

Booleroo Centre District School 2017 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:

12/03/2018

School Context and Highlights

Booleroo Centre District School is located 264kms north of the Adelaide CBD within the Flinders Partnership and Pirie Portfolio. There is a forecast change for portfolios, with 10 new Education Directors being appointed.

In 2017 the enrolment was 208 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 190 students in 2018. Our feeder schools are experiencing similar decline as are schools across the partnership and portfolio. The amalgamation of Wirrabara Primary School to Laura Primary School with school of right becoming Gladstone High School will see gradual decline in students from Wirrabara to BCDS.

The school is classified as Category 6 on the DECD Index of Educational Disadvantage.

The school population includes 6.7%, or 14 students with disabilities. The Aboriginal student enrolment has fluctuated between 4 and 5 students.

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

Booleroo Centre District School is also a member of the Mid-North Secondary Education Cooperative (MNSEC). Although the school is also a member of the Pichi Richi Trade Training Consortium, 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:

External School Review with a result of 4 directions and a 4 year turn around (rather than 1 year) before the next review.

Governing Council winning a Parents In Education grant and using the money to work with all stakeholders on communication.

4 students received certificate 3 accreditation in VET.

Auslan became our language curriculum, delivered by Ms Crawford, Ms Spielhagen and Ms Schmidt.

We began our 3 year journey into Visible Learning with other sites across the partnership.

BCDS won the overall sporting shields in MNSEC swimming and athletics, with two of our competitors being Athlete of the Day.

SRC held many successful events, highlights being Crazy Hair Day and Anti-Poverty Day raising money for Christmas Shoeboxes among many.

3 Way Learning Conferences were begun to showcase student understanding/ownership of learning.

The Primary Green Space creation

Governing Council Report

Governing Council contributed to the Governance of the school through working collaboratively with parents/caregivers to ensure that decisions made were balanced. It was great to have a diverse group of Councillors, this allowed robust discussions. Thanks those that have assisted me in a challenging but also rewarding role.

- Jenny Stringer for her guidance and support of Governing Council
- The Leadership Team for their care and commitment to achieving is to be commended.
- All staff who supported our children and for creating opportunities like camps and excursions.
- The school support staff for tireless work in a wide range of areas.
- Trish Hooper as PCW with emotional support provided all.

We were successful in receiving a Parents Initiative in Education (PIE) grant. This funding was used to engage all stakeholders in building a community and improving communication. The Governing Council and Leadership Team worked together to review feedback and determine priorities for 2018. As a start these include:

- Adoption of a communication parent portal.
- Building a student achievement system that focuses on the process.
- Ensure that children come first in everything.
- Recognition systems for students who take risks, try hard, and make progress beyond academic achievement.

We will continue to work with leadership to develop strategies to address these priorities.

Thanks to parents/caregivers, and community members who volunteered their time to support the school. Of particular note are those who raised funds to support the development of the Junior School Green Space, it looks fantastic and is a far cry from the vacant block. Thank you to Rob Sanders for many hours of work developing and maintaining this space, this area along with the rest of the grounds looks fantastic.

Congratulations to those who won awards in 2017, in particular

• Ben McCann who was the recipient of the Rowan Ramsay Award for his support of BCDS students. Ben has worked hard this year to develop a rapport with the students and has supported many kids in need.

• Rob Sanders who was the recipient of the Governing Council Award for volunteering his time to assist with many school projects. Rob works tirelessly to ensure that the grounds are maintained to a very high standard.

Finally, thanks to the Governing Councillors and Sub Committees for your contributions to the school. Your enthusiasm and interest has ensured that we are always looking for ways to improve.

Melissa Koch

Improvement Planning and Outcomes

The Education School Review team spent two days talking with students, staff and parents as well as observing classes with a view to teaching and learning. As a result the ESR advised of a four year turn around before the next review, as opposed to the minimum of a one year turn around. A very positive result. There were four areas to strive for continuous improvement, these being:

Direction 1; Develop and embed contemporary pedagogies into daily practice in every classroom, including the use of mobile digital technologies, to enhance creative and critical thinking, while ensuring effective intervention for students not achieving the DECD Standard of Educational Achievement.

Direction 2; Build teacher and leadership capacities across the school by designing and enacting more relevant and engaging performance development processes, and by developing a more cohesive and strategic approach within the Leadership Team.

