



# Booborowie Primary School

## 2020 annual report to the community

Booborowie Primary School Number: 600

Partnership: Mid North Clare

Signature

School principal:

Mrs Anne Heinrich

Governing council chair:

Mrs Candice Catt

Date of endorsement:

23 March 2021



Government  
of South Australia

Department for Education

## Context and highlights

Booborowie Primary School is a small school with 15 students R – 6 in 2020. Students are generally from farming or rural backgrounds and the school population is stable, with low transience.

The school population is divided evenly between two classes, R – 3 and Years 4 – 6 for Literacy and Numeracy blocks in the mornings and then combined for R - 7 in the afternoons.

Booborowie Primary School is located twenty six kilometres from Burra and forty five kilometres from Clare where students attend one of two government high schools.

Reception students have generally attended preschool in Burra. A playcentre operates one morning per week with local families attending. Stable numbers of children and parents attend this with positive feedback from the local preschool advising that the children started with a good routine process already evident.

Booborowie Primary School is part of the Mid North Partnership, joining sites in Burra, Clare, Watervale, Auburn, Brinkworth, Koolunga, Spalding and Snowtown. As schools and pre-schools, we work together to improve learning outcomes for all students across the Partnership.

The school curriculum at Booborowie Primary School covers the 8 learning areas: Mathematics, English, Science, Humanities and Social Sciences (HASS), Health and Physical Education, Design and Technology, The Arts and Languages Other Than English (Japanese). Japanese is taught via WEBEX online video conference through Open Access College with one of our teachers providing additional classroom support.

We were very fortunate to receive Sporting School Grants which enabled our students to participate in sporting opportunities that they normally wouldn't be able to access. In 2020, we participated in judo, table tennis and athletics. Parent support continues to be a strong feature, with most families represented through either Governing Council or Fundraising Committee and all families providing support to the school, staff and students in some way.

## Governing council report

2020 was an extremely challenging year due to the COVID 19 pandemic. School staff provided families with resources to support home learning programs for the duration of lockdowns during the year. Focus on student wellbeing when children returned to school helped them progress back to normal as smoothly as possible.

Pastoral Care Worker, Erin Booth worked with children, staff and families, forwarded additional support referrals for those who needed it and taught the Kimochis Program to help manage their feelings and assist in their personal development.

The Local Schools Community Fund from the Commonwealth Government enabled us to develop a special education withdrawal area and parents' area with money to install new cabinetry, sink and water.

The school grounds provide an attractive outdoor learning space that is well used by students, their families and the community.

The school consulted Ngadjeri Council to rename rooms and buildings in the school in Ngadjeri language so we can acknowledge our first nations heritage. Unfortunately COVID has delayed the cultural celebration ceremony we have organised to celebrate this to 2021.

The school participated in a combined sports day with Brinkworth, Spalding and Koolunga Primary Schools at Brinkworth.

The school addressed concerns about Bullying and provided support to students to help all students feel safe and develop skills to manage and report bullying when it occurs.

Governing Council developed a School Nutrition Policy in consultation with the school community and introduced a new school uniform.

Fundraising events included on-line auctions and raffles and were well supported by the wider community. Parents' fundraising was used to repair irrigation and the JP annex area with other projects still to be completed.

Candice Catt,  
Chairperson.

# Quality improvement planning

Our Site Improvement Plan focussed on Literacy and Numeracy.

Reading data shows strong positive growth with 93% of students achieving Standard of Education Achievement benchmark including up to two years growth. Strategies included reviewing our Statement of Practise, providing highly individualised learning programs for students to differentiate the curriculum and staff engaged in Professional Development with particular focus on phonics for reading and spelling and writing (Brightpath). Using the Heggerty Phonemic Awareness program and decodable readers also helped improve students' spelling achievement. Staff began collaboratively planning engaging Writers' Workshop focussing on genre and writing processes. Teachers will continue to develop their skills in using Brightpath to plan, assess and provide feedback on children's writing.

In numeracy we focussed on different stages in Big Ideas in Number and developed resources to test where children are working. We developed remedial/support materials to help students consolidate ideas and teachers shared resources and practise to support children developing understanding of number. Students reported they enjoy maths lessons particularly the individual maths investigations.

2020 Targets:

All student exceed DfE standards for Educational achievement

All students in Years 3 and 5 achieve middle to high growth in Reading and Numeracy.

Moderated work samples and task design across all year levels show strong evidence of differentiation within the curriculum offered and opportunities for all students to achieve at higher levels (above a C grade)

96% of students tested achieved the SEA in PAT-M and PAT-R. Due to COVID restrictions, NAPLAN was not held this year.

