



# Booleroo Centre District School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Booleroo Centre District School Number: 771

Partnership: Flinders

**Name of School Principal:**

Jennifer Stringer

**Name of Governing Council Chair:**

Melissa Koch

**Date of Endorsement:**

at Scheduled AGM (20th March 2017)

## School Context and Highlights

Booleroo Centre District School is located 264kms north of the Adelaide CBD within the Flinders Partnership.

In 2016 the enrolment was 215, with approximately 88% of students travelling by bus from farms and nearby townships. The feeder primary schools include Wirrabara, Melrose and Wilmington Primary schools. This enrolment represents a slow decline from 242 in 2012, with a forecast of 207 students in 2017.

The school has an ICSEA score of 1028, and is classified as Category 6 on the DECD Index of Educational Disadvantage. The school population includes 5%, or 12 students with disabilities. The Aboriginal student enrolment has fluctuated between 0 and 4 students.

The school Leadership Team consists of a Principal two Senior Leaders and two Coordinators with 16FTE teaching staff representing a spread of experience.

Booleroo Centre District School is a member of the Mid-North Secondary Education Cooperative (MNSEC). Although the school is also a member of the Pichi Richi Trade Training Consortium, in recent years, the school has worked more closely with the Flinders Trade Training Consortium due to the students working across schools, the distance and Vocational Educational Training (VET) connections.


Highlights of the school year included: working with other schools across the Flinders Partnership to achieve primary student participation in a 'Cultural Day' at Orroroo in May which was supported by Reconciliation SA. There was a performance by renowned artist Sean Choolburra, a bush tucker BBQ and a range of other activities.

Primary classes were involved in a Mobile Science Workshop.

In June we had a group of bike riders stopping in to help educate our Primary students about the dangers of skin cancer as part of the 'Smiling for Smiddy' bike ride.

Also in June there was a primary Science Fair. The students' enthusiasm and hardwork should be commended. The projects were fantastic and the students enjoyed being able to share their learning with others. Huge congratulations to all Primary Staff who were involved with the Science Fair.

We held an inaugural Farmers Breakfast where farmers learned about farm based apprenticeships and how they help themselves and our students at the same time. We listened to including Robert Mills and Howard Bastian (local farmers who have had school based apprenticeship experiences).

We farewelled long standing Tech Studies teacher Barry Zander, who retired after 47 years of service. 

## Governing Council Report

We have again contributed to BCDS by ensuring parents are represented in decision making. We had a productive and rewarding year, with robust discussions and made decisions that benefit our students. I would like to thank all those that assisted me in my first year as Chairperson, a role that I have enjoyed.

A school community as rich and vibrant as that of BCDS does not happen without the dedication and commitment of many people. I would like to thank the following:

- Jenny Stringer for her guidance and willingness to be open to new ideas, she has assisted GC in our roles enormously.
- The Leadership Team for their commitment to providing the best education possible for our students.
- All of the staff who have worked closely with parents and students to ensure excellent results.
- The school support staff who do an enormous amount of work behind the scenes ensuring that our children have opportunities to learn.
- Trish Hooper the Christian Pastoral Support Worker for the guidance and emotional support provided to our children.
- Rob Sanders for his tireless work on the grounds, they look magnificent.

BCDS is very fortunate to have parents, and community members who are invested in our school. I would like to thank all of the volunteers who assisted the school throughout 2016.

BCDS has once again achieved this year excellent results: academically, within the sporting arena, through the VET program and in a variety of extracurricular activities. I would like to wish the year 12 students all the best in 2017.

GC has this year focused on not only school policies and procedures but contributing towards the creating of a positive culture, one where parents and teachers can work in partnership for the benefit of students. We have applied for a grant to hold a series of workshops; we look forward to continuing this process.

Congratulations to those who won awards in 2016 in particular:

- Barry Zander, recipient of the Rowan Ramsay Award for his dedication to BCDS.
- Anthony Edgcombe, recipient of the Governing Council award for volunteering his time to assist with many extracurricular school activities.
- Robbie Robinson, recipient of BCD volunteer award.
- Emma McSparran, recipient of the Kindergarten volunteer award.

Finally I would like to thank each and every Governing Councillor for volunteering your time, ideas and being committed to our school. I have enjoyed working with you and look forward to another productive year in 2017.

