School Name: Booborowie Primary School

School Number: 0600

1. General information

Part A

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<th>Schoolname</th>
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<th>School No.</th>
<th>0600</th>
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<tr>
<td>Principal</td>
<td>Jayne Mainprize-Potter</td>
<td>Phone No.</td>
<td>08 88932241</td>
<td></td>
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<tr>
<td>Postal Address</td>
<td>South Terrace, Booborowie 5417</td>
<td>Fax No.</td>
<td>08 88932234</td>
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February FTE Enrolment
Primary

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Part B

- Deputy Principal : N/A
- Staffing numbers : 2.0
Enrolment trends

Enrolments have dropped slightly, however, as with most rural schools; Booborowie has had some transient families that have affected numbers.

Special arrangements

We join with the Spalding and Koolunga Schools as part of the Hub for special activities such as performances, Harmony Day, Sport Days, Book Week and Hub Day activities.

Principals and staff have some planned training and professional learning together.

The year 7’s take part in a Career Education Awareness Camp each year in Adelaide. Year 7’s also have an opportunity of a shared trip to Canberra.

Sports Day is held with 4 other schools; Spalding, Blyth, Koolunga, and Brinkworth.

Year of opening

1892.

Public transport access

Nil.

2. Students (and their welfare)

General characteristics

There are 60% female and 40% male students in the school. There is one class of 10 students, split for numeracy and literacy.

20% of Students are on Negotiated Education Plans (Pastoral) Care programs

Support offered

If required, Interagency Support from Port Pirie and Clare is accessed.

Student management

There is an effective Behaviour Management Code and Policy, which is supported by the community.

Student government

The class have voted for School captains. All students from Reception to Year 7 hold are eligible to hold these positions. Class Meetings occur each fortnight. Students are eligible for the Calling the Community local newspaper reporting: Students run two assemblies each term.

Special programmes

Due to the unique nature of a small school, peer teaching occurs quite naturally. The students regularly share in music together, The Arts, IT/Technology, Health/PE, and daily fruit break.

All students are involved in setting learning goals and behaviour goals each term.
With the employment of additional teaching staff, class sizes are small so individualised learning is accessible. Extra assistance with individuals is also utilised for students that have verified disabilities.

Due to the high level of experience and strong collegiality of the staff, there is sharing of ideas and responsibilities including peer teaching and classroom observations amongst teaching staff.

3. Key School Policies

Contextual Influences
We are a self managed school and staff and community feel that this has had many advantages for us.

Extra funding through managing the Global Budget at school level enables excursions and camps to be heavily subsidised. This addresses social justice within the school, enabling all students’ access to all programs.

A Playcentre operates at the school. This is a valuable link for preschool and Junior Primary children and makes transition a very easy process. The Principal is line manager for the Playcentre Leader.

Many children are involved in community sports. Children participate in a variety of coaching clinics, which are held at the school throughout the year. Children are encouraged to participate in SAPSASA sport through the Mid North Hub based at Burra. We usually have students represented in a variety of sports at a Hub and District level. The school has a swimming pool, which is also used by the community.

The students have the opportunity to enter and display Artwork in local art galleries and enter art competitions with success.

A Community newsletter, which is produced and printed every four by community people using the school facilities, strengthens the links between the school and community.

Due to grants and funding, the areas of Literacy and Numeracy are well supported and have high priority. A range of different methodologies are used to cater for individual learning styles across the school.

Ongoing assessment of students in Literacy and Numeracy identifies students who have special needs and these students are provided with an individualised programme. School Service Officers assist in facilitating ongoing programs.

The school is well equipped with Information Technology, with one computer per student for all students. Computers are seen as a tool to assist in teaching and learning in the classrooms. All staff and students have access to the Internet and have their own e-mail address.

Booborowie Primary School is a safe, caring place of learning where staff, parents and students work in partnership.

Core Business
Our core business is the delivery of a balanced curriculum to R - 7 students in a teaching and learning environment that is goal oriented, using individual education plans.

The curriculum is from the Australian Curriculum: English, Mathematics, History, Geography, Digital Technology, Science, Technology, PE and
Health, The Arts. We plan, assess and report to parents using the Australian Curriculum Reporting Assessment Standards for these subjects.

**We value**
- Success
- Kindness, caring, consideration and co-operation
- Equality
- Working collaboratively and respecting the individual
- Shared responsibility
- The school as an important community resource

**The outcomes will be**
- A success oriented educational process and environment
- Students who are responsible for their behaviour and learning
- Informed participation by all
- Literacy and Numeracy as the foundation for all teaching
- Innovative methodologies being used to deliver an effective and broad curriculum to students.
- Staff who strive for excellence.

