Birdwood Primary School

2022 annual report to the community

Birdwood Primary School Number: 547

Partnership: Torrens Valley

	Signature
School principal:	Ms Helen Dunlop
Governing council chair:	Mel Newman
Date of endorsement:	**8 February 2023**

Government of South Australia

Department for Education

Context and highlights

We started 2022 with less enrolments as the year 6 and 7 students transitioned to high school. Enrolments started at 220 students, and this was maintained throughout the year. Owing to COVID we had a staggered start to the year welcoming the younger students first whilst the older students studied online for the initial 2 weeks, staff used their skills from the previous lockdown and used Seesaw to deliver online learning. Despite many challenges throughout 2022 there were still plenty of highlights. We kept our staff meetings online for Term 1, but this didn't stop us from meeting and starting our new School Improvement Plan. We held a pupil free day in Week 6 where the teachers engaged in a training day focusing on Mathematics in the morning and Autism in girls in the afternoon. Term 2 had a rocky start with a rise in COVID numbers across the state and we saw an increase in student and teacher absence. As had previously happened before our staff, students and community really pulled together and showed just how resilient and resourceful we all are. Our SAKG program got off to a belated start with all students participating in 2 cooking and 2 gardening lessons for the term. NAPLAN went ahead with the year 3 and year 5 students participating, we had Tri Skills come to teach gymnastics, as a school we engaged in National Reconciliation Week and Farm Day, which was a great success, went ahead on May 22nd. We started Term 3 on a very positive note as the 3/4 students went on an excursion to Monarto Zoo, the 2/3 and 4/5 students went to the Wild Dog excursion, and we held our annual Book Week celebration and parade around Plaum House. In September we had an extra-long weekend as we had our Show Day and pupil free day, the Junior Primary students went for a visit to the National Motor Museum and we also had an author visit from Cameron Stelzer. In terms 3 and 4 students could participate in SAPASA events again and we were able to book our Year 6 camp. Knockout Sports were a huge success and Mr Wootton organised some fantastic events for health and PE week. We began Term 4 with a bang as we held our 10 year SAKG celebration with Stephanie Alexander, Maggie Beer and our Education Minister, Blair Boyer in attendance. A new experience for some of our year 6 students this year was attending the North East Hiragana Competition, and to our amazement we came away with first place, Hanna Sensei was very proud of the team and the way they represented our school. We managed to go to swimming lessons at the Woodside pool and our Year 6 students headed off to their Aquatics Camp at Murray Bridge participating in a variety of water sports. Although it was a rather cold and windy couple of days the students all had a great time. For the second year we decided to hold our Sports Day on our own school oval, families were able to attend although it was touch and go as to whether it would go ahead as we had a terrible weather on the lead up to the day. We had a number of upper primary students supporting the younger students and they really stepped up, demonstrating their amazing leadership skills. In week 8, for the first time we held a Celebration of Learning Day where our families could come and visit classrooms and talk to their children about the learning they had engaged with during the year. Visitors could have a cup of tea or coffee and a cake from our kitchen whilst moving between classrooms. For our annual concert this year the students worked with Mrs Foster to learn a song to perform, and Birdwood High School leant us their gym so that the event could go ahead even if it rained. The final event of the year was the year 6 graduation, we had a lovely time celebrating the class of 2022 with a dinner, presentation and disco to finish off the night.

Governing council report

Year 2022 at Birdwood Primary School will be my last year as Chairperson of the Governing Council . Nine years as a member and 7 years as the Chairperson. That time has flown! Year 2022 was not without its challenges especially with the borders opening up before Term 1 started. Covid and the ever-changing isolation rules were very challenging for the school, but we made it through working together. All the students, staff, support staff, and the families of BPS helped each other navigate all of this and make the year as safe and stable as could be. It was great to see we were able to, over the course of the year, gradually increase the activities and learning to be back to normal by the end of the year. A huge credit to Helen and her staff for their passion and dedication to our children. We were able to bring back spectators to so many things throughout the year which I am sure the students and staff had missed. The efforts of staff, students and parent volunteers to run these events is as always greatly appreciated, they included:
• Book Week
• SAKG program - thanks to Mel Rosenburg and Sue Green for their efforts.
• Sports Day - Spectators were back and loved watching the students participate and have fun
• Christmas Concert - This was a great evening with parents, grandparents etc able to attend. The students and staff did an amazing job
• Senior Graduation - all the best to the graduating students!
• Farm Day - change of venue to the Birdwood Motor Museum = Great Success!
• Camps/excursions
• OSHC

