Birdwood High School

2021 annual report to the community

Birdwood High School Number: 0770

Partnership: Torrens Valley

	Signature
School principal:	Ms Nikki Nardelli
Governing council chair:	Mr Jamie Brooks
Date of endorsement:	**5 May 2022**

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 supports 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 2020 year 12 students on their academic achievement which saw grade distribution continue to move in the upper bands including A and A with Merits. We also celebrated 100% of all Birdwood High School achieving their SACE which is above state average.

Despite the year commencing with the impact of the pandemic our school community has supported each other and demonstrated high levels of resilience and determination. Despite this, the school continued to provide many exciting opportunities and celebrate throughout the year including

Science Week, Sports Days, R U Ok?, Donate Life, Amazing Race, Jersey Day, Musical and Drama performances, Formal, Graduation and Year 12 celebrations.

Governing council report

It is with great pleasure I report on the successes of Birdwood High School. The Governing Council continues to support the Birdwood High School Community to maintain the best possible learning environment for students. It has been my pleasure
to work with the great team of Governing Council members.

Governing Council met 7 times this year in addition to the AGM and other school presentations such as Sports Day, Presentation and Graduation nights. School Captains provided reports to GC meetings and reported with enthusiasm on Students initiatives which included Harmony Day, Donate Life and a Cancer Council

The staff and students are to be congratulated on their 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, 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; the highlight of the week is always the Bakery on Tuesdays and the Caf☐.

Our year 9 football academy students won the Grand final and our Agriculture students had success at the Royal Adelaide show.

Our academic achievement across site were evident in Brightpath and PAT data improvements and 100 percent SACE completion.

Year 6 and 7 Torrens Valley Partnership students participated in Science week and had a two day transition process which helped familiarise them with high school.

With increased student enrolments the school has 3 new POD buildings, upgrades to the gymnasium; Innovation Centre, B block and oval.

A huge thank you to the staff for continually supporting the students 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 Performance Development and Accountability meetings 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, Training and Pupil Free Days. Each
Learning Area has 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 has assisted our work in this area.

In addition, improvements have been made with 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.

 Improvement is measured through our A-E achievement data 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 ensure we are on track with the improvement agenda. The collaborative moderation 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 identified a need for a greater focus on the stretch element. Feedback from the Instructional Rounds and student feedback correlates with the findings.
 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 visible and discussed with teachers to inform their pedagogical effectiveness and to plan and adjust assessment tasks to cater for all students. 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.

