



# Birdwood Primary School

## 2020 annual report to the community

Birdwood Primary School Number: 547

Partnership: Torrens Valley

Signature

School principal:

Mrs Cassie Ackland

Governing council chair:

Melissa Newman

Date of endorsement:

1 February 2021



Government  
of South Australia

Department for Education

## Context and highlights

Enrolments remained stable with 270 students in February, gradually building to 284 by October. Despite many challenges throughout 2020 there were still plenty of highlights. Our Year 7 students headed off to their Aquatics Camp at Murray Bridge on the 2nd day of the year where they had a very hot 3 days, luckily on the river, participating in a variety of water sports. Our SAKG program got off to a smooth start with all students participating in 3 cooking and 3 gardening lessons for the term. The term ended sooner than expected with 4 pupil free days due to the Covid 19 pandemic but this was where our staff, students and community really pulled together and showed just how resilient and resourceful we all are. Staff went on a very steep learning journey on how to use Office 365, particularly TEAMS and everyone familiarised themselves with SeeSaw and online learning.

In term 2, we had to cancel our annual Farm Day fundraiser for the first time in 45 years due to Covid restrictions. On the positive side with all the cancellations teachers could focus solely on learning. In term 3, restrictions lifted and we were able to reschedule a number of events. The year 3, 4, 5 and 6 students went on camp to El Shadai where they participated in laser tag, archery, rock wall climbing and more. The year 1/2 and 2 classes also managed to reschedule their Zoo Snooze and both classes had a fabulous time.

Book week went ahead as planned, the students had lots of fun dressing up and purchasing books and stationery from the Book Fair. Knockout Sports were a huge success and Mrs Foster organised some fantastic events for health and PE week. Both of the Reception/ Year 1 classes went on an excursion to the Birdwood Motor Museum.

In term 4 we managed to fit in one group of swimming lessons but the second group was unfortunately disrupted by Covid restrictions once again. Sports Day was also squeezed into term 4, we had a number of year 7 students supporting the younger students and they really stepped up, demonstrating their amazing leadership skills. We were unable to have parents attend but teachers put many photos of the day on to SeeSaw to share the fun.

Rather than holding our annual concert this year the students worked with Mrs Foster to learn a song to perform with the Music is Fun Band. Once again Covid restrictions prevented us from having a community event so we filmed each class and put it up on SeeSaw to share with the parents.

## Governing council report

Well, what a year 2020 was! Birdwood Primary School had a busy and challenging year. With the Cudlee Creek fires affecting a lot of families over the holiday period and then the pandemic. But all the students, staff, support staff, and the families of BPS helped each other to navigate the year to make it a safe and stable place for all. A credit to Cassie and her staff being dedicated and passionate.

We still had many highlights over the year but in a different capacity which the staff and students handled really well.

- Book Week
- Hand, Heart, Mind Projects
- SAKG programme (Great way for the children to learn in so many aspects and try new foods)
- Sports Day
- Christmas Concert

The Governing Council plays an important role in developing school policies, liaising with committees and representing the views of the parent community. The Council meets two times per term for about an hour in the evenings where we look at the school budget and discuss spending decisions (including the setting of school fees and the allocation of Farm Day funds), approve allocation of pupil free days, and any other business that needs to be addressed. A teacher representative will also inform us of what each classroom is focusing on at that time.

The Governing Council is made up of parent representatives, school leadership members and staff. The varying knowledge, skills and background of these members contributes to the decision making processes of the school. Joining the Governing Council is a fantastic way to contribute to the school community, especially for those unable to volunteer during school hours.

This is also a time to reflect on the contribution of Cassie Ackland, Bianca Laister and staff. Their professionalism, diligence and care are always evident, and we are fortunate to have such a dedicated team steering our children through this important time of their lives.

I would like to take this opportunity to thank all the Governing Council members for their time and support in 2020 and working as a team to help support Cassie and her staff.

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

# Quality improvement planning

Goal 1: Increase student achievement in Writing in the higher bands for years 3-7 by emphasising the teaching of grammar in context, redrafting and editing.

As we did not have NAPLAN this year, it is difficult to measure this as intended. However, through our learning walks, book looks and peer observations it is evident that the Writing R-7 has improved and become a focus across the site. Students are using a variety of strategies such as Bump it up walls, word of the day, word walls, rich literature examples, vocabulary building and fixing sick sentences to improve the quality of their writing.

Having a whole school approach to the teaching of writing with teachers ensuring the teaching of re-drafting, editing, vocabulary development (Wow words) and using a range of feedback strategies is included has produced higher standards of writing across all year levels. Using the Chris Killey and Sheena Cameron resources and strategies for teaching grammar and providing purposeful reasons for writing on a daily basis has improved student writing.

