



Bute Early Learning & Primary School and Bute and District Kindergarten

2020 annual report to the community

Bute Early Learning & Primary School Number: 702

Bute and District Kindergarten Number: 6604

Partnership: Northern Yorke

Signature

School principal:

Mr Richard Hall

Governing council chair:

Lauren Krieg

Date of endorsement:

15 March 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Bute Early Learning and Primary School (Previously Bute Primary School and Bute and District Kindergarten and Rural Care) is a small rural school situated on the Northern Yorke Peninsula. The school was established in a tin building in 1886 before being listed as a public school in 1894.

Bute's main form of industry is farming where wheat and barley cereal crops are the primary produce. In 2020, the school had an enrolment of 26 students from Reception to Year 6, placed in three classes R-2, 3/4 and 5/6.

The school population derives from a diverse range of socio-economic backgrounds and influences. Approximately, a third of the students travel to school by bus, with the remainder either living locally or driven in from the outskirts of the township. There are two parenting bodies at the school - Governing Council and Parent Club. These groups represent the school community and act in the best interests of the children, school and parents.

Bute and District Kindergarten and Rural Care is situated in the Northern Yorke Peninsula, in a small service town within a predominantly wide farming district and is part of the Northern Yorke Partnership.

- The Kindergarten operates as a Rural Care & Preschool Centre. The Rural Care program is funded by both the State and Commonwealth Governments and is administrated by the Department for Education.

The Rural Care Program offers a long day care service for children 0 – 12 years in rural South Australia. The service cares for up to 15 children per day with a 2 worker program. Care is provided for up to 10 hours per day for five days per week depending on availability. The Centre is part of the Northern Yorke Partnership ensuring a collective responsibility for all children in the partnership.

- The Centre operates a Preschool under universal access delivering 600 hours of Preschool education in the 4 terms prior to starting school. In 2020, the Preschool was temporarily closed due to low enrolment prospects.

In 2018, the Primary School, Preschool and Rural Care were officially approved to amalgamate. Consequently, a Site Advisory Committee was established to lead and consult on a number of key issues. This group comprised staff, parents and students across all sections of the site. This group has undertaken much work in developing proposals and consulting with the school community in relation to matters such as a name change, new site values, a new logo, changes to uniforms etc.

In 2020 the highlights included (but not limited to) the following:

Continued development of Inspiring Learning spaces in all areas of the site
Author / illustrator visits (both in person and virtually) Sally Rippen and Sally Heinrich
Presentation by the Olympians Unleashed program - Laura Hingston Australian Platform Diver
Water Safety Lessons
Welcome Night
The Resilience Project student, parent and staff workshops and implementation of the supporting curriculum
Upper Primary - GRIP Leadership Conference
SAPSASA participation
Bute Crazy Day part 2 fundraiser
Dancify whole school performance
National Simultaneous Story time
Rec - Year 2 excursion to Redwing Farm
Year 3-6 Camp to Nunyara at Belair
Science Week celebrations, including interactive learning through Virtual Reality equipment
Beach clean-up at Port Broughton Foreshore
Book Week Celebrations including are who township Book Character parade and shared reading in the town park
Scholastic Book Fair
Joint initiatives with the local RSL - representation at the local significant events.
Display of work in the local Bute Corner Store
Sports Day - With Port Broughton and Snowtown
End-of-year Presentation Night

School programs:

- * Breakfast Club
- * Implementation of the QuickSmart Numeracy program
- * Literacy Pro
- * Sunshine Online
- * ClassDojo
- * Premiers Reading Challenge (100% completion)
- * Premiers Be Active Challenge (100% completion High Achieving School)

Governing council report

The 2020 school year started off with Richard Hall continuing into his third year as principal of Bute Early Learning and Primary School.

At the AGM we had a new change of council members. Michelle Trengove had stepped down as chairperson as her children were no longer attending the school. Michelle has been a very valuable member of the council and thank her very much for her time, effort and dedication over the four years of chairperson.