Melissa Koch

## Improvement Planning and Outcomes

Through self-review at the end of 2015 early 2016 using data from NAPLAN and PAT there were better outcomes to be achieved in several areas. The data was telling us that our 2016 year 10 cohort experienced difficulties in writing in the 2015 NAPLAN as did our year 7's in 2015 (Year 8's in 2016).

We put into place an intervention package using the teaching skills of Gayle Bury and Kirby Chapman with a focus on writing development in conjunction with literacy being everyone's business.

Through review at Flinders Partnership level, it was identified that reading and numeracy were focus areas across all sites. With this in mind Jenni Caldwell worked with students identified through NAPLAN and PAT data on literacy and numeracy and Brooke Gamlen worked with students on Guided Reading. Students from across primary and lower secondary worked with staff using the Quicksmart maths program to develop their numeracy.

2016 NAPLAN data will not reflect any gains for this group of students as NAPLAN is every second year, though we did see improvements for students using the PAT data. In reflecting on literacy and numeracy development, teachers were used as they have a skill set that brings the students out and doesn't "rescue" them. What does this mean? It means that the students need to think and work toward an answer, knowing that it may not be correct initially, this builds persistence and a skill set to have a go.

There was some parent question as to how much SSO time was used for students. In the main SSO's were working with students who were identified as A and D students by student support services from the Pirie Portfolio. An A student receives 1 hour per week in SSO time and a D student receives 4 hours per week. Each student received their quota, often in 15 minute increments over the week. Also students were grouped so that conversations could be held, planned conversations are supported by research to help in student learning. SSO's were also utilised through the Quicksmart program for an additional 6 hours per week. There had also been parent question to expenditure being more in secondary than primary. Many thanks to Toni Bastian for creating an article for the school newsletter with a focus on how money comes into the school using the student centred funding model, this clearly shows that we receive approximately three thousand more per student in the secondary section of the school.

Data from 2016 highlighted that yet again that over 90% of year 12's achieved their SACE, often using a combination of VET and face to face curriculum. Again 96% of our students received a 'C' grade or higher, which is the DECD expected educational outcome. The year 9's in their NAPLAN data showed that they performed above other schools of a similar ilk. Over time the year 3 reading in NAPLAN is showing decline of the number of students in the upper bands. During 2017 we will focus on improvement in this area through teaching staff becoming participant in the Bright Path program. This analyses student work and indicates areas for improvement.

From the school review it is likely that directions for 2017 and beyond will have a focus on:

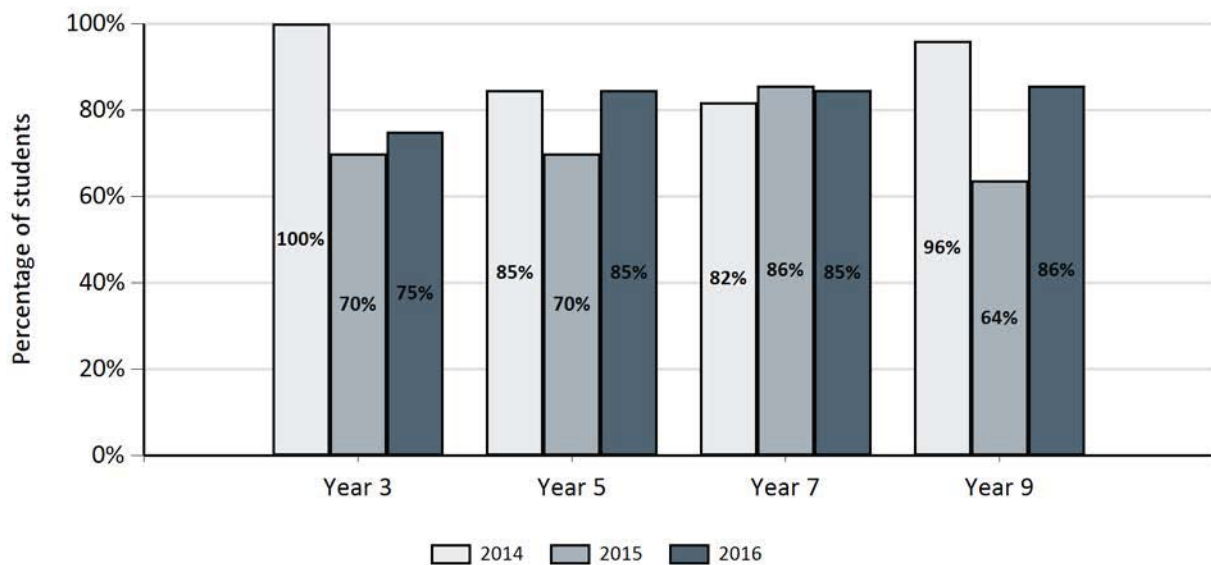
- Effective Teaching: How effectively are teachers supporting students in their learning?
- Effective Leadership: To what extent are the school's professional learning and performance and development processes effective in building teacher and leader capacities?
- School Community Partnerships: How authentic is the influence of students on their learning and throughout the school?
- How effective is the parent-school partnership?

