drive, various raffles and BBQs, morning teas and a bingo night was very popular. The school hosted a morning tea to thank Mr Kevin Cousins, our grounds person on his retirement and to raise money for the Biggest Morning Tea.

We were able to purchase a new school shirt and jumper for every student using a small Barnabos Foundation Grant and money we had raised.

Many thanks to Mrs Penny Drew our upper primary teacher who was successful in winning us a Variety Club Grant to build a substantial covered outdoor learning area with rubber soft-fall surface. This is a significant improvement at our school that we are very grateful to receive.

School banking service was introduced and we have students regularly banking each week.

Most families attended a working bee during the year and our grounds present very well thanks to the work of our groundsman Mr Andrew Shepley and other staff members efforts.

We investigated possibilities of providing OSHC and some bus transport to support families however have not got enough support to go further at this time.

We commemorated 125 years of education in Booborowie with an open day at the school followed by our annual concert in term 4.

The school helped out in the community by tree planting and our school newsletter included community news and was shared with all residents to help strengthen school-community ties. The school's Facebook page provides another opportunity to celebrate school achievements and events within our community.

## Improvement Planning and Outcomes

Targets for 2017 was for all students to show evidence of very high or extremely high levels of Involvement in Learning by helping to develop powerful learners with a growth mindset, good attendance at school, build student voice and continue to develop strong relationships between students, parents, staff and the wider community:

### ATTENDANCE -

Excellent attendance was acknowledged and awards presented at assembly, newsletter items highlighted the importance of good attendance and the school followed up with all absences to help achieve an improvement in attendance data to 93%

### WELLBEING and ENGAGEMENT

What's the Buzz and other social skill development programs helped build positive relationships between students and staff. Student leadership program started in the Upper Primary class helped students develop peer tutoring, organisation, public speaking and team work skills. Behaviour incidents were mostly minor and infrequent with students responding positively to early support and interventions in place. Focus on developing powerful learners with growth mindset including resilience and risk taking was helpful in increasing student confidence with their learning.

There was an increase in students providing feedback to teachers about their learning to help inform curriculum design.

Students practiced leading whole school assemblies and began to raise issues and concerns so they could be collaboratively resolved.

### LITERACY

Whole school reading program begun to provide another opportunity for every child to read to an adult every day. Information was provided in the school newsletter to inform parents and the wider community about the importance of reading every day. All students completed the Premier's Reading Challenge. Whole school synthetic-phonics spelling program was trialled and will continue to be used in 2018. Teachers trained in Seven Steps of Writing and Brightpath Writing and began analysing student writing samples to inform teaching practice and provide feedback to students. SSO support in classrooms during literacy block supported students with disabilities and helped teachers provide differentiated curriculum for all students. All students not achieving benchmark (baseline data, NAPLAN, Pat-r) received intervention support- MiniLit was provided to students. Professional development in Oral Language helped teacher provide more support to children's oral language development. Brightpath oral language tool will be used in 2018 to help inform teaching and learning programs.

PAT-R 28% students in higher bands; 58% achieved SEA.

### Running Records-

### NUMERACY

Whole school maths program involving natural maths, Big Ideas in Number, problem solving, investigations and mental maths strategies was implemented. Diversity of learners was supported by SSOs working in classrooms. Teachers focus on differentiating the curriculum to support learners will continue in 2018.

PAT-M: almost 70% achieved SEA including 30% in higher bands.

In 2018 we will develop student learning portfolios to help differentiate the curriculum to meet learner needs.

Intervention and support to meet diverse learner needs will continue.

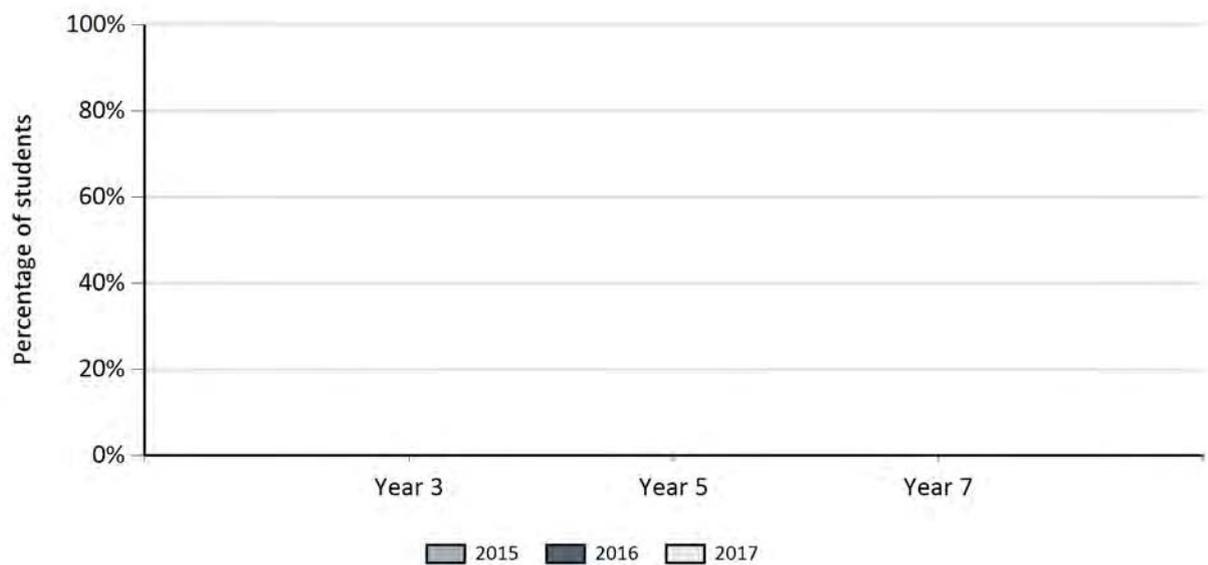
We will maintain our focus on Literacy and Numeracy and investigate visible learning and feedback to support more learners move into higher bands.

