

SCHOOL CONTEXT STATEMENT

School number: 0770

School name: Birdwood High School

1. School Profile

Birdwood High School is a public school for approximately 480 students locally zoned and offers personalised specialist programs. These include the Innovative Integrated Learning subjects which include STEM, HASS and Agriculture that support critical and creative thinking through inquiry for students in Years 8-10. Our internships, VET and SACE provide senior school students with a number of learning pathway opportunities. We are committed to providing outstanding opportunities for every student to engage, challenge, stretch and achieve their goals. Our celebrations and events create a culturally rich diverse learning environment for all.

As part of the STEM works Birdwood High School will be in a position to transform learning through open-planned spaces which will support real-world problem solving and entrepreneurship in a contemporary environment. Other areas are also being refurbished as part of our building program of which students will take advantage of open grassed and seated areas during scheduled breaks.

General information

Site Leader	Ms Heather Makris
Year of Opening	29 January 1909
Location Address	Shannon Street, Birdwood SA 5234
Postal Address	Shannon Street, Birdwood SA 5234
DECD Region	Torrens Valley Partnership
Phone Number	(08) 8568 5100
Fax Number	(08) 8568 5222
School Email	dl.0770.info@schools.sa.edu.au
School Website Address	www.birdwoodhs.sa.edu.au
Type	Secondary Education
Index of Disadvantage	6
Local Government Area	Adelaide Hills (DC)
State Electorate	Kavel
Geographical Location	43 GPO km

February FTE Enrolment		2014	2015	2016	2017	2018
Secondary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0	0.0
	Year 8	93	97	74	88	116
	Year 9	107	102	92	80	85
	Year 10	103	107	100	91	88
	Year 11	139	98	92	88	77
	Year 12 plus	93	102	94	88	80
TOTAL		534.7	506.0	452	435	446
School Card percentage		20.2%	18.2%	18%	17%	TBC
NESB Enrolment		2.8	2	7	13	19
Aboriginal Enrolment		9	8.5	11	11	12
ESL		9.6	8	8	10	13

Part B

Deputy Senior Leader	Ms Yvette Swaalf
Senior Leader- Senior School	Ms Michelle Povey

Staffing numbers

2018 Total Tier 1 Staff	30.9 FTE (33 staff)
AERT Staff	None
2017 SSO Staff	13.39 FTE (13 staff)
AEW Hours	None
OSHC	Not Provided

Enrolment trends

In 2018 the school celebrated an increase in school enrolments from 437. Over the past 5 years the student enrolment has been in decline, however the percentage of students enrolling from Year 7 feeder schools has remained relatively stable and our destination data indicates senior students are taking advantage of multiple flexible pathways to further study and employment hence lower retention to Year 12.

Year of opening

Birdwood High School was officially opened on Friday 29 January 1909 as Blumberg District High School and became known as Birdwood High School in 1931. The school motto is *Labor Omnia Vincit* translating to *hard work conquers all*.

Public transport access

Over 90% of the student cohort uses the school bus services to travel to Birdwood High School. Students can access Birdwood via Tea Tree Gully through Gumeracha or turning off the Freeway before Hahndorf and travelling through Oakbank and Woodside on the Onkaparinga Valley Road. Thirteen government and contract buses bring students from surrounding districts to the school. There is a private bus service that runs between Tea Tree Plaza and Birdwood daily.

2. Students (and their welfare)

General characteristics

Birdwood High is a school that, despite being zoned 'metropolitan', remains a school with strong country values within the Adelaide Hills. Over many years the school has developed an excellent reputation. It strives to cater for the needs of all its students in a caring, friendly, collaborative and success-oriented environment.

Pastoral Care programs

At Birdwood High School we have replaced Home Group with a mentoring-focused 'Advisory Class'. The purpose of Advisory is to allow the development of exceptionally strong and respectful relationships between students and teachers, as this forms the essential foundation for high levels of engagement in learning. Our aim is for students to feel supported at all times. Their Advisory teacher will be a personal and academic ally they can turn to for guidance and/or understanding, regardless of the issue, problem or task they're dealing with.

In addition to this mentoring role, Advisory teachers also monitor each of their students' progress and are the first point of contact for their students' parents, and are able to promptly resolve the vast majority of issues.

The Advisory program is underpinned by the newly developed school values of Creativity, Excellence and Opportunity to support the enrichment and empowerment of students

experiences at school in relation to the Wellbeing and Engagement Framework for Learning and Life.

