2024 annual report to the Community

Booleroo Centre District School

Booleroo Centre District School number: 771

Partnership: Flinders

School principal: **Tas Ktenidis**

Date of endorsement: 12/02/2025

Context Statement

Booleroo Centre District School caters for students from R-12. At the time of this report, the enrolment in 2024 began with 170 students, with a number of students taking on VET pathways. Booleroo Centre District School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. The school population includes 9% Aboriginal students, 7% students with disabilities. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Booleroo is the preferred school for many primary students from Wilmington and Melrose, serving as the cornerstone of their education journey. Our primary responsibility is to deliver high-quality education to all students, ensuring exceptional SACE achievement for those completing their senior years with us. Our teachers collaborate seamlessly across two school sections: R-6 and 7-12. We maintain close ties with neighbouring schools through MNSEC, which encompasses Gladstone, Jamestown, Peterborough, Quorn and Ororoo. Senior students have the flexibility to access the SACE curriculum through both face-to-face and remote modes, ensuring accessibility and tailored learning experiences.

At Booleroo Centre District School, the leadership team comprises several key roles, including a principal, a senior leader overseeing daily operations, pedagogy, and data, a numeracy & operations specialist, a Well Being leader responsible for reporting student well-being, and a coordinator for secondary pathways and literacy.

In terms of its teaching staff, the school employs 15.4 FTE (Full-Time Equivalent) teachers. This includes two teachers who are in the early stages of their careers and four Step 9 teachers.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

During the school year of 2024, Governing Council contributed to governing of the school collaborating with staff, students and caregivers. M & S charges were discussed and after advisement from the Department of Education, some small changes were made to fit with the rest of the state.

Thanks to Tas and his leadership, I really appreciate your focus on inclusion and that the children come first. The year started with not quite enough staff due to different circumstances and it was really appreciated how hard staff worked to get the year underway, we are aware you all went above and beyond. To add to that the surprise 'pool' under the office building which required a lot of moving around. You have all risen to the challenges.

Due to new government rules, there has been a lot of work around the governing council constitution, which has been a lot of work for Tas and Vanessa. This will see the Kindy not constitutionally connected to the school as a whole anymore, but this will not change the involvement of the Kindy Children with the school students and events.

Thanks to Vanessa and her team at Kindy and Rural Care for all your work, we are blessed to have these services in our area and the children always look like they are enjoying their days.

Well done to SRC this year, on the fundraising and informational days providing opportunities for all students to partake in activities.

Thanks to all Governing council members, especially Nicolle Carey for her support as Vice Chair, Sandy Saal taking on the secretary role, Marika Keller as her assistant and all members doing their part to get things done.

The Uniform Committee with the help from Maureen Walters has seen the re-introduction of a school dress, finding a supplier where single dresses can be ordered, it is fantastic to see so many being worn already.

Fundraising saw us cater at the Steam and Traction event, this is always a great opportunity to have access to people from all over Australia. There was excitement with the success of the Car boot sale and planning to make it a regular event. Other fundraising events saw a stall at the Strawberry fete and Mother and Father's Day stalls.

In Bus business 2024 saw the retirement of Charlie Marner who had driven the Wirrabara bus for over 37 years, thank you for your service and otherwise the main issue is finding bus drivers.

There has been a changing of the guard with long standing Ag and grounds volunteers, especially in relation to the cropping enterprise handing over the reins to a new generation. I thank you for all your years of dedication and donations of time, machinery and product. Thanks to all the families and community members who have contributed to this year's cropping.

As in any rural community, we are truly thankful for all our volunteers, from donating goods to sell, going on excursions and camps, breakfast club and all the little extra bits people do. Thank you does not seem enough. Congratulations to the year 12s of 2024.

Jacqui Jones

Chairperson

Governing Council

Performance Summary

Numeracy:

Year 3:
63.64% of Year 3 students achieved Strong proficiency in Numeracy, while 18% were categorized as Developing proficiency, and 18% required Additional Support. When these students sit for the 2026 NAPLAN, we will be able to measure their growth over time. Compared to the 2023 cohort, there is a slight decline in Year 3 Numeracy results.

Year 5:
57% of Year 5 students achieved Exceeding or Strong proficiency in Numeracy, while 42% required Additional Support. Compared to the 2023 cohort, there has been an increase in the percentage of students needing additional support. The 2026 NAPLAN results will provide a clearer measure of their growth as we continue to support their learning needs.

