



Birdwood Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Birdwood Primary School Number: 547

Partnership: Torrens Valley

Name of School Principal:

Cassandra Ackland

Name of Governing Council Chair:

Melissa Newman

Date of Endorsement:

26/02/2018

School Context and Highlights

Birdwood Primary School is located in the Adelaide Hills and is Category 6 Index of Disadvantage. Enrollments remained steady with 285 students across 10 classes. Of the 285 students 5 are Aboriginal and 24 are verified as students with learning difficulties. A number of SSO's are employed to support these students and provide extra assistance to other students and classroom teachers. Our new staffroom facilities were very well received by the staff, as were the two new transportable classes, housing our year 5/6 students. The restoration of the Pflaum House verandah was completed in July and looks magnificent.

2017 was a productive and successful year at Birdwood Primary school, we saw significant change in the resilience of our learners and their willingness to challenge themselves and stretch their thinking. It is also pleasing to report that we were able to make real progress in terms of meeting priority targets in areas such as Numeracy and Reading. The Site Improvement Plan priorities remained Literacy, Numeracy and Student Well being/ Attendance. We continued with our focus on Numeracy throughout 2017 with pleasing results across all year levels.

Early in the year, we purchased 50 laptops that were distributed across the school. The funds raised from the 2016 Farm Day allowed us to make this large purchase. This meant we were able to discard technology across the school that was not functioning adequately. We now have 1:2 devices in R-5 classes and 1:1 devices for our 6/7 students. In addition, we purchased and installed 4 interactive projectors and boards to go into the 2 new classrooms, new staffroom and to replace an existing one. In the last week of term 4 we replaced all other classroom projectors and boards to start 2018 with state of the art technology for students across R-7 using the funds from the 2017 Farm Day.

Highlights for 2017 were Farm Day with a profit of \$40,000, Junior and Senior Choir, Pedal Prix, Instrumental Music Concert and Art Show, SAPSASA, End of Year concert and the Stephanie Alexander Kitchen Garden program for all students.

Governing Council Report

In 2017 Birdwood Primary School had a successful and eventful year. The Staff, support staff, students and their families, extended volunteers and our close community all contributed to this.

We had many highlights over the year which include but not limited to:

- Book Week
- Sports Day
- Pedal Prix (purchasing a New Car!!)
- Hand, Heart, Mind Projects
- Year 7 Aquatic Camp and Excursions/ Incursions (R-7)
- Sporting Clinics
- Senior and Junior Choir performances
- Farm Day, we raised \$40,000 (which is always a huge success and this is a credit to all the Committee members, organisers and volunteers)
- Enjoying the new classrooms, staffroom, having the art room back in the primary school grounds and being able to provide a space for our German Classes
- SAKG programme
- SRC
- NAPLAN (BPS has improved significantly in all areas)
- Great parent communication via Skoolbag app, website, emails and facebook
- Great OSHC facilities and staff

I would like to take this opportunity to thank the Governing Council members for supporting me as Chairperson and working as a team to make decisions and support Cassie and her staff.

We can all be proud of this school and its community spirit.

Mel Newman

Improvement Planning and Outcomes

The focus for 2017 was to build on the Numeracy work started in 2016. We appointed a Numeracy coach and funded 0.1 release time for the coach to work alongside teachers and support them to implement this work in the classroom. Our focus on challenge and stretch continued and we began some work on assessment and moderation using a common maths task with the staff at Gumeracha Primary School as part of the LDAM strategy. This work will be built on during 2018.

In 2017 we achieved the following outcomes:

*Whole school agreements in Numeracy

*Improved resilience when students approach problem solving. "Not too many tears or giving up!"

*Improved strategies being used in classes to engage students and provide intellectual stretch.

*Covering all strands and proficiencies in maths. – Problem solving, reasoning, understanding and fluency.

*Staff across partnership developing their ability to moderate student tasks and report accurately to the achievement standards.

*As a school site we have seen improvement in our NAPLAN results in 2017 for all year levels 3/5/7. In our PAT-M results we have seen a year's growth at all year levels and in some cases 2 years growth.

*Organising the WORLD of MATHS EXPO for students R-7 and inviting parents to participate with students learning and sharing together through problem solving and reasoning.

Alongside of our Numeracy work we continued to implement our Literacy agreements with staff incorporating guided reading, Jolly Phonics (Early Years), Jolly Grammar, Reading Comprehension strategies, Read Aloud, Read Up and Reading Doctor Intervention programmes.