The Advisory program is constructed with key calendar items which support student wellbeing and engagement. Key speakers, year level relevant discussions, peer support and social awareness learning including the explicit teaching of the Keeping Safe: Child Protection Curriculum, Wellbeing program, goal setting as well as career and course counselling discussions.

Nominated Advisory Forum Representatives, Year Level Prefects, Head Prefects and Student Life Prefects inform the communication with all students across the school through the Advisory program to encourage Student Voice and Leadership throughout the school community.

To facilitate the necessary depth of relationship, students are placed in groups of no more than 18 and, if at all possible, will retain the same Advisory teacher throughout Years 8 and 9. Similarly, we endeavour to keep students with the same Advisory teacher during Year 10, 11 and 12.

Support offered

The need to protect and strengthen the physical, emotional and psychological wellbeing of all our students is considered with the utmost care and concern at Birdwood High School. Our use of Advisory groups, plays a valuable role, but is only part of the picture.

The Wellbeing and Engagement Team, led by the Leader of Engagement and Wellbeing, is comprised of a FLO manager, SSO 1 for special education, School Chaplain (Through the National School Chaplaincy Grant, 1 day per week), Literacy and Numeracy specialised staff and staff trained in working with Students with Trauma as well as Autism Spectrum Disorder (ASD). Informed by the consistent collection and relevance of each student's data story, including Students with a Disability (SWD) data, National Consistent Collection of Data for School Students with a Disability (NCCD) as well as the Wellbeing and Engagement Collection (WEC), Aboriginal and Torres Strait Islander (ATSI), Guardianship of the Minister (GOM), English as an Additional Language (EAL).

The Wellbeing and Engagement Team case manage to develop and review NEPs (One Plan) to develop tailored goals for students with learning, social and or emotional needs. Quality differentiation practices are discussed directly with families and made available on each student's Daymap profile for subject teachers to refer to in their practices to ensure each student has the opportunity to access in depth learning within the Australian Curriculum (ACARA) and South Australian Certificate of Education (SACE).

Learning support is negotiated in years 8-10 through the Pod whereby specialised Literacy teachers trained in How Language Works as well as the Numeracy Leader, Middle School Leader to support students' development of the core academic skills required to access other areas of learning in the curriculum. Teachers of the Pod liaise with subject teachers to ensure the learning in Pod is intentional with intervention strategies, equipped with additional learning technologies.

Senior School Tutorial (SST) is a specially learning support for Year 11 and 12 students. SST staff work directly with students in a shared learning space to support them with their SACE. SST staff report directly on the work students complete during this time to ensure SST time is used constructively and collaboratively with their teacher.

We are constantly looking for ways to support our students to be, and become healthy, happy and well-rounded individuals. An essential component of this includes empowering students to help themselves and each other during their time at BHS.

The Student Leadership team was constructed with Wellbeing and Engagement as a key focus for the Student Life Prefect. Currently three Year 12 students operate as the Student Life council to encourage the inclusion of all students in the school community as well as become more involved

in international opportunities to recognise key dates and support the developing International program at BHS.

Student management

The school has a Behaviour Management Policy and Procedures that are strongly supported by staff, students and parents. Our behaviour withdrawal room was closed in 2012 and different approaches have been used to engage students to develop positive behaviours. This has improved student engagement, greater student autonomy in their learning and significantly improved teacher – student relationships. The students are supported by the Senior Leaders in Middle and Senior school, and further supported by the Learning Area Co-ordinators.

Student Forum

Our Student Forum is comprised of representatives from all year levels. The forum represents and promotes student advocacy, empowerment and influence. They provide a communication link between the student body, Prefects, House Captains, the staff and the community and participate on decision-making bodies within the school.

3. Special Programmes

Agriculture

Our Agricultural department has a focus on environmental best practice and sustainability. We have our own vineyard and have established industry links to the Kersbrook Hill Wines commercial winery. We produce white wine in partnership with these local wine makers who advise, oversee process & provide quality assurance. Our wine programme is totally centred on student learning from vineyard management to wine production to art work for labels. Students can also access VET courses in rural production, viticulture, making use of comprehensive animal and viticulture production facilities at the school. Our STEM curriculum will look at ways students can draw on their learnings to think innovatively and creatively within primary industries.