Staff worked with their Partnership colleagues to moderate numeracy tasks to develop consistency of judgement and plan to differentiate tasks to stretch and engage students. Moving into 2020, Manoora Primary School staff will be attending further training in mathematical teaching ideas and using the Inquiry process, so that every student will have a more differentiated programme to reach their individual learning goal.

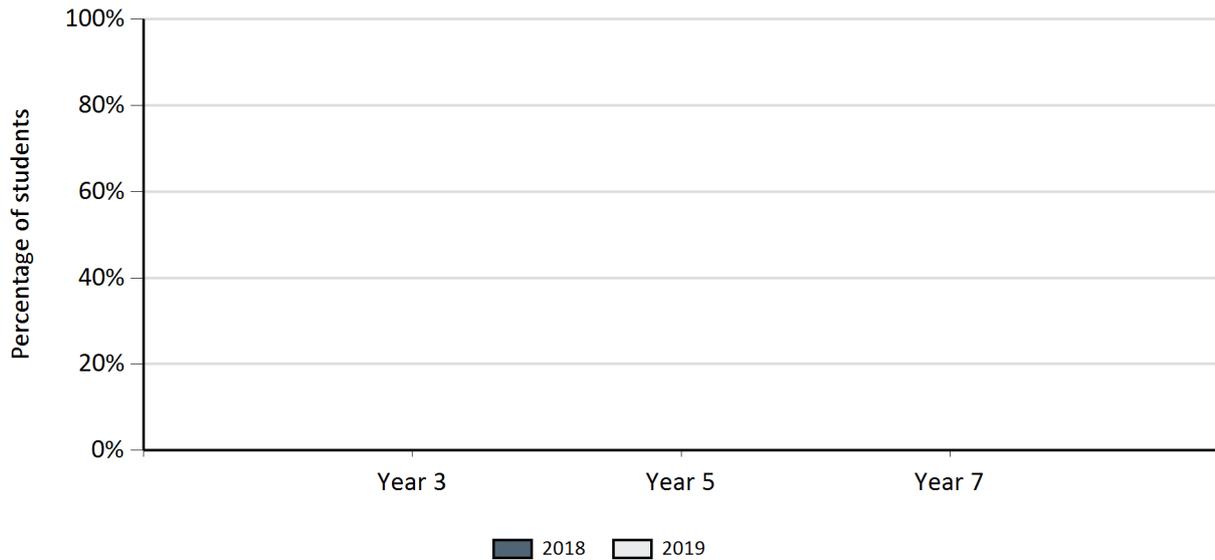
Analysis of A-E grade achievement in reading and numeracy demonstrated stable growth.

# 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

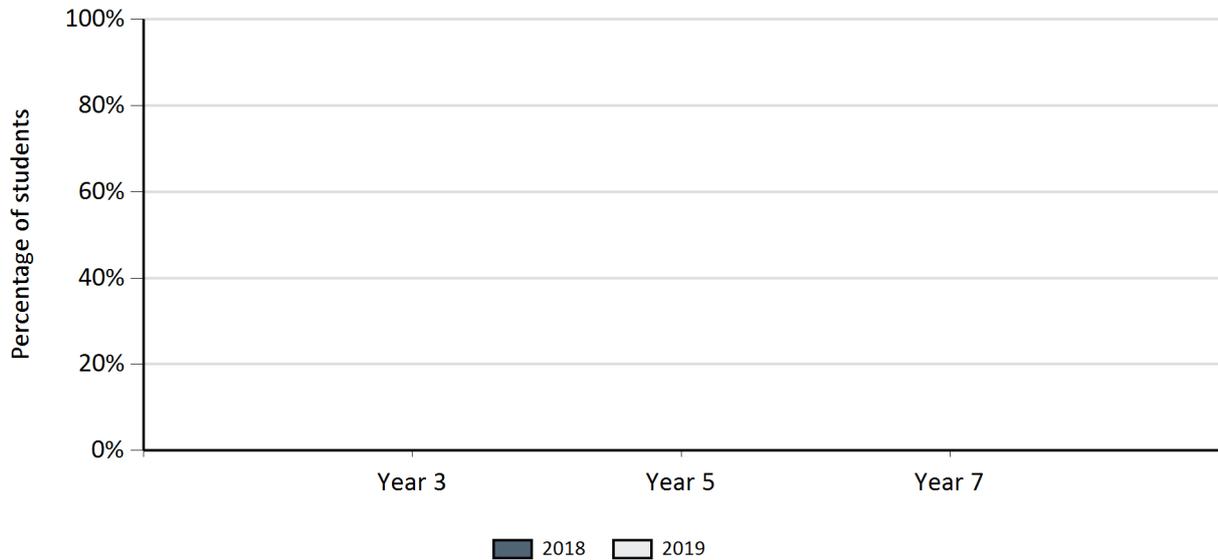


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

\*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 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

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

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-2019 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<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 small cohorts of students, it is not possible to comment on data regarding student achievement of DfE Standard of Educational Achievement as any comments will identify individual children.