Year 7:
66% of Year 7 students achieved Exceeding or Strong proficiency in Numeracy, 24% met Developing proficiency, and 19% required Additional Support. Compared to last year's cohort, overall results have improved. However, a clearer picture of student growth will emerge when they sit for the 2026 NAPLAN assessment.

Year 9:
78% of Year 9 students achieved Strong or Exceeding proficiency in Numeracy, while 13% met Developing proficiency, and 3% required Additional Support. Compared to the 2023 cohort, there has been growth in student achievement, which is a positive outcome. This improvement reflects our ongoing focus on teacher pedagogy and student support as key areas of development.

Supporting teacher pedagogy and implementing differentiation strategies to enhance student-learning outcomes has been a key focus within our Numeracy strategies. We have implemented the use of Maths Pathways as a tool to assist our Maths faculty in addressing the diverse and evolving needs of our students. Moving into 2025 and beyond, we will continue to strengthen staff pedagogy in Numeracy, reinforcing its importance in achieving our school's learning goals.

Spelling:

Year 3:

27% of Year 3 students achieved Strong proficiency with 54% achieving Developing in Spelling outcomes, while 18% recorded proficiency at Needing additional support. Compared to 2023 data last year's cohort were a little stronger compared the 2024 cohort. When the Year 3 do sit for NAPLAN in 2026, we should have a better indication of their growth in Spelling.

Year 5:

44% of Year 5 students achieved Strong proficiency in Spelling, while 14% attained Developing proficiency. Additionally, 42% (equivalent to one student) required Additional Support. Compared to the 2023 data, there has been encouraging growth in the Strong proficiency band, alongside an increase in the number of students needing additional support.

Year 7:

Year 7 results demonstrate improvement in Spelling outcomes, with 57% of students achieving Strong proficiency. Additionally, 23% met Developing proficiency, while 14% required Additional Support. Overall, the 2024 results show an improvement compared to last year's cohort.

Year 9:

13% of Year 9 students achieved Exceeding proficiency, while 69% attained Strong proficiency in Spelling. Additionally, 13% demonstrated Developing proficiency. Compared to the 2023 cohort, the 2024 results show a positive improvement, reflecting the impact of our ongoing focus on this area of development.

Overall, the results have seen shifts in the higher proficiency bands but also in Needing additional support proficiency results. However, our challenge lies in transitioning students from lower to higher proficiency levels. Implementing literacy strategies such as Sounds Write, Spelling programs, and The Writing Revolution should aid in enhancing spelling outcomes for our students. These initiatives are designed to provide comprehensive support and address the diverse needs of our learners, ultimately facilitating their progress towards higher proficiency levels.

Reading:

Year 3:

9% of Year 3 students achieved Exceeding proficiency in Reading, while 27% attained Strong proficiency. Additionally, 27% met Developing proficiency, and 36% (4 out of 11 students) required Additional Support.

Moving forward, we will continue implementing Sounds Write strategies in the early and primary years, refining our approaches to support and strengthen students' reading skills. We have also begun incorporating QAR reading strategies and will closely monitor their impact as we work to enhance support for this cohort.

Year 5:

28% of Year 5 students achieved outcomes in the Strong proficiency category, while 57% recorded proficiency in the Developing level and 14% in Needs Additional Support. Despite the low number of students in this cohort, which may skew the results, the school prioritizes individualized efforts to support and improve the reading skills of these students. This commitment reflects our dedication to addressing the specific needs of each student and fostering their literacy development.

Year 7:

57% of Year 7 students achieved Exceeding or Strong proficiency in Reading, while 14% demonstrated Developing proficiency, and 23% required Additional Support.

While there has been a slight improvement in Strong proficiency attainment, our focus moving forward is to further support both staff and students by enhancing teacher pedagogy in reading instruction and strengthening student support. Our goal is to sustain high-performing students while also guiding others toward higher proficiency levels. This commitment reflects our dedication to ensuring the success and growth of all students in reading proficiency.

Year 9:

In the Year 9 results, 28% of students achieved Exceeding proficiency, and 57% attained Strong proficiency in Reading. Additionally, 28% of the cohort demonstrated Developing proficiency.

Compared to the 2023 data, there has been an overall improvement in achievement. While this progress is encouraging, we remain mindful of the work ahead to continue improving our students' learning outcomes.

Writing:

Year 3:

45% of Year 3 students achieved Strong proficiency in Writing, while 36% demonstrated Developing proficiency. Additionally, 18% of students required Additional Support.

We have seen a positive shift in writing outcomes for our Year 3 cohort, who have now had a year of learning under *The Writing Revolution* strategies from Reception to Year 10. This initiative highlights our commitment to enhancing writing skills across all grade levels and supporting students in their literacy development.

