



Birdwood High School

2020 annual report to the community

Birdwood High School Number: 770

Partnership: Torrens Valley

Signature

School principal:

Ms Heather Makris

Governing council chair:

Mrs. Amanda Schapel

Date of endorsement:

26 January 2021



Government
of South Australia
Department for Education

Context and highlights

Birdwood High School is a vibrant community where students happily engage in learning in the beautiful Adelaide Hills region. Our school community endorsed Excellence, Creativity and Opportunity as core values underpinning our heritage motto 'Labor Omnia Vincit', Hard Work Conquers All. The school's vision and guiding statements drive decision making in the school. These statements are constantly re-evaluated and used to reflect the changing needs and circumstances of our students.

With the support of highly qualified educators, students are encouraged to think critically, communicate courageously and develop a deep respect for themselves as part of a broad, diverse community. Students are encouraged to continuously reflect on themselves as learners as they engage in leadership roles and enjoy a broad range of cultural, international, sporting and innovative community learning experiences and projects.

Birdwood High School has been carefully planned to continuously draw on strong and rich history as it moves to develop and implement modern learning spaces and equipment. Physical facilities have been expanded and upgraded, teaching and learning spaces and equipment is well maintained and fully support the school's vision and sustainable learning programs.

Student academic achievement has continued to excel, and this is evident in the high academic SACE results. We congratulated the 2019 year 12 students on their academic achievement which saw grade distribution continue to move in the upper bands including A and A with Merits increasing. We also celebrated 100% of all Birdwood High School achieving their SACE which is above state average. There were a number of students who were recipients of the Governor of South Australia Merit Commendation across subject areas.

Despite the year commencing with the devastating impact of the bushfires our community rallied together supporting each other and demonstrated high levels of resilience and determination. Returning to school provided students with much needed routine and normality. Additionally, late term 1 our school community worked together and adapted to the Covid-19 conditions. Despite this, the school continued to provide many exciting opportunities and celebrate throughout the year. Demonstrating agility we worked around the situation facing the world to deliver on events; Splash Carnival, Science Week, Sports Days, R U Ok?, Donate Life, Amazing Race, Jersey Day, Musical and Drama performances, Formal, Graduation, Year 12 celebrations to mark the end of their secondary studies and Youth Opportunities graduations amongst others.

Governing council report

The staff and students are to be congratulated on their many academic, artistic, sporting and leadership achievements earned throughout the year. Our students receive a well-rounded education made possible through the wide choice of subjects and pathways. From core subjects; STEM thinking including WEM Boat and National Drone Challenges; Australian Rules Football Academy; Technology; Arts, Music, Agriculture to Youth Leadership, the opportunities for our students grow each year. The number of students completing VET subjects has increased significantly along with the courses that are offered; Certificate II in Construction, Caf? Barista, Certificate III Fitness, Certificate II Hospitality in addition to many other certificates offered in the partnership.

Our academic achievement across site was evident in Brightpath and PAT data improvements and SACE results. There were 58 A band results and 4 A with Merit, 100% Stage 1 students achieving their Numeracy and Literacy compulsories and 100% PLP completion.

There was a science focus in 2020 including:

- year 7 Torrens Valley Partnership student participation in Science week and interacting with a spectacular display of various ocean animals and the impact of environmental damage and of course the Liquid Nitrogen show.
- year 8 students created a 3 minute video blog to apply to the One Giant Leap Foundation to be a part of the 'What'll happen to the wattle?' program. This program sees schools receive wattle seeds sent to space in a rocket and then are returned to Earth for students to plant in 2021 and compare their growth to normal seeds.
- year 9 students participated for the first time in the Brightpath Persuasive writing piece; an initiative to promote better writing both in grammar, sentence and paragraph structure and the nuances of the persuasive genre.
- year 10 students participated in the Carbon Cycle Sustainability Program, reflecting on their own impact on the planet and what personal changes they can make to assist in sustainability.
- Students were successful in their application to attend the National Youth Science Forum in January 2021 at Universities in Canberra and Perth.

The ground and facility improvements 4 year plan continued and inclusive of the upgrades required in response to the bushfires. With increased student enrolments the school has secured 3 POD buildings, upgrades to the gymnasium; front of school; bathrooms; Innovation Centre and oval.

Most impressive is that this was achieved with all the obstacles that 2020 presented. A huge thank you to the staff for going above and beyond to ensure the continuity of learning and navigating a very difficult year.

