

# Booborowie Primary School 2016 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:**

Jayne Mainprize-Potter

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**Name of Governing Council Chair:**

Ian Walker

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**Date of Endorsement:**

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## 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 a strong community pride and ownership of the school. Re-establishing and developing meaningful interactions with Family, School and Community has been a strong focus in 2016.

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 2016, there were 16 students enrolled from 8 families. There is one class that splits into two groups for Literacy and Numeracy every morning, and is combined for all other subjects, except Music. This is taught in two groups by a hourly paid instructor.

At Booborowie Primary School there are several students with varying levels of disability who are on Negotiated Education Plans (NEP). Five students are receiving support for their recognised learning needs. All students in 2016 are on their own Individualised Learning Programmes (ILP).

At present, there is one Indigenous student. The ICSEA (Index of Community Socio-Educational Disadvantage) is 988. Eight students received School Card this year. The index of disadvantage for the school is Category 5.

Highlights for 2016 include:

Improvements in Literacy and Numeracy Scales Scores in the PATr and PATm tests for the majority of the students.

Improvements in the NAPLAN scores with some students attaining the Higher Bands.

Development of a Native plant garden to attract birds to the school grounds and the making of bird boxes.

Investment in the Digital Technologies curriculum area and involvement in STEM and Young Environmental Leaders projects.

## Governing Council Report

Well, 2016 has been and gone, and what a year it has been for our little school.

As Chairperson, I would like to take this opportunity to thank those of you who made the effort to commit time and energy to Governing Council without your dedication we could not function. We are small in number, but large in enthusiasm and ideas. Thank you to all our school families & friends for your contribution towards the fundraising activities that were organized throughout 2016.

From cooking Yiros's at the Burra show  
Pie and lamington drives  
Various Raffles and BBQ's  
Election Day cake stall

And then there was Bunnings, to be holding down a gazebo with one hand while cooking or serving a sausage sizzle with the other during a hail storm, all the while selling "the world famous mid north gourmet lamb sausages" Made for an interesting day. All in all raising over \$4600 this year. Well done everyone.

A heartfelt thank you must go to Monique Haddow for her unbelievable efforts helping us with our fundraising, she has gone above and beyond. We really do appreciate all your help, Thank you.

2016 saw Mrs Jayne Mainprize-Potter come in as our new Principal and Teacher. The students, parents and existing staff welcomed Jayne with open minds and expectations, and it is fair to say that Mrs Potter has made her mark at our school with her charisma, approachability and her dedication to both her students and the school environment, and encouraging all to strive to their full potential. I wish Jayne well at her new school and I hope they appreciate her as much as we do.

The Governing Council recognises that our talented and diverse staff are critical to the school's continued success. Our teachers and SSO's are to be congratulated for the continued dedication to our children in your care. The Governing Council looks forward to working with our incoming Principal Mrs Anne Heinrich and we welcome you to Booborowie Primary School.

For 2017 I welcome all new and returning students and families to the school, the new reception students and other students who will be attending our wonderful establishment. I encourage you all to get involved with the school in some way, either joining Governing Council or helping at working bees or at any other events that we may hold.

## Improvement Planning and Outcomes

### Targets for 2016:

Improvement in PATr resulting in majority of students being above the DECDs Standard of Educational Achievement levels. (SEA)

Majority of students to achieve DECD minimum achievement standards for Numeracy

Improvement in NAPLAN Numeracy Bands

Develop the students attitude towards and belief in their own ability

### Outcomes:

In PATr and PATm testing, 87.5% of students undertook the assessments .In the y3-6 age range 55% reached the DECDs minimum in both Reading and Mathematics. despite 33% of the students having a Negotiated Education Plan. All students showed an increase in Scaled Scores from their previous PATm and PATr tests.

In NAPLAN, some students attained scores in the higher Mathematics bands. The majority of students attained the Minimum National Standards for Literacy and Numeracy.

In the Junior Primary age group, the majority of the students were on target for their end of year Running Records levels.

The Intervention Program 'Mini-Lit' was used to support some junior primary students. This intervention saw the development of Literacy skills and resulted in an increase of running record levels.

All students participated in diagnostic spelling and reading tests throughout the year. These showed steady improvements throughout the year, with the gap between reading ages and chronological ages reducing.

