



SCHOOL CONTEXT STATEMENT

Updated: 3 December 2020

School number: 0770

School name: Birdwood High School

School Profile

Birdwood High School (BHS) is a dynamic learning public school personifying the motto '*Labor Omnia Vincit*', hard work conquers all. Uniting all elements of the school is an appreciation of living, breathing and respect for our community developed school values of ***Creativity, Excellence and Opportunity***.

BHS is a school located in amongst the beautiful country wine and farming industry, despite being zoned 'metropolitan'. BHS remains a school with strong country values within the Adelaide Hills. Over many years the school has developed an excellent reputation educating and caring for our young people. It strives to cater for the needs of all its students in a caring, supportive, student-centred, collaborative and success-oriented environment.

BHS caters for approximately 600 students and offers placements for students in specialist programs that support critical and creative thinking through the Australian Curriculum (AC) and the South Australian Certificate of Education (SACE).

Our school and local community is committed to providing outstanding opportunities for every student to be engaged, challenged, and stretched and to achieve their personal best. Our celebrations, events, values create a diverse learning environment for all. Utilising our unique location, as well as solidifying and building local industry connections, enables the teaching and learning to be set within a genuine and meaningful context.

Specialist programs include Agriculture, Science, Technology, Engineering and Mathematics (STEM), and Australian Rules Football Academy (ARFA). Our Vocational Education and Training (VET) and SACE provide programs for senior school students with a plethora of learning pathway opportunities. The school plays an important role in the Adelaide Hills Secondary School Alliance offering a number of Certificate II courses in Bakery, Automotive and Engineering in our state of the art facilities.

Our school is committed to meeting the needs of 21st century learners by personalising learning; delivering a contemporary curriculum; developing 21st century delivering *Creativity, Critical Thinking, Collaboration, and Communication*; whilst using technology to enrich face to face teaching. As part of our commitment to creating a great 21st century school, our highly skilled teachers reflect on their practice and finetune pedagogy based on student feedback, peer/student observational walks and research findings about improved learning outcomes.

We are justifiably proud of our Student Life program involving student-led activities, and our range of summer and winter sports teams that have a strong focus on student participation and leadership.

1. General information

Principal	Ms Heather Makris
Deputy Principal	Ms Nicole Nardelli
Assistant Principal	Mrs Rachel Brennan
Year of Opening	29 January 1909
Postal Address	Shannon Street, Birdwood SA 5234
Location Address	Shannon Street, Birdwood SA 5234
DECD Region	Torrens Valley Partnership
Phone Number	(08) 8568 5100
Fax Number	(08) 8568 5222
School Website Address	www.birdwoodhs.sa.edu.au
School Email	dl.0770.info@schools.sa.edu.au

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.

Student enrolment trends:

In 2020 the school celebrated a consistent upward trend in school enrolments and this trend continues for 2021. Historically student enrolments were on the decline until recent times and now school enrolments are on a steady incline. The percentage of students enrolling from Year 7 feeder schools has increased since 2018, a shift from a declining trend from 2014 to 2016. Numbers indicate being relatively stable with an increase in students predicted for 2021, coupled with the double intake in 2022 in preparation for the Year 7 into High School transition. Destination data reflects senior students taking advantage of multiple flexible pathways to further study in particular university, TAFE and employment.

Student FTE enrolments as at February:

	2016	2017	2018	2019	2020	2021
Year 8	74	88	114	86	109	
Year 9	92	80	85	106	84	
Year 10	100	91	86	83	98	
Year 11	92	88	77	85	76	
Year 12	94	88	79	62	69	
TOTAL	452	435	441	432	454	
School Card %	18%	17%	21%	23%	20%	
NESB Enrolment	7	13	19	17	9	
Aboriginal Enrolment	11	11	12	8	5	
ESL	8	10	13	10	13	

Staffing numbers (as at February census):

39 full time staff, 2 part time staff; Ancillary approximately 340 hours per week, 6 Youth Worker, 1 Student Wellbeing and Engagement Leader; 7 hours Headspace counsellor, 1 Youth Opportunities Mentor.