Year 5:

Currently, 28% of Year 5 students have achieved Strong proficiency, while 42% are categorized as Developing proficiency, and 28% fall into the Needs Additional Support category.

The data indicates a continued need for targeted interventions and support to help more student's transition into the Strong and Exceeding proficiency categories.

Year7:
42% of year, 7 students achieved in the Strong proficiency with 42% achievement being in the Developing proficiency and 14% of year 7 achievement in the Needs Additional Support proficiency. Further targeted intervention should see this cohort show growth when they sit for NAPLAN in 2026.

Year 9:

17% of Year 9 students achieved Developing proficiency in Writing, while 52% demonstrated Strong proficiency, 26% attained Exceeding proficiency, and 17% required Additional Support.

The implementation of *The Writing Revolution* strategies to support the development of writing skills has resulted in some positive shifts in the data. There is a significant emphasis on enhancing teacher pedagogy, ensuring that our approach to teaching writing is explicit and effective. This focus will continue to be a priority as we work towards improving student outcomes in writing proficiency.

Grammar:

Year 3:

36% of Year 7 students achieved Strong proficiency, while 36% demonstrated Developing proficiency. Additionally, 27% required Additional Support.

This data aligns with their data sets in their NAPLAN attainment in Literacy. We will continue to monitor progress with the 2026 data sets to measure growth. As we move forward, we will maintain our focus on implementing improvement strategies to address the learning needs of this cohort.

Year 5:

44% of Year 5 students achieved Strong proficiency, while 14% attained Developing proficiency. Additionally, 42% (equivalent to one student) required Additional Support.

Compared to the 2023 data, the results are encouraging, particularly in the Strong proficiency band. We also see some growth in the proficiency band for students needing additional support.

Year 7:

In the Year 7 cohort, 1% of students achieved Exceeding proficiency, 47% attained Strong proficiency, 23% demonstrated Developing proficiency, and 19% required Additional Support.

Moving forward, our focus will remain on writing, with an emphasis on implementing explicit pedagogy tailored to subject-specific needs. As both writing and reading skills improve, we anticipate an increased focus on grammar skill development to further enhance overall literacy outcomes. Overall, the student data for this cohort shows improvement compared to the 2023 cohort.

Year 9:

In Year 9, 17% of students achieved Exceeding proficiency, 47% attained Strong proficiency, 34% demonstrated Developing proficiency, and 8% required Additional Support.

As part of our planning and priority to support students, we are focusing on developing the necessary skill set to help students shift towards higher proficiency levels in grammar. This strategic approach includes providing targeted interventions and resources to facilitate growth and improvement in grammar proficiency.

SACE Results:

The pathways chosen by our senior students have been diverse, reflecting a broad range of capabilities and interests. In 2024, 8 students successfully obtained their SACE. Additionally, six students within the cohort either gained employment or utilized their VET qualifications to further their apprenticeships in their chosen fields.

In terms of subject results, 21% of grades were in the 'A' band, which shows a slight decrease compared to the 2023 achievement data. Meanwhile, 36% of grades were in the 'B' band, which is slightly higher than in 2023, and 40% were in the 'C' band. Although 97% of students achieved a passing grade of C- or better—slightly higher than in 2023—one student notably achieved an 'A+' with Merit in the Research Project.

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

Numeracy
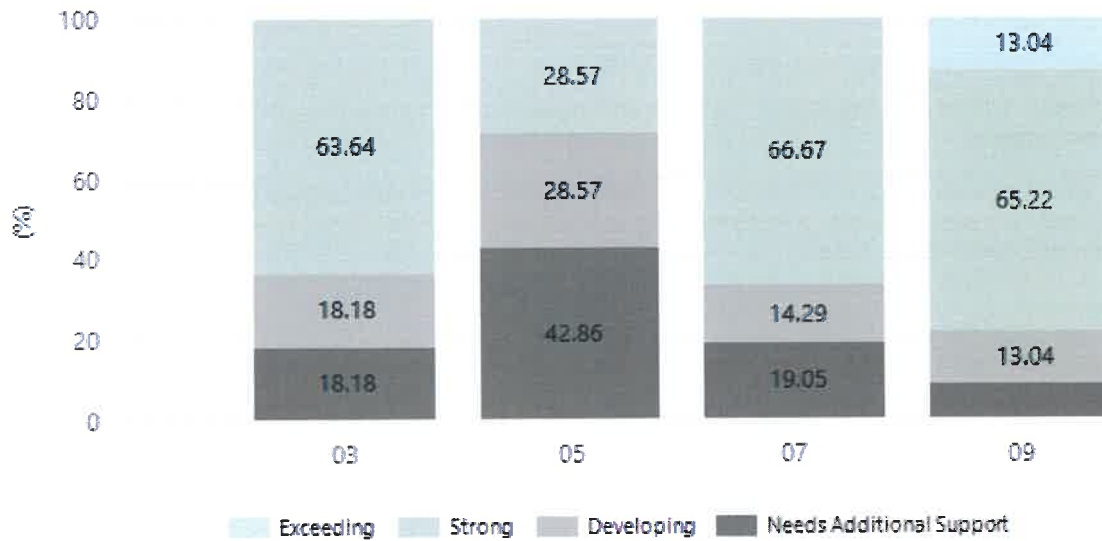
Year Level	03	05	07	09
Exceeding				3
Strong	7	2	14	15
Developing	2	2	3	3
Needs Additional Support	2	3	4	2
Total	11	7	21	23