Last year the school also appointed a new Farm Day Coordinator in Hannah Armstrong. She will not be alone in this role as we all can help organise this wonderful event.
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 twice 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 contribute to the decision making processes of the school. Joining the Governing Council is a fantastic way to be a part of the school community, especially for those unable to volunteer during school hours.
I would like to take this opportunity to thank all the Governing Council members of 2022 and previous 6 years that I have been Chairperson for their time and support. I have loved being a part of this school community and hope to keep in contact with many of you. I wish Birdwood Primary School every success for the future.
Mel Newman

Quality improvement planning

ESR Directions:
Direction 1: Strengthen the use of evidence and student achievement data to monitor the impact of changes to pedagogy and teaching practices identified in the SIP.
Direction 2: Strengthen and embed the use of learning design and pedagogy that ensures all students are stretched and challenged in their learning.
Direction 3: Strengthen and embed consistent whole-school processes that further develop students' ownership of their learning and create continuity R-6.

Goal 1: Reading R-2: All students to be achieving at standard in early reading while maintaining and increasing the students in high bands.
Target 2022:
100% of year 1 students achieving PS benchmark
A-E
Year 1: 25/30 or 84% achieving C
          5/30 or 16% achieve A/B

Year 2: 15/27 or 56% achieving C
          12/27 or 44% achieving A/B
Indicators of progress: PAT R running records, jolly phonics/grammar checklist

Goal 2: Reading 3-6: All students to be achieving at standard in reading while maintaining and increasing the students in high bands.
Target 2022:
A-E
Year 3:
          22/34 64% achieving C
          11/34 or 32% achieve A/B

Year 4:
          13/33 or 39% achieving C
          17/33 or 51% achieving A/B

Year 5:
          12/37 or 32% achieving C
          19/37 or 50% achieving A/B

Year 6:
        15/33 or 45% achieving C
        17/33 or 51% achieving A/B

Indicators of progress: PAT R, running records, jolly phonics/grammar checklist, Lexiles

Goal 3: Mathematics: All students to be achieving at standard while maintaining and increasing the students in high bands.

Target 2022:
 A-E

Year 1:
        14/29 or 48% achieving C
        14/29 or 48% achieve A/B

Year 2:
        14/26 or 53% achieving C
        12/26 or 46% achieving A/B

Year 3:
        25/33 or 75% achieving C
        8/33 or 24% achieve A/B

Year 4:
        14/33 or 42% achieving C
        19/33 or 57% achieving A/B

Year 5:
        19/37 or 51% achieving C
        17/37 or 45% achieving A/B

Year 6:
        16/33 or 48% achieving C
        16/33 or 48% achieving A/B

Indicators of progress: PAT R, NAPLAN, George Booker Assessments.

Evidence of individual student learning goals linked to place value and number. Evidence of differentiated tasks and tasks with multiple entry and exit points in all year levels. Student books showing some evidence of students explaining their thinking.
Class visits: Evidence that teachers are targeting learning for individual students and SMART goals are set, reviewed and reset.
Book looks:
Teachers now providing tasks with multiple entry and exit points. Teachers requiring justifications in book work. Students can discuss and explain their mathematical thinking.
1 teacher attending Orbis training- one completing action research and implementing number talks. Student learning is targeted and relevant to their individual needs. Students goals and identified and reviewed regularly. Evidence of teacher change of practice is evident and discussed during class visits.
In all classes teachers are using 'Bump it Up' walls to support learning. Clear learning intentions and success criteria are visible for both Mathematics and Literacy.
Our improvement planning enables us to plan and review progress, the step 4 identifies the actions for improvement and the step 5 reviews our progress and identifies next steps.