## Performance Summary

### NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

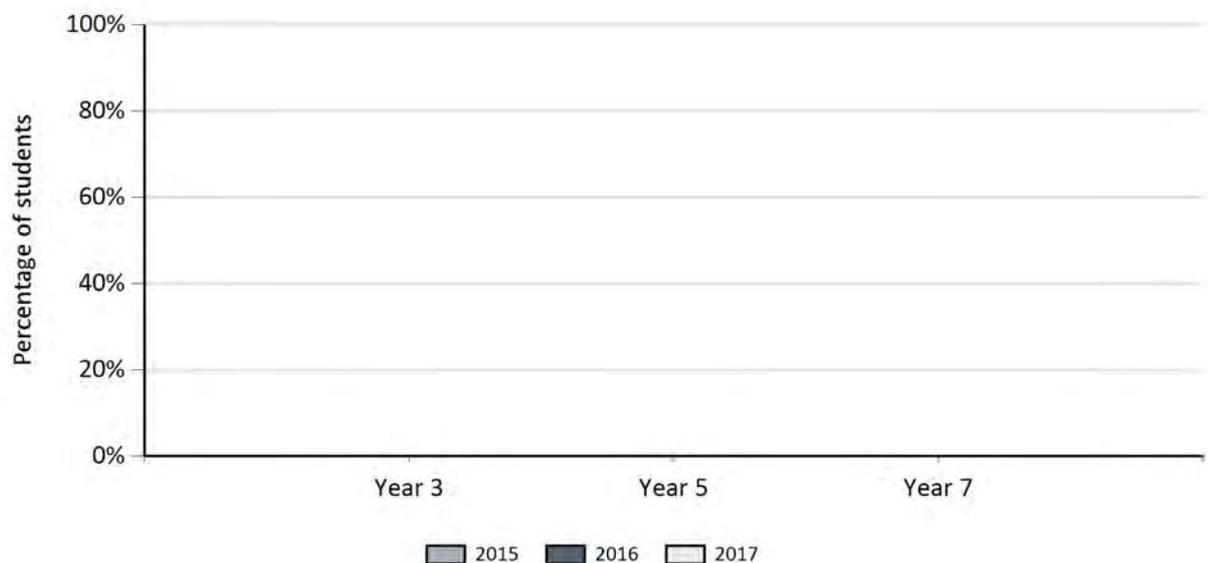
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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 Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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%.

## 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>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.

## School Performance Comment

Due to the small number of students (less than 10 in each group) participating in testing (NAPLAN, PAT-R, PAT-M and Running Records) it is impossible to report as a group to ensure anonymity of individual students. Individual student reports have been sent to all families of those students tested.

On the whole, student results were pleasing and some growth was noted in all aspects of the tests. One student achieved results in the Higher Bands for Literacy and Numeracy. The performance graphs and tables above do not include any data so that individual children cannot be identified.

Staff have analysed students testing results and are able to confirm:

- Students with learning needs and disabilities receive intervention and support.
- Teachers use additional tests to monitor student progress, in particular to check they are making at least 12 months progress each year and monitor that intervention is effective by checking that children's rate of progress is increasing.
- All non-exempted students made at least 12 months progress in 12 months.
- Whilst some students have moved into higher bands of achievement in literacy, we need to continue to provide intellectual stretch to help move more students into higher bands in more areas and then keep them there.
- Current intervention includes 1:1 and small group SSO support in the classroom during literacy and numeracy blocks for students with disabilities; Mini-Lit program for identified students.
- Whole school reading, spelling and maths agreements continue to be reviewed and modified in response to the achievement data collected by teachers.

