Booborowie Primary School Annual Report 2013

Context

School Name:	Booborowie Primary School	**School Number:**	0600
Principal:	Mrs Sheree Mader	**Region:**	Yorke Mid North

Booborowie Primary School is a small rural school, founded in 1892, located approximately 180km from Adelaide. The school familial background 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. Establishing and developing meaningful interactions with Family, School and Community is a strong focus.

Our school motto for 2013 is "Achieving and Learning for Life". Our focus has continued to be to improve Literacy and Numeracy skills in all students, while focusing on well-being in a quality teaching and learning environment.

Our school culture is underpinned by the values of Honesty, Respect, Responsibility, Co-operation, Care, Doing Your Best and Friendship. These values are instilled through our intensive Program Achieve health programme.

At the conclusion of 2013, enrolments totaled 20 students consisting of 13 families. There are two classes for the majority of the week split into R-4 and 5-7, however there is an intensive Literacy and Numeracy block on Tuesday and Wednesdays broken up into R/1, 2/3/4, 5 & 7. On three afternoons per week the whole school combines for The Arts, Health and PE and Technology.
Booborowie is a Category 5 school in 2013 with two ATSI students. The ICSEA (Index of Community Socio-educational disadvantage) is 988.

At Booborowie Primary School there is a varying level of students with disabilities who are on Negotiated Education Plans (NEP). Five students are receiving support for their recognised learning needs. All students in 2013 are also on their own Individualised Learning Programmes (ILP).

Booborowie Primary School offers Playcentre on Fridays. This provides quality education and care for all pre-school children as well as a supportive network for parents and caregivers.

2013 Highlights

Term 1 - school swimming lessons, school swimming carnival with Spalding Primary School joining in; students participating in combined Hub Day at Koolunga with a 'Life Be In It' theme; school camp based at Warradale including visits to Victor Harbor, Greenhill Adventure Park, Granite Island, Adelaide Museum, Science Museum; Variety Club visit and information session with students.

Term 2 – Hub Day hosted at Booborowie (Paul Duff Cartoonist); Wheels Day; Jump Rope for Heart; Year 5 to 7 Cyber Safety Session at Burra Community School.

Term 3 – Jeans for Genes Day fundraiser, Hub Day at Spalding (hip hop dance lessons, OPAL, outdoor sport); SAPSASA KO Tennis with Burra Community School at Gawler, SAPSASA Athletics Adelaide, Combined Hub Sports Day at Koolunga PS; Booborowie PS Sports Day; SAPSASA Knockout Basketball at Balaklava; Year 7 Careers Camp; Book Week Celebration; R-4 Pet Programme; sheep shearing demonstration.

Term 4 – Remembrance Day school service, Christmas Concert, school excursion to Clare; Year 7 Canberra Camp; special assembly to distribute Premier's Reading Challenge awards.

As mentioned above, this year all students are on an Individualised Learning Programme (ILP). Each student had one behavior goal and two learning goals per term. These were established in collaboration with teachers, students and parents.

The use of *Portfolios* including work samples and test results as well as the ILP's has continued and is discussed in detail at *Parent Teacher Interviews* in Terms 1 and 3. Students all have their own individual data spreadsheet which shows results on school based and national testing. These are updated as testing is done each term.

We were fortunate to obtain a grant under the ILNNP strategy (improving literacy and numeracy national partnerships). This enabled the school to employ a Literacy Coach for 2013 and meant that intensive literacy lessons in small groups, led by a qualified teacher, occurred in Term 2, 3 & 4.

Report from Governing Council

The major fundraising events for 2013 were the: Spalding Rodeo; Burra Show; Car Boot Sale.

The smaller fundraising events were: Greenfield's Ram Sales; Hub Day (lunch); Christmas Concert (door entry, raffle, Christmas stocking); Snax Fundraiser.

The fundraising for 2013 went towards purchasing two IPADS for the students, Canberra Camp and Careers Camp. Money left over is rolled over to go towards the outdoor blinds, plants, repainting of asphalt and school camps.