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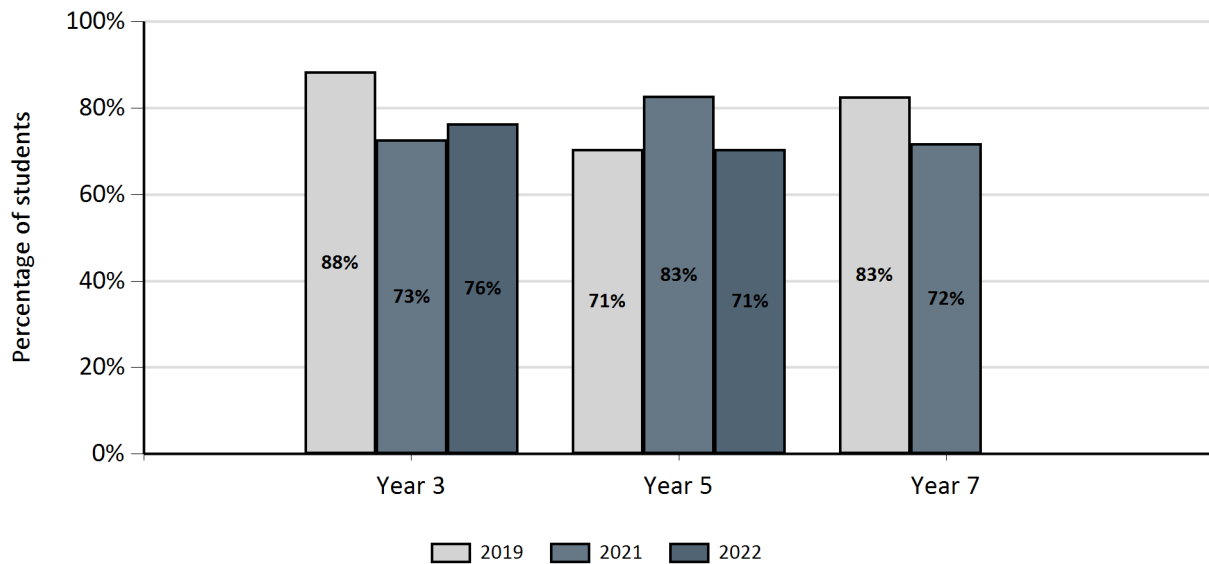
Reading
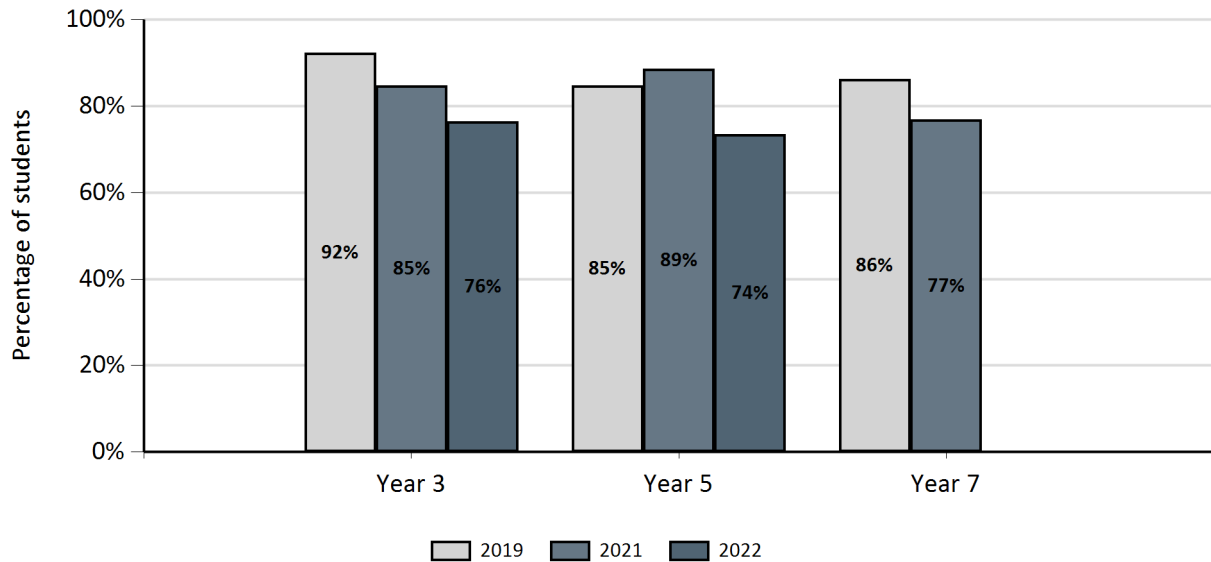
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.
*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 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 03 2022	34	34	8	5	24%	15%
Year 03 2021-2022 Average	33.5	33.5	12.5	7.5	37%	22%
Year 05 2022	34	34	13	5	38%	15%