2018 Improvement Plan Focus will include:

- Develop comprehensive and easy to use student portfolios and data sets to inform teaching and learning.
- Focus on FEEDBACK to and from students to inform learning and teaching.
- Staff PD in curriculum design- differentiating the curriculum to meet individual learner's needs.
- Numeracy- Staff PD to improve pedagogy ie: Big Ideas in Number

## Attendance

Year level	2014	2015	2016	2017
Reception	94.4%	70.6%		84.1%
Year 1	79.2%	93.2%	92.6%	90.7%
Year 2	93.5%	82.1%	94.6%	89.1%
Year 3	85.5%	94.8%	93.9%	89.5%
Year 4	90.3%	78.5%	98.5%	92.0%
Year 5	81.4%	89.8%	83.2%	96.2%
Year 6	90.3%	96.5%	87.8%	97.1%
Year 7		93.1%	100.0%	90.2%
Total	89.2%	90.4%	90.7%	91.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

The school provided additional support to families to help improve attendance including:

- follow-up phone calls and face to face meetings to discuss attendance concerns
- assembly awards presented each term to all children with perfect attendance
- regular newsletter articles about the importance of attending school
- extra supervision before and after school available when required so children were not absent for parent' appointments.

Parents provided reasons for almost all absences on the day.

We will continue to focus on attendance and expect to increase attendance levels in 2018



## Behaviour Management Comment

Some students with disabilities had Individual Behaviour Management plans to help meet their needs. These were successful in managing behaviour.

Student Voice provided opportunities for students to raise issues at whole school assemblies. Response and management strategies were agreed upon by the whole school and were successful in maintaining high levels of cooperation and good behaviour.

Teachers reported minimal behaviour concerns in their classes and yard and there were no suspensions or exclusions in 2017.

Bullying: There were minimal occurrences of low-level bullying reported all of which were promptly dealt with satisfactorily. There were no high-level bullying incidents reported in 2017.

## Client Opinion Summary

Parents and caregivers were invited to participate in the Parent Opinion Surveys. Only 20% of parent/ caregivers responded. All respondents answered in the strongly agree or Agree categories for most all areas. Other anecdotal feedback obtained through informal meetings indicated that parents had a positive opinion of the school, the learning programs and the dialogue between, teachers/ parents and / students.

Students were also surveyed for their opinions and reported high levels of wellbeing in the school, that they believed teachers were helpful and the school was well managed. Students indicated they would like more feedback from teachers on how they could improve.

Data from staff members using School Survey is not available at this time. Psychological Health Survey completed by all staff indicates strong protective indicators of Supportive Leadership, Role clarity, co-worker interaction and participating in decision making for all staff members at Booborowie Primary.

In 2018, we will continue to monitor and improve communication between staff members and between school and home; ensure our site vision and clearly understood.

We will also investigate other opportunities to collect opinions from staff, parents and students throughout the year to increase participation.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	50.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	1	50.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

A relevant history screening is required for some of the department's volunteers.

The department's volunteers include anyone working for free on a:

- governing council
- school council

Parents or guardians who volunteer to work on these committees/councils do not require a screening unless the council/committee is the employing authority for an out of school hours care service.

Booborowie Primary School has recorded screening clearance dates to ensure that all staff working with students or working at the school site, Governing Council members have current screening.

## Teacher Qualifications 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	7
Post Graduate Qualifications	2

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: 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	2.6	0.0	2.4
Persons	0	4	0	4

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	571,244
Grants: Commonwealth	1,100
Parent Contributions	8,084
Fund Raising	8,155
Other	3,201

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

## 2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	No suspensions or exclusions. Individual Behaviour Management Plans developed to meet needs of students with disabilities. All students are achieving or moving towards SEA targets.	Wellbeing monitored with high or very high levels of engagement observed
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	Students with Disabilities have received targeted support via the Mini-Lit program to improve their achievement in Literacy. Some students have received in-class support to enable them to access the curriculum.	Improvements on NAOLAN, PATr and PATm Scale scores and Running Records
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Aboriginal students have accessed individual work. first language maintenance and development support given at home. Improvement in student voice, wellbeing and engagement for all students by focusing on Big Ideas in Number, Seven Steps of Writing, individual education plans for all children, differentiating the curriculum and review of whole school reading, spelling and maths Early Years Literacy funding for SSO classroom support during Literacy and Numeracy blocks SSO providing targeted intervention through Mini-Lit Program.	Significant progress on individual learning goals within IEP/NEP Intervention programs supporting students with special needs. Improved Running Record levels
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Monies spent on whole school spelling, maths resources and releasing teachers for curriculum design to meet individual learners needs and PD (Brightpath, Seven Steps of writing, Big ideas in number; Oral language)	Improved access to ACARA curriculum for students in various areas.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	n?A	