Direction 3; Enact professional learning into daily classroom practices, to enable students to have greater influence over their learning, and support students to develop a tool-kit of strategies to be able to persevere in the face of unexpected challenges.

and
Direction 4; Actively pursue strategies to enable the Governing Council and the school to work together to build a more effective partnership.

Improvement Planning

Using these four directions the leadership team worked with staff to develop the basis of a Site Improvement Plan (SIP), this was then shared with Governing Council and staff for feedback and rework. The draft SIP was also shared with the Education Director and Principal Consultant for feedback and direction.

The directions appear on the SIP as

1) BCDS and Governing Council working together to support learning through: Communication and building community links

2) Contemporary teaching methods into daily practice with key actions being: flexible learning opportunities; Flexible learning opportunities; Clear learning intentions stated; Collaborative teaching, learning and assessment; Increased opportunities in curriculum Learning Design, Assessment and Moderation(LDAM); Collaborative planning and application using Visible Learning principles; and Linking professional development to Pedagogy (teaching methods)

3) Building Capacity: Consolidate and expand use of "Sentral" and ICT; Professional learning in cross curriculum innovations; Performance goal setting and appraisal using Australian Institute for Teaching and School (AITSL) standards; Mentoring of staff; and Literacy and numeracy development.

4) Student Influences of learning: Collaborative Learning; Develop and consolidate 3-way learning conferences feedback and ownership; Student self assessment within a range of strategies; Pathways development; and DECD Standards of Educational Achievement, aiming higher, using success criteria.

Improvement Outcomes

During 2017 staff began the professional development journey into Visible Learning with the first student free day of the year and worked later in the year in learning design, assessment and moderation over other student free days and combined Flinders Partnership staff meetings. These strategies were across the Flinders Partnership as each site had similar goals for staff development. The Visible Learning professional development will be ongoing for the next two years and the LDAM strategy will be over the next three years.

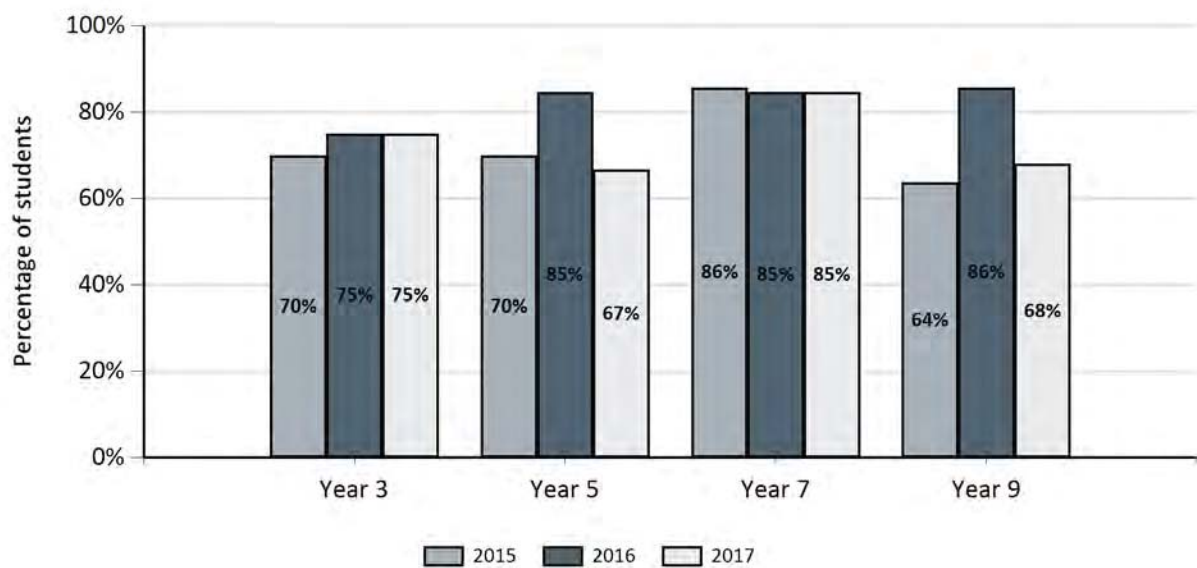
Governing Council winning the PIE Grant enabled a consultant to work with parents, students and staff on communication and building community links. There are several themes of the consultants insights and ideas to be followed through with during 2018. These being: improving communication and building a strong safe welcoming community, with many ideas to try.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