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. The bus coordinator manages the buses in the Torrens Valley Region servicing local primary schools.

2. Students (and their welfare)

General characteristics:

BHS have replaced Home Group with a mentoring focused 'Advisory'. The purpose of 'Advisory Class' is to mentor, facilitate and nurture the development of exceptionally strong and respectful relationships between students and teachers, forming essential foundation for high levels of engagement in learning and a sense of belonging. Our aim is for students to feel supported at all times and seek support from their mentor whether they are faced with a wellbeing/academic they can turn to for guidance and/or understanding, regardless of the issue, problem, or task they are dealing with.

In addition to this mentoring role, Advisory teachers also monitor each student's 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 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. It is planned with key speakers, sub school relevant discussions, peer support and social awareness learning including the explicit teaching of the *Keeping Safe: Child Protection Curriculum, Wellbeing program, goal setting and career and course counselling discussions*.

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

To facilitate the necessary depth of relationship, students are placed small class groupings and, where 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.

Student support offered:

The need to ensure 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 Flexible Learning Options (FLO) manager, Specialist support teacher (POD and SST Teachers), Youth Support Worker, Psychologist, School Chaplain through the National School Chaplaincy Grant.

Students requiring focussed support have a plan, a Department for Education document, called One Plan that is developed in conjunction with families, teachers and other relevant support providers. This process allows the team to develop tailored goals for students with learning, social and or emotional needs.

The Wellbeing and Engagement Team case manage and develop and review One Plans 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 ensuring that each student has the opportunity to access in-depth learning within the Australian Curriculum (AC) and South Australian Certificate of Education (SACE).

Learning support is negotiated in years 8-10 through the POD (Personalised One to One) differentiated learning. Specialised teachers trained in Literacy for Learning and the Numeracy Leader and Middle School Leaders support students to develop the core academic skills required to access areas of learning in the curriculum. Teachers of the POD liaise with subject teachers to ensure the learning in POD is intentional and has intervention strategies that focus on numeracy/literacy and organisational skills partnered with additional learning technologies.

Senior School Tutorial (SST) is a specialty 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.

Our work is informed by the consistent collection and relevance of each student's data story. This includes a focus on 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), and English as an Additional Language (EAL).

Student management:

BHS is committed to maintaining a safe and welcoming school environment which upholds school values of Creativity, Excellence and Opportunity. In order to achieve safe conditions for learning, all students are responsible for behaving in a manner which reflects school values and respects the rights of self and others. Teachers and leaders follow consistent behaviour management processes, and students work with Advisory teachers each year to develop their shared understanding of the school behaviour framework. In instances where students do not uphold their responsibility in following the school behaviour policy, Teachers and Sub School Leaders work together and in partnership with parents/caregivers on appropriate and consistent responses to the behaviour. The Wellbeing and Engagement Team work in collaboration with the teacher, student and parent/caregiver to gain further insight in order to implement a proactive support plan for the student upon their return to the learning environment. This ensures students have clear goals in order to move forward and that any need causing the behaviour can be addressed and supported.

Student government:

Students at Birdwood High School are actively encouraged to participate in decision-making forums and to gain experience as leaders. Student Leaders are members on several Governing Council subcommittees and report on Student Life at Governing Council termly meetings. All members of the Birdwood High School community and the traditional student leadership groups hold student voice in high regard: Prefects, Advisory Student Representatives, International Ambassadors, House Captains and Bus Leaders are complemented by opportunities to participate in a diversity of leadership enhancing activities. These include Youth Parliament, Youth Leadership activities connected with the Adelaide Hills Council, Donate Life, International Womens Day, Are you Ok Day, Harmony Day and a host of others.

