



Booborowie Primary School

2021 annual report to the community

Booborowie Primary School Number: 0600

Partnership: Mid North Clare

Signature

School principal:

Mrs Anne Heinrich

Governing council chair:

Candice Catt

Date of endorsement:

23 March 2022



Government
of South Australia
Department for Education

Context and highlights

Booborowie Primary School is a small school with 13 students enrolled in 2021, R to 6. Students are generally from farming or rural backgrounds and the school population is in the middle of a 2 year decline in numbers with an increase in enrolment expected in 2023. The school population is divided evenly between two classes R-2 and 2 to 6 for literacy, numeracy with some subjects taught R-6.

Booborowie Primary feeds into Burra Community School located 26km from Burra with some may students choose to attend Clare High School, 45km away. Most students have attended our Playcentre since very young and transition well to starting school in Reception. Most students attended Burra Early Learning Centre for kindy.

Booborowie Primary School is a member of the Mid North Clare Partnership whose member sites work together to improve learning and wellbeing outcomes for all students across the partnership.

The school curriculum at Booborowie covers the 8 learning areas of the Australian Curriculum: Mathematics, English, Science, Humanities and Social Sciences (HASS), Health & PE, Design and Technology, The Arts and LOTE (Japanese). Japanese is taught via online video conferencing through Open Access College with one of our teachers providing classroom support.

Parent support is a strong feature with almost every family represented on either Governing Council or the Fundraising Committee and all families provide support to the school, staff and students in some way.

Noteworthy achievements in 2021: We attended the annual combined schools sports day with Spalding, Brinkworth and Koolunga primary schools with our students winning many of the athletic events. Students attended a whole school camp to Lake Bonney for aquatics together with students and staff from Manoora Primary School. Students' entries in the Burra Art Gallery's Portrait competition were awarded prizes and received accolades from visiting artists. Using a grant from Goyder District Council, we hosted an Aboriginal Culture Day with students from Spalding and Saddleworth Primaries, local government and D for E leaders team attending. Elders from Ngadjuri Nation taught students about their culture and traditions, performed formal Welcome to Country and named our buildings in Ngadjuri language to help celebrate local Aboriginal culture.

An External School Review in term 3 was successful in identifying growth and achievements with directions regarding differentiation to stretch more learners to achieve in higher bands.

The school's annual concert was held at school to help manage COVID safe requirements and children's performances demonstrated skills playing the recorder, singing and acting.

Governing council report

The strong focus on wellbeing of the school community was evident when the school managed ongoing COVID-19 challenges this year with minimal disruption to students' learning programs.

Pastoral Care Workers, Erin Booth worked with students to provide social and emotional support when needed. Erin provided the Kimochis Program to help children learn to manage their feelings and assist in their personal development.

The school addressed parents concerns when they arose and worked with families to help all students feel safe and have a voice to help solve problems and make decisions about what happens at school.

Policies reviewed or developed include: Sun Protection Policy,

Improvements included: replacing the air conditioner in the JP room, replacing the neighbour-fence, installing soft-fall for a climbing tree near the playground. We are waiting for new carpet to be installed, a new cubby to arrive and a new stove and range hood using the remaining Economic Stimulus Grant funds. Final upgrade of ICT included connecting to SWIFT was completed and we now have excellent ICT facilities with fortnightly ICT support provided to maintain a good network and computer system operating on-site. The school's phone system was also upgraded.

Students attended the GRIP Leadership conference and held student run SRC meetings regularly. They participated in enterprise projects including making and selling beeswax candles, soap and potted kitchen-gardens. Senior students organised regular special lunch days and raised most of the cost of the year 6' small schools camp to Kangaroo Island.

We were successful in getting a PIE grant for a webinar with Dr Justin Poulson and resources to support strong and healthy families.

Fire prevention audit was conducted in August with only minor work required to be bushfire ready.

