Birdwood High School
2018 annual report to the school community

Government of South Australia
Department for Education

Birdwood High School Number: 770
Partnership: Torrens Valley

Name of school principal: Heather Makris
Name of governing council chair: David Baker
Date of endorsement: 28-2-2019

School context and highlights

Naplan and SACE results had notable improvements with students attending Government House for the SACE Ceremony. STEM specialist subject from years 8 to 10 was introduced focusing an approach to learning involving Problem and Inquiry based learning. The dedicated line for STEM has given rise to the opportunity to explore in depth what it means to be a STEM thinker. From building modern cars and problem solving challenges based on construction and electronics to programming of robots involved in building the WEM boat Challenge. Coding opportunities assisted in the drone flying and participating in the Stem Nation Drone Challenge. During National Science Week we ran a range of events and evening showcasing science, held daily science quiz, marshmallow and spaghetti building challenges as well as Forensic Science Interactive Presentations and an evening Fauna park walk. The most popular event for the week was Liquid Nitrogen Ice Cream making presentations for local Year 7 students.

The Student Leadership model was revised as part of the Innovation Model focusing on learner voice for contemporary learning and social action. The students engaged in robust conversations with the Minister for Education and our local MP to advocate for an involvement in initiatives driven by the department. Prefect Leaders visited Government House and had the honour of conversing with the Governor. Students also led extra curricular activities which saw the launch of the Hip Hop Dance, Textiles group, Card games, Japanese Club as well as Staff versus Student Sports competition.

A number of projects were noteworthy in raising the learning environment of the school: whole school exterior and interior upgrades; the new website developed, and drawing back on the heritage logo of the school. In addition, major redevelopments included our 2.5 Million STEM Innovative Centre for Learning, Student Central, Administration, and the heart of the school landscaping grounds. BHS was one of 9 schools selected for the Connectivity Pilot project with Telstra that has seen our students engage and staff deliver 21st Century pedagogy. 90 computers were purchased and the school WI-FI system was upgraded.

The Australian Maths Competition selected one of 26 students from South Australia to be involved with the 'digIT Summer Camp' at the University of Western Australia.
The Adelaide Hills Secondary Schools Collaborative Moderation Forum was established improving curriculum delivery.

Governing council report

In looking back over the 2018 academic year, as Chair and on behalf of Governing Council, I am pleased with how the school has redressed a number of buildings and grounds irritants the school has been carrying for a number of years now. These areas include the hitherto closed amphitheatre and temporary buildings situated immediately behind the main front buildings of the school.

In relation to the amphitheatre, I was pleased to see through the efforts of Council, it being included as part of the STEM (Science, Technology, Engineering and Mathematics) investment that commenced back in 2017. A rebuilt theatre area is now available to students for a range of activities, including use as a testing area for STEM projects or for simple reflection and time out.

In addition, the replacement of the temporary buildings with a landscaped ‘centre of school’ has brought a greater openness to the grounds and lifted the ascetics for the school community to enjoy. For this we are very indebted to the tireless efforts of our Principal to secure additional funding to make this happen.

In mentioning the STEM investment, Council is very pleased to see the completion of the new STEM facilities and look forward to their official opening ceremony in March. We acknowledge that access to contemporary facilities supports to student growth and the school’s capacity to attract new students each year.

In relation to Student Performance, it is pleasing to see the improvement in SACE results and Council expects both participation rates and performance to increase year on year as initiatives set in place by our Principal take effect. Year on year improvement is what any Council expects and to that end we will endeavour to support the school leadership (staff and students) and all teaching and support staff in achieving this outcome.

Finally I would just like to acknowledge the contributions of the departing Michelle Povey. Michelle assisted Council greatly in a number of areas concerning fundraising and uniform policy. She is an excellent teacher and will be missed by colleagues and students. Council wishes her all the best for her future endeavours.