Year 05 2021-2022 Average	34.5	34.5	13.5	5.0	39%	14%
Year 07 2021-2022 Average	39.0	39.0	10.0	4.0	26%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
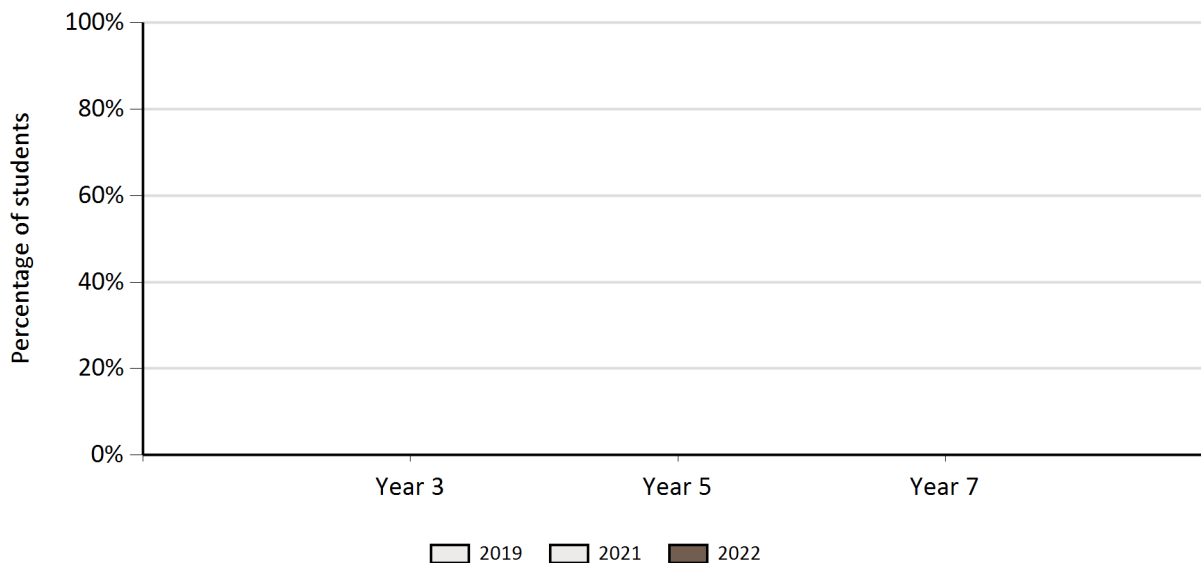Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
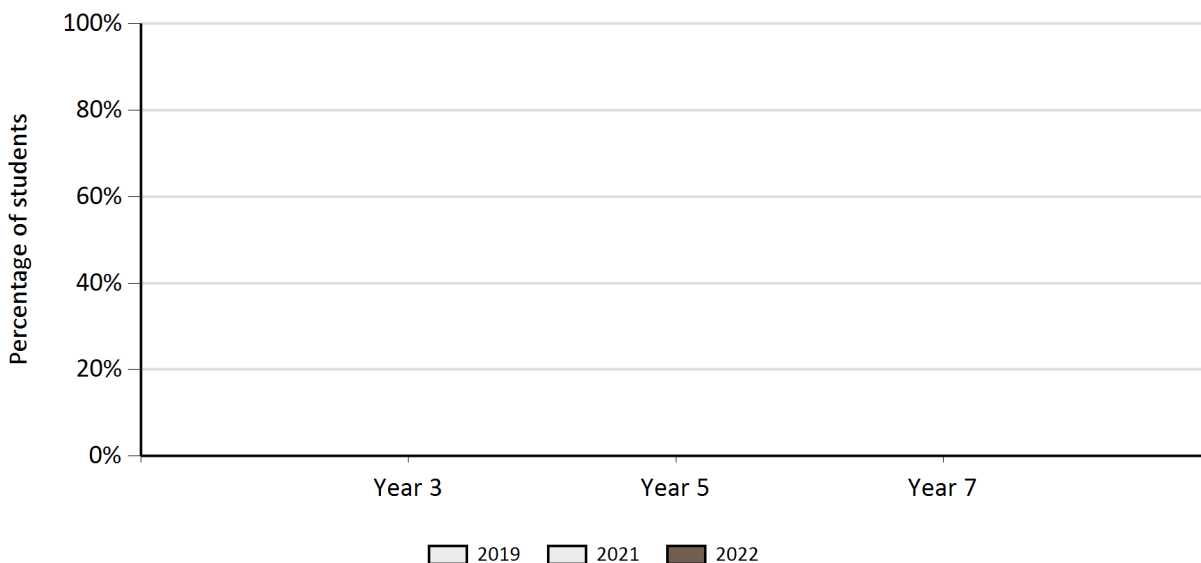Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Continuity of Learning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