**Teaching and Learning occurs with the following supportive structures**
- A strong, supportive Student Behaviour Code and Management Policy
- A high level of Student and Parent Participation
- A staff which values collaboration and cooperation
- Ongoing SRC meetings
- School run school assemblies
- An effective Decision Making Policy
- A clear Grievance Procedure Policy.
- Positive student teacher – peer and parent teacher relationships

**Monitoring and Review**
Student learning is monitored and reported using formal and informal means. Parents, students and staff are all involved in monitoring, assessment and reporting. There are Parent/Teacher Interviews in Term 1 and 3 and formal reports are given to parents in Term 2 and 4.

The Assessment and Reporting policy is in accordance with the Australian Curriculum reporting that includes A-E grades (refer to the curriculum areas above).

Student Voice will be documented through developing self-assessment strategies in all curriculum areas.

A comprehensive Site Improvement Plan provides a framework for monitoring school activities and priorities.

Staff Performance Management is an integral part of the school program. All staff members, including Playcentre Leader, SSOs and Groundsperson are expected to provide Performance Development Plans. Teaching staff participate in peer classroom observations where verbal and written feedback is given.
An Annual School Report provides data, which determines the school’s needs and priorities.

**Current Priorities**

We are looking at the following topics as priorities:

- Literacy with a strong focus on writing
- Numeracy with a strong focus on developing mental computation and problem solving strategies in measurement.

4. **Curriculum**

- Subject offerings
  
  - Curriculum areas from the: Australian Curriculum (English, Maths, Science, History, Geography, Health / PE, The Arts)
- Special needs
  
  - A NEP is developed for students with learning difficulties and disabilities.
- Teaching methodology
  
  - A wide variety of methodologies are used to cater for the varying learning styles and abilities of our students.
  
  - Teachers and SSOs give individual assistance to students requiring help in Literacy and Numeracy and other key areas for individual student needs.
- Assessment procedures and reporting
  
  - We currently use Daily Diaries, Parent-Teacher Interviews and written reports. Students on a NEP are given a report format suited to their needs.
- Joint programmes
  
  - These have been outlined under the heading of special arrangements in part B.

5. **Sporting Activities**

  - The children have swimming lessons each year in the school pool in Term 4.
  
  - Sports Days are held with the Hub Schools in term 3.
  
  - Daily Physical Activity is held with the whole school. All staff alternate in providing a variety of activities.
  
  - SAPSASA involvement by students is supported and encouraged by the school. The school pays the levy to support children and families to be involved in SAPSASA
  
  - A fun swimming carnival is held in term 4.

6. **Other Co-Curricular Activities**

- General
  
  - As a small Cluster we have various joint student activities such as Come Out, Life Be in It, Bookweek, Harmony Day, and Science days.
  
  - There is a commitment to helping beyond the community with fundraising.
The school supports other programs such as Life Education.

- **Special**
  - A Year 7 Career Camp is a highlight with other students from Blyth, Spalding and Koolunga.
  - Year 7 students also take part in a trip to Canberra to increase their Global Awareness and as part of the Civics and Citizenships Curriculum.
  - The link between the school and community is strong. Booborowie is a town with a strong history.

7. **Staff (and their welfare)**

- **Staff profile**
  - Staff are committed to providing the students with a high quality curriculum.
  - All staff constantly review their knowledge and practices using the Australian Professional Teaching Standards and are keen to learn new skills and methodologies to improve the learning outcomes for the students.

- **Leadership structure**
  - The Principal is also a classroom teacher, teaching across all year levels.
  - Leadership support is available through the Upper Mid North Partnership.

- **Staff support systems**
  - As we are a small staff we work in a cooperative and collaborative manner supporting each other. The DECD Performance Management processes support the informal systems that occur in the school.

- **Staff utilisation policies**
  - As well as working as a classroom teacher, the Principal's time is used to support staff and for administration.
  - One staff member who specialises in teaching French across the school.
  - There are three SSOs. One is the financial and IT officer. One is involved in resource management class, librarian and office duties. One is a Special Education support and WHS There is one ECW, who runs the Play Centre.
  - We have a Groundsperson for 6 hours per week

- **Access to special staff**
  - Through the Interagency Team based in the Pirie Regional Office, we are able to access specialists in Educational Psychology, Behaviour Management, Hearing Impairment, Speech Pathology and Special Education support.