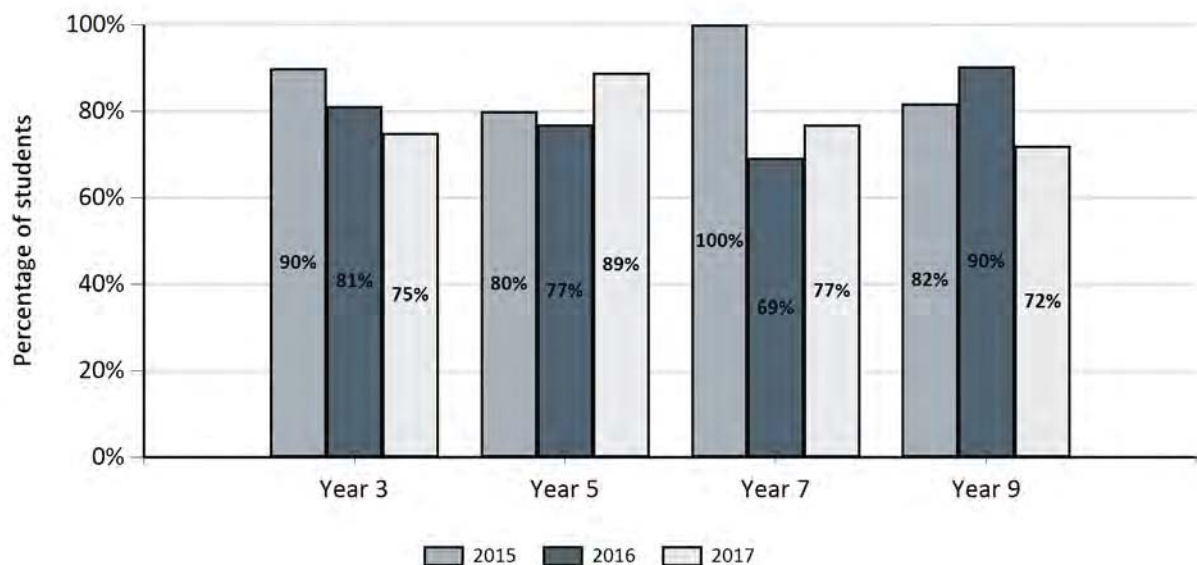
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 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)
Upper progress group	11%	9%	22%	25%
Middle progress group	67%	73%	61%	50%
Lower progress group	22%	18%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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)
Upper progress group	0%	9%	43%	25%
Middle progress group	44%	73%	52%	50%
Lower progress group	56%	18%	4%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	8	8	2	0	25%	0%
Year 3 2015-17 Average	11.3	11.3	4.3	2.3	38%	21%
Year 5 2017	9	9	3	1	33%	11%
Year 5 2015-17 Average	10.7	10.7	3.7	2.0	34%	19%
Year 7 2017	13	13	3	3	23%	23%
Year 7 2015-17 Average	13.3	13.3	2.3	2.0	18%	15%
Year 9 2017	25	25	2	4	8%	16%
Year 9 2015-17 Average	26.3	26.3	5.3	4.0	20%	15%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

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	2017
97%	99%	97%	96.55

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	4%	8%	9%	4.60%
A	3%	18%	13%	18.39%
A-	14%	15%	16%	19.54%
B+	12%	14%	7%	11.49%
B	11%	11%	21%	16.09%
B-	20%	13%	13%	5.75%
C+	12%	13%	11%	5.75%
C	16%	4%	4%	10.34%
C-	3%	4%	3%	4.60%
D+	1%	1%	2%	3.45%
D	0%	0%	0%	0%
D-	1%	0%	1%	0%
E+	0%	0%	0%	0%
E	1%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

*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	2017
96%	100%	95%	94.44%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	33.3	18.5	31.8	30.0
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	96	100	95	94.44

School Performance Comment

The DECD Standard of Educational Achievement (SEA) is for Running Records in year 1 level 13 or above and in year 2 level 21 or above. In NAPLAN the expected proficiency bands are Year 3: Band 3 or above; Year 5: Band 5 or above; Year 7: Band 6 or above and in Year 9: Band 7 or above. We also look to progressive achievement tests (PAT) for student improvement outcomes. PAT tests are later in the year than NAPLAN.