Participation in the show circuit has become a highlight with many students participating in led steer, goat, chicken, egg and alpaca competitions. A particular focus has been junior handler competitions where we have had outstanding results. Students volunteer and work with teachers to learn the intricacies and ethics of looking after our animals and being able to present them in the show ring.

Camps and Excursions

Schools have traditionally used camps and excursions as a “get to know you” experience for students. This stemmed from the fact that students were generally divided into separate classes that didn’t often mingle or learn together.

This has allowed us to reconsider how and why camps and excursions are used, so we’ve developed a productive, largely voluntary (for the students) approach designed to achieve three key goals:

1. Increase students’ engagement in their learning
2. Help children identify peers with common interests; and
3. Enhance their sense of connection with the outside world.

Camps

A number of non-compulsory camps are run throughout the year, with each based around a different central theme. Some past examples include: aquatics at Victor Harbor; history at Sovereign Hill, Ballarat; and performing arts at the Fringe Festival, Adelaide.

Students are free to attend any camp that connects with their personal interests. This ensures every child in attendance genuinely wants to be there, so engages with the activities

enthusiastically and gains maximum benefit from the experience. It also means – particularly in Year 8 – that attendees often discover kindred spirits.

Equally importantly, all camps have strong ties back to learning, often providing attendees with the opportunity to investigate the translation of knowing to doing, and vice versa.

We try to cover as many different fields of interest as funds will allow, and are happy to accept camp fees from families in agreed instalments to make attendance more achievable.

Excursions

Excursions are an opportunity to contextualise learning classroom learning activities and are connected to the Australian Curriculum, SACE and/or the Well-being for Learning and Life Framework. Senior school excursions regarding career pathways, university visits, plus subject specific excursions occur to further enhance learning opportunities.

Overseas Trips

BHS believes that students can develop personally and educationally through experiencing different countries and cultures. At Birdwood High School we endeavour to provide our students the opportunity to join a trip overseas to develop empathy, an appreciation of diversity, tolerance and acceptance to increase global awareness.

Numbers permitting, we conduct expeditions to Japan and Europe in alternating years. In light of the fact that Birdwood has a sister-city relationship with the city of Echizen in Japan, students from Echizen's local high schools also return the cultural favour and visit us during our "Europe years".

Japan

Our trips to Japan, are approximately three to four weeks in duration, and students from all year levels are invited to participate.

Students experience social and cultural learning experiences through a widely varied itinerary. Past trips have included visits to Tokyo, Osaka, Hiroshima, Echizen in addition to many other locations with historical and/or cultural significance.

Many strong international connections and friendships are made as a result; connections that can, of course, be maintained via ongoing email and social media contact, and strengthened the following year when the Echizen group visits BHS.

Similarly, bonds between fellow Birdwood students from all year levels are formed and strengthened whilst away. This can enrich students' enjoyment of life at school – and engagement in their learning – for the duration of their time with us.

Europe

Our European tour was conducted for the first time in 2015, over 16 days in September and October. Among the many destinations and experiences included in the itinerary were; Sightseeing in Paris, visit to the European Disneyland, French patisserie course, visits to beautiful Italian cities of Venice, Florence and Rome. These opportunities were connected to the Australian Curriculum.

In 2018, we anticipate the group travelling will present their findings and reflect on their learning abroad to the Governing Council and the local school community.

Opportunities to grow in confidence and responsibility

Both trips provide outstanding opportunities for the development of students' confidence, independence and responsibility. Students also have the opportunity to develop their leadership skills by taking on the role of tour guide for the day.

Collaborative Moderation

Internal moderation is an initiative scheduled for 2018 within the Adelaide Secondary School Alliance to support a collaborative initiative to bring together clusters of schools to review professional practices in the assessment of standards against the Australian Curriculum and the SACE, aimed at increasing student achievement and learning. Working together in this way, the schools are able to engage in rigorous conversations reflecting on their evidence of work.

4. Site Context and Purpose

Vision and values

Birdwood High School is committed to preparing students for life beyond school, by providing challenging and enriching learning opportunities and supporting students to achieve their personal best. PRIORITIES We work to: 1. Ensure a safe and friendly environment 2. Develop a deep understanding of all students and to instil a sense of pride in student achievement and success 3. Develop a challenging and relevant curriculum which meets the future needs of all learners via innovative and flexible teaching and learning programs 4. Enrich and celebrate our community's diversity and intercultural understandings and opportunities.