Governing Council also participated in a training session 'The Role of Governance' in Term 3. This was organised by the Principal and facilitated by Joann Weckert, Assistant Regional Director, DECD.

Governing Council initiated school working bees every term. These were well attended by families across the school.

Families and community members are extremely supportive of our small school by volunteering their time to assist with school events, working bees and lunches on special events.

Site Improvement Planning

The 2013 Site Improvement Plan was developed as a two year plan with a focus on Reading Comprehension and Number.

Staff took part in intensive training in Reading Comprehension Strategies facilitated by Sheena Cameron. This knowledge was transferred to the classroom where individual student data was analysed.

Mainstream students also completed the TORCH Reading Comprehension Assessment and students with a verified disability completed the NEALE Reading Assessment. This data narrows down what comprehension strategies individual students need to focus on in their learning.

In mathematics, the development of mental computation strategies also remained as a focus for the 2013 year. Ann Baker's mental computation strategies were a teaching and learning focus in number for all students.

In short, all students showed medium growth in the One Minute Basic Maths Testing and in the Oral Diagnostic Math's Testing. Some students in the upper primary class achieved the top score in the One Minute Basic Maths Testing and do not have to sit this test again.

Staff participated in Professional Development aimed at teaching, assessing and reporting using the Australian Curriculum in multi level classes. The curriculum focus areas were Mathematics, Science, Geography and History.

Student Achievement

Our own school assessment tools for 2013 include the:
-   Words Their Way (spelling)
-   TORCH Reading Comprehension Assessment (mainstream students)
-   NEALE Reading Comprehension (verified disability students)
-   One Minute Basic Math's Test
-   Oral Diagnostic Math's testing
-   Running Records (R-3)
-   Letterland and Phonetic Testing (R/1)
-   Oxford Sight Words
-   PATR and PATM online testing (Progressive assessment testing reading/maths)

R-4 Class
Spelling – the majorty of students in this programme all proceeded to the next stage of spelling.
One Minute Basic Math's Test – 98% of kids fall into the normal range and a small percentage are above average.
Oxford Sight Words – most students showed medium growth with the remaining students displaying low.
Oral Diagnostic Maths Testing – 90% of students showed growth in all mathematical areas of testing from Term 1 to Term 3.

The reception students all graduated from the Letterland programme and started on the *Words Their Way* spelling programme.

5-7 Class
Spelling – all students proceeded to the next *stage* within their spelling area. 30% proceeded to the next *level* and the remaining finished the spelling programme and began working on the *Greek Roots* and *Latin Stems* in words.
One Minute Basic Math's Test - Most students were within the normal range for addition and subtraction with 25% falling in the above average category. 40% were in the below range for division and multiplication in the first semester with the remaining falling in the normal range. 80% of students fell into the normal–above range in multiplication and division by the end of 2013.
Oral Diagnostic Math's Testing – all students showed medium growth in all mathematical areas of testing from Term 1 to Term 3.

PATR & PATM Testing Across Year 2 - 7
56% of students showed high growth from Term 1 to Term 4. 87% achieved the expected growth across their year level in the year of testing.

NAPLAN

Due to the small number of students participating in the NAPLAN process, to maintain confidentiality, we are unable to provide any individual or whole school data.

Student Data

Attendance

Attendance by Year Level	% Attendance		
	2011	2012	2013
Reception	80.1	96.6	97.0
Year 1	85.1	94.3	93.0
Year 2	89.8	75.5	
Year 3	87.9	92.7	94.2
Year 4	76.2	92.1	84.0
Year 5	95.1		95.6
Year 6	85.9	96.4	
Year 7	88.8	84.3	97.7
Total All Year Levels	87.3	91.2	94.3
Total ACARA 1 TO 10	88.1	90.5	94.1

The school continues to work with individual students and families to maximise attendance and the staff follow up absences regularly. At the beginning of 2013 our sites goal was to reach the regions goal of 95%. As you can see, we have fallen just below by less than a percent however this is a positive achievement.

Destination

In 2013 three Year 7 students participated in an intensive transition programme to the Burra Community School in Term 3 and 4.