The Student Life Leadership Team was constructed with Wellbeing and Engagement as a key focus for the Student Life Prefect. Currently four Year 12 students operate as the Student Life Council to encourage the inclusion of all students in the school community and to become actively engage in

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

Special programmes:

We are continually striving to provide 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 Wellbeing and Engagement Team partner with Youth Opportunities to deliver the Youth Opportunities Personal Development program tailored for young people to learn the skills to make positive choices and, as a result, are more motivated in school, confident in themselves and able to tackle life's challenges. Delivery models include direct facilitation from Youth Opportunities, and partial and full licenses, which involve upskilling teachers or community members to deliver the program under the support and guidance of Youth Opportunities.

Other specialist programs include STEM, Agriculture and Australian Rules Football Academy (ARFA). This ARFA program is offered to students in Years 8-10. Entry into this program is by application only.

Students are selected based on:

- School / Teacher report from the student's current school
- A reference from the student's coach or sporting club
- Achievements in a Football skills test organised by the school
- A stated commitment to continue in the sport
- An interview (if applicable) at Birdwood High School

To remain in the program students must uphold the expectations of the program with academic progress is monitored with support put in place if required.

Our Agricultural program is part of the Science Technology Engineering and Maths department and 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.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

The academic achievements have continued to excel over the past 5 years as we continue our pedagogical improvement commitment. There is clear designation for overseeing and supporting school wide curriculum planning, implementation and review, creating a strong framework for review, change and improvement that is driven by data and educational best practice. Our Site Improvement Plan has a strong focus on improving Literacy, Numeracy and SACE achievement.

Actions are focused on current research and Professional Development resources through the SIP guidebooks; Literacy for Learning, Instructional Rounds, Collaborative Moderation, Thinking Maths PD, Orbis training have continued throughout our three-year improvement cycle with the inclusion of students.

All teachers continue to implement and evidence contemporary 21st Century Teaching and Learning characteristics of practice through the curriculum. Our commitment is seen through the lens of our increasing Virtual Learning Environments of learning and digital platforms.

Professional Learning and training are prioritised, targeted, well resourced, and aligned with our Site Improvement Plan. An important improvement driver has been our ongoing work with our Adelaide Hills Partnership and our commitment to work with key subject teacher consultants and universities in addition to drawing on our local industry and business partners from the field.

Collaborative moderation is an initiative begun in 2018. It was successfully undertaken again in 2019 and in a modified version in 2020 within the Adelaide Hills Secondary School Alliance, supporting bringing together clusters of schools to review professional practices in the assessment of standards of the Australian Curriculum and the SACE. This is aimed at increasing student achievement and learning and by working together in this way, the schools engage in rigorous and richly informative conversations reflecting on, and sharing evidence of student and teacher work.

Results have been positive for both students and teachers, revealing the improvement in teacher understanding around new contexts and broadened the scope of knowledge around the Australian Curriculum Achievement Standards and the SACE Performance Standards A-E grading. Whilst the internal moderation process identified and solidified our understandings, it identified PD was required to reduce the differences between classes and assessment against performance/achievement standards. The review implemented improved pedagogical practices and building on curriculum knowledge impacting on our student learning outcomes. The impact of the work has brought about 100% SACE completion along with an improvement in Student Learning Outcomes across middle school.

The leadership team continue to develop the second phase of a formalised approach to Instructional Rounds and Classroom Observations. Instructional Rounds continue to include students as part of the process, ensuring student voice has been considered. Instructional Rounds and Observations have promoted professional dialogue, reflective practice and the de-privatisation of teaching and learning in a supportive manner.

Implemented a Quality Assurance (QA) process has increased accountability and has brought about increased achievement including: 100% student achievement in Stage 1 and Stage 2 SACE compulsory subjects (Maths, English, PLP and Research Project). An increase in Stage 2 A band distribution and decreasing in D and E grades has been consistently achieved.

Instructional Rounds in 2019 and 2020 enabled staff and students to actively partner in their learning. This involved structured learning walks that provided both feedback and pedagogical sharing. Student feedback enthusiastically supported the experience, describing it as valuable learning. Additionally, it allowed staff to focus on emerging learning opportunities and enabled them to see themes and trends for improving student learning.