The school swimming pool has been identified as needing a new rubber liner and we will commit to raising \$35,000 through fundraising and grants to do this next year.

The external review helped us celebrate the achievements and what is working well at Booborowie Primary. Our principal, Anne Heinrich will be retiring after 5 years at Booborowie however, we believe the parents, staff and students work together as a strong team and we are confident the school will continue to grow in the future.

Quality improvement planning

Improvement planning was reviewed during the External School Review in 2021.

The review identified that all staff are committed to improving student learning.

A comprehensive data collection plan documents every child's progress to individually track and monitor their rate of growth.

Training and development is aligned with the Site's Improvement Plan goals and actions.

Staff engaged with the Literacy Guarantee Unit and partnership Curriculum Lead to develop knowledge and skills in Brightpath, instructional phonics and Big Ideas in Number. In writing and phonics, new knowledge is being transferred into classroom practice and individual student achievement data is showing improvement and continued growth.

SIP Targets and goals were reviewed in staff meetings regularly and resources, professional development and staff development goals were aligned to the SIP.

Staff have a clear understanding of individual student learning data and individual learning plans are developed for every student. Staff are supporting students to develop their ability to review their goals and for students to self-assess their learning. Using the Brightpath ruler with students will help them know and understand their own writing data and what steps are needed to improve.

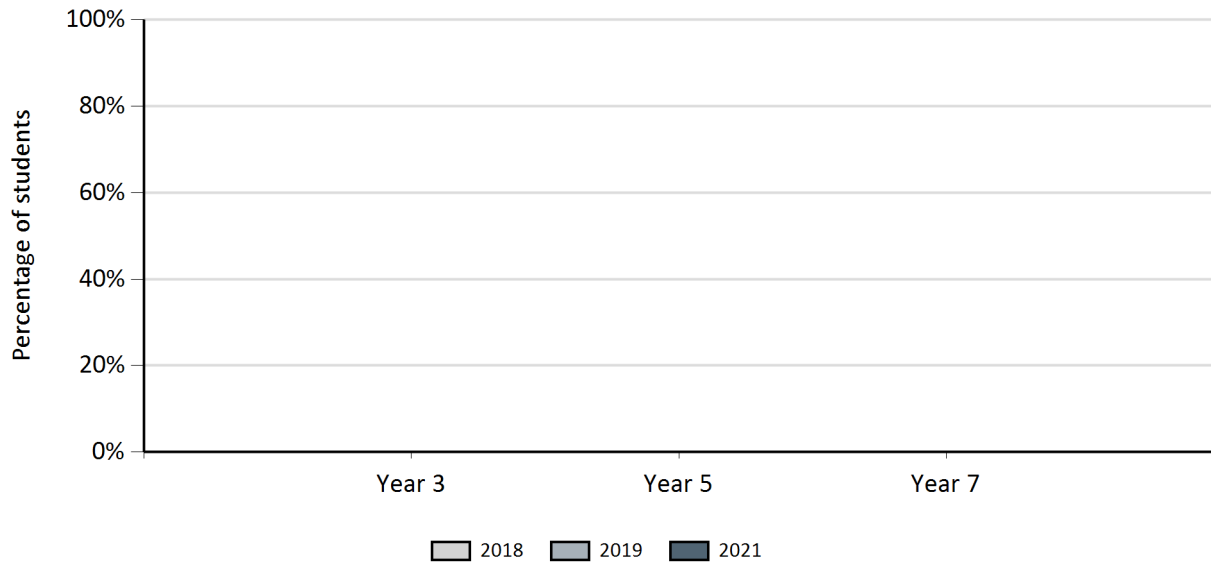
Our challenge is to design rich, open-ended learning tasks that incorporate high impact pedagogical strategies such as clear learning intentions, assessment criteria, collaborative learning and effective feedback to support students to be stretched and challenged to a greater degree.