The positions being held, Lauren Krieg: Chairperson, Veronica Trengove: Secretary, Karen Green: Finance, Parent Club Rep: Lauren Krieg, Rural Care Rep, Veronica Trengove: Teachers Rep: Meredith Pridham. Other council members, Lincoln Hewett, Arron Jak, Tamara Gill and Karlie Bettess. I thank all our council members for their time and commitment throughout the year in making decisions on behalf of our Early Learning and Primary School to make it the best learning space possible.

It has been a difficult and challenging year for all the teachers, staff and families with the ongoing pandemic of coronavirus disease 2019. Thank you to Richard and the rest of the teaching staff for the hard work and effort put into remote learning opportunities for students.

It was great the Year 3-6 were able to enjoy an end of year camp at Belair, while the R-2 enjoyed a day at Redwing Farm.

I thank the parents and community of Bute Early Learning and Primary School for allowing me the opportunity to have held the position of Chairperson for 2020.

Kind regards,
Lauren Krieg

School quality improvement planning

LITERACY

Our Goal

All students at Bute Early Learning & Primary School will develop their oral language and vocabulary knowledge, skills and abilities, through the context of improved reading skills.

Our Targets

All students (Yr 3-6) will achieve the SEA for the PAT R test.

All student (Rec-Yr 2) will achieve the SEA for Running Records.

All Year 1 students will achieve the benchmark for the Phonics Screening Check.

Review

- 85% of students in Years 3-6 achieved the SEA for PAT-R
- 4/5 students in Reception achieved the SEA for Running Records (The 1 student who didn't achieve the SEA is on a OnePlan)
- 2/3 Students in Year 1 achieved the SEA for Running Records (The 1 student who didn't achieve the SEA is on a OnePlan)
- 3/6 Students in Year 2 achieved the SEA for Running Records (Two of the students who didn't achieve the SEA are on a OnePlan)
- 1/2 students who participated in the PSC achieved the benchmark of 28.

Whilst many of these results are positive, a sustained focus on this SIP goal is needed to ensure students are consistently achieving the SEA and to move students into the higher bands of achievement.

NUMERACY

Our Goal

All students at Bute Early Learning & Primary School will develop their knowledge, skills and abilities in Number and Place Value in relation to the proficiency strands.

Our Target

All students (Yr 1-6) at Bute Early Learning & Primary School will demonstrate a 30% improvement or higher in all Number and Place Value questions in PAT-M.

Review

85% of students in Years 3-6 achieved the SEA for PAT-M

However, a deeper analysis of Number / Place Value questions and responses revealed that only 8/19 students improved by 30% or higher in all Number and Place Value questions. This will remain a focus for our 2021 SIP, with staff reflecting on this data and on our actions to determine our next steps.

Preschool improvement planning - review and evaluate

Our Goal

All children will develop and extend their ability to interact verbally and non-verbally to understand and connect with their world.

Our challenge of practice

If all educators engage in and promote consistent, high quality interactions for all children, then children will develop their ability to communicate effectively.

Our Actions

Educators will:

- develop a shared understanding of TIER 1,2,3 vocabulary through using best advice reference materials and ongoing critical reflections during Staff Meetings. This will be prevalent in both the programming and learning environment.
- develop a shared understanding and consistent approach to non-verbal modes of communication (Key Word Signing). Educators will work in partnerships with families to strengthen this approach to communications/interactions.
- promote culturally inclusive language / communication within the Centre, including through 'Team Leader' responsibilities, signage throughout the physical environment & through intentional teaching/learning experiences.
- work in partnerships with families to promote verbal & non-verbal modes of communication, through the inception of the 'Bute Buddy' program and other forms of collaborative work.