As a school we engaged with other professionals, parents and the school community to begin to develop our RAP. We have held meetings with staff to develop strategies to create a culturally safe school where everyone feels a sense of belonging. We have engaged an extremely knowledgeable SSO to support our 7 ATSI students, she attended the World Indigenous Peoples Conference on Education to further develop her knowledge. One Plan goals are set using formal and informal testing/data which are reviewed twice a year. Processes are in place to facilitate conversations at entry and exit points and between classes to maintain consistency of learning, strategies and information from one environment to the next. Through this support One Plan goals were achieved with some students showing significant growth.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

1 student in year 2 showed improvement in reading, meeting SEA in both his running record and PAT data.
2 students in year 3 met SEA in their PAT increasing their scale scores by 14 and 11 points.
1 year 4 student moved from SEA to just below high band in reading and from just below high band to high band in mathematics.
2 students in year 5 moved from below SEA to SEA in mathematics.
All students have participated in oral presentations, developing their speaking and listening skills.

School performance comment

Reading In the early year's progress is monitored against Jolly Phonics assessments, Phonics Screening and PAT R. In 2022 80% of year 1 met SEA in their Phonics Screening Assessment with and 70% of year 2 students demonstrated the expected achievement against the SEA. In 2022 the reading results as measured by NAPLAN indicate that 86% (76%) of year 3 students, 78% (74%)of year 5 students measured achievement against the SEA, (There is inconsistency in this data as if a student was absent for the test this is recorded as below SEA). For years 3 and 5 this result represents little or no change from the historic baseline average. For 2022 year 3 and 5 NAPLAN reading the school is achieving within the results of similar students across government schools. In 2022 27% of year 3, 48% of year 5 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents a decline from the historic baseline average. Numeracy in 2022 results as measured by NAPLAN indicate that 80% (76%) of year 3 students and 80% (71%) of year 5 students demonstrated the expected achievement against the SEA (There is inconsistency in this data as if a student was absent for the test this is recorded as below SEA). For year 3 this result represents a decline from the previous year's baseline average and for year 5 this represents little or no change from the historic baseline average. For 2022 year 3 and 5 NAPLAN numeracy the school is achieving within the results of similar groups of students across government schools. In 2022 16% of year 3 and 20% of year 5 achieved in the top 2 NAPLAN numeracy bands. For year 3 this result represents a decline from the previous year's baseline average and for year 5 it shows a slight increase.

Our Year 3 PATR data indicates 25/36 students exceeded the benchmark scale score of 100. However, of these 25 students 8 achieved scores in the upper bands with scale scores of over 110.
Our Year 4 PATR data was reasonably strong with 25/31 exceeding the benchmark of 109 by considerable amounts. 17 students achieved a scale score of 122 or higher.
In Year 5 PAT R, 30/35 students achieved the scale score of 114 or higher with 8 in the higher bands with scores of 128 or higher.
In Year 6 PAT R 29/32 achieved benchmark of 119 with 13 scoring in the higher bands with scales scores over 132.
In Maths, our Year 3 PATM data showed 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 28/31 students exceeding the scale score benchmark of 106. 14 students scored in the higher bands, with scale scores of 121 or higher.
In Year 5, 34/35 students achieved the SEA scale score of 106 or higher, 12 of those students were in the higher bands scoring 122 or higher.
Of our Year 6 cohort all students achieved the benchmark of 117, with 20/32 students excelled scoring 131 or more.