In 2017 student, staff and the community were involved in a process facilitated by Governing Council and the leadership team to establish our school values and what our school stands for. These reaffirm our School Values in the context of a 21st century learning community. The Birdwood High School Community's action and interactions are based on the values of Excellence, Opportunity and Creativity, which is underpinned by respect, perseverance, equity and diversity. Our school motto – *Labor Omnia Vincit* (hard work conquers all) – comes from our heritage however is very closely aligned to our values. We understand our motto to mean everyone working hard and striving to achieve their best and to discover what they are really capable of achieving together.

The construct of school values has become an essential element of each aspect of schooling life at BHS. The values influence relationship development between teachers and students, students with their peers as well as enhancing school culture to support student's sense of community and belonging.

Contextual influences

The vast majority of students come from small communities in the Adelaide Hills and there is a diverse school population with a significant proportion of families involved in the farming, hospitality and tourism industries, and small businesses servicing the local communities. 90% of students attending Birdwood High School travel by bus from 10 'designated' feeder primary schools plus up to 8 additional primary schools, all of varying sizes both government and non-government.

5. Recent Achievements in relation to school priorities

Please, refer to the 2017 Birdwood High School Annual Report located on the school website, which contains comprehensive data, reports & analysis in relation to school priorities & achievement in general. For ongoing site priorities please refer to the 2018 Strategic Plan which is also located on the Website.

6. Curriculum

Quality Teaching and Learning is a key driver of our Strategic Plan over the next 3 years. Our school is committed to meeting the needs of 21st century learners by providing a contemporary, rigorous and engaging curriculum that is aligned to the SACE, TfEL (Teaching for Effective Learning) and Australian Curriculum frameworks. The General Capabilities of the Australian Curriculum provide

Our teachers are committed to pedagogies that increase student participation, engagement and achievement in all Learning Areas that is connected to local business and community. Real world problem solving and curriculum driven through an awareness and exposure to careers and pathways will inspire young people to achieve their personal best.

Teaching programs are designed to meet the full range of learners through targeted differentiation strategies informed by continuous feedback and student data. As a school, we take the time to get to know our students and tailor learning experiences that challenge young people to develop

independence and responsibility for learning through our values of Creativity, Excellence and Opportunity.

Programs of Learning will identify and embed opportunities for students and teachers to identify specific Literacy and Numeracy demands across all Learning Areas. Data, including NAPLAN and PAT-M/PAT-R, will be analysed and triangulated against A to E subject grades against the standards of the Australian Curriculum and the SACE so that teachers can personalise and design learning experiences to ensure measureable growth in these areas.

Student Voice in Learning

At BHS, we are passionate about capturing student voice around what is effective teaching practice for them. As students are changing, we want to make sure that we are delivering a curriculum that is meaningful, relevant and engaging to ensure learning design and teaching methodologies are contemporary. Students have a significant role in working with teachers and leaders to provide feedback around how they learn and how they want to learn.

Innovative Learning

Students in Years 8 – 10 elects either Agriculture, Innovative Learning (STEM) or Innovative Learning (Humanities/Arts) delivered as an integrated subject. Learners will have the opportunity to explore local and global issues that aim to develop empathy, compassion, awareness and problem solving through the Australian Curriculum. Students will be supported to develop critical and creative thinking skills necessary to flourish as a successful 21st century learner by nurturing positive dispositions for learning including persistence and resilience. Additionally, students will develop perseverance and resilience through collaborative inquiry processes in partnership with industry and community. A focus on careers and pathways will be embedded to instil a passion for entrepreneurship, innovation and life-long learning.

Years 8-12 Advisory

The Advisory teacher has daily contact with their class and is the person responsible for the continual monitoring of each students' wellbeing and academic progress. The Advisory teacher develops positive relationships with students and families and is the primary school contact for families when they have a concern about their son or daughter.

The Advisory teacher delivers a pastoral care curriculum during Advisory classes, which focuses on Wellbeing, Goal Setting, Recognition of Achievement and the Child Protection Curriculum.

Year 10 students are introduced to the SACE when they undertake the Personal Learning Plan (PLP) as well as the option to complete Research Practices. The PLP is a compulsory SACE subject where students evaluate their learning and plan their pathway through senior school to further study, training or employment. Students are introduced to mindfulness techniques to provide tools for building resilience and managing stress levels.