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Reading
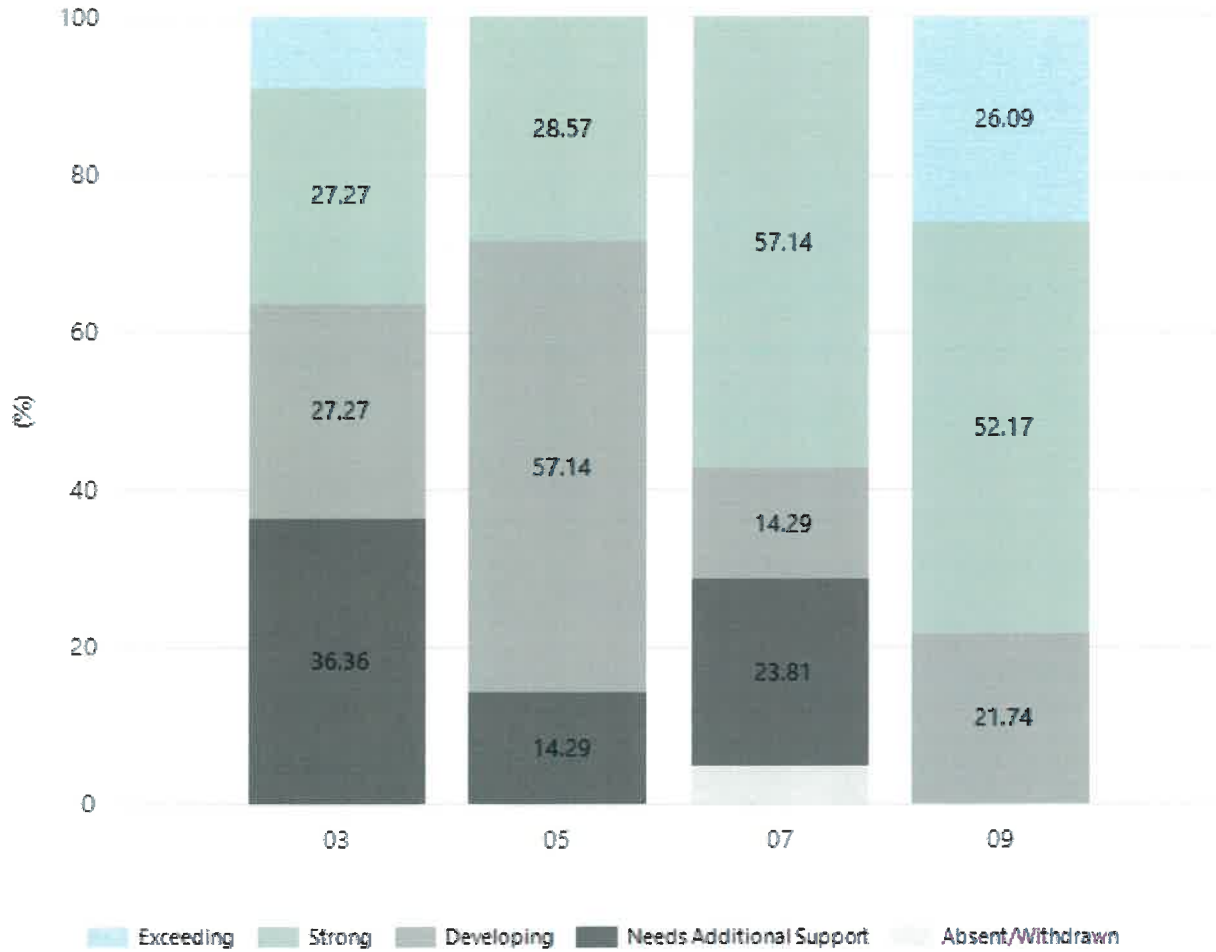
Year Level	03	05	07	09
Exceeding	1			6
Strong	3	2	12	12
Developing	3	4	3	5
Needs Additional Support	4	1	5	
Absent/Withdrawn			1	
Total	11	7	21	23