Goal 2: Increase student achievement in higher bands in NAPLAN Numeracy year 5-7 by focussing on Place Value R-7  
We used our PAT data in place of NAPLAN to measure the success of this goal, along with learning walk observations book looks and problem solving strategies we observed students using. Years 3 & 5 achieved their targets and year 7's almost achieved the 10/45 in the higher band target with 9/45 achieving it. Three other students were 2 points or less off the target.

Consistency across the school around the implementation of at least one problem-solving task per week has shown an increase in student resilience, willingness to trial multiple strategies, try again and choose the most efficient strategy. Students understand that making mistakes is part of learning and they are able to explain their thinking. The explicit teaching of place value has also been consistent across the school. PAT data shows most students have made considerable growth in maths since 2019.

Goal 3: Increase student achievement in the higher bands in reading 3-7

We had excellent growth in reading across all year levels. Once again, we used PAT reading as our measure instead of NAPLAN, exceeding our targets in years 5 & 7 and only one student less than predicted for year 3. Our phonics screening data also exceeded expectations with 28/31 students reaching the benchmark and outstanding year 1 & 2 Running Record data. The use of Lexile levels for all students above level 30 provided stretch and challenge for students from year 2 – 7.

The data shows growth in reading occurs providing comprehension quizzes are completed and reading level is reviewed each term. The explicit teaching of phonics and consistency of teaching i.e. planning together is improving phonics knowledge and reading levels in the Early Years, evidenced by Phonics screening results and Running Record results in years 1 & 2.

## Improvement: Aboriginal learners

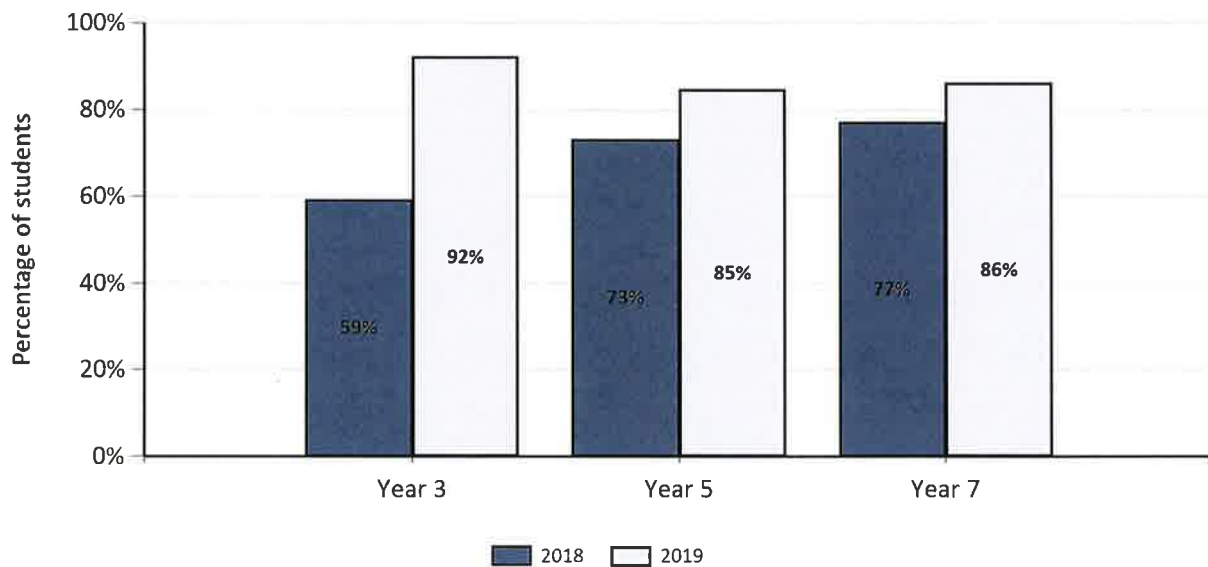
Unfortunately we were unable to find an Aboriginal worker to fill the .07 time allocation for our 7 ATSI students. To support these learners they were allocated one hour per week of SSO time each (partly funded by school RES). One Plan goals were achieved with some students showing significant growth with this hour being added to their IESP category of support.