Quality improvement planning

The Site Improvement Plan (SIP) has supported our collective work with the involvement of students, Governing Council, Local Education Team, support staff and educators to focus on improvement targets centred around the improvement to student learning outcomes. The SIP addresses our three foci; Numeracy; Literacy and SACE combined with our underpinning pillars of delivering High Quality Teaching and Learning Outcomes, improved student wellbeing and engagement outcomes and raising the profile of diversity and international mindedness across the school.

All staff have a termly Performance Development and Accountability meeting with goals aligned to the SIP providing the opportunity to showcase the impact of their work in the classroom. Learning Area Leaders work with their teams to harness the improvement journey through Professional Learning Communities, Training and Pupil Free Days. Each Learning Area has also identified a teacher Leader to be the trainer for the Literacy aspect of our SIP. This model has also been replicated in the area of Instructional Rounds. Our PD due to our location has been arranged to welcome key experts into our school. Katrina Spencer and Bronwyn Custance have assisted our work in this aspect.

In addition, improvements have been made with employing the skills and strategies of the Thinking Maths PD and drawing on the skills of a Research Project expert to team teach to build teacher capacity whilst also modelling best practice. Student feedback was high with respect to this strategy resulting in increased number of students pursuing Mathematics Specialist subjects. Over the years we have seen the trends increasing the percentage of 'A' grades consistently across subjects and decreasing the percentage of students obtaining D and E grades. Staff have a greater awareness in SACE through quality assurance processes. Samples of work and PDP's are supported through these processes with teachers receiving feedback.

We measure improvement through our achievement data through A-E grades across all learning areas and year levels, NAPLAN, EALD levels and SACE, and by converting the A-E grades into a Grade Point Average (GPA) for every student. The GPA is collated and disaggregated to ascertain year level rankings. A-E grades are also distributed to learning areas and teachers related to Learning Area and class grade distribution. The Australian Curriculum is moderated through our Adelaide Hills Secondary School Alliance. Tasks, Programs of Learning and Assessments are reviewed and feedback is provided to look ensure we are on track with the improvement agenda. The collaborative moderation is our 'Golden thread' that provides us with an insight into all aspects of our curriculum and teachers meeting the mandated requirements in the AC/SACE. More recently it has been identified a need for a greater focus on the stretch element. Feedback from the Instructional Rounds and student feedback correlates with the findings from the collaboration day.

Student growth data is produced and a number of students are recognised for this improvement via our celebration assemblies. Students engaging in standardised testing has increased over the years and this has supported and enabled timely and accurate data and measurement of individual student growth. This data is made visible and discussed with teachers to inform their pedagogical effectiveness and to plan and modify assessment tasks for students to meet varied learning needs. Varying strategies to support every learner demonstrate the learning that has occurred is still an area that needs to be achieved consistently across the school.

Thank you to Governing Council, students and staff for honoring our motto ' Labor Omnia Vincit'. Our journey from 'good to great' is visible in everything we do and we will with your involvement, continue to guide the future of Birdwood High School.