Our success criteria

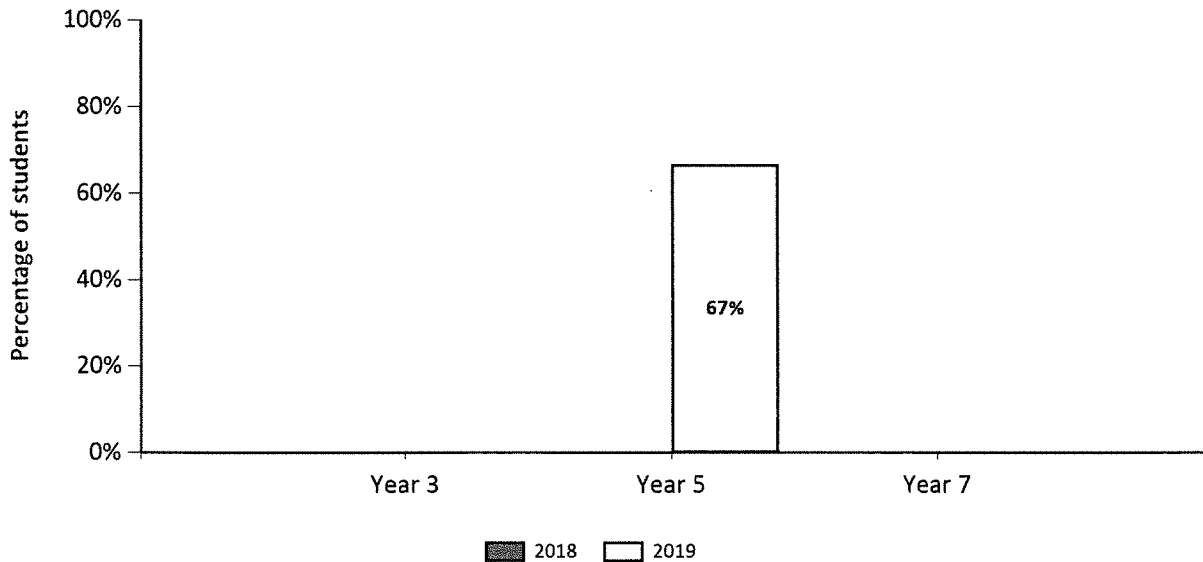
- Children are using non-verbal and/or verbal modes of communication with peers and educators on a daily basis. This includes extended verbal interactions (1-2 word responses to extended sentences (e.g. "My toy" to "This is my new toy." Evidence from pedagogical documentation demonstrates this.
- Children are engaging in use of Tier 1, 2 and 3 Vocabulary. Evidence from pedagogical documentation (particularly Floorbooks and Learning Stories capturing children's voice) demonstrates this.
- Families are engaged with the Centre and are providing rich communication / language experiences for their children which reflect those used in the Centre. Evidence through the Bute Buddy program.

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

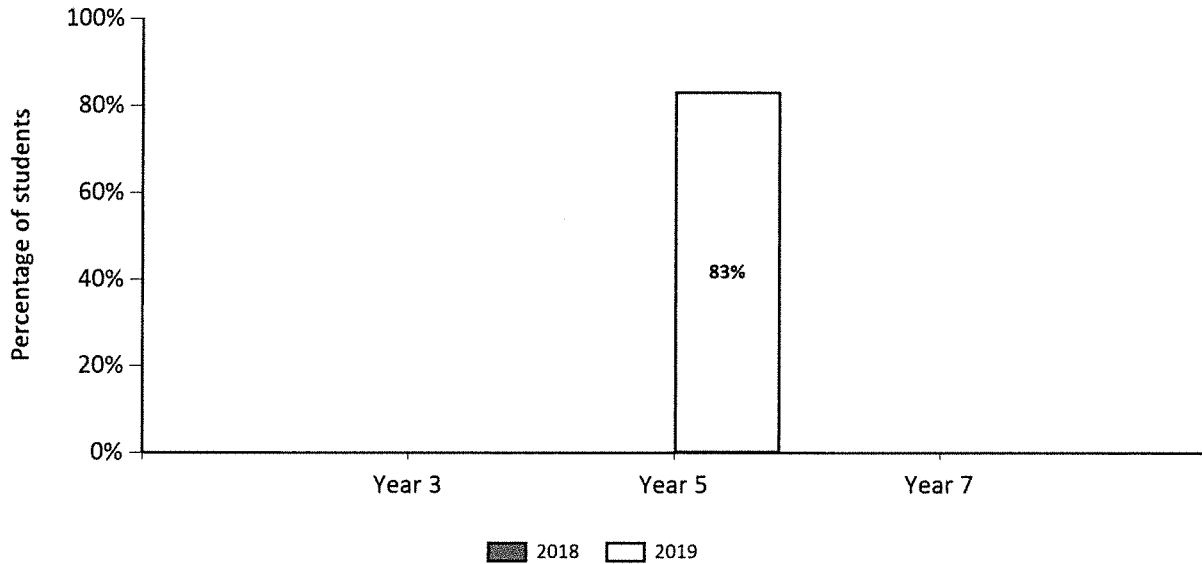


*NOTE: No NAPLAN testing was conducted in 2020.