# 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

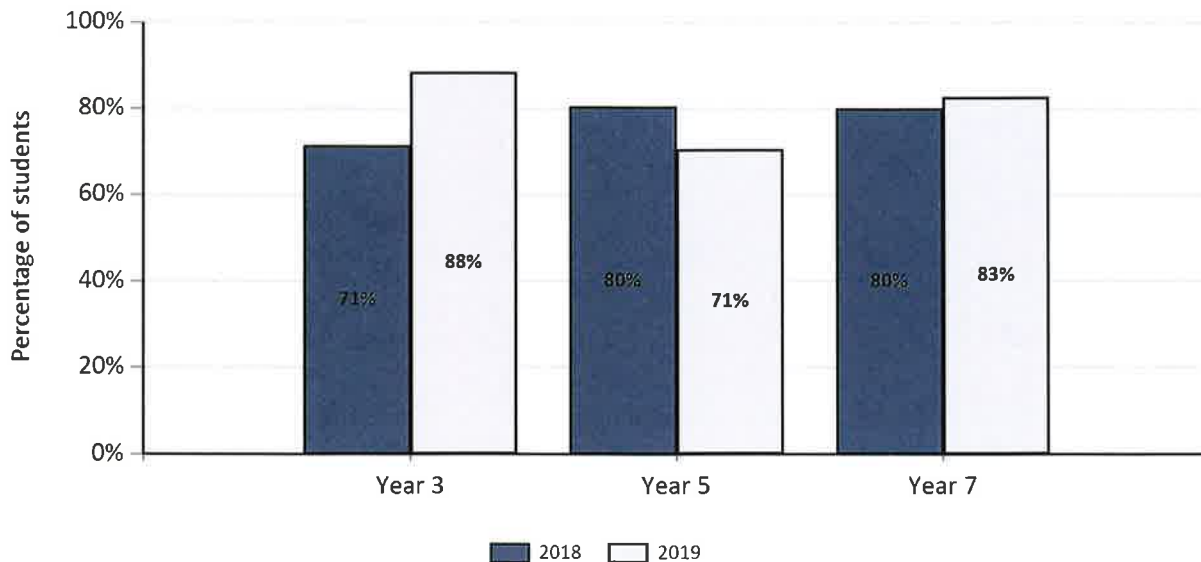


\*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 5-7	State (average)
Upper progress group	29%	20%	25%
Middle progress group	52%	56%	50%
Lower progress group	19%	24%	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	Year 5-7	State (average)
Upper progress group	30%	20%	25%
Middle progress group	37%	52%	50%
Lower progress group	33%	27%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	26	26	15	11	58%	42%
Year 3 2017-2019 Average	27.7	28.0	11.7	8.0	42%	29%
Year 5 2019	33	34	9	3	27%	9%
Year 5 2017-2019 Average	40.3	41.0	12.7	4.7	31%	11%
Year 7 2019	51	52	11	8	22%	15%
Year 7 2017-2019 Average	41.3	41.7	8.7	8.0	21%	19%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>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

As NAPLAN data is not available for 2020 our school performance is based on PATR and PATM data, Year1 Phonics Screening, Running Record and lexile levels.

At the time of the year 1 Phonics screening we had 31 students enrolled and 28 met or exceeded the benchmark of 28/40 (90%). This was an improvement on our 2019 result of 78%, indicating that our teaching of Phonics in the Early Years is having significant impact. This is also reflected in our Running Record data with 26/31 Year 1 students exceeding the benchmark of level 13 by term 3 2020. Of this 26 students many have since exceeded the year 2 benchmark of level 21 already. Our Year2 Reading data is also exceptional with 27/31 students exceeding the benchmark of Level 21 in term 3.

Our Year 3 PATR data indicates this is the year level for intervention as we were aware 25/35 students exceeded the benchmark scale score of 95. However, of these 25 students 15 achieved scores in the upper bands with scale scores of over 110. Our Year4 PATR data was exceptionally strong with 31/33 exceeding the benchmark of 106 by considerable amounts. 20 students achieved a scale score of 120 or higher. In Year5, 29/35 students achieved the scale score of 112 or higher 9 in the higher bands with scores of 130 or higher. In Year6 31/40 achieved benchmark with 11 scoring in the higher bands with scales scores over 140. 34/45 Year 7 students met the scale score benchmark of 120, 9 of which scored in the higher bands with scale scores of 140 or greater.

In Maths, our Year 3 PATM data also indicated intervention is required for some students with 25/36 students achieving the SEA scale score of 101 or higher. 10 students achieved in the higher bands with scale scores of 116 or higher. Our year 4 PATM data was very strong with 28/33 students exceeding the scale score benchmark of 110. 10 students scored in the higher bands, with scale scores of 125 or higher. In Year 5, 30/35 students achieved the SEA scale score of 112 or higher, 12 of those students were in the higher bands scoring 125 or higher. Our Year6 cohort 31/40 achieved the benchmark of 120, 10 students excelled scoring 130 or more. Finally in Year 7, 38/45 students met or exceeded the scale score benchmark of 121 with 9 students excelling with scores of 135 or higher.