Another Site Improvement Plan priority was student wellbeing. A number of strategies have been put into place this year to support students, parents and staff in ensuring student wellbeing is a priority at Birdwood Primary School. We felt it was essential to promote a positive, inclusive learning environment, where children are encouraged to reach their fullest potential, academically and socially.

Early in 2017 students, parents and staff members were surveyed and asked to identify their most important values. This allowed us to narrow down our top 4 values to; Respect, Responsibility, Resilience and Challenge. This became the foundation of our school values program. All members of the school community are encouraged to demonstrate the school values and are rewarded through a raffle ticket system. Those displaying each of the values consistently earn a wristband. The aim is for everyone to earn each of the values wristbands. This has been an extremely successful program, with staff, students and some parents using the language of values in every day school life.

Our Pupil Free Day in term 4 also focused on student wellbeing, the staff worked with Mark LeMessurier on building resilience and perseverance in learners and working through tricky behaviour through a positive, supportive lens. This built on earlier work with our behaviour coach Peter Champion around Relationship Management.

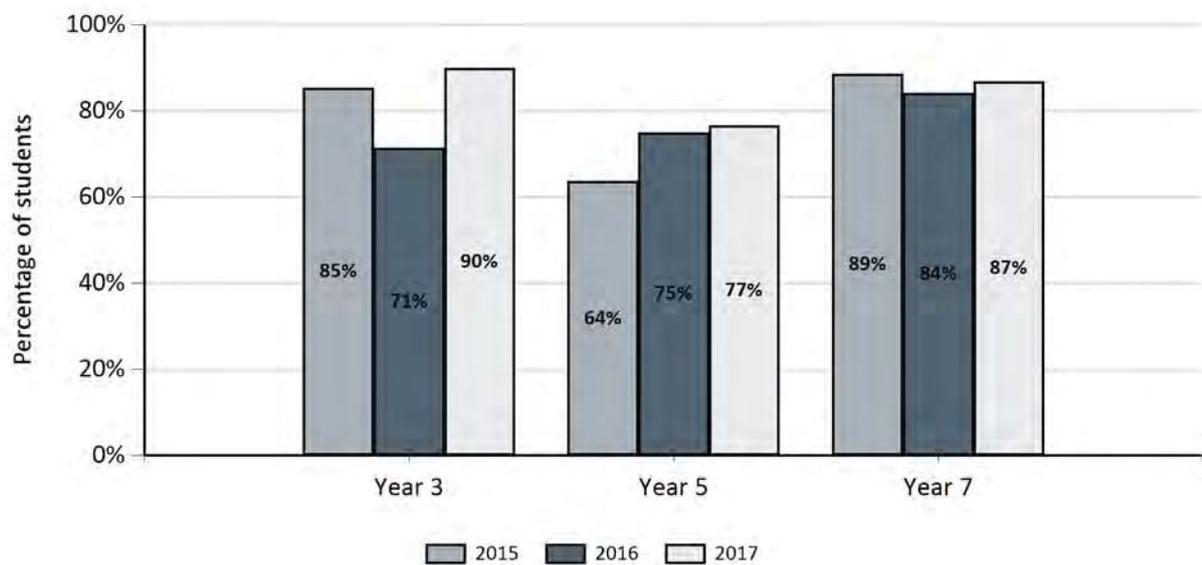
In addition to the values program, we have offered a number of after hours workshops to parents to assist them in supporting their child's wellbeing through positive parenting strategies. These workshops have been well attended with approximately 20 parents at each.

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.