David Baker
Governing Council Chair

Improvement planning and outcomes

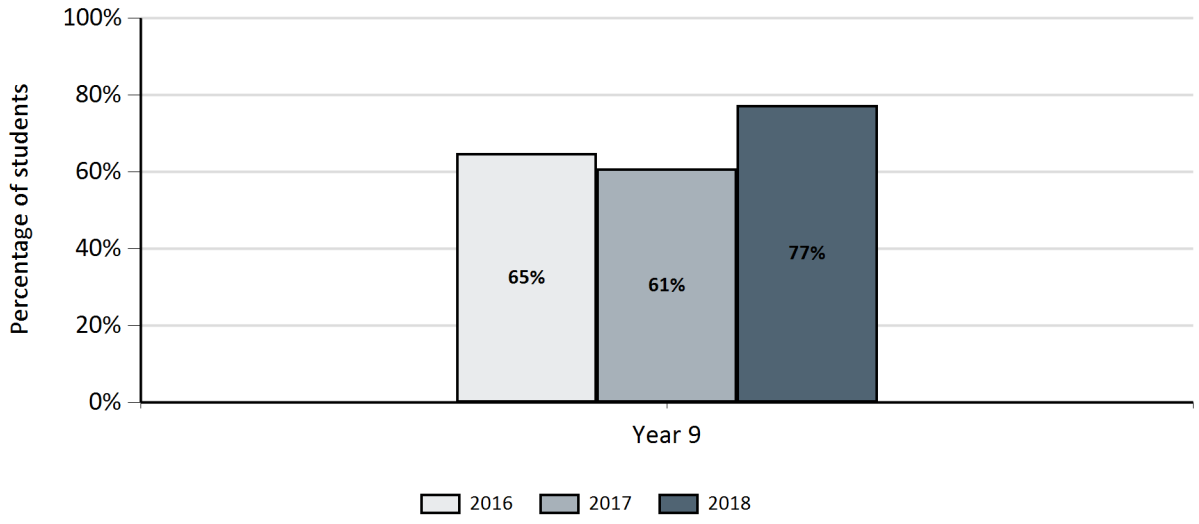
Birdwood High school is a dynamic community passionate about learning for life. In 2017 the school community was involved in a process of establishing school values and priorities. Proudly announcing the identified Values to be; Excellence, defined in terms of each student working towards improving on their personal best; Creativity, and Opportunity. In 2018 the values were further strengthened to align with our curriculum. In 2018 significant attention and focus has been on our delivery of the Australian Curriculum, SACE, Task designs with rigour and stretch, Scope and Sequence, Programs of Learning and ensuring all students have a post secondary school pathway. Staff worked collaboratively investigating their pedagogical practices. Staff continue to develop effective practices and processes in Task Design, embedding all of the Australian Curriculum Capabilities. As part of a teacher's professional focus, all teachers in 2019 will move towards seeking feedback from both student and peers to analyse the evidence provided to improve practice. Staff Learning Area Teams continue to develop reflective inquiry to improve practice. With a strong emphasis on supporting students to achieve their best we worked collaboratively with families resulting in increased achievements across the board. Increased engagement with support services, specialist staff and consultants has highlighted early intervention strategies that have had significant impact on student learning outcomes. Students have been positive about their role and the level of influence they were able to have within the school and supporting the introduction of a number of initiatives to better support them as learners. The students were very articulate when communicating with leaders from the department about how they learn and were very positive about their access to teachers and leaders to support them in their leaning. The students articulated their confidence in teachers' understanding of their individual aspirations and in their capacity to support students to achieve their aspirations. We continued to strengthen our understanding of moderation effects and the SACE, investigating ways to stretch and support student resilience and perseverence. This year's combined Student Free Day will be focused on collaborative moderation processes and task design delivering on the 2018 Operational Plan endorsed by Governing Council. A focus for 2019 will be to look at ways we can enhance engagement and sharpen our strategies for early intervention to support every learner to achieve success.