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	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	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 [^]		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 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	6	6	0	0	0%	0%
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.

[^]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

In 2020, NAPLAN was cancelled due to the impact of COVID-19.

There were very pleasing results attained across the school with regards to student achievement in both the PAT Reading and PAT Maths tests when measured against the Department for Education Standard of Educational Achievement (Years 3-6).

- 85% of students in Years 3-6 achieved the SEA for PAT-R
- 4/5 students in Reception achieved the SEA for Running Records (The 1 student who didn't achieve the SEA is on a OnePlan)
- 2/3 Students in Year 1 achieved the SEA for Running Records (The 1 student who didn't achieve the SEA is on a OnePlan)
- 3/6 Students in Year 2 achieved the SEA for Running Records (Two of the students who didn't achieve the SEA are on a OnePlan)
- 1/2 students who participated in the PSC achieved the benchmark of 28.
- 85% of students in Years 3-6 achieved the SEA for PAT-M

The school also tracks and monitor student growth more frequently using Lexile measures and Running Records for Reading Targets and Number and Place Value diagnostic assessments for Numeracy Targets.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	90.6%	97.2%	88.9%	92.5%
2018 centre	83.3%	66.7%	60.0%	93.3%
2019 centre	100.0%	100.0%	64.0%	96.7%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2017	2018	2019	2020
Reception	90.0%	90.7%	79.6%	89.0%
Year 1	90.7%	94.1%	94.3%	80.7%
Year 2	84.9%	88.0%	93.4%	91.3%
Year 3	92.4%	59.9%	91.1%	87.2%
Year 4	81.5%	86.9%	52.5%	91.8%
Year 5	91.6%	88.7%	84.4%	93.0%
Year 6	93.1%	85.6%	79.2%	94.8%
Year 7	99.0%	91.6%	N/A	N/A
Total	89.3%	85.2%	82.1%	89.9%

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

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

Attendance comment

The attendance should reflect 0% as the Preschool was temporarily closed in 2020 due to low enrolment prospects.

School attendance in 2020 was at 89.9%. Low student numbers severely impacts the overall attendance percentage.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	8	9	9	8
2018	3	3	3	3
2019	5	5	5	6

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

Preschool enrolment comment

The Preschool was temporarily closed in 2020 due to low enrolment prospects. The Early Learning Centre continued to operate with a Rural Care program.

Behaviour support comment

At Bute Early Learning and Primary School, we approach behaviour support proactively by being a partner school with The Resilience Project and implementing their curriculum resources to promote Gratitude, Empathy and Mindfulness, having daily mindfulness sessions and through participation in weekly Yoga and body awareness lessons.

The behaviour management philosophy at Bute Early Learning and Primary School is to create learning environments which are Safe, Orderly and Productive and which promote our school values of GROWTH, RESPECT, INTEGRITY and TEAMWORK and our school motto BE KIND, BELIEVE IN YOURSELF, ACCEPT CHALLENGES, NO EXCUSES. It is not about forcing students to "comply with teacher demands" but allowing them to have ownership and success in all parts of their schooling. Students then become the main decision makers in their lives and accept the responsibility that this entails. At Bute Early Learning and Primary School consistent approaches are taken with respect to dealing with student behaviour. There is, however, not a one size fits all approach to behaviour management. Another key focus of behaviours management is the use of Restorative Practices / language.

Client opinion summary

In 2020, thirteen responses were received as a part of the Parent Engagement Survey. This was a very pleasing response. The respondents contained both Primary School and Early Learning Centre families, with no way to differentiate between these groups of people.

At Bute Early Learning and Primary School we have had a strong focus on improving and strengthening our communication and partnerships with families. It is pleasing to note the following;

- 92% of respondents agreed or strongly agreed that families receive enough communication.
- 100% of respondents agreed or strongly agreed that the site communicates effectively.
- 77% of respondents agreed or strongly agreed that they know what the standard of work is that the site expects of their child.
- 92% of respondents agreed or strongly agreed that they have useful conversations with the site about their children's learning.
- 92% of respondents agreed or strongly agreed that the site encourages parents to help their children learn.