Attendance

Year level	2019	2020	2021	2022
Reception	92.2%	91.1%	90.4%	82.7%
Year 1	90.9%	90.6%	90.9%	81.9%
Year 2	92.6%	91.4%	90.1%	85.6%
Year 3	95.1%	91.9%	93.4%	85.2%
Year 4	92.1%	91.9%	91.3%	85.0%
Year 5	93.1%	91.9%	94.9%	87.1%
Year 6	92.6%	90.2%	92.4%	88.1%
Year 7	91.9%	90.6%	92.3%	N/A
Total	92.5%	91.1%	92.0%	85.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance was slightly lower to previous years at 88%. 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 suspensions across the year as well as 5 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. In 2022, our school developed a behaviour matrix focusing on positive behaviour support (PBS) and our school values. Positive processes for managing behaviour have been implemented for all classes with excellent results. PBS was fully implemented at the beginning of the 2022 school year with school wide processes and agreements around behaviour management in place.

Parent opinion survey summary

This year the parent survey was completed by 50 parents. 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, that the child is important, that education is important and that the school communicates effectively. 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. We will be surveying parents to further investigate what support families need to support their children learn at home. Compared to other like schools Birdwood Primary School has either equally or more positive responses in most areas.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	40.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	60.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

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 DfE guidelines. SSO's and volunteers requiring screening are notified in advance when their screening is due to expire so they can renew with the Working With Children Clearance (WWCC). Contractors and outside providers are required to provide a copy of their RHHAN-EC/ WWCC certificate prior to working on the site. All parents/ volunteers attending camps have a current screening.

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	22
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	15.2	0.0	7.4
Persons	0	17	0	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$2,701,429
Grants: Commonwealth	$8,441
Parent Contributions	$77,959
Fund Raising	$82,054
Other	$33,407

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

2022 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 2022 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	Additional SSO support both in the classroom and in the yard was implemented to support teachers to differentiate learning and set individual learning goals. This enabled teachers to focus more on teaching and learning. Positive behaviour support was introduced to ensure there is a consistent and fair approach to responding to behaviour. Introduction of the Wellbeing Room, where students can reset and get support when needed.	Students met goals and benchmarks. Less low level behaviour in classrooms and in the yard.
	Improved outcomes for students with an additional language or dialect	This funding has never been accessed, but intend to access in 2023.	Will improve speaking and listening outcomes.
	Inclusive Education Support Program	SSO support was provided for all SWD to enable them to meet One Plan goals. Intervention groups with the Literacy Support Teacher for identified students in years R to 2, improved outcomes for those not meeting previous benchmarks.	Student learning is assessed and tracked and targeted learning is implemented.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP 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. Literacy Support Teacher working with targeted groups of students in years R-2 on phonics, using Jolly Phonics, Heggerty and Peggy Lego.	Students achieving goals set in One Plans. The Quick Smart students moving from SEA to the higher bands. Positive NAPLAN results in year 3 and year 5.
Program funding for all students	Australian Curriculum	Release teachers to attend PD based on SIP priorities, ACARA V9 PD and to attend Partnership PLC meetings. Early years teachers released to administer Running Record assessments and Phonics Screening.	Teachers implementing consistent curriculum in all classes and RR administered. Students met goals and benchmarks. Clear monitoring and tracking of student learning. Targeted learning for all students.
	Aboriginal languages programs Initiatives	SSO employed to develop Aboriginal languages through the SAKG program. SSO worked individually with students to support their understanding of country and share experiences with other students.	Students are engaging with Aboriginal culture and language in the environment.
	Better schools funding	Additional SSO support both in the classroom and in the yard was implemented to support teachers to manage behaviour. This enabled teachers to focus more on teaching and learning. Mathematics and Literacy support teachers appointed to target early learning in literacy and high band mathematics in years 3-6.	Improved behaviour from all students involved. Improved learning outcomes for students from R to year 6.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	Professional development on data analysis for all staff to ensure learning tasks provided challenge. Teacher, Peer and Self assessment strategies used and feedback providing the next steps in learning. Mathematics support teacher appointed to target students working in high band mathematics in years 3-6.	Students moving from SEA to HB in PAT and NAPLAN.