Performance Summary

NAPLAN Proficiency

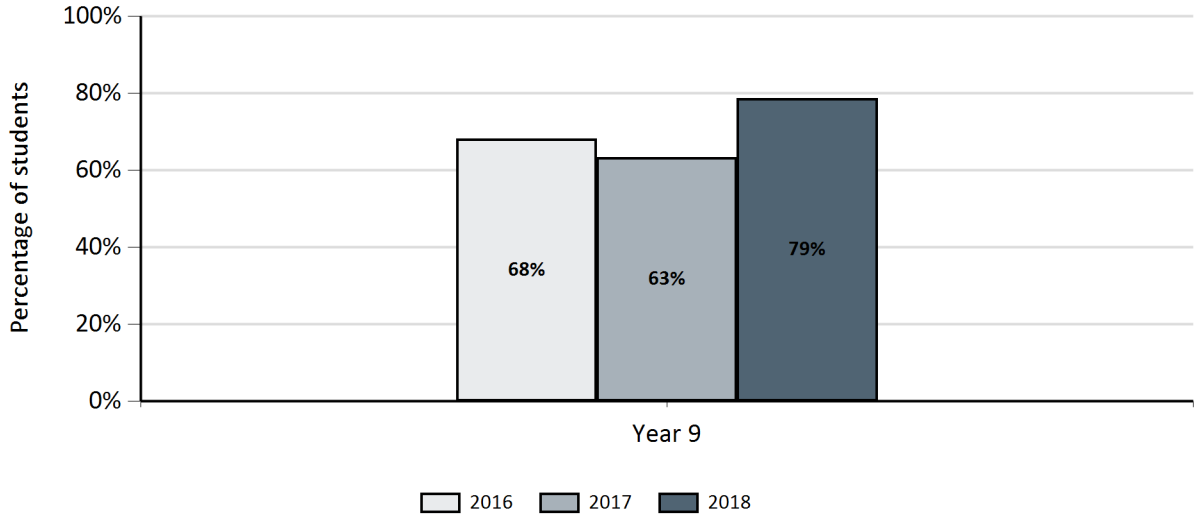
The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. 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



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



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NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	19%	25%
Middle progress group	51%	50%
Lower progress group	29%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	17%	25%
Middle progress group	45%	50%
Lower progress group	38%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2018	75	75	15	8	20%	11%
Year 9 2016-18 average	81.7	81.7	9.3	9.0	11%	11%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.
^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.

South Australian Certificate of Education - SACE

SACE Stage 2 grades – percentage of grades that are C- or above for attempted SACE subjects (SEA)

2015	2016	2017	2018
93%	93%	96%	96%

Data Source: SACE Schools Data reports, extracted February 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	1%	1%	0%	1%
A	1%	2%	3%	6%
A-	6%	5%	5%	9%
B+	12%	10%	8%	12%
B	17%	20%	22%	13%
B-	20%	15%	17%	14%
C+	17%	16%	16%	15%
C	14%	14%	16%	20%
C-	5%	9%	8%	6%
D+	4%	2%	3%	3%
D	1%	2%	1%	0%
D-	1%	1%	0%	1%
E+	0%	2%	0%	0%
E	1%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

2015	2016	2017	2018
89%	92%	98%	98%

Data Source: SACE Schools Data reports, extracted February 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	55%	60%	68%	-
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	52%	57%	65%	50%

School performance comment

Overall the school's NAPLAN data signified a shift in results from previous years, placing us at the Maintain Momentum in the Stages of Improvement process. The school's own analysis identified that Number and Algebra required attention within our Numeracy results, and this was confirmed with the analysis from the PAT testing. Our NAPLAN Literacy results showed great improvement but through the Data Triangulation process, retrieving information and interpret inference were identified as areas for improvement. From this data our Stage of Improvement plan for the next three years will focus on Number and Algebra in our Numeracy Goal and retrieving information and interpret inference in our Literacy Goal. The SACE completion rate remained unchanged, with one student not achieving their SACE. A grades increased significantly from 25 to 47. 100 percent of our graduating Stage 2 students completed their Research Project with a C grade and higher. Decrease in D and E grades, reflecting improvement since 2016. The challenge remains in moving the C and B grades to B, A grades. PLP completion rate was disappointing moving from our 100% in 2017 to 86% in 2018. A stronger focus to support student success and completion will be a priority for 2019. A range of new systems and strategies are being implemented to ensure all students achieve success in 2019 with a direct focus on moving students up through the grade bands. An area of focus will be on supporting students achieving "A" grades thorough improved quality control, task design and success criteria.
Strategies to achieve these goals:
• Maintain our focus on developing critical and higher order thinking capabilities amongst our students
• Maintain our focus on literacy and numeracy and supported with study lines for Senior School students and POD for Middle School students
• Maintain our position that no student enters Year 12 without successfully completing the PLP and the Research Project (currently at 99% satisfactory completion)
• Continue with our use of Daymap as a system to provide students and parents with learning resources at all times.