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Writing

Year Level	03	05	07	09
Exceeding				6
Strong	5	2	9	12
Developing	4	3	9	4
Needs Additional Support	2	2	2	1
Absent/Withdrawn			1	
Total	11	7	21	23

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.
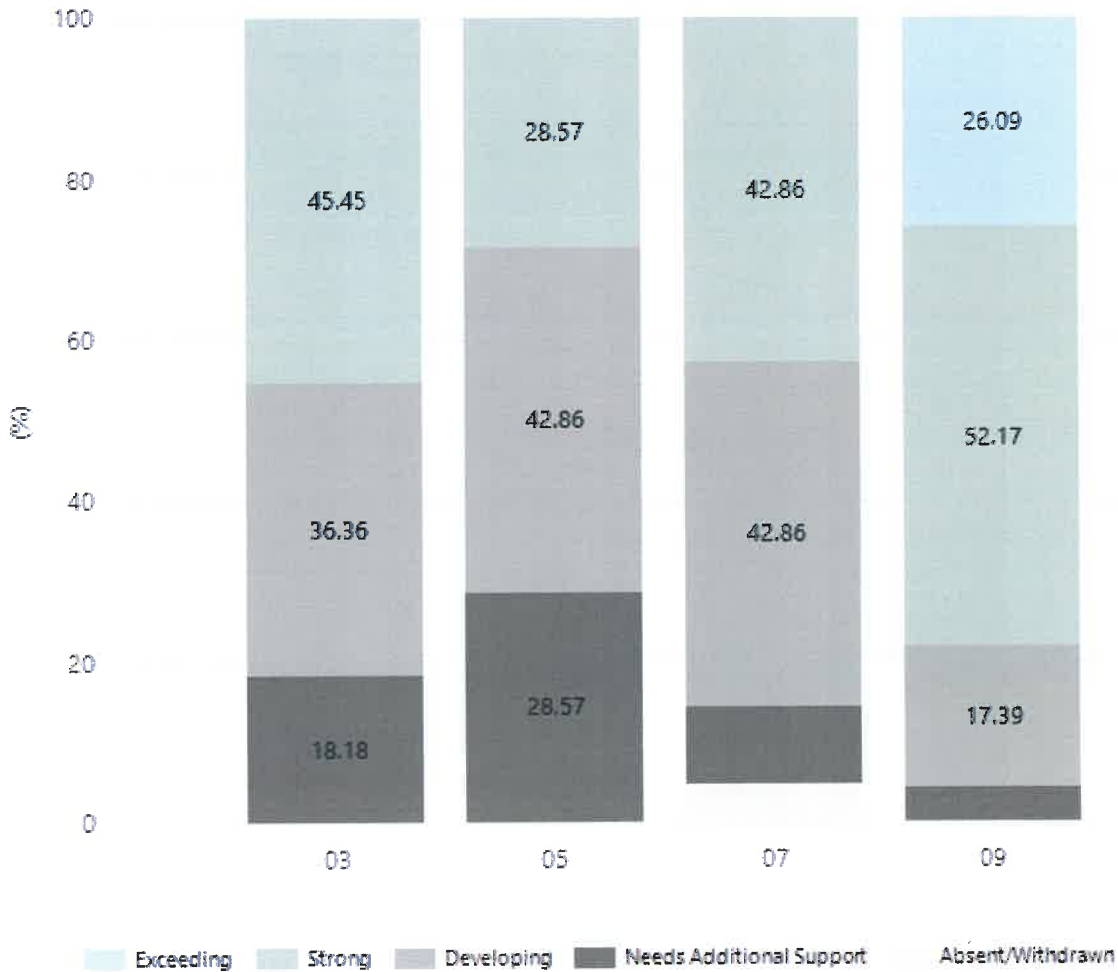
Grammar

Year Level	03	05	07	09
Exceeding			1	4
Strong	4	3	10	11
Developing	4	2	5	8
Needs Additional Support	3	2	4	
Absent/Withdrawn			1	
Total	11	7	21	23