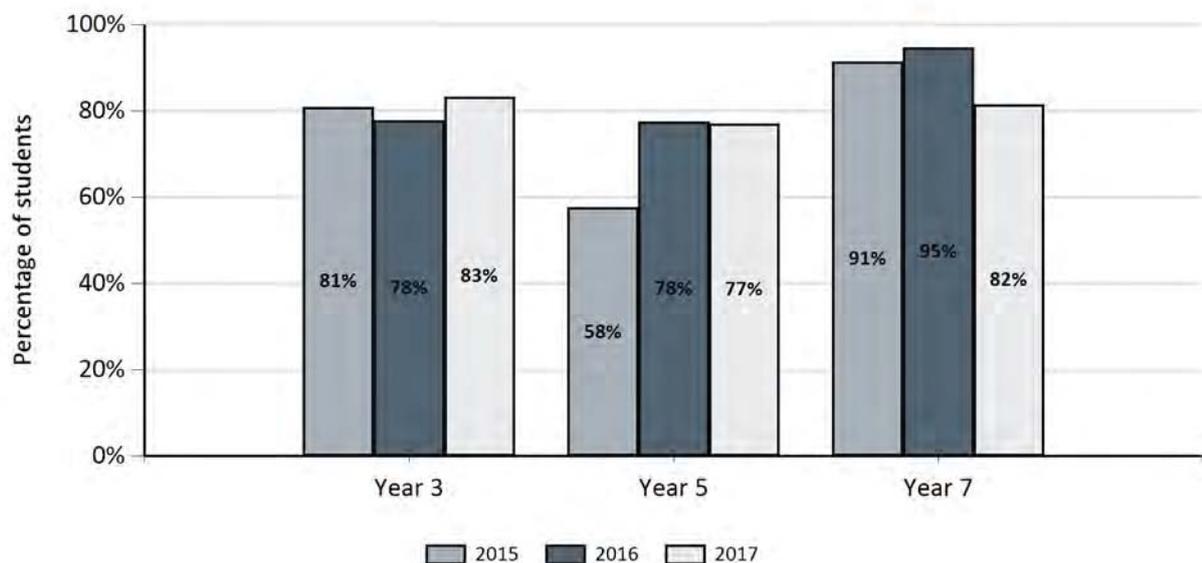
Reading



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	State (average)
Upper progress group	38%	53%	25%
Middle progress group	38%	38%	50%
Lower progress group	25%	9%	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	State (average)
Upper progress group	30%	44%	25%
Middle progress group	58%	44%	50%
Lower progress group	13%	13%	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	30	30	11	7	37%	23%
Year 3 2015-17 Average	35.3	36.0	12.3	7.7	35%	21%
Year 5 2017	47	48	17	7	36%	15%
Year 5 2015-17 Average	40.0	40.3	11.0	4.0	28%	10%
Year 7 2017	38	38	11	7	29%	18%
Year 7 2015-17 Average	37.0	37.0	9.3	9.7	25%	26%

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.

School Performance Comment

SIP Literacy targets were met or exceeded in NAPLAN Reading

26 out of 30 Year 3 students met the SEA (3 out of the 30 were withdrawn or absent)

36 out of 47 Year 5 students met the SEA (4 out of the 48 were withdrawn or absent)

30 out of 38 Year 7 students met the SEA (4 out of the 38 were withdrawn or absent)

These results meant all year levels showed improvement from 2015 and 2016 with the exception of the year 7 cohort who have consistently achieved exceptional results for a number of years.

The year 3 cohort really excelled with 37% of students achieving in the upper two bands, 36% of year 5 students and 29% of year 7 students were also in the upper two bands for reading.

NAPLAN progression rates in reading far exceeded the state average, especially in the growth of students from years 5 -7 where 53% of the year 7 cohort were in the Upper Progress group.

SIP Numeracy targets were met or exceeded in NAPLAN Numeracy

24 out of 30 Year 3 students met the SEA (4 out of the 30 were withdrawn or absent)

36 out of 48 Year 5 students met the SEA (3 out of the 48 were withdrawn or absent)

28 out of 38 Year 7 students met the SEA (5 out of the 38 were withdrawn or absent)

A noticeable improvement can be seen in our 2016 and 2017 year 5 results for Numeracy and the 2015 group of year 5 students have improved considerably with 58% achieving SEA in 2015 to 82% of this same cohort achieving SEA in year 7 in 2017.

The year 3 cohort out performed previous years with 23% of students achieving in the upper two bands, 15% of year 5 students (also outperforming previous years) and 18% of year 7 students were also in the upper two bands for reading.

NAPLAN progression rates in Numeracy also exceeded the state average, especially in the growth of students from years 5 -7 where 44% of the year 7 cohort were in the Upper Progress group.