In 2017, 67% of Year 1 and 90% of Year 2 students demonstrated the expected achievement under the SEA. This result represents an improvement from the historic baseline average in Year 1, and in Year 2 from the previous year.

In 2017, the reading results, as measured by NAPLAN, indicate that 75% of Year 3 students, 67% of Year 5 students, 85% of Year 7 students, and 68% of Year 9 students demonstrated the expected achievement under the SEA. For Year 3 and for Years 5 a decline in the mean scores over time, Year 7 represents an increase in the mean scores over time, and for Year 9 a decline from the historic baseline average.

In 2017, the numeracy results, as measured by NAPLAN, indicate that 75% of Year 3 students, 89% of year 5 students, 77% of year 7 students and 72% of year 9 students demonstrated proficiency in the SEA. There has been a decrease in the mean scores over time in numeracy for year 3 and year 5. There has been a decrease in the mean for year 9 from the previous year returning to a similar result of the year previous. There has been an increase in the mean scores over time in numeracy in year 7.

During 2017 we allocated more SSO time along with 0.6 teacher time to interventions in numeracy and literacy, as well as well-being. 2019 NAPLAN results may reflect the effects of this application.

Our PAT data reflects across the whole school (years 3 to 10) that there has been positive growth in numeracy. 81% of students are at SEA or above with 49% are a year above where they are supposed to be. This is an early indication that interventions were working from the time of the NAPLAN testing to that of the PAT testing. Although not reading, the writing aspect of Bright Path also indicated good growth in student outcomes of a year plus from beginning to end of the trial period. In the PAT (Punctuation and Grammar) showed growth of 39% over the whole school in years 4 to 10, with stand-out increases in year 5, 7 and 9. Again an early indication that discrete interventions with 0.6 teaching staff and SSO's is having impact. Bearing in mind also that all staff are working to increased outcomes for students.

Over time 33% of students have been involved with VET, showcasing that we work to student needs or pathways, not just academic. Though we also had with our year 12 results of over all the grades assigned, 42% were A grades, which is phenomenal. The VET is a major contributor to students achieving their SACE. Individual students again were successful in achieving meritorious results in Phys Ed, English, Research Project and Material Products (Tech Studies).

Attendance

Year level	2014	2015	2016	2017
Reception	91.6%	94.3%	88.0%	93.8%
Year 1	94.7%	92.2%	90.5%	90.1%
Year 2	91.7%	93.9%	94.9%	91.1%
Year 3	92.8%	92.5%	95.9%	90.8%
Year 4	93.7%	94.0%	94.5%	94.3%
Year 5	91.0%	93.3%	93.9%	92.5%
Year 6	95.0%	93.0%	94.2%	91.9%
Year 7	93.3%	94.3%	91.1%	96.0%
Year 8	95.4%	95.3%	92.4%	91.7%
Year 9	91.7%	94.2%	94.6%	89.8%
Year 10	92.5%	91.0%	91.8%	93.9%
Year 11	92.5%	89.1%	91.6%	87.3%
Year 12	93.2%	93.6%	91.7%	93.6%
Secondary Other		49.0%		
Total	93.1%	92.9%	92.6%	91.7%

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%. Majority of absent reasons come from the Family/Social classification. This is an area of focus for change.

Our attendance procedure is linked to the "Sentral" program which 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 the absence reason.

Behaviour Management Comment

During 2017 there were 16 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).

43% of these behaviours resulted in suspension. Acting Illegally, Threatened Safety or Wellbeing, Threatened Good Order were the behaviours resulting in suspension, ranging from consuming alcohol, physical abuse through fighting and bullying.

During 2017 school staff continued the review of the Behaviour Management Procedures.

Compared to other sites of similar size and nature, the reported behaviours are quite low.

Annually we have had SAPOL come in and speak to students about online safety.

Client Opinion Summary

5 staff responded with all responses rating 4.0 or above in all but one category. An averaged 3.8 rating was received for "I receive useful feedback about my work". This is close to the "Agree" response of 4. 60% of respondents worked part-time and were non-teaching. Staff would like to complete the whole school numeracy agreement to have consistent problem solving strategies and on the same page in terms of expectations.