The introduction of Growth Mindset Strategies by teaching and support staff has resulted in a change of attitude and growing resilience to problems. Students are showing an increased confidence towards their work.

In 2017, the school needs to continue in its development of Individual Learning Plans for all students especially in Numeracy and Literacy. Individual students need to have targeted support to develop their early literacy skills to ensure that they attain the expected outcomes in the PATr and PATm assessments.

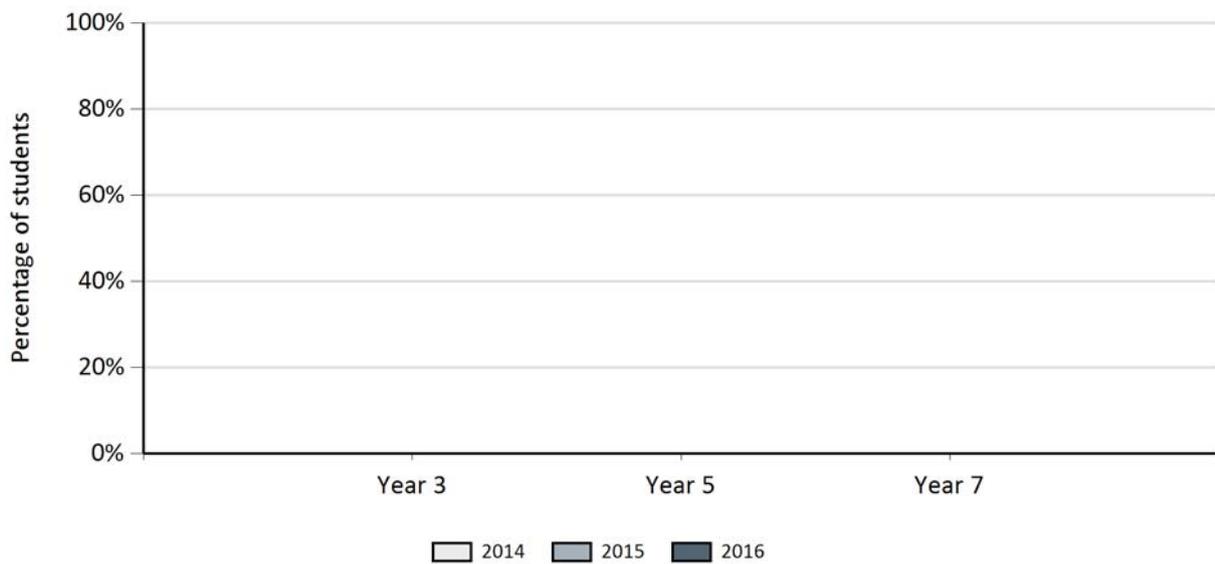
Growth Mindset should remain a priority. Concentration on the Writing element of the NAPLAN Literacy tests should improve overall scores.

## Performance Summary

### NAPLAN Proficiency

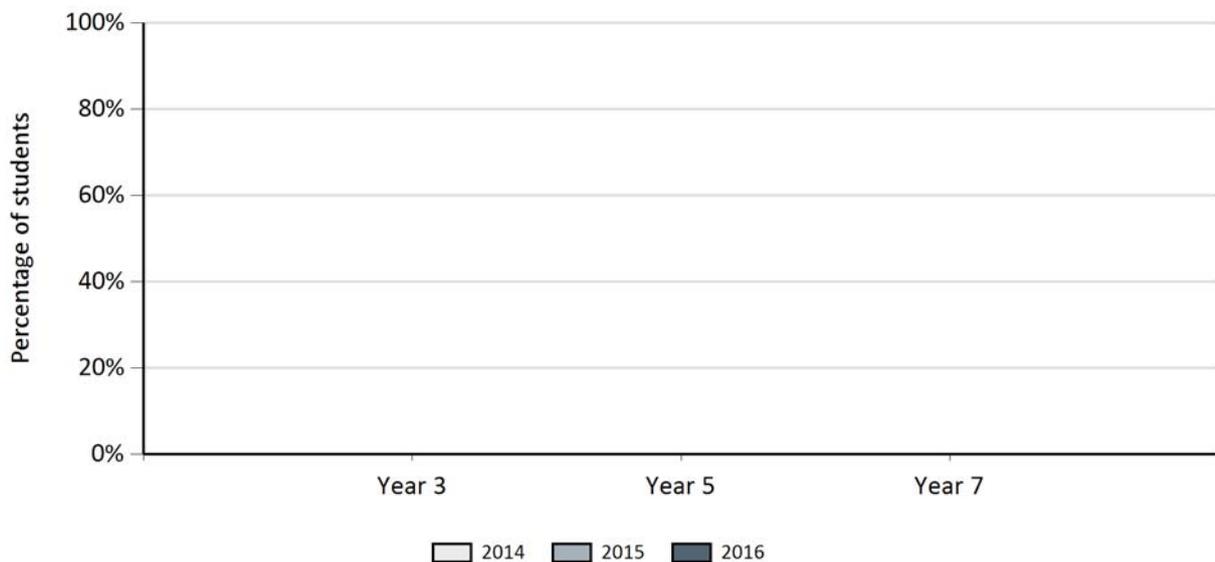
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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, September 2016. \*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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