Improvement: Aboriginal learners

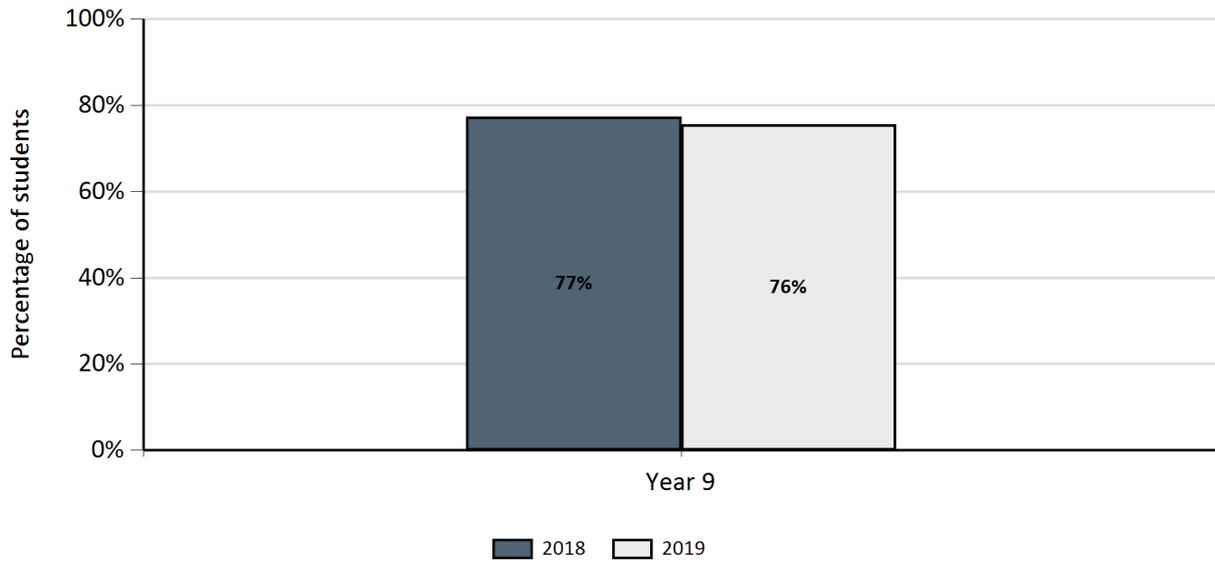
Through utilisation of the department's Aboriginal Achievement Framework, as well as the Aboriginal Education Strategy, Birdwood High School achieved many great outcomes for their indigenous students in 2020. These include successful SACE completion as well as supporting a student through an electrical apprenticeship interview process, whereby she advanced to the top seven in the state. These successes were heavily underpinned by the inclusion of a mentoring system where staff worked 1:1 with students, and also the inclusion of the Youth Opportunities for all Aboriginal students.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

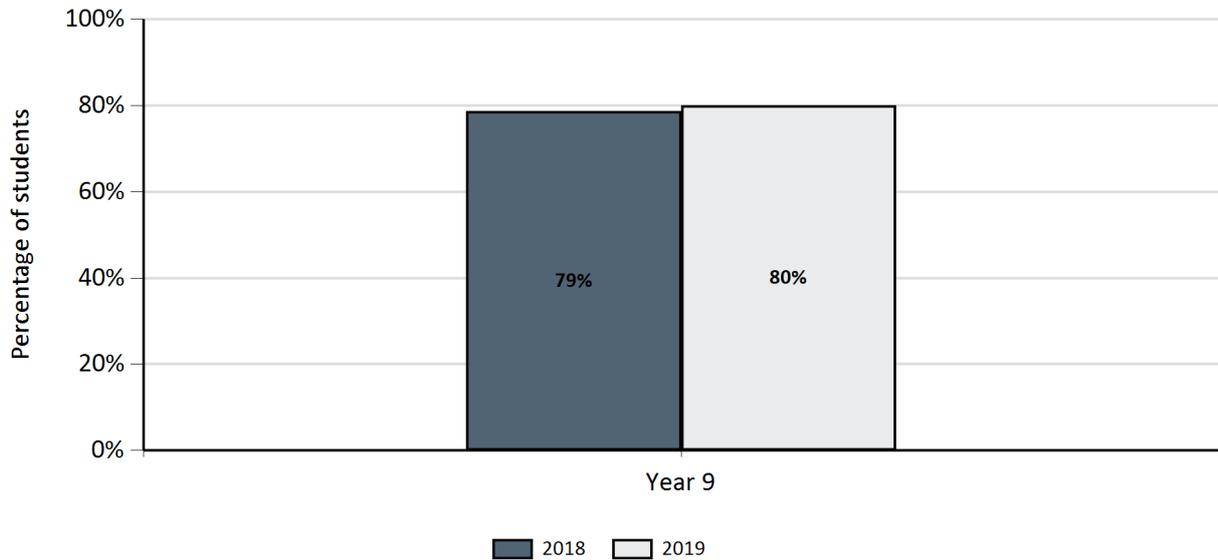


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	16%	25%
Middle progress group	54%	50%
Lower progress group	29%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	24%	25%
Middle progress group	57%	50%
Lower progress group	18%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		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 2019	94	95	8	10	9%	11%
Year 9 2017-2019 Average	82.7	83.0	9.3	8.3	11%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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)

2017	2018	2019	2020
96%	96%	99%	98%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	0%	1%	3%	2%
A	4%	5%	8%	8%
A-	5%	8%	10%	11%
B+	8%	12%	11%	9%
B	21%	13%	14%	13%
B-	18%	16%	11%	14%
C+	16%	15%	18%	16%
C	15%	20%	17%	19%
C-	9%	6%	6%	5%
D+	3%	3%	1%	2%
D	1%	0%	0%	1%
D-	0%	1%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	2020
98%	98%	100%	98%