4. Curriculum

For a full list of our subject offerings please see our Curriculum Guide 2020:

[Curriculum Guide Link](#)

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 aligned to the SACE, TfEL (Teaching for Effective Learning) and Australian Curriculum frameworks.

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 identify and embed opportunities for students and teachers to target and accommodate 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 measurable growth in these areas.

Special needs:

Young people with special needs or disabilities attending public preschools or schools may require additional support. A negotiated One 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.

Learning intervention structures (POD), SST, ATSI mentorship, Youth Opportunities and informative assessment models such as BrightPath have assisted in supporting students below standard. BrightPath data has indicated an increase in student achievement.

Special curriculum features:

Innovative Learning: Students in Years 8 – 10 elects either Agriculture, Innovative Learning (STEM) or Innovative Learning (Humanities/Arts) delivered as an integrated subject. Learners have the opportunity to explore local and global issues that aim to develop empathy, compassion, awareness and problem solving through the Australian Curriculum. Students are supported to develop the 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 develop perseverance and resilience through collaborative inquiry processes in partnership with industry and community. A focus on careers and pathways is offered to instilling a passion for entrepreneurship, innovation and life-long learning.

Overseas Excursions: 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.

Our European and Japan tours was conducted for the first time in 2015, connected to the Australian Curriculum providing outstanding opportunities for the development of students' confidence, independence and responsibility. Students have the opportunity to develop their leadership skills by taking on the role of tour guide for the day. BHS has a sister-city relationship with the city of Echizen in Japan, students from Echizen's local high schools attend BHS in alternating years. In 2020, because of the world wide impact of COVID 19, trips and reciprocal visits to Europe were cancelled. We are committed to resuming these trips as soon as it is safe and possible.

Teaching methodology:

Support is provided for culturally inclusive methodologies including all staff undertaking professional learning in Literacy and Numeracy through Literacy for Learning courses and Thinking Maths 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 Microsoft Teams and Moodle as online learning environments to enrich face to face teaching where students can access curriculum information. In 2018, parent access to Daymap was put in place. This has allowed parents to access information and be more fully involved in supporting their child's learning journey.

In 2020, significant advances in online learning were made by all staff, and students. Despite limited face to face access, rigorous teaching, learning and assessment has taken place, supported by high quality technology and targeted, personalised student learning.

Student assessment procedures and reporting:

Students are provided with a Program of Learning (Assessment Plan) for each subject undertaken across all year levels. Programs of Learning and procedures operate within the context of the Australian Curriculum and the South Australian Certificate of Education (SACE) in the Senior School, with a similar model in the Middle School. Students work within a deadline policy and alerts will be sent home when this is not met as of 2021. Students may apply for an extension to the deadline for a task through their subject teacher in consultation with the Learning Area Leaders. For Years 8 - 11, four reports are prepared each year. Currently these comprise A-E mid-semester and semester reports. Year 12 students receive reports at the end of Terms 1, 2 and 3 and a SACE Board certificate at the end of Term 4.

Parents have access to Programs of Learning, Tasks and Homework via Daymap. All summative assessment tasks documented in the assessment plan are created as assessment tasks on Daymap, and visible to students, and to parents via the Parent Portal. Formative assessment and feedback on draft work are made through Daymap, or via Microsoft Teams. Teachers report student progress mid term through the traffic light reports. There is one formal Parent- Teacher- Student Learning Conference. Termly we invite parent in to develop strategies to support learners who are not achieving standard.

Joint programmes:

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 the school offers Food Processing with a Bakery focus, Construction, 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 comprehensive and diverse 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.

5. Sporting Activities

Sport plays an important part in the life of the school - e.g. weekly co-curricular competitions with other schools [South Australian Secondary Schools Sports Association (SASSA) and Sports Association for Adelaide Schools (SAAS)], mid-week knockout competitions, lunchtime house sporting competitions, ARFA school competition. Sports include athletics, basketball, cricket, cross-country, football, netball, rugby, soccer, softball, table tennis, tennis and volleyball.