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

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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	State (average)
Lower progress group	*	25%
Middle progress group	*	50%
Upper progress group	*	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

## School Performance Comment

Due to the low numbers of students in the Booborowie Primary School NAPLAN cohort, 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.

## Attendance

Year level	2014	2015	2016
Reception	94.4%	70.6%	
Year 01	79.2%	93.2%	92.6%
Year 02	93.5%	82.1%	94.6%
Year 03	85.5%	94.8%	93.9%
Year 04	90.3%	78.5%	98.5%
Year 05	81.4%	89.8%	83.2%
Year 06	90.3%	96.5%	87.8%
Year 07		93.1%	100.0%
Total	89.2%	90.4%	90.7%

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

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

## Attendance Comment

For the majority of students, attendance has been good to excellent with the majority of absences accounted for. There has been a small number of unexplained absences mainly involving one or two students. Parents are beginning to report absences and give explanations. Staff have pursued absences to make parents accountable. Strategies include contacting parents/ caregivers if no contact from the parent has been received.

## Behaviour Management Comment

Behaviour Management has been within the DECDS and school guidelines. Staff have followed agreed plans and strategies as determined in learning plans and school policies. The school has had no students excluded or suspended during the 2016 school year. Parental involvement has supported staff with dealing with any minor issues that have arisen.

## Client Opinion Summary

Parents and caregivers were invited to participate in the Parent Opinion Surveys. Only 30% of parent/ caregivers responded. The majority of respondents answered in the strongly agree categories for most subject area. Overall most parents had a positive opinion of the school, the learning programs and the dialogue between, teachers/ parents and / students.

Students were also polled on their opinion towards their schooling, relationships with staff and their general well-being within the school setting. The average rating was between 4.0 and 4.5 out of 5 ( 4 being agree and 5 being strongly agree). Teacher feedback to students was one area that the school could improve on. Having the opportunity to discuss concerns with teachers was also an area that could be further developed in the school.

School staff completed the School Survey. On the whole the results were positive. Areas such as the schools' ability to cater for the individual learning needs of all students have been carefully considered with Individual Learning Plans, Curriculum Development and on-going monitoring planned for 2017. Performance Management continues to be a focus with all staff participating and receiving development plans.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	13.3%
Transfer to SA Govt School	13	86.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

A relevant history screening, previously known as a criminal history check, 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 ensured that all staff working with students or working at the school site, and 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	5
Post Graduate Qualifications	2

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	2.0	0.0	2.3
Persons	0	3	0	4

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	460,028.31
Grants: Commonwealth	0
Parent Contributions	4,908.50
Fund Raising	6,418.34
Other	1,287

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

## 2016 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 2016 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	Behaviour Management has shown great improvement in 2016, no suspensions or exclusions. All students are in class working towards SEA targets.	All students have attended classes.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	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.	Significant gains on 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 small group or individual work. Improvement in Running Records and Well-Being for all students. Resources to support Aboriginal Studies purchased. Staff training in Aboriginal Culture/ Awareness for all school staff.  Early Years Literacy funded supported students in the Early Years to work on individual learning plans and targeted intervention through Mini-Lit Program.	Significant progress on individual learning goals within IEP/ NEP  Students no longer require NEP for Literacy. Improved Running Record levels
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Monies spent on improving resources for Digital Technologies, role play equipment for Maths and Literacy and Literacy computer software.	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	