Client Opinion

Parent Opinion
The 2013 survey was distributed by hard copy to nine randomly selected families. A total of five surveys were returned. The following data was gathered and summarised under these areas: Quality of the Teaching and Learning, Support of Learning, Relationships and Communication and Leadership and Decision Making.

80% Strongly Agree or Agree that BPS provide quality teaching and learning for students
20% Disagree

80% Strongly Agree that BPS provide support of learning to students
20% Disagree

80% Strongly Agree that BPS are good at building relationships and communication
20% Disagree

80% Strongly Agree that BPS have shared leadership and decision making
20% Disagree

Student Opinion

All students were surveyed with the following four key areas chosen by students as the most important for their school life.

My teacher challenges me to achieve my personal best

88% Strongly Agree

12% Agree

If I am having difficulty learning something my teacher is always willing to help
60% Strongly Agree

40% Agree

My teacher gives me constructive feedback about my learning

84% Strongly Agree

16% Agree

I feel I have learnt a lot at school this year

88% Strongly Agree

12% Agree

Students get to help make decisions about things like school rules and activities
53% Strongly Agree

42% Agree

5% Disagree

As you can see we have improved our results in all areas of students feeling like they are feeling they are receiving a quality education, support, maintaining positive and effective relationships and feeling well supported in all aspects of school leadership.

Staff Opinion
In 2013 a 'Self Review' was initiated by the Principal. As a result, a Regional Leadership Consultant came to the site and interviewed all staff. The review inquired into the Principals leadership in the five Professional Practices of The Australian Principal Standard. These include Leading teaching and learning, Developing self and others, Leading improvement, innovation and change, Leading the management of the school and Engaging and working with the community. It also provided those involved the opportunity to provide general feedback on the Principals leadership and work at the school. Below is a summary of the data gathered from staff:

The % of agree responses across all aspects of the five Professional Practices is shown below.
- Leading teaching and learning   98% agree or strongly agree
- Developing self and others   96% agree or strongly agree
- Leading improvement, innovation and change   87% agree or strongly agree
- Leading the management of the school 90% agree or strongly agree
- Engaging and working with the community   96% agree or strongly agree

Four questions received ratings of 50% or more in the strongly agree category. These were:
- The principal is committed to success for all learners. (100% strongly agree)
- The principal enables collaborative practices to support individual students' achievement. (83% strongly agree)
- The principal promotes shared leadership. (83% strongly agree)
- The principal is responsive to others. (83% strongly agree)

Other highly rated questions in the survey included:
- The principal demonstrates emotional intelligence in her interactions with others. (100% agree)
- The principal develops and communicates vision. (100% agree)

Staff satisfaction was also continually monitored through regular staff meetings; performance management meetings; informal discussions and by analysing the Psychological Health surveys.

Accountability

The school Behaviour Management Policy was reviewed by staff and Governing Council at the beginning of the year. Due to the nature of our small school, data of 'take homes', 'focus time' and suspensions are omitted. Fortunately there are limited behaviour problems in our school.

As a DECD requirement, we continued with the Bullying and Violence Policy. The Regional Checklist provided by the Chief Minister and DECD was completed in 2013. There were very limited incidents reported in the 'Bullying and Violence Information Folder' for 2013. This is reviewed each term during staff meetings.
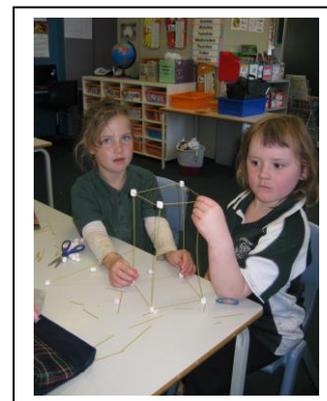
Staff

Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	4
Post Graduate Qualifications	0

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

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents		1.8		2.01
Persons		3		5

Financial Statement

Income by Funding Source

	Funding Source	Amount
1	Grants: State	421,782.04
2	Grants: Commonwealth	23,755.00
3	Parent Contributions	2842.50
4	Other	