The first Central Moderation process with the Adelaide Hills Secondary Schools in the Adelaide Hills, reported the process as a worthwhile one for professional development learning, building on current capacity ranging from task design to differentiaited learning to inform practice and discuss the level of achievement below, at and above standard. Staff reported increased grit/stretch to many of their tasks. Next year the focus will be on Common Assessment and the A-E bands.

Attendance

Year level	2015	2016	2017	2018
Year 8	87.2%	90.4%	90.3%	91.2%
Year 9	85.8%	86.7%	87.8%	89.6%
Year 10	86.1%	84.8%	81.0%	84.7%
Year 11	85.9%	83.2%	82.4%	83.0%
Year 12	83.7%	85.2%	83.2%	87.5%
Secondary other		44.5%	81.4%	
Total	85.7%	85.8%	84.8%	87.2%

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

Attendance comment

The absence rate reduced from 13% in 2017 to 11%, through implementation of a range of policy and procedures and th e inclusion of Daymap. Our unexplained absences remained at 1.5%, .
2% above 2017. There is minimal difference, less than 1% between male and female absences, and the same is for Abo riginal and Non-Aboriginal students.
Whole School programs continued to make a difference for students coping with anxiety which seems to be the main rea son for absence other than physical illness.

Behaviour management comment

Our Behaviour Development Framework uses the coaching model. Students are supported and coached through their b ehaviour to develop and support open and trusting relationships with teachers, students, school staff, parents and caregi vers. This model has resulted in less reoffending, especially in bullying and harassment. Using strategies such as comm unity service around the school has acted as a deterrent for poor behaviour for many students. The number of exclusion s has dropped from 6% of the school population to 3% in 2018 compared to 2017. The number of suspension has increa sed slightly by 3% in 2018 from 2017 resulting from students threatening the good order of the school by engaging in ris ky behaviour during a Catastrophic Bushfire Day warning.

Client opinion summary

In the School Opinion surveys 66 parents responded to the survey. The 2018 results were rated on a 5 for strongly agree to 1 for a strongly disagree. The lowest recorded score was 3.6 'My child's learning needs are being met at the school' with the highest rating at 4.3 to Teachers at this school expect my child to do his or her best to be inclusive.
We were pleased to have received high ratings in all areas. Other high scores included "The school is well maintained and my child feels safe at the school" and I can talk to my child's teachers about my concerns.
This school looks for ways to improve.

46.9%

Intended destination

	School	
Leave Reason	Number	%
Employment	24	16.6%
Interstate/Overseas	2	1.4%
Other	2	1.4%
Seeking Employment	9	6.2%
Tertiary/TAFE/Training	78	53.8%
Transfer to Non-Govt School	8	5.5%
Transfer to SA Govt School	22	15.2%
Unknown	**0**	
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

Birdwood High continues to fulfill our requirements for staff, students, volunteers, bus drivers, Governing council members and private providers. We have continued to recruit families to support our International Program and have provided training for our staff to ensure all screening obligations are met.

Teacher qualifications and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	58
Post Graduate Qualifications	23

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	32.2	0.0	8.5
Persons	0	33	0	11

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	$5979167
Grants: Commonwealth	$2000
Parent Contributions	$390244
Fund Raising	$6964
Other	$23425

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

2018 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 2018 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 behaviour management and engagement	Our Pod System continues to provide Teacher and SSO support staff to assist and provide coaching for students to promote better behaviour choices	Less repeat offenders
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	The Pod System has continued to provide Teacher, Counsellor and SSO Support for students. Teacher T& D has been ongoing with regard to differentiating the curriculum. We continue to support small advisory groups	Building capacity of Teachers and Support Staff to better assist students
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	The Pod System along with APAS funding assists our Aboriginal students providing extra Teacher support on timetabled lines. Study Groups with specialised teacher support have been implemented We support students to access school based apprenticeships and have successfully re-engaged students via FLO and Open Access Staff continue to develop subject Scope and Sequence documentation	Improved Research Project and SACE completion Improved NAPLAN Results Increased pathway options Increased alignment to AC achievement standard
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	Participation in Deady Day and in Deadly Day awards ceremony. Students working with community mentors.	Opportunity to engage in various programs and raise profile within school
	Better schools funding	Funding continues to be used to support small advisory classes and to support core subjects with low numbers	
	Specialist school reporting (as required)	Not Applicable	
	Improved outcomes for gifted students	Not Applicable	
	Primary school counsellor (if applicable)	Not Applicable	