8 parents responded with 64% of respondents being parents of primary school aged students and 38% with children in the year 3/4 class. With ratings of 5 being "Strongly Agree" and 1 being "Strongly Disagree", parent opinion scored an averaged 2.9 for student behaviour management and 4.4 for school maintenance. Also rating highly were teachers having high expectations, that they could talk to teachers about their concerns, that teachers treat students fairly with their child feeling safe and liking being at school. 67% of the parent response was not to volunteer time with the rest of the respondents being committed to listening to reading. Some parent comments were: "I think the school does a great job of involving families. I believe the school gives good opportunities to engage families, whether it be through sharing students learning, school celebrations, etc." and "Stronger use of technology in communication eg phone, Facebook, internet, email etc"

23 students responded with 52% being male. Indicating balanced responses. All student responses averaged 4.1 and higher in all categories (which is agree to strongly agree). The highest rating was 4.8 for my teachers motivate me to learn. One student comment was that it would be great to have things more tidy (rubbish around the school).

The survey was open through BCDS's Facebook page, newsletter, "Sentral" and paper format. The survey was open for over a month giving all stakeholders ample time to complete. Students offered the most opinion ahead of both parents and staff.

Questions were: Teachers at BCDS expect students to do their best, Teachers provide students with useful feedback about school-work, Teachers treat students fairly, BCDS is well maintained, Students feel safe, Teachers were approachable regarding concerns, Student behaviour is well managed, Student like BCDS, BCDS looks for ways to improve, BCDS takes parents opinion seriously, Teachers motivate students to learn, BCDS gives students opportunities to do interesting things and BCDS takes staff opinion seriously.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	15.8%
Other	1	2.6%
Seeking Employment	1	2.6%
Tertiary/TAFE/Training	1	2.6%
Transfer to Non-Govt School	1	2.6%
Transfer to SA Govt School	8	21.1%
Unknown	20	52.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

There is an anomaly above. Destination data for our year 12 students wasn't entered at the time of collection. As reported previously through our Facebook page and Newsletter, 50% university, 25% apprenticeships, 12.5% Work and 12.5% seeking employment.

All teaching and non-teaching staff held current DECD Relevant History Screening during 2017. Volunteers who were regular visitors, including Governing Councillors to Booleroo Centre District School held DECD Relevant History Screening. DECD Relevant History Screening for one off events as Sports Day where parents volunteer is not required.

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	12

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	21.1	0.0	7.3
Persons	0	24	0	9

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	3,501,416
Grants: Commonwealth	18,350
Parent Contributions	143,767
Fund Raising	11,668
Other	69,632

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

2017 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 2017 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	We experienced a fall in reported behaviours, with classroom management of behaviours occurring.. Leadership and staff meetings along with professional development are dedicated to improve engagement.	Progress made in reported behaviours diminishing. Engagement progress occurring.
	Improved Outcomes for Students with an Additional Language or Dialect	Not Applicable	N/A
	Improved Outcomes for Students with Disabilities	Staffing through Teacher and SSO programmes, allocated support hours with SSO's, staff PD in Quicksmart Intervention, Individual NEP's, Teachers providing intervention and training in management of Asperger behaviours.	Working toward staff using PAT & NAPLAN data more in individual curric. planning
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Rural and Isolated funding dedicated to Variety bus inspection regime to ensure student access to activities beyond DECD bus access hours. Resulting in improved well-being due to cheaper transport. Rural and Isolated funding provides access to camps, excursions and ICT.	Rural and Isolated Index has provided all students an opportunity to attend camps & excursions, increased access to ICT.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Targeted funding for Aboriginal students will be utilised in 2018 with the employment of an AEW one day per week. Numeracy and Literacy remain a focus staff, with interventions based on PAT and NAPLAN data specifically funding Ms Chapman and additional SSO's. Students with Learning Difficulties have SSO support allocation either 1 or 4 hrs/week.	Quicksmart resulted improved outcomes
Program Funding for all Students	Australian Curriculum	Auslan delivered. T&D.	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	Looking to fund cultural awareness programs in 2018.
	Better Schools Funding	Used within staffing	More SSO hours into classroom and individual student support.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	Targeted teacher intervention	Students remain engaged and challenged.
	Primary School Counsellor (if applicable)	Amalgamated into staffing for the Primary Coordinator role.	Mid North Health Services also utilised to support plus PCW role.