Data Source: SACE Schools Data reports, extracted February 2020

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	98%	100%	98%
Percentage of year 12 students undertaking vocational training or trade training	68%	57%	56%	20%

School performance comment

Increased results across the Australian Curriculum and the South Australian Certificate for Education has resulted from a clear designation for planning, designing, developing, articulating, implementing and reviewing curriculum across the school. Significant investment in provided professional learning ensuring that teaching strategies and support resources for the taught curriculum allowed all students to be successful. Classroom strategies reflected and accommodated broad comprehensive pedagogy and targeted intervention as needed, personalizing the learning for the diverse range of students. 1:1 support was provided for a number of students, contributing positively to AC and SACE subject completion and access for student post school opportunities. This also allowed students with learning challenges to be successful and for every student to achieve their personal potential.

Staff collaboration through our PLC's has resulted in the development of shared resources for staff and students for the successful completion of the Research Project, Numeracy and Literacy. Results indicate that this has valuable in improving results in both the upper and lower grade bands. Current research has been routinely used to inform professional learning, improving results in all grade bands.

SACE DATA

- 98% of students achieved their SACE resulting above State average
- 'A' and A with merit grades was sustained and remains a strength at 20.5%
- Decreased in D and E grades reflected our drive to ensure all students work towards achieving C grade or better
- 100% of students successfully completed the SACE compulsory subjects; Stage 1 Literacy and Numeracy and Stage 2 Research Project
- PLP completion has maintained our 100% success rate.

VET - The percentage of students undertaking vocational training or trade training had increased in 2019 and the trend remains positive for 2020. Our school continues to encourage students to undertake vocational training or trade training as a part of their SACE.

Due to the pandemic the NAPLAN was postponed for 2020. However, as a school we engaged in Brightpath, PAT R and PAT M with results pending at the time of contributing to the annual report.

In 2021 there will be a stronger focus on support strategies and refining existing structures to amplify our focus on literacy and numeracy through the personalised tutorial program SST and POD coaching model that continues to drive students achieving their personal best. This program has been extended from three classes to four for 2021.

The school delivered an online learning program in response to the COVID 19 restriction and continued its focus on a Central Moderation process internally rather than with the Adelaide Hills Secondary Schools in the Adelaide Hills. The ongoing professional development learning continues to build on current capacity ranging from task design to differentiated learning to inform practice and discuss the level of achievement at the A-E bands.

Attendance

Year level	2017	2018	2019	2020
Year 8	91.8%	88.5%	89.7%	89.8%
Year 9	87.7%	89.4%	87.7%	88.5%
Year 10	80.4%	84.6%	87.6%	88.2%
Year 11	83.0%	82.8%	86.1%	86.7%
Year 12	81.7%	87.4%	88.2%	87.5%
Secondary Other	81.8%	N/A	67.3%	N/A
Total	84.8%	86.7%	87.7%	88.3%

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

Attendance comment

Supportive academic and advisory programs resulted in an increased attendance rate, further evidencing research about the links between student attendance, well being and academic achievement. Sub School Teams and Executive Leaders monitored attendance reviews fortnightly. Intervention strategies were drawn from the revised state 'Attendance Policy' 2019. Staff sought advice from our department support services as we continued to work with families to personalise programs as part of our return to school processes.

Parents accessed Daymap to view student attendance in real time and SMS messages were sent when students were absent. Exemptions, COVID vulnerability and VET attendance are counted as absences, skewing the data from 92%.

Behaviour support comment

Staff contributed to the Behaviour Policy review to develop consistency in ensuring a focus on our Values coupled with a coaching model ensuring the opportunity for all students to access the learning, and for teachers to be able to deliver teaching and learning programs. This included the inclusion of the mobile phone policy.

Partnerships with parents and families have been developed and harnessed to support behaviour that promotes success. The number of suspensions increased slightly resulting from a 'zero tolerance of bullying and harassment'. A number of students, whose inappropriate behaviour affected the good order of the school, were suspended. These results are strong evidence that our focus is highly effective across the school.

Client opinion summary

In the School Opinion surveys there were 122 responses from Parent/Caregivers. It was encouraging to see parent and caregivers indicating 87% often speak with their children about school. 83% of parents were aware of the standard of work expected of their child whilst 17% were uncertain. Of concern was the sense of belonging, work had commenced in this area in response to student wellbeing survey/ student voice, reflected in the survey, 23% of the parent responses indicated they felt their child was not important at school and 14% indicated they did not feel their child was respected at school. This is an area of research and action for the Advisory program for 2021.