6. Other Co-Curricular Activities

Activities include Debating, Dancing, Gaming Club, Rage Club, various Leadership groups, Maths Club, Art, Donate Life, ski trip, Music Club, Christian Impact Group, Rock Bands, exchanges with other Japanese, Italian schools and study tours to Europe and Japan. There are many other clubs and activities that form throughout the year aligned to every activity on the school calendar. This includes events for our local community, for example, Bay to Birdwood, Farm Day, Mt Pleasant Markets etc.

7. Staff (and their welfare)

Staff members are professional and are qualified for the areas in which they teach. There is a Professional Learning program in place. Teachers through collaboration with the Assistant Principal undertake professional development opportunities, Teachers adhere to DfE policies and practices. All staff reflect the schools Vision, Motto, Values and Priorities through their practice.

Leadership structure:

The Executive School Leadership Team consists of the Principal, Deputy Principal and an Assistant Principal. The extended Leadership Team is inclusive of Business Manager, Student Engagement and Well-being Leader, Leader of Studies/SACE, Leader of Innovative Science Learning, Leader of Operations and Numeracy. Every leader has a defined role and focus on different aspects of student learning and well-being.

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.

Leaders have detailed portfolios and are responsible for the leadership of Curriculum Learning Areas, Sub Schools and other key foci including Literacy and Numeracy, SACE, VET, Data, Flexible Pathways, STEM Learning, Pedagogy, Professional Learning, the Middle Years and School Operations. The Student Engagement and Well-being Leader provides support and guidance to both students and staff. Leaders have line management responsibility, inline with our Performance Development and Accountability structure and support staff who they lead, to develop and deliver 'best practice' pedagogy in their learning areas.

Learning Area Teams meet 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. Sub School teams 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.

School Support Officers 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 Central; Finance Support Officer; Laboratory/ Daily Operations; Student Support/Special Education Team and Environment/Grounds Officer. The SSO team meets three times a term.

Staff support systems / Performance Management:

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 Site Improvement Plan 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. Incentives, support and award conditions for Staff

Not Applicable

9. 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.

Further to this works, in 2019, as part of the government STEM initiative, the Innovative learning Centre was opened and with the Year 7 into High School initiative the school will be in receipt of POD classes and an upgrade to the gymnasium as part of the Bushfire safety plan review.

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 three main buildings of two storeys, and two single storey open classroom blocks. These buildings consist of: Design and Technology area Technology Studies workshops, including industry-standard Automotive and Engineering spaces; Food Technology area, kitchens, including a commercial-standard Bakery and Food Production kitchen; Science Technology Engineering and Maths area; Physics, Biology and Chemistry Laboratories, Humanities area; Maths area; English area; Agriculture laboratories and grounds; Drama / Music Exhibition Centre; Gymnasium / Health and Physical Education complex.

Student Central provides services that are located at a central point, and is designed to be easily accessible for students and families. The space consists of the IT and Information resources, Finance, First Aid, recording of arrival and departure to school in addition to making appointments to see specialist staff and support personnel. Student Central is inclusive of the Student Wellbeing Team location and for student learning support. The Administration Area is our central location for all enquiries from our community.

Additionally, we have a fitness room, sports complex facilitating basketball, netball, tennis and volleyball. In 2020 the school will continue to 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:

Art studios, Exhibition Centre with Drama performance stage and dress rooms, Canteen and Shelter, Computer networks - Windows and Mac platform (including internet access and intranet), Design and Technology – Construction Technology – Wood and Metal, Photography, Control Technology and Graphics Room, Gymnasium, Home Economics Centre – including a Bakery commercial kitchen, Chemistry, Physics, Biology and general science laboratories and an Innovative Centre, study and break out areas for students and a senior independent study space for years 11/12 students.

Three major grassed areas including, handball and basketball, tennis courts, Gymnasium, agricultural and Conservation park and an amphitheatre. To accommodate our VET program, we have a State of the art Bakery, Automotive and Winery facilities.