Senior School

Birdwood High School's emphasis on student engagement and choice continues in Year 10, 11 and 12, with a wide range of highly flexible options made available to meet the increasingly career-focused needs and interests of as many children as possible.

VET (Vocational Education & Training)

Vocational Education and Training and TAFE pathways

Birdwood High School is a member school of the Adelaide Hills Student Pathways (AHSPs) which has six member schools who share a commitment to support each other's students through the collaborative provision of Vocational Education and Training (VET) and TAFE courses.

Students in Years 10, 11 and 12 have the opportunity to enrol in various VET courses that are offered. VET courses enable students to earn credits toward a qualification that is recognised by

industry across Australia, and they assist with the completion of the SACE. VET students can combine a vocational pathway with their SACE studies as well as completing (or working towards) a Certificate I, II or III. This keeps their options open to pursue further vocational education (such as courses at TAFE), or move into higher education (such as undertaking courses at university). VET courses can complement student interests, regional and national skill shortage areas and provide experiences that lead to the development of transferable skills.

On-site we offer Food Processing with a Bakery focus, Automotive and Metal Engineering VET subjects, and have advanced commercial-grade facilities in each discipline. The Automotive course works with Mt Pleasant Crash Repairs which provide industry links for our students.

All these courses provide highly effective career pathways, as they can contribute to the completion of the student's SACE and/or to a full apprenticeship. We have an Apprenticeship Broker visit the school every Friday to assist with setting up school-based and general apprenticeships for those students who are interested.

Our students are able to access tuition and facilities in a huge range of VET courses not offered through AHSPs courses. This highly career-focused tuition has been extremely effective for many Year 11 and 12 students over the years, and consequently Birdwood has one of the state's highest rates of uptake of VET and TAFE courses among seniors.

School of Languages (SOL) Options

Students are supported to study language courses through our partnership with the School of Languages. Languages are studied at secondary schools across CBD normally from 5.00pm to 8.00pm one night per week.

Developing the whole person

Despite our focus on academic rigour and vocational relevance in the senior years, we don't lose sight of our deeper responsibility to help students develop as mature and responsible young citizens.

To this end, we continue to offer some courses that aren't overtly linked to career paths, but are nevertheless highly valuable in terms of personal growth. One example is our Driver Education unit. Wholly conceived and developed by Birdwood High School teachers to help our students drive more safely when they first get their licence, it provides 10 credit points in the Integrated Learning stream of SACE Stage 1.

We also offer Community Studies, which allows students to work on a project or activity of benefit to the community that they're particularly interested in, but with academic rigour and reflection built in.

Plus, students who assist others through external avenues such as lifesaving, coaching or volunteering (e.g. with the CFS), can be acknowledged for their contributions in the form of Community Learning credits towards their SACE.

Senior School support

A foundation principle for us at Birdwood High School is that support for our students is not invitational. Our students and/or their parents should never have to ask for our assistance, we should offer it as a matter of course. Senior students are placed into Senior Student Tutorial classes that provide targeted support with highly trained staff that monitor and report progress. Where students demonstrate independent study habits they are able to transition into independent study lines.

The Stage 2 Research Project is undertaken within Year 11 enabling the students to focus upon achieving the best results they are able to within Stage 2, Year 12 studies.

A dedicated and highly flexible multi-purpose space

The Birdwood High Learning Hub is due to commence in March of 2018 with the notion of being the heart of the school providing a number of services and support for all students. The multi used space will support students access to research spaces and mentoring area that occupies the entire ground floor of the school building.

It includes a range of different spaces for students to work in, whether on their own, in a group, or with the assistance of a mentoring teacher. Some spaces are quite small offering a great range of learning environments, while some are the equivalent of a double classroom, and others fall at various points in between.

The teachers act as tutors, coaches and mentors for the students, in whatever way they need, providing a valuable complement to their Advisory sessions. Students can either approach a Hub teacher on the spot, or book time with them in advance. They can also negotiate opportunities to do extra-hours work as and when necessary, and teachers regularly conduct catch-up sessions for students during school holidays.

Naturally, our Advisory teachers and Hub mentors are in constant contact to ensure the whole of a students' learning progress is taken into account in all interactions.

Progress Reports and continuous assessment

An additional support provided to for our students and families is the Progress Report and continuous assessment providing an important checkpoint midterm. This level of reporting supports a three ways support structure for students working towards improving on their personal best.