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.
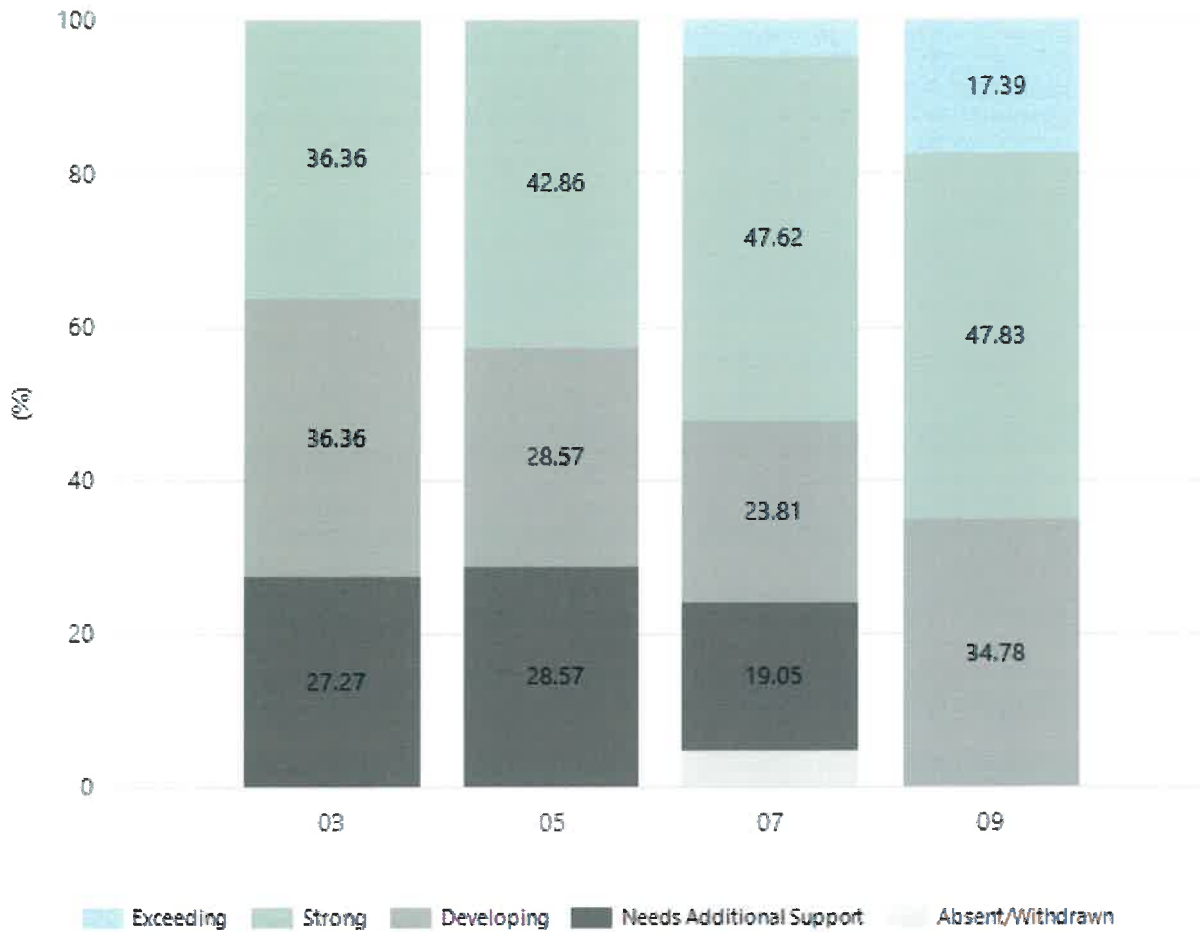
Spelling
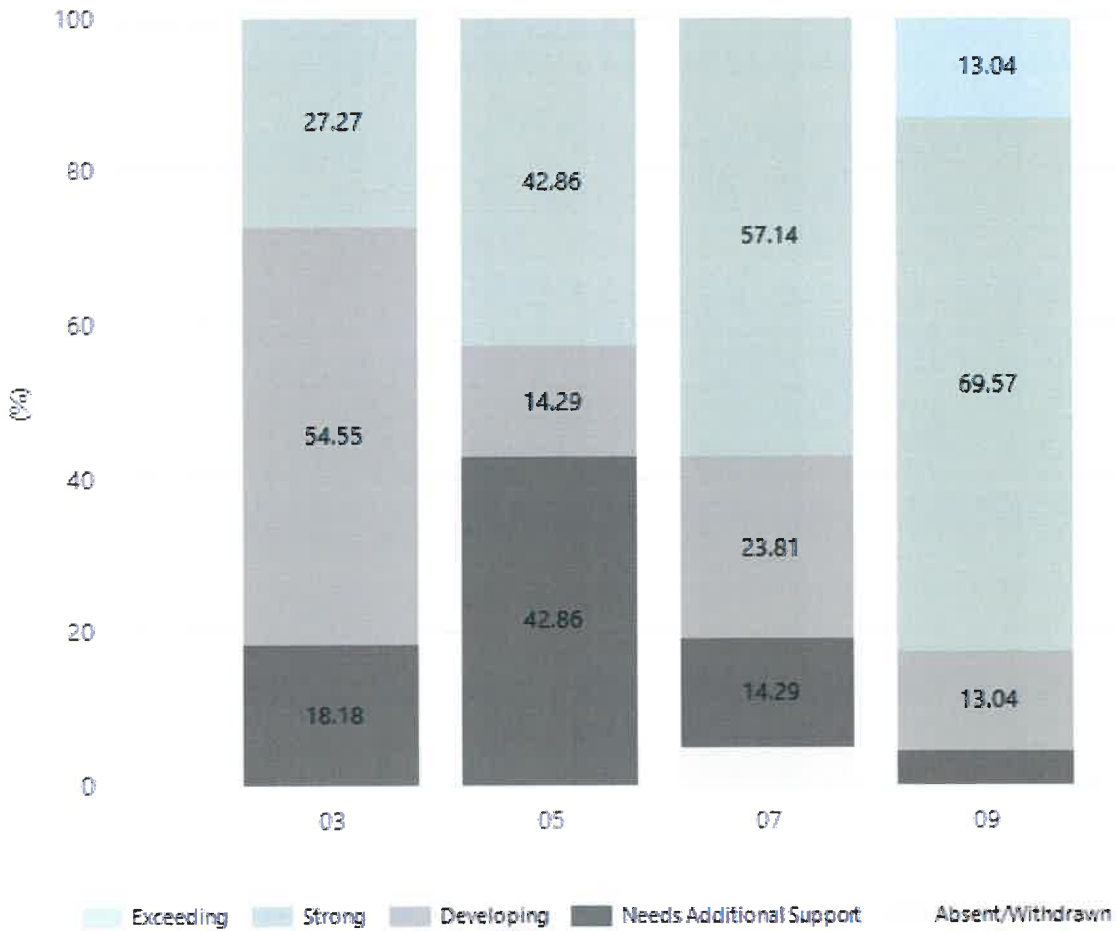
Year Level	03	05	07	09
Exceeding				3
Strong	3	3	12	16
Developing	6	1	5	3
Needs Additional Support	2	3	3	1
Absent/Withdrawn			1	
Total	11	7	21	23