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

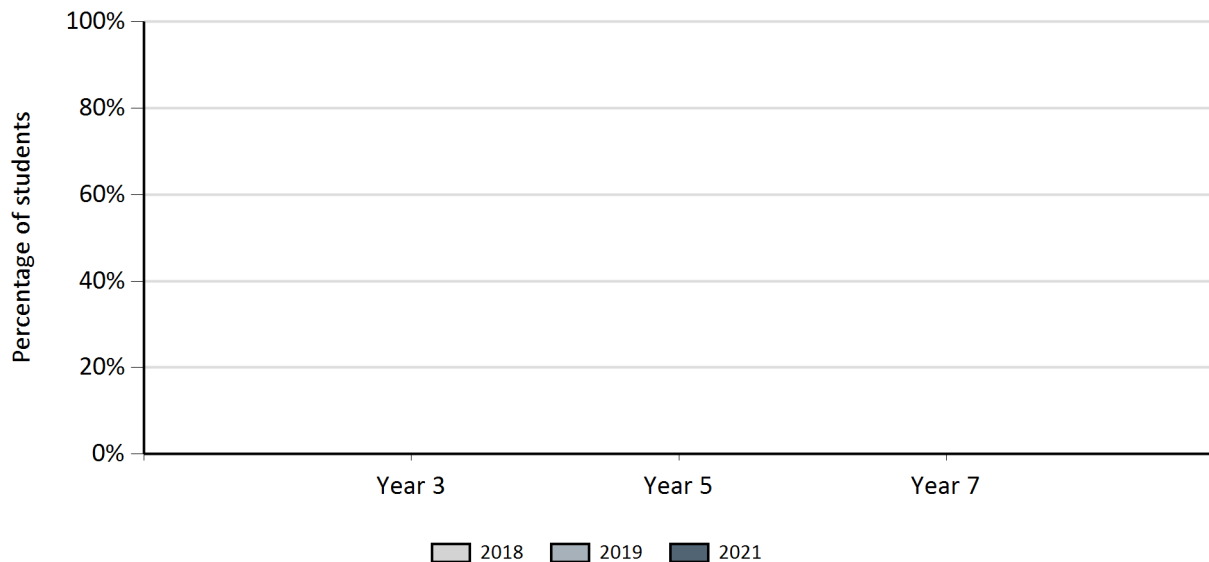


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

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NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	33%
Middle progress group	*	48%
Lower progress group	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	State (average)
Upper progress group	*	32%
Middle progress group	*	49%
Lower progress group	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 [^]		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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Booborowie Primary School did not have any Aboriginal or Torres Strait Islander students in 2021. Our focus was to establish a safe and inclusive learning environment for any future students and their families by promoting reconciliation and increasing the knowledge and understanding of our staff and students of Aboriginal cultures, histories and achievements.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

To recognise and celebrate local Aboriginal language, culture and heritage in our site we renamed our buildings/classes with Ngadjuri language, we hosted an Aboriginal Culture Day at which elders and other members of the Ngadjuri nation performed a Welcome to Country, a smoking ceremony to name our buildings; performed dances and taught students about traditional language, weaving, hunting and cooking. The Culture Day was attended by special guests from District Council of Goyder, our Partnership and students and teachers from other schools.

School performance comment

Booborowie Primary School participated in an External School Review in 2021 which confirmed

Our focus on phonics this year resulted in significant improvements in our students' achievement in Phonics and Reading with 85% of students achieving or exceeding expected SEA (Standard of Education Achievement) from years R to 3.

Running Records assessments are done at least twice per term and all students R-3 made excellent levels of growth of between 1 and three years during 2021 (including students with disabilities).

We are not able to report any results for NAPLAN in 2021 due to very small cohort of students other than to confirm achievement of expected bands or above in year 3 and 5 in Reading, Writing, Spelling, Grammar and Punctuation and Mathematics.

Student progress in reading and mathematics was confirmed by PAT M and PAT R testing results

Brightpath Writing assessments. Brightpath writing results confirmed high level of growth for all students (up to three years growth) and all students were working at or above expected year level by the end of 2021.