- **Other**
  - Pirie Portfolio Regional Office Staff

8. **Incentives, support and award conditions for Staff**

- **Complexity placement points**
  - N/A
• Isolation placement points
  : 1.5
• Shorter terms
  : Nil
• Travelling time
  : Nil
• Housing assistance
  : Eligible for assistance.
• Cooling for school buildings
  : All our buildings have cooling and heating.
• Cash in lieu of removal allowance
  : N/A
• Additional increment allowance
  : N/A
• Designated schools benefits
  : N/A
• Aboriginal/Anangu schools
  : N/A
• Medical and dental treatment expenses
  : Available under certain circumstances [see award Clause 17].
• Locality allowances
  : N/A
• Relocation assistance
  : Eligible for reimbursement of relocation costs including furniture removal.
• Principal’s telephone costs
  : Reimbursement of cost of basic rental and official calls [AIG has details].

9. School Facilities
• Buildings and grounds
  : There are three main buildings – a Primary Classroom, a library/ admin building , and The Arts/ Play centre.
  : The grounds are very large with playground equipment, lawns and hard play area. A large paddock is our ‘oval’. The grounds are well maintained in an attractive manner by a groundsman who works 6 hours per week and through regular working bees.
  : Shades have been installed over play equipment areas.
  : There is a school garden maintained by students.
Cooling & Heating
  : All buildings are cooled and heated
• Specialist facilities
  : We have a school library which uses the ‘Bookmark’ system.
  : Two compactus units are used to house extensive staff resources.
Multi-Purpose Building – used for Play Centre, The Arts/, Music, Special Education.

We are well equipped with computers and laptops in the classrooms. An intranet system is installed. A video camera, two digital cameras, two Smart Boards, two ipads, data projector, photocopier and laminator are also available for staff and students use.

The school has a pool, which is situated at the other end of the town. The community has access to the pool.

- Student facilities
  - The school is well equipped with sports and play equipment.
  - The grounds have many shaded areas for students and staff.
  - The school is well equipped with ICT equipment for students use.

- Staff facilities
  - The staff room is also the staff work area. It is equipped with computers, which are networked to the administration computer in the office as well as to a colour printer. Staff have access to EDSAS, the internet and e-mail. Staff and students have all been provided with e-mail addresses.

- Access for students and staff with disabilities
  - Ramps are available to both buildings and a disabled toilet/shower room is available.

- Access to bus transport
  - No bus transport is available at the school. Buses are hired from adjacent towns if required for excursions etc.

- Other
  - The school provides space for a Play Centre. The interaction between the school and Play Centre is excellent. The Principal is line manager for the Playcentre Leader and the school finance officer using EDSAS, manages the Play centre finances.

10. School Operations

- Decision making structures
  - PAC holds regular meetings.
  - Due to the small staff and community of the school, decisions are usually made with consensus agreement. If voting is required then a majority vote decides an outcome.

- Regular publications
  - A school newsletter is produced fortnightly.
  - Each family is given a School Information Folder when enrolling a child at the school. The folder contains all information handbooks and policies relevant for parents and the students. As policies are reviewed annually and upgraded, copies are sent home to replace the out dated copies.

- Other communication
  - The children have daily diaries, which are used as a means of communication between the home and the school. Incidental notes are sent home as necessary.
  - Information sharing between the staff is conducted via a daily diary and a whiteboard in the staff room.
• School financial position
  : The school is in a stable financial state.
• Special funding
  : We do receive Rural Isolated funding, Early Years, Australian Curriculum, ICT as well as the usual Resource Allocation grants.
  : Students with verified disabilities also receive funding.

11. Local Community
• General characteristics
  : Booborowie is mainly an established farming community with some availability of local employment. Employment is usually available in the larger nearby towns of Clare or Burra.
  : Booborowie is situated 180 kms north of Adelaide, about 30 minutes from the well known Clare Valley and 20 minutes from the historic town of Burra.
• Parent and community involvement
  : The interaction between the school and community is strong; this is evidenced by parent involvement in class activities and events.
• Feeder schools
  : Students mostly attend the Burra Community School when finishing Year 7. A bus is provided.
• Other local care and educational facilities
  : Students attend Burra Early Learning Centre before attending Booborowie Primary School.
• Commercial/industrial and shopping facilities
  : Locally there is a general store, hotel and computing store. Several builders live locally.
  : Burra has more facilities; however the major commercial and business area is Clare where most types of shops, services and banks are available.
  : Hospitals and doctor surgeries are available in both Burra and Clare. Dental clinic, optometrists and other medical services are available in Clare. Veterinary clinics are available in Clare.
• Other local facilities
  : There are lawn bowls, tennis, cricket and oval facilities in Booborowie. Most summer sports are played in the town, however winter sports are usually based in Burra.
• Availability of staff housing
  : There is some DECD housing available in Clare and Burra. Private renting is available in Booborowie.
• Local Government body
  : Booborowie comes under the local council of Goyder which is based at 1 Market Square, Burra, ph 08 8892 0100.