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades - Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2021	2022	2023	2024
100%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2021	2022	2023	2024
A+	6%	2%	7%	2.38%
A	13%	7%	12%	2.38%
A-	11%	5%	17%	16.67%%
B+	19%	16%	12%	14.29%
B	19%	14%	19%	9.52%
B-	13%	23%	2%	11.90%
C+	13%	20%	12%	23.81%
C	4%	11%	14%	14.29%
C-	2%	2%		2.38%
D			2%	0%
D-			2%	0%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2021	2022	2023	2024
100%	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training	7%	11%	7%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	30%	33%	60%

Data Source: School supplied data

School Attendance

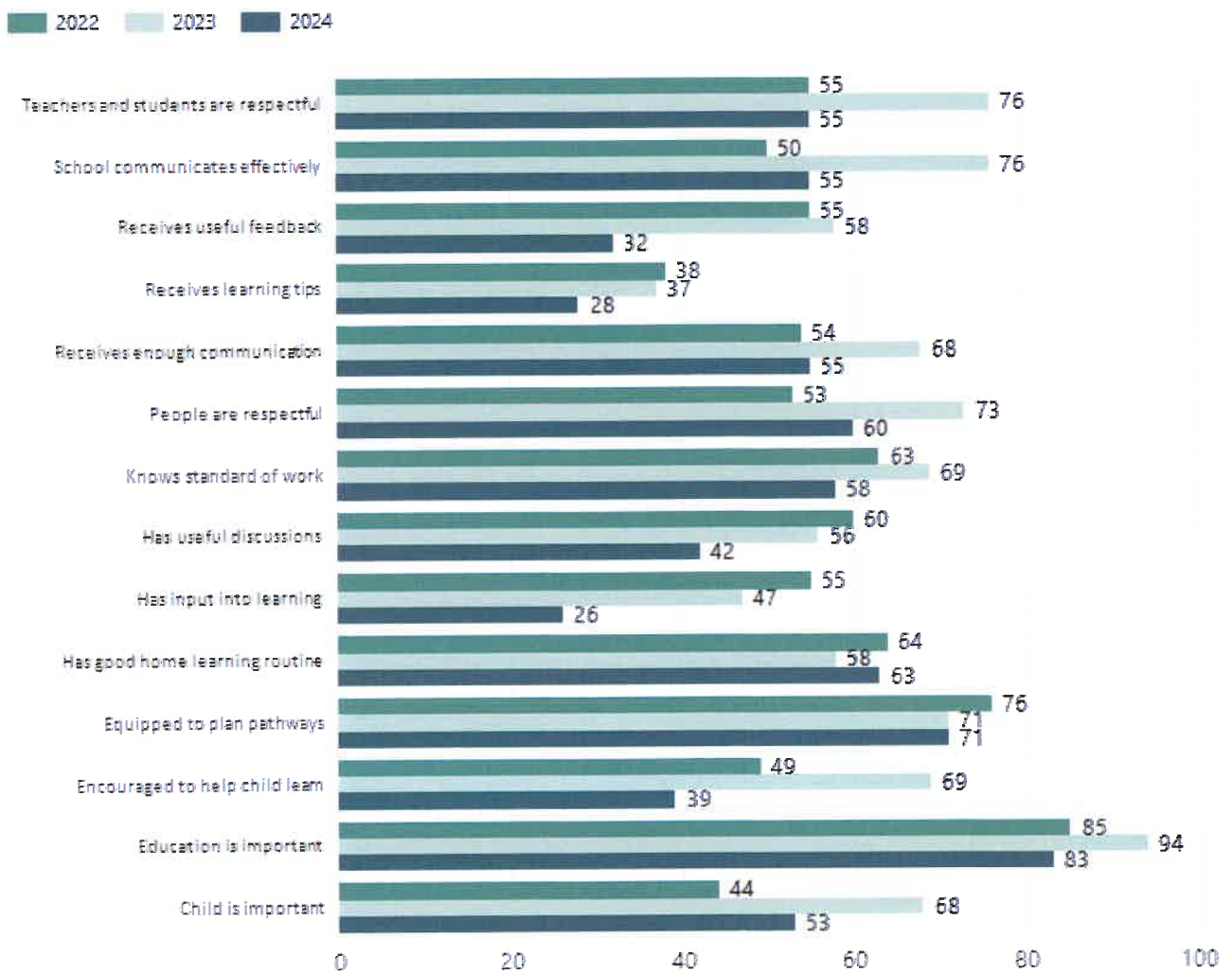| Year Level	2022	2023	2024
Reception	84.6%	91.3%	91.3%
Year 01	80.5%	89.4%	93.9%
Year 02	89.6%	91.8%	92.1%
Year 03	70.0%	91.2%	91.9%
Year 04	77.2%	82.5%	95.4%
Year 05	82.4%	90.9%	84.7%
Year 06	81.5%	86.1%	91.2%
Year 07	83.8%	90.7%	88.7%
Year 08	81.7%	84.8%	88.3%
Year 09	84.2%	87.9%	88.7%
Year 10	83.9%	85.1%	85.7%
Year 11	86.6%	80.8%	89.0%
Year 12	81.3%	91.2%	80.8%
Total	82.8%	87.6%	88.9%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and every day. Unless a child is sick or has an approved exemption are acceptable reasons for not attending school. Teachers and leaders actively follow up when a student missing school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)

Legend: ■ 2022 ■ 2023 ■ 2024

Category	2022	2023	2024
Teachers and students are respectful	55	76	55
School communicates effectively	50	76	55
Receives useful feedback	55	58	32
Receives learning tips	38	37	28
Receives enough communication	54	68	55
People are respectful	53	73	60
Knows standard of work	63	69	58
Has useful discussions	60	56	42
Has input into learning	55	47	26
Has good home learning routine	64	58	63
Equipped to plan pathways	76	71	71
Encouraged to help child learn	49	69	39
Education is important	85	94	83
Child is important	44	68	53

Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
PA - PARENTING/CARER	1	17.0%
PE - PAID EMPLOYMENT IN SA	5	83.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	13
Postgraduate Qualifications	6

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	16.7	0.0	10.0
Persons	0.0	20.0	0.0	16.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	3,908,846.14
Grants: Commonwealth	37,079.00
Parent Contributions	94,237.96
Fund Raising	13,908.87
Other	26,758.73

Data Source: School supplied data.