## Performance Summary

### NAPLAN Proficiency

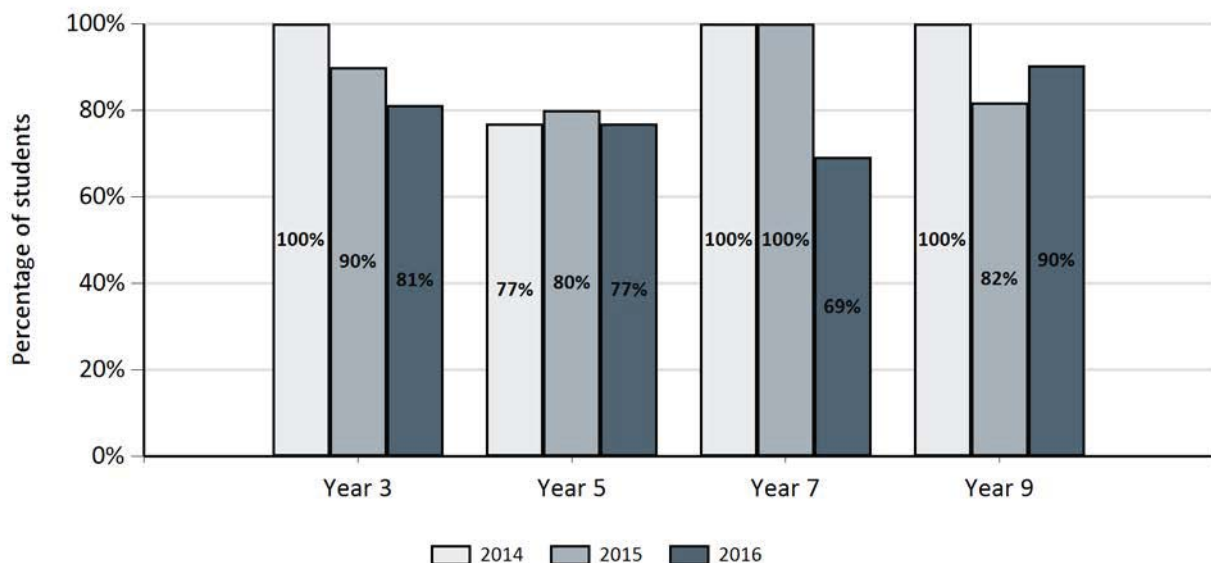
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	25%	36%	30%	25%
Middle progress group	42%	55%	35%	50%
Upper progress group	33%	9%	35%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	33%	36%	0%	25%
Middle progress group	58%	64%	43%	50%
Upper progress group	8%	0%	57%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2016	16	16	6	5	38%	31%
Year 3 2014-16 Average	11.7	11.7	5.3	3.7	46%	31%
Year 5 2016	13	13	5	4	38%	31%
Year 5 2014-16 Average	12.0	12.0	4.3	2.3	36%	19%
Year 7 2016	13	13	3	2	23%	15%
Year 7 2014-16 Average	12.7	12.7	3.0	2.3	24%	18%
Year 9 2016	21	21	8	4	38%	19%
Year 9 2014-16 Average	26.3	26.3	8.3	6.3	32%	24%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## South Australian Certificate of Education - SACE

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

2014	2015	2016
97%	99%	95

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	4%	8%	8.70
A	3%	18%	13.04
A-	14%	15%	16.30
B+	12%	14%	6.52
B	11%	11%	20.65
B-	20%	13%	13.04
C+	12%	13%	10.87
C	16%	4%	4.35
C-	3%	4%	3.26
D+	1%	1%	2.17
D	0%	0%	0
D-	1%	0%	1.09
E+	0%	0%	0
E	1%	0%	0
E-	0%	0%	0
N	0%	0%	0

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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

2014	2015	2016
96%	100%	95%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	34.6%	25%	31.8%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	96%	100%	95%

## School Performance Comment

In the early years, reading progress is monitored against Running Records. In 2016, 55% of Year 1 and 63% of Year 2 students demonstrated the expected achievement under the DECD Standard of Educational Achievement (SEA). This result represents an improvement from the historic baseline average in Year 1, and little or no improvement in Year 2 from the historic baseline average.