Subject teacher work through the process with a five-point scale system. Improvement and regression in learning can be measured and reported on. Our intent is to work with families and students to provide intervention and support in overcoming the underlying causes of not achieving the minimum standard or demonstrating improvements.

Open Access and other flexible delivery

Due to our size and breadth of our curriculum, the need for students to access courses through Open Access and other flexible delivery modes is minimal, but is necessary for a few Senior Secondary subjects attracting small student numbers.

Negotiated Education Plan (NEP) and Learning Difficulties

Young people with special needs or disabilities attending public preschools or schools may require additional support. A negotiated education plan (NEP) or learning plan is a learning support plan that describes the support that will be provided. By working in partnership with families, teachers and service providers the school ensures that students gain a broad, balanced education that prepares them for effective participation in our society.

These programs may involve:

- lesson support, modified AC programs and expectations negotiated between students, teachers, coordinators and parents
- access to outside school programs such as Vocational Education Programs and links with support agencies for post-school transition.

Teaching methodology:

Support is provided for culturally inclusive methodologies including all staff undertaking professional learning in Literacy and Numeracy through How Language Works courses and Tierney Kennedy Numeracy courses and becoming proficient in this area given the proportion of our cohort of students requiring additional support or extension.

Staff also undertake professional learning to enable them to include deeper thinking skills into their task design. An emphasis on higher level thinking, problem solving and open-ended questions enables staff to differentiate the curriculum for learners while providing curriculum choices for all students.

Technology is used to enrich face to face teaching and to personalise learning. All teachers use Daymap or Moodle as online learning environments to enrich face to face teaching where students can access curriculum information. In 2018, we will introduce parent access to DayMap so they can be further involved in supporting their students learning journey.

Essential Practices we look to review in 2018 include:

- Personalising Learning / Learning Design
- Task Design
- Collaboration
- Collaborative Moderation and Reflective Practice.

Student assessment procedures and reporting:

Assessment and reporting practices support and extend student learning. Teachers' complete Progress Reports (grade only) in Term 1 and Term 3. In Term 2 teacher's complete written reports that indicate progress against the Australian Curriculum and SACE assessment and design criteria, progress with the 21Century Learner skills and comments on how the student can improve their learning. In Term 4 teachers complete a Summary Report that provides the semester 2 achievements.

In addition, we regularly conduct 3 way conferences where students can reflect and present their learnings. These are student-led conferences with students responding to the academic knowledge they have gained, and reflecting on themselves *as learners*. Through deep personal reflection, they acknowledge and analyse their strengths and weaknesses, and the qualities they wish to focus on enhancing in the next term.

In 2018 and 2019 to support student learning, staff will devise and publish course material on their Virtual Learning Environments (VLEs) and on DayMap. Assessment schedules and homework tasks for all subjects based on the requirements of their Learning Area's Scope and Sequence

- publish assessment criteria to students as part of introducing the assessment task
- use assessment for learning strategies to guide teaching practice.
- use assessment rubrics that clearly articulate the success criteria
- use SACE assessment procedures in the Senior School
- use a range of assessment practices / models including formative and summative assessment as well as self and peer assessment.

Special Events

Special events include: NAIDOC Week; World Refugee Week; Anzac Day, Harmony Day; Deadly Day; Study Tours; Year 8 and 9 Camps; Sporting Competitions; International Study Tours and so on.

Transition

We provide a number of opportunities during the year for parents and students to visit and to link up with our high school, including Open Day, Principal's Tours, Parent Information Nights, secondary school staff visiting local primary schools and vice versa. The transition programme is held each year where all students attending BHS in Year 8 the following year are in a range of curriculum activities which give them a taste of schooling at Birdwood High School.

7. Staff Profile (and their welfare)

The staff profile has remained predominately stable as most staff appointed to Birdwood High School choose to remain. Staff members are highly professional and qualified for the subjects they teach. There is a blend of experienced Step 9 teachers, Graduate and Early Career teachers.

Leadership structure

The Executive School Leadership Team consists of the Principal, Deputy Principal, Senior Leader, Business Manager, Student Engagement and Well-being Leader, Leader of Studies/SACE, Leader of Innovative Learning, Leader of Operations and an ICT/Technology Leader.

The Executive Leadership Team meets regularly to monitor and progress the strategic directions of the school ensuring continuous improvement for all school activities and the overall management of school operations and programs. Each leader is line managed by the Principal.