Staff have been working hard to ensure the feedback shared with students is timely, although 87% indicated that it was, whilst 13% felt their child did not receive adequate feedback. This might correlate with the communication channels and whether other channels will need to be considered with 34% of parents that would like to see increased communication from the school.

Parents have also responded that they would like assistance from the school to support a good study routine at home - 13% did not feel their child had a good study routine at home and 9% felt they were not equipped to help their child after they leave school. We encourage parents to engage and attend the career information sessions, SACE nights along with the post pathways planning sessions at school. We understand the year that was, was extremely challenging however, we extend an invitation for parents and students to continue to reach out if advice is needed.

Our team members have worked alongside our parent, student and local community to listen and work together on our journey from a good to great school and feedback received from other surveys held, such as acquaintance, parent/ student/ teacher conferences, career and course counselling nights rated extremely high in satisfaction and delivery.

In 2021 and as part of our External School Review we will be seeking feedback from our school community and our partners as we continue our improvement towards our state's vision of delivering a world class education system.

Intended destination

Leave Reason	Number	%
Employment	10	7.7%
Interstate/Overseas	30	23.1%
Other	0	NA
Seeking Employment	11	8.5%
Tertiary/TAFE/Training	32	24.6%
Transfer to Non-Govt School	5	3.8%
Transfer to SA Govt School	25	19.2%
Unknown	17	13.1%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

Birdwood High School continues to fulfill screening requirements for staff, students, volunteers, bus drivers, Governing Council members and private providers. All screening obligations have been met. Criminal history screenings are maintained as per Department for Education requirements. Working with Children Check screening applications were introduced in June 2018. The school was audited in December 2020 to ensure practices and processes for record keeping in accordance to the departmental policy are maintained. Records for 2021 will be maintained and reviewed both electronically and hard copy.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	55
Post Graduate Qualifications	27

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	34.1	0.0	8.2
Persons	0	37	0	10

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

Financial statement

Funding Source	Amount
Grants: State	\$5,754,354
Grants: Commonwealth	\$0
Parent Contributions	\$301,130
Fund Raising	\$3,387
Other	\$67,493

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

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Funding was used to support improved well being and engagement through POD, SST, individualised intervention and building capacity of staff through PD (link to SIP targets of literact, numeracy and SACE).	100% success in SACE compulsories Improvement in Brightpath data A-E grade
	Improved outcomes for students with an additional language or dialect	Intervention strategies and specific one on one support. Improved outcomes for students in A-E data. All teachers engaged in the Literacy for Learning modules and integrated the PD as part of their pedagogy. Students	PAT results reflecting an increase Senior School students SACE. Middle School 97
	Inclusive Education Support Program	The POD is staffed by qualified teachers that have engaged in the specific training to ensure students are supported by specialist staff to reduce the gap and misconceptions. Increased student achievement in AC and SACE	Band grade shift for School based assessments SMART goals in One Plan progress
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Individualised learning support, POD, SST, and included ICT resources to support students access to learning. Provided PD to build staff understanding of data and capacity in differentiation and genre scaffolding. POD has provided targeted intervention strategies delivered by specialised teaching staff, this resulted in improved growth towards SEA.	Improved growth towards SEA A-E data was improved
Program funding for all students	Australian Curriculum	Teacher PD (AC task design), collaborative moderation, improving accuracy of assessment, general capability focus through connected learning, learning area PLC, curriculum audit inclusive of Student Voice, observations.	Increased reporting accuracy Improved learning tasks and POL Learning intentions
Other discretionary funding	Aboriginal languages programs Initiatives	Through utilisation of the department's Aboriginal Achievement Framework, and the inclusion of a mentoring system where staff worked 1:1 with students, Youth Opportunities for all Aboriginal students.	SACE completion, student achieved top 7 statewide interview Increased awareness
	Better schools funding	Smaller classes, Advisory coaching to support a target of one grade band shift, increased focus of numeracy, literacy and SACE compulsories.	Increased Brightpath results, PAT R, PAT M, Thinking Maths and SACE
	Specialist school reporting (as required)	N/A	N/A

Improved outcomes for gifted students	Quality differentiated programs were designed to support intellectual stretch and challenge for gifted students. Additional external workshops were provided to challenge individuals in literacy.	Student acceleration Increased student achievement
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