In 2016, the reading results, as measured by NAPLAN, indicate that 75% of Year 3 students, 85% of Year 5 students, 85% of Year 7 students, and 86% of Year 9 students demonstrated the expected achievement under the DECD SEA. For Year 3, this result represents a decline, for Years 5 and 7, little or no improvement, and for Year 9, improvement from the historic baseline average.

For 2016 Year 3, 5, and 7 NAPLAN Reading, the school is achieving within the range of results of similar students across DECD schools. The Year 9 result is above the results of students with similar characteristics.

In 2016, 38% of Year 3, 39% of Year 5, 23% of Year 7, and 38% of Year 9 students achieved in the top two NAPLAN Reading bands. For Year 3, this result represents a decline from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in reading, 57%, or 4 of 7 students from Year 3 remained in the upper bands at Year 5 in 2016, which represented an improvement on the historic trend. Forty-three percent, or 3 of 7 students from Year 3 remained in the upper bands at Year 7, 70%, or 7 of 10 students from Year 3 remain in the upper bands at Year 9, and 86%, or 6 of 7 students from Year 7 remained in the upper bands at Year 9 in 2016.

In 2016, the numeracy results, as measured by NAPLAN, indicate that 81% of Year 3 students, 77% of Year 5 students, 69% of Year 7 students and 90% of Year 9 students demonstrated the expected achievement under the DECD SEA. For Years 3, 5 and 7, this result represents a decline, and for Year 9, an improvement, from the historic baseline average.

Between 2014 and 2016, the trend for Year 3 has been downwards, from 100% (9 of 9 students) in 2014 to 81% (13 of 16 students) in 2016.

For 2016 Year 3, 5 and 7 NAPLAN Numeracy, the school is achieving within the range of results of similar groups of students across DECD schools. For Year 9, the school is achieving above the results of similar groups of students across DECD schools.

In 2016, 31% of Year 3, 31% of Year 5, 15% of Year 7, and 19% of Year 9 students achieved in the top two NAPLAN Numeracy bands. For Year 3, this result represents a decline from the historic baseline average.

For those students who achieved in the top two NAPLAN proficiency bands in numeracy, 50%, or 3 of 6 students from Year 3, remained in the upper bands at Year 5 in 2016, 20%, or 1 of 5 students from Year 3, remained in the upper bands at Year 7, 70%, or 7 of 10 students from Year 3 remained in the upper bands at Year 9, and 50% or 4 of 8 Year 7 students remain in the upper bands at Year 9 in 2016.

For 2016 Stage 2 SACE subjects, 31% of students achieved an 'A', and 44% achieved a 'B' Grades.

## Attendance

Year level	2014	2015	2016
Reception	91.6%	94.3%	88.0%
Year 01	94.7%	92.2%	90.5%
Year 02	91.7%	93.9%	94.9%
Year 03	92.8%	92.5%	95.9%
Year 04	93.7%	94.0%	94.5%
Year 05	91.0%	93.3%	93.9%
Year 06	95.0%	93.0%	94.2%
Year 07	93.3%	94.3%	91.1%
Year 08	95.4%	95.3%	92.4%
Year 09	91.7%	94.2%	94.6%
Year 10	92.5%	91.0%	91.8%
Year 11	92.5%	89.1%	91.6%
Year 12	93.2%	93.6%	91.7%
Secondary Other		49.0%	
Total	93.1%	92.9%	92.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

Our attendance is below the DECD expectation of 95%. The school recognised students in term 3 for 99% and 100% attendances with certificates. We are drafting an attendance procedure to accommodate the Sentral program the school is rolling out with the plan to allow student and parent online access for reporting, attendance and communications. Currently there is contact daily through SMS when there is an absence, because in the first instance knowing that parents are often out the door for work before their student is and may not be aware and secondly for is an absence reason.

## Behaviour Management Comment

During 2016 there were 99 reported behaviours. These behaviours ranged from Persistent and Willful Inattention, Interfered with the Rights of Others, Acted Illegally, Threatened Safety or Wellbeing, Threatened Good Order and Violence (Threatened or Actual).