Coordinators have detailed portfolios and are responsible for the leadership of Curriculum Learning Areas, Year Levels and other key foci including Literacy and Numeracy, SACE, VET, Data, Flexible Pathways, STEM Learning, Pedagogy, Professional Learning, School Operations and Daily Management. The student Engagement and Well-being Coordinator provides support and guidance to both students and staff. Coordinators have line management responsibility for the teachers in their learning areas.

Each Learning Area Leader meets three times per term with subject specific teachers to discuss Quality Teaching and Learning including innovative pedagogy, professional learning opportunities, Performance Development and Accountability (PD&A) and learning improvement informed by data. Year level teams also meet on a regular basis to support the learning, organisation, goal-setting, well-being and the delivery of the Child Protection Curriculum for students in each year level.

The SSO's are an integral and essential part of a highly successful school, particularly in regard to presenting a positive image of the school to the community and in managing all non-teaching aspects of the school.

The School Support Services Team consists of: Business Manager; Administration Team; Student Services; Information Services, Finance Support Officer, Property Officer; Laboratory Technician; Student Support/Special Education Team and Environment/Grounds Officer. The SSO Leadership team meets three times a term and the whole SSO team also meets either twice or three times a term.

Staff support systems

A comprehensive Professional Development and Accountability process or PD&A are undertaken by all staff to identify personal and professional improvement goals in alignment with the school's Strategic Directions and Departmental goals. Regular meetings (at least once per term) support opportunities for staff to be involved in observations, personal reflection and written feedback practices from Line Managers.

All staff are professional and committed to ensure the best possible learning and well-being outcomes for all students who attend Birdwood High School.

8. School Facilities

In July 2008 new facilities for Technology studies, Home Economics, Music and Media were opened and in 2011 further facilities were developed, including Technology, Performing and Visual Arts centres. In 2012, Birdwood High School, as a partner for the Adelaide Hills Trade Training Centre, established industry standard facilities for Auto / Engineering & Food Processing.

Buildings and grounds

The school is situated on spacious, well-maintained grounds in the heart of Birdwood. The Agricultural grounds and facilities are extensive and include an Agriculture Laboratory, vineyard and a winery and the school's Conservation Park is a valuable resource for the school and wider community.

The school consists of two main buildings of two storeys, two single storey open classroom blocks. These buildings consist of: Design and Technology area Technology Studies workshops, including industry-standard Automotive and Engineering spaces; Home Economics area Home Economics kitchens, including a commercial-standard Bakery and Food Production kitchen; Science area with further developments for 2017 in relation to STEM; Humanities area; Maths area; English area; Agriculture laboratories and grounds; Drama / Music Exhibition Centre; Gymnasium / Health and Physical Education complex. The reception area consists of the IT & Information resources; Finances, First Aid. The Hub is inclusive of the Student Wellness Area for student learning support; Students Services Wellbeing, Counsellors and Learning Pathways.

In 2018, we will be redesigning spaces to include the 2.5M STEM building upgrade in addition to a service centre for students and families: a place where we could bring together the services that are located all over the school and make them more easily accessible for students and families. Our school student leaders will lead a group of student who will be responsible for the design and furnishings chosen for open learning spaces.

Additionally, we have a fitness room, sports complex facilitating basketball, netball, tennis and volleyball. In 2017 the school will develop a master plan for improvements to the school grounds and building facades.

Heating and cooling

All classrooms and learning spaces have both heating and cooling.

Specialist facilities and equipment

The following specialist facilities exist:

- Two computer laboratories
- Chemistry, Physics, Biology and general science laboratories
- Resource Centre soon to be merged with ICT services and an extensive selection of resource and fiction books

The school has an excellent canteen with a wide range of products and is a 'Healthy Eating Canteen'.

Staff facilities

There is ample office space for staff with a large staffroom provided in the main building. An upgrade of the staffroom and was recently completed, mainly to the kitchen area. Computers for staff have also been incorporated into the staff room.

Access for students and staff with disabilities

Paths and ramps have been constructed to enable wheel chair access to a number of buildings and two lifts enable disabled access to our computing rooms and the upper floor of both the double storey buildings.

9. School Operations

Decision making structures

Day-to-day administration and decisions are organised through regular meetings of the Administration Team, Curriculum Leadership Group, whole staff, staff professional learning teams, and year level advisory meetings.