The school has an excellent canteen with a wide range of products and is a 'Healthy Eating Canteen'. Run by Metro Canteens, a wide range of foods are available.

Staff Facilities:

All staff members have personal workspace in a range of buildings across the school. Where possible Learning Area Teams are in the same location. There is ample quiet professional learning space for staff with a large staffroom provided in the administration building. Teaching staff have access to a laptop and various technologies.

Student Facilities:

Student Central facilities are available as quiet learning spaces, colour printing, internet access, wireless network, resource area, amphitheatre and independent learning spaces.

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.

10. School Operations

Decision making structures:

The Governing Council accepts responsibility for oversight of budget, monitoring and evaluation, and review within the Department for Education Governance requirements. Its work is supported by several Council subcommittees and school committees.

Meetings: Meetings at Birdwood High School are held on a flexible basis as determined by the Leader, the key person of the team. Birdwood High School staff work collaboratively through Professional Learning Community (PLC) teams to make recommendations and decisions regarding:

- The targets of our SIP
- Site needs
- The recommendations of the External School Review
- DfE policies and processes

Each PLC has a clearly defined role and membership. All PLC's have an identified Chairpersons – Key people who are responsible for creating a team (Microsoft Teams) and keep records of meetings.

Chairpersons – Key people report recommendations / decisions via their Executive / Line Manager representative. All decisions made must comply with the Education Act Regulations and State and Commonwealth laws, school and Department policy. The recommendations made by a team are underpinned by collaboration and consensus and ratified by the Executive.

Regular publications:

The school uses a number of tools to communicate with parents as outlined below:

Email: Our main form of communication with parents and caregivers is going to be through email. Our email list includes Parents/Guardians 1 and 2. Please remember to keep your contact details up-to-date. New details can be emailed to the school on dl.0770.info@schools.sa.edu.au

SMS and Website: The SMS system will be used to communicate when quick communication items are necessary, for reminders of upcoming events or to inform parents and caregivers what is happening around the school (eg Student Free Days, key events, etc). Our website address is <http://www.birdwoodhs.sa.edu.au/>

PARENT PORTAL – DAYMAP: The Parent Portal provides parents and caregivers access to information including; attendance details, homework requirements and assessment information about their child. Access instructions for the Parent Portal will be distributed early Term 1, via your contact email address. A guide is available on the school website.

Other communication includes: school newsletter once a term, curriculum information handbook once a year, staff handbooks, daily notices – via Daymap and a year book.

School financial position:

The school has been in a stable financial position since 2017. 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 Department for Education policy.

Special funding:

With the support of the community and the Governing Council there has been significant lobbying to address the facilities of the school and the need to upgrade and remove the aged transportables that are not fit for purpose. This has resulted in the upgrades scheduled for 2021 resulting from the bushfire concerns raised in addition to new POD building structures to accommodate our significant projected enrolment surge. Further, the STEM building has been marked for further upgrades in addition to the grounds.

11. 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 produce to be donated to the winery. Our students have a 'hands on' role in the process, further enriching their agricultural, science and business and enterprise skills.

Parent and community involvement:

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 and the environment for their children. In 2020, using Zoom, a number of Governing Council meetings were held. This ensured that all relevant groups were involved and had an active 'voice' in the school's decision making.

Parent decision making input is via the Governing Council and the sub-committees. The Finance Advisory Committee is the major decision-making body for financial policies. Both the Canteen

Management and Uniform committees have direct parent involvement. Parents also have input to the Site Improvement Plan through their committee representatives.

Strong relationships have been formed with local business owners, Rotary and Lions Clubs along with families and friends sponsoring unique programs in the school. Parents from industry networks support students with tutoring, post pathway options and career information as part of our Career Evening in the Hills.

Feeder or destination schools:

We are the school of right 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.

Other local care and educational facilities:

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

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 highly accessible being within a 40-minute drive to major shopping centres at both Mt Barker and Tea Tree Plaza.

Availability of staff housing:

There is no government housing available in the town. However, there are properties for rental and a near by motel.

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.