Attendance

Year level	2014	2015	2016	2017
Reception	91.7%	92.8%	91.9%	92.5%
Year 1	91.8%	92.9%	92.3%	93.7%
Year 2	93.2%	93.3%	94.3%	90.6%
Year 3	93.6%	92.4%	93.9%	93.5%
Year 4	93.7%	92.6%	91.2%	93.0%
Year 5	93.0%	93.2%	92.2%	93.4%
Year 6	91.2%	91.8%	88.7%	89.7%
Year 7	93.0%	91.1%	89.7%	89.1%
Primary Other				45.2%
Total	92.7%	92.5%	91.6%	91.9%

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

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

Attendance Comment

Our attendance data remains steady at 92%. We had a chronic non-attender and a number of habitual non-attenders that we addressed through daily phone calls, meetings with parents, home visits and attendance referrals. The importance of student attendance is promoted regularly in the newsletter and attendance data is recorded on the mid year and end of year reports. Illness has been prominent this year and family holidays are often taken during school term time.

Behaviour Management Comment

Behaviour issues are managed using a restorative approach and logical consequences are given to students who do not follow school rules. The school has a zero tolerance of bullying, parents are informed of behaviour issues either by the class teacher or the leadership team. Three students were suspended during the course of the year for minor acts of violence toward other students.

Client Opinion Summary

Student Survey results for 2017 were very positive with all but three areas scoring 4.1 out of 5 or higher. The three areas that came out slightly lower were based around student behaviour management (3.4), treating students fairly ((3.8) and taking student opinions seriously (3.9). In 2017 we worked with our partnership behaviour coach, Peter Champion and expert Mark LeMessurier to further develop staff expertise across all three of these areas. This work will continue in 2018.

The parent survey was responded to very positively also with 54 parents participating, almost 30% of the school population. All but one area scored 4 or higher out of 5 with parents opinions being taken seriously slightly lower at 3.8. Communication with the parent/carer community is an area we have continued to improve on.

Thirteen staff completed the survey with very positive results. Ratings were between 4.2/5 (teachers provide students with useful feedback) and as high as 4.8/5 (Teachers expect students to do their best, the school looks for ways for students to improve and the school works with parents to support student learning needs). Developing our skills to provide quality feedback to students and improving school facilities have been and will continue to be of high importance.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	11	15.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	14.5%
Transfer to SA Govt School	47	68.1%
Unknown	1	1.4%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Volunteers play a huge role at Birdwood Primary particularly in our SAKG programme.

All volunteers at Birdwood Primary school meet screening and suitability requirements as per DECD guidelines. DCSI applications are processed by the front office administrator and all SSO's and volunteers requiring screening are notified in advance when their screening is due to expire so they can renew.

Contactors and outside providers are required to provide a copy of their DCSI certificate prior to working on the site.

All parents/ volunteers attending camps have a current DCSI 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	35
Post Graduate Qualifications	10

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	15.7	0.0	7.5
Persons	0	17	0	11

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

Financial Statement

Funding Source	Amount
Grants: State	2443511.83
Grants: Commonwealth	3000.00
Parent Contributions	119217.21
Fund Raising	94965.43
Other	31390.10

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	SSO support in classrooms to work with students and achieve learning goals. SSO support in the yard to shadow students and support them to make better choices.	Improved student behaviour in the yard and class.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	SSO's employed to work 1:1 with SWD. TRT allocation for staff to meet with parents of SWD each term and discuss One Plan goals.	Students achieved goals set in One Plans
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	SSO hours allocated to support targeted students using intervention programmes for aboriginal students and students with learning difficulties. SSO's implemented Reading Doctor, Read Up and Quick Smart programmes. Extra SSO time provided in every class across the school to support students not meeting NAPLAN and PAT SEA.	Students achieving goals set in One Plans. The Quick Smart students out performing the control group. Improved Running Record results for years 1 & 2.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	N/A
Other Discretionary Funding	Better Schools Funding	Numeracy coach appointed to work alongside teachers and lift the Numeracy achievement across the site. Early years teachers released to administer Running Record assessments.	Improved Numeracy data. Accurate and improved running record data for year R-3
	Specialist School Reporting (as required)	See improvement and planning outcomes	N/A
	Improved Outcomes for Gifted Students	Professional development for all teachers around stretch and challenge, building resilience and perseverance. SSO support to work with gifted students.	A higher number of students retaining higher bands in NAPLAN
	Primary School Counsellor (if applicable)	The Deputy Principal has this role 0.2 FTE. As part of this role she revised our values, referred students to outside providers and counseled students and parents, organised parent workshops and organised PD for staff.	Revised school values programme, students showing resilience