Depending on the level and complexity of the issue to be resolved, key decision-making groups are Administration, Curriculum Leadership, Finance, Work Health and Safety, Facilities committees and the PAC.

Regular publications

The school website and Facebook site are becoming an increasingly important medium for communication. A daily Staff Bulletin and Student Bulletin are published via DayMap. A parent SMS messaging system is also in place for student absence notification and urgent communication.

The introduction of a Newsletter to be published once per term commenced in 2017. The Curriculum Guide is published in July and is available on the website for all students prior to course counselling. The Year Book is published in December. The school website is updated regularly. It includes: upcoming events; curriculum information; newsletters; school sport; committees; International Visits; school policies and media presentations.

Other communication

A staff handbook is available on the computer network, Behaviour Development Policy and Procedure Book, Curriculum Guide and information evening and events.

Telephone or email is the expected means of communication between home and school for Middle School students and contact is also encouraged (a School Contacts Directory and calendar will be published each term). There are interview evenings held in Semester 1, Parent Information Evenings and course counselling days. Other regular events include: Open Day; ANZAC Day; Deadly Day; Athletics and Splash Carnivals; Year 7 Transition. Full school celebration assemblies are held once per term; Sub School assemblies several times per term; and there is an annual Farewell Assembly and Graduation Ceremony for Year 12s.

School financial position

The school is now in a stable financial position. Applications and submissions are regularly written to attract additional external funding for special projects. Bad debts (school fees) are now actively pursued through Debt Collection Agencies in line with DECD policy.

10. Local Community

General characteristics

The Hills Community has a broad range of socio-economic family and community groups. There is a broad range of sporting activities but very limited transport and entertainment services. The community is predominantly Western European with very little representation of other ethnic or cultural groups. In recent years migrant workers from Vietnam have located in Lobethal with their children attend our school.

Birdwood High School is very close to the National Motor Museum, which is a major tourist attraction. Through the National Motor Museum, a number of major activities bring thousands of visitors to Birdwood. These attractions include the Bay to Birdwood Vintage Car Rally and the Rock n Roll Rendezvous. The High School uses these events as a means of fundraising for the school, mainly through managing car parking. This year the National Motor Museum has engaged in an education program to deliver elements of the Australian Curriculum. We will be partnering up with the museum to complement our PBL opportunities for students.

A number of new vineyards are being established in the area and tourism is growing. The area is well situated for day trips and offers many tranquil and pleasant walks and gourmet produce by local artisans. After the Simpson Flat bushfires Birdwood High School has partnered with Kersbrook Hill Wines, where our students are involved in growing and harvesting our grapes in preparation for the produce to be donated to the winery. Our students are involved in the process further enriches their agricultural, science and business and enterprise skills.

Parent and community involvement

The Parents' decision making is via the Governing Council and its sub-committees. The Finance Advisory Committee is the major decision-making body for financial policies. Canteen Management and Uniform committees have direct parent involvement. Parents have direct input to the Site Improvement Plan through their committee representatives.

Birdwood High School benefits from very positive parental and community support. Governing Council meetings have been restructured to last no longer than 2 hours and at least half of that time is dedicated to discussion around improving teaching and learning opportunities for their children.

Feeder schools/District

We are the school of rite for an area of the Northern Adelaide Hills, which ranges from One Tree Hill to Palmer, to Williamstown to Lobethal to Gumeracha and beyond. The school has 11 main "feeder" schools within approximately a 25-kilometre radius. Our schools collaborate as members of the Torrens Valley Partnership.

Commercial/industrial and shopping facilities

Shopping facilities throughout the Northern Adelaide Hills are varied. In Birdwood, itself there is a hotel, a motel, a range of speciality shops and one supermarket. Birdwood, like many of the surrounding towns, is increasingly taking advantage of tourism, and the number of specialty and tourist oriented shops and outlets are increasing. A variety of light industry and small business is found throughout the Northern Hills District. Birdwood is a 40-minute drive to major shopping centres at both Mt Barker and Tea Tree Plaza.

Other local facilities

A medical clinic is in the town, and District Hospitals are located 10 km away in Gumeracha and 8 km to Mt Pleasant.

Availability of staff housing

There is no government housing available in the town.

Local Government body

The Adelaide Hills Council is the local government body although some of the students live in the Barossa, Tea Tree Gully and City of Playford local government areas.