Australian Curriculum: A to E results: All students achieved a C or higher and an increased number of students achieved A and B results in literacy and numeracy compared to 2020 results. Individual learning plans for all students were provided to ensure students working in high bands were supported to maintain or increase their levels of academic achievement.

In 2022, we will continue to challenge students to increase their rate of progress and achievement and focus on improving writing.

Attendance

Year level	2018	2019	2020	2021
Reception	90.3%	62.9%	86.7%	96.2%
Year 1	93.1%	93.6%	82.2%	81.0%
Year 2	87.4%	93.1%	87.8%	97.0%
Year 3	91.3%	96.1%	87.6%	98.0%
Year 4	94.6%	99.1%	88.3%	N/A
Year 5	90.1%	93.6%	85.6%	96.0%
Year 6	93.2%	91.3%	83.5%	77.3%
Year 7	86.5%	87.7%	84.0%	N/A
Total	90.5%	88.0%	85.6%	90.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

COVID continued to impact on attendance figures for the school however, strategies to follow up on unexplained absences and to encourage school attendance was helpful in improving attendance in 2021. Attendance results were regularly reported in the school' newsletter and awards for good attendance were presented at assemblies.

Behaviour support comment

Individual support plans were developed to help individual students build on their personal strengths and range of appropriate behaviour strategies as and when required.
 Parents met with teachers, principal and students when needed to maintain common strategies between school and home.
 Students provided feedback to teachers on their learning and behaviour support needs when needed.
 There were no suspensions or exclusions.

Parent opinion survey summary

Parents and caregivers were invited to participate in the Parent Opinion Survey with a small number of parents responding.
 All respondents answered tin the strongly agree or agree categories for most areas. Anecdotal feedback obtained at Governing Council Meetings indicated that parents have high regard for the school, the learning program provided and the quality of resources.
 Whilst here have been improvements in communication between home and school, this will continue to required sustained focus to help parents remain informed and engaged with their children's learning.
 Parents reported they were pleased students are talking to them and their teachers about their learning, what they would like to improve or change and what they enjoy and don't enjoy doing.
 In 2022, we will continue to monitor communication between school and home and school and the community.

Intended destination

Leave Reason	Number	%
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Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

A relevant history screening is required for all staff, volunteers and governing council members. Booborowie Primary school has recorded sighting of screening clearances to ensure all staff working with children have current screening.

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	5
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	0.9
Persons	0	3	0	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$504,002
Grants: Commonwealth	\$26,348
Parent Contributions	\$6,286
Fund Raising	\$11,740
Other	\$4,000

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

2021 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 2021 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	Additional staffing and professional development focus on Phonics, Reading and Writing. Decodable readers were purchased and aligned with phonics sequence for reception students. Heggarty phonics program used R-3	Good improvement in phonics for all reception students since previous year.
	Improved outcomes for students with an additional language or dialect	N/A	n/a
	Inclusive Education Support Program	SSO support is provided in class as and when needed. Classroom accommodations needed were identified. Students with disabilities or special learning needs extended	All students were provided with individualised learning programs.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Teachers' release time supported professional development in teaching phonics and reading. Teachers' reference material Overcapacity staffing to support literacy and numeracy.	Focussed literacy and numeracy support provided in early years resulted in very good growth in reading, spelling and numeracy.
Program funding for all students	Australian Curriculum	Teacher professional development in teaching writing including developing Statement of Practice for Literacy: spelling, reading, writing, oral language Additional planning time - trial Units of Work & Writer's Workshop	All students achieved SEA or not quite achieved SEA by the end of 2021
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Established a special ed-withdrawal area for staff and students to work on individual learning programs.	All students achieved their individual learning goals in 2021.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Individualised teaching and learning program provided for all students with focus on extending individual learners to higher bands.	Expected growth for gifted students was exceeded.