## Attendance

Year level	2017	2018	2019	2020
Reception	92.5%	95.2%	92.2%	91.1%
Year 1	93.7%	93.3%	90.9%	90.6%
Year 2	90.6%	93.9%	92.6%	91.4%
Year 3	93.5%	91.0%	95.3%	91.9%
Year 4	93.0%	91.0%	91.7%	91.9%
Year 5	93.4%	93.0%	93.3%	91.9%
Year 6	89.7%	91.9%	92.6%	90.2%
Year 7	89.1%	89.4%	91.9%	90.6%
Primary Other	45.2%	N/A	N/A	N/A
Total	91.9%	92.2%	92.5%	91.1%

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

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

## Attendance comment

Attendance remained very similar to previous years at 92%. Chronic and habitual non-attendance was addressed through parent meetings, conversation, attendance letters and in some cases referrals to the well being and engagement officer.

We continue to monitor attendance carefully by phoning parents every day if absences are not explained, regular newsletter articles and letters/ emails/ text messages to parents in the cases of regular unexplained absences. The Covid 19 pandemic contributed significantly to absenteeism.

## Behaviour support comment

There were 3 suspension across the year, 1 in term 1 and 2 in term 4 of 2020 as well as 3 internal suspensions. Restorative practices are used across the site to manage behaviour and medium to high level behaviours are recorded on EDSAS and discussed with parents.

## Client opinion summary

This year the parent survey was completed by 72 parents. This is a much better participation rate than previous years. Feedback overall was very positive with approximately 80% of parents agreeing and strongly agreeing with nearly all of the statements. Areas of strength are people treating one another with respect, communication from the school and teachers providing feedback about students. Possible areas for improvement are ensuring parents have input into their child's learning, the school encouraging parents to help students to learn and the school providing useful tips on how to help students learn at home.

Our Perspective Survey completed by staff was also very positive with 94% of staff completing the survey. Nearly all areas surveyed showed improvement on the 2018 Perspective Survey. Areas to continue to improve are re-visiting the sites behaviour policy to ensure all staff are familiar with the procedures and ensuring staff are informed of or access information regarding important matters. Providing time to enable teachers to collaboratively plan was also noted by some staff. Feeling safe to speak up about ways to improve and ensuring staff opinions and suggestions are given significant consideration are also areas to review.

Since 2013, Birdwood Primary School has been measuring the wellbeing and engagement of our middle school students (years 4-7). From a survey completed by the students, we are able to collect data describing young people's views about their social and emotional wellbeing, their engagement at school and their experiences out of school. The data obtained from this year's survey shows that our students are highly engaged with the school and report minimal instances of verbal, social and cyber bullying. 63% report having a connection with an important adult at school and 68% report feeling very connected to the school. Emotion regulation is an area in need of improvement with only 32% of students showing high wellbeing in this area. It is important to note that there has been a decline with students' wellbeing in comparison to 2019 data. We believe that the devastating bushfires at the beginning of the year in our community and Covid 19 has played a significant role in our students' wellbeing in 2020.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	3.8%
Other	1	1.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	11.4%
Transfer to SA Govt School	65	82.3%
Unknown	1	1.3%
Unknown (TG - Not Found)	0	NA

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

## Relevant history screening

All staff, volunteers, service providers and trades people are required to hold a current DCSI or WWCC. This is checked by admin staff on entry to the site.



# 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	26
Post Graduate Qualifications	8

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	16.2	0.0	7.9
Persons	0	19	0	14

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,718,659
Grants: Commonwealth	\$10,000
Parent Contributions	\$122,591
Fund Raising	\$2,261
Other	\$58,682

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	Deputy Principal to fulfil the role of School Counsellor in a 0.4 capacity for 2020-22. Promotion of school values, support students and families, recommend support providers.	Students and families supported and services allocated where necessary.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	SSO hours allocated to all students with category of support, intervention provided in areas required for each student according to One Plan goals.	One Plan goals achieved by most students.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Aboriginal student support was provided by SSO staff due to once again being unable to employ an ACEO. SSO's implemented Reading Doctor, Read Up, Multi-Lit and Quick Smart program. Extra SSO time provided in every class across the school to support students not meeting NAPLAN and PAT SEA.. Principal and Deputy working with targeted groups of students in years 2 & 7.	Greater number of students at or above SEA.
	First language maintenance & development Students taking alternative pathways IESP support		
	Australian Curriculum	SSO hours were allocated across all classes to top up support for students who did not meet the criteria for IESP funding.	Student support increased, greater number of students meeting SEA.
Program funding for all students	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	A Literacy coach was appointed to conduct learning walks and ensure PD attended was being implemented consistently across the site during the year, particularly in the areas of Writing and Numeracy as per SIP.	Consistency in the teaching of Writing and Numeracy.
Other discretionary funding	Specialist school reporting (as required)	See improvement and planning outcomes	See improvement and planning outcomes
	Improved outcomes for gifted students	Coordinator of teaching and learning appointed to support staff and ensure students in the upper bands monitored by teachers and provided with challenging tasks to ensure they remained in the upper bands.	Greater number of students in the higher bands in PAT Reading.