An area for improvement is for the site to develop process to provide families with tips on how they can help their children learn at home (Only 62% of respondents agreed or strongly agreed that this happens). Staff will develop some actions around better working with families on strategies to improve their children's learning at home.

It was also pleasing to note that 85% of respondents agreed or strongly agreed that teachers provide their children with useful feedback about their schoolwork.

Intended destination from School

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	0	NA
Transfer to SA Govt School	11	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination comment

Although we did not have an operational Preschool in 2020, the school will still start the 2021 year with 2 new Reception students.

At the end of 2020, four Year 6 students transitioned to Kadina Memorial School to continue their schooling in the Middle School.

Relevant history screening

Schools are responsible for ensuring that their sites comply with the DfE Screening and Suitability-- Child Safety Policy.

At Bute Early Learning and Primary School our responsibilities include;

Ensuring volunteers have current screening,

Paper copies are kept on file for our reference

Records of volunteer clearances are also recorded on EDSAS

Expiry Dates are extracted from EDSAS reports to ensure that all records are kept up to date.

Verifying the identity of first time DfE employees.

Ensuring Bus Drivers have their appropriate licenses, clearances and DfE authority to drive a school bus.

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	6
Post Graduate Qualifications	2

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	3.0	0.0	2.5
Persons	0	4	0	5

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

Financial statement

Funding Source	Amount
Grants: State	\$973,131
Grants: Commonwealth	\$1,000
Parent Contributions	\$10,682
Fund Raising	\$575
Other	\$5,505

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	Literacy and Numeracy funding was used to fund 550 hours to facilitate the QuickSmart Numeracy program. The funding was also used to purchase decodable readers for struggling older students.	100% of targeted students made progress within the QuickSmart Numeracy program.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	NA	NA
Targeted funding for groups of students	Inclusive Education Support Program	Students received individualised support and participated in 1:2 or small group intervention lessons focused on developing Number and Place Value knowledge and skills and Phonological and Phonemic Awareness.	Identified students demonstrated significant growth with focus areas.
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	Targeted funding was used to support the implementation of explicit, synthetic phonics lessons and Phonological and Phonemic Awareness lessons, supported by the use of Decodable Readers. Proficient readers were supported to develop and extend their comprehension skills through the acquisition of resources to promote reciprocal reading skills. Identified students (Years 4-6) continued to participate in QuickSmart Numeracy lessons and staff were trained in the TOOSmart Numeracy program to provide early intervention with early Number and Place Value knowledge/skills.	Diagnostic assessments of targeted students demonstrated that 100% of students improved in areas of their Phonological and Phonemic Awareness knowledge.
Program funding for all students	Australian Curriculum	This funding was used to allow staff to attend evidence-based professional development in relation to Number and Place Value and Phonemic Awareness. The funding was also used to for the acquisition of related resources.	85% of students in Years 3-6 achieved the SEA for PAT-R. 85% of students in Year
Other discretionary funding	Aboriginal languages programs Initiatives Better schools funding Specialist school reporting (as required) Improved outcomes for gifted students	The ACEO worked in classes to help develop and promote an understanding of simple Narungga language / vocabulary. Literacy and Numeracy funding was used to fund 550 hours to facilitate the QuickSmart Numeracy program. The funding was also used to purchase decodable readers for struggling older students. N/A N/A	Student have a developing understanding of the Narungga language & culture. In 2020, 100% of students demonstrated growth in QuickSmart Numeracy program. N/A N/A

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable);*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	This funding was used both to administer Numeracy intervention programs and to obtain literacy resources including decodable readers and Reciprocal Reading resources.	85% of students in Years 3-6 achieved the SEA for PAT-R. 85% of students in Year
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	All students with dedicated IESP funding received their entitlement of SSO hours which linked to their OnePlans. The IESP Grant was used to provide additional support to students whom did not have individual support. At times this was through the inclusion in Numeracy Intervention programs.	Identified students made positive growth towards their OnePlan goals.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