Individual student reports have been sent to all families of those students tested.

Intervention support was provided for all students who did not achieve SEA.

Teachers use normative assessment tools in addition to NAPLAN, PAT-R, PAT-M and Running Records to help track and monitor students' growth including: Waddingtons' Spelling and Reading tests; Slosson Oral Reading Test; Big Ideas in Number and Maths Diagnostic test.

Students results are analysed to check that students are making at least 12 months growth each year and to check if intervention support is required. Analysis of 2020 growth showed that some students receiving intervention made between one and a half to two years growth in 12 months with 93% achieving SEA.

We will continue to track and monitor student growth to ensure we can target intervention support as needed.

## Attendance

Year level	2017	2018	2019	2020
Reception	84.1%	90.3%	62.9%	86.7%
Year 1	90.7%	93.1%	93.6%	82.2%
Year 2	89.1%	87.4%	93.1%	87.8%
Year 3	89.5%	91.3%	96.1%	87.6%
Year 4	92.0%	94.6%	99.1%	88.3%
Year 5	96.2%	90.1%	93.6%	85.6%
Year 6	97.1%	93.2%	91.3%	83.5%
Year 7	90.2%	86.5%	87.7%	84.0%
Total	91.6%	90.5%	88.0%	85.6%

Data Source: Site Performance Reporting System (SPER), 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
- 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 2021

## Behaviour support comment

Individual Behaviour Support plans were provided for students with disabilities. Students were provided opportunities 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.

The vast majority of students are respectful of the school rules, their peers and staff members. They willingly take on extra responsibilities and contribute positively to the school culture. High levels of bullying intervention support and very close supervision was provided. Parents and carers of children involved in incidents were advised. Feedback from students, staff and families indicated bullying concerns were resolved satisfactorily.

## Client opinion summary

Parent Survey Report: According to the Survey Report, seven respondents participated in the on-line survey.

Students participated in the 2020 Student Wellbeing Survey and voiced their opinions at regular class and whole school meetings.

Survey results indicated the following areas for improvement focus in 2021:

- improved communication between school and home with preference for parent-teacher interviews, school newsletter, email and text messages.
- school to provide information for parents on expected standards of children's work
- parents would like more information on ways they can help their children learn at home.

All students were surveyed on their learning, the teachers, areas for improvement and general comments. Students described the school staff as being helpful, they felt that their teachers wanted them to succeed and they had a caring adult at school.

Feedback from staff was positive although, the uncertainty with COVID caused concerns.

Comments included:

- A professional and friendly working environment with all staff leading to give students the best chances for success
- COVID made the job difficult but we pulled together and made sure our children and families were still supported both with school work and emotionally

## Intended destination

Leave Reason	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	1	16.7%
Transfer to SA Govt School	5	83.3%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

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

All original documentation is verified by the principal. All staff are registered with the new online DCSI procedures.

# 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	4
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	2.2	0.0	1.7
Persons	0	3	0	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$546,345
Grants: Commonwealth	\$3,000
Parent Contributions	\$4,048
Fund Raising	\$4,450
Other	\$3,182

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

## 2020 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 2020 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	Student wellbeing was supported by all staff to ensure all students needs are being met with one to one programs, identifying individual goals in one plans and a focus to raise student resilience in learning.	Frequent reviews were conducted against goals.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Students with One Plan received targeted support to achieve individual goals, a differentiated approach from teachers and SSO support both in class and withdrawal for intervention support.	Student progress is reviewed termly to check progress and identify next steps.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>Funding has been used to subsidise camps and excursions.</p> <p>Literacy and Numeracy blocks were taught in two classes according to best pedagogy to suit their needs.</p> <p>Numeracy support in class based on Big Ideas in Number. Decodable Readers and Phonics Program were purchased.</p> <p>Aboriginal students received support from Aboriginal Community Education officer and the school purchased additional resources to help provide an engaging and inclusive Aboriginal Culture curriculum.</p> <p>IESP grant used to support students individually</p>	<p>Literacy and numeracy outcomes have shown improvement for all students.</p> <p>Rec-Yr 2 reading: 88% achieved SEA IESP students improved skills to support success.</p>
Program funding for all students	Australian Curriculum	Teachers were released to work collaboratively with the SLLIP. Focus on analyzing writing data and planning explicit teaching.	Sampling of student writing indicates improvement R-7
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding used to conduct intervention programs and provide individual and small group SSO support in class. Targeted maths intervention based on testing results.	Literacy and Numeracy achievement results were improved.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