13% of these behaviours resulted in suspension. Acting illegally and Violence (Threatened or Actual) were the behaviours resulting in suspension, ranging from carrying drugs, physical abuse through fighting and bullying.

During 2016 school staff began the review of the Behaviour Management Procedures and plan to present an updated version to Governing Council for discussion and verification.

## Client Opinion Summary

Parents and staff responded to the opinion surveys, interestingly although advertised over consecutive days with link given and access to printed surveys, the students did not respond.

Students did respond to an earlier opinion survey based on agriculture.

The Agricultural Committee used the results from this student survey to ascertain students knowledge of and interest in Agriculture and related employment opportunities.

Results from the parent opinion survey saw 100% of respondents being female and with the highest rating valued at 5, average responses of 4.0 and above were given for: teachers expect my child to do their best, the school is well maintained, my child feels safe at this school, I can talk to my teachers about my concerns and my child likes being at this school.

The average responses of 3.0 and below were given for: This school takes parents' opinions seriously, My child is making good progress at this school, My child's learning needs are being met at this school and this school works with me to support my child's learning.

With a focus on 2016 actions, additional positive comments were made about:

The swimming carnival; the year 9 snow trip; online payment; homegroup and teachers worked with students and parents in areas needing development; good newsletter communication; teacher worked through bullying issue with my child; special shirts, jumpers and common room give the year 11 students something to aim for; variety of learning environments undertaken including activities and camps; opportunity for sports and extra curricular activities; primary concert; parent information evening; parent teacher interviews, felt like the teachers knew my children well and wanted to support them, the teachers I met with were very professional and caring; Facebook page; even if teachers don't teach the kid they are willing to help out after hours/recess or lunch and Curriculum starting previous year for two weeks gave year 12's a head start and they didn't seem to get behind at all with curriculum delivery and therefore students not under as much pressure at the end of the year.

Parent comments also questioned processes in the management of bullying, student support hours in the classroom and perceptions that SACE students held more focus.

Governing Council have applied for a PIE Grant to work with parents during 2017 to develop a shared vision and encourage parents/caregivers engagement with the school through a series of workshops.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	10.6%
Other	2	4.3%
Seeking Employment	1	2.1%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	6.4%
Transfer to SA Govt School	10	21.3%
Unknown	26	55.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

All teaching and non-teaching staff held current DECD Relevant History Screening during 2016.

Volunteers who were regular visitors, including Governing Councillors to Booleroo Centre District School held DECD Relevant History Screening.

## Teacher Qualifications 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	34
Post Graduate Qualifications	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	17.9	0.0	7.7
Persons	0	22	0	11

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	3,544,524
Grants: Commonwealth	14,175
Parent Contributions	169,645
Fund Raising	18,876
Other	0

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

## 2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Leadership, staff meetings and Professional Development dedicated to Behaviour Management/Engagement	Behaviour Code being redeveloped. Progress being made in engagement.
	Improved Outcomes for Students with an Additional Language or Dialect	Not Applicable	N/A
	Improved Outcomes for Students with Disabilities	Staffing through SSO and Teacher programmes, Allocated A/D hours with SSO, staff PD in Quicksmart Intervention, Individual NEP's, Teachers providing intervention	Student increased outcomes using PAT & reading assessments to substantiate
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Rural and Isolated funding dedicated to bus inspection regime to ensure student access to activities beyond DECD bus access hours. Improved outcomes in Health and well-being through cheaper transport to families. Access camps, excursions, programmes, ict etc held over funding for AEW with view to sharing to Flinders Partnership Reading Assessment Kits, Guided Readers, SPELD membership, 10 ipads for R-10 Intervention along with associated licences	Rural and Isolated Index has provided every student with an increased opportunity to attend camps and excursions, increased access to ICT
	Australian Curriculum	Rolled Primary Australia Curriculum funding to access PD in Auslan as BCDS language offering	Work with Wilmington Primary School and Ororoo Area School to employ an AEW.
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	Staffing in the primary years
	Better Schools Funding	Used within staffing	
	Specialist School Reporting (as required)	Not Applicable	
	Improved Outcomes for Gifted Students	Staffing through SSO and Teacher programmes	
	Primary School Counsellor (if applicable)	Amalgamated into staffing for the the Primary Coordinator role	