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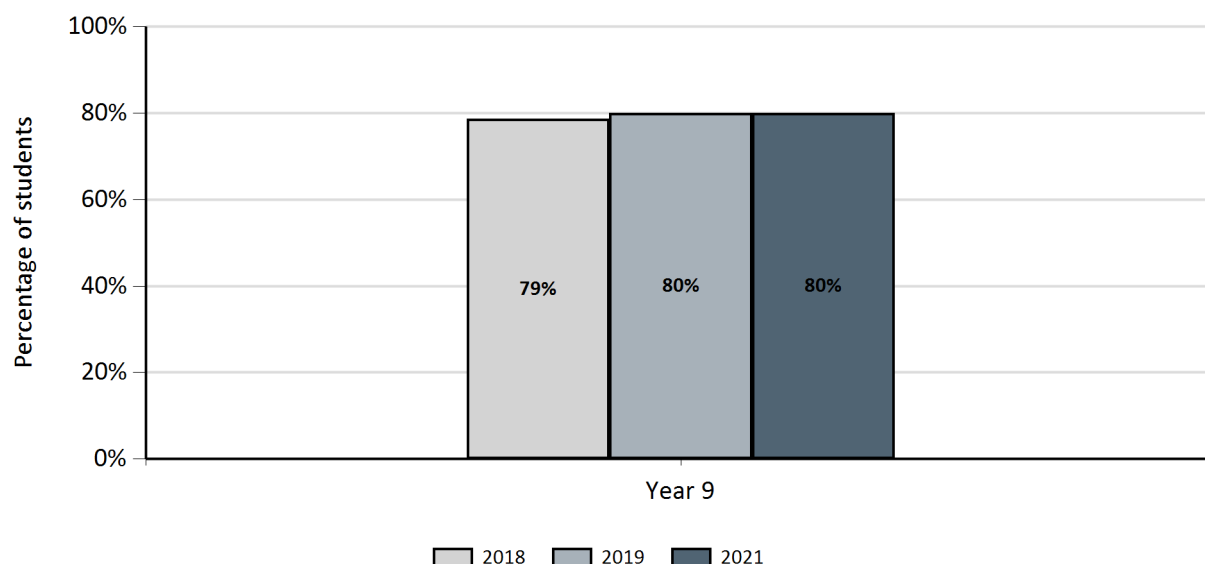
Reading
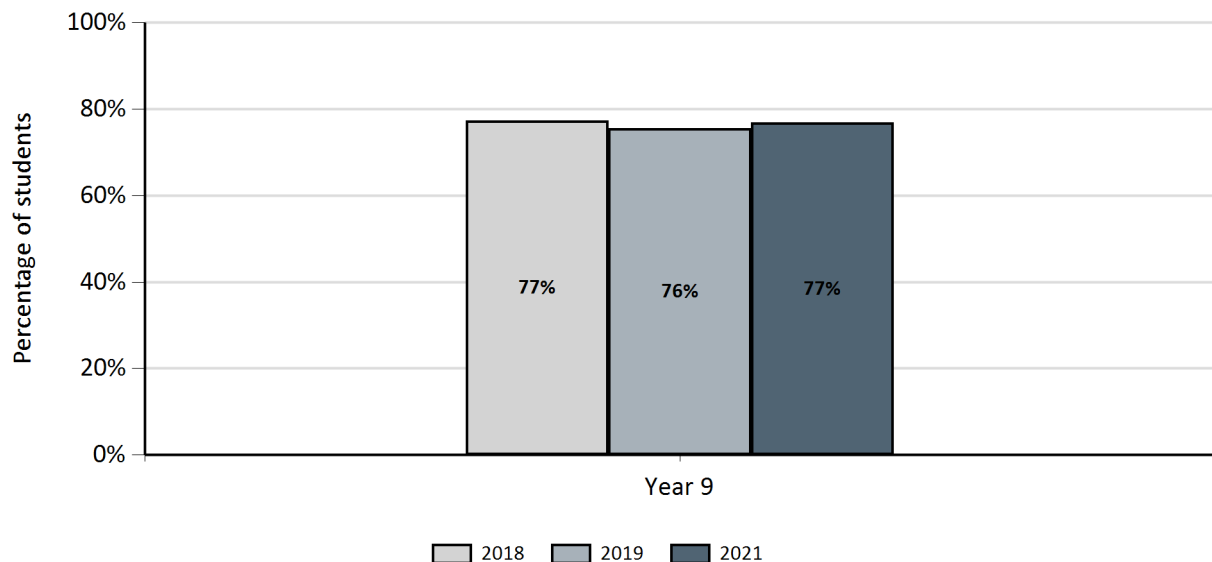
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	38%	35%
Middle progress group	57%	48%
Lower progress group	*	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	46%	34%
Middle progress group	37%	48%
Lower progress group	17%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	91	90	15	11	16%	12%
Year 9 2019-2021 Average	92.5	92.5	11.5	10.5	12%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement 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 2021. 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.

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

> Individualised learning support, delivered by specialised teaching staff, this resulted in improved growth towards SEA.

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
96%	99%	98%	99%

Data Source: SACE Schools Data reports, extracted February 2021
*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	2018	2019	2020	2021
A+	1%	3%	1%	2%
A	5%	8%	8%	7%
A-	8%	10%	11%	12%
B+	12%	11%	10%	0%
B	13%	14%	13%	15%
B-	16%	11%	14%	15%
C+	15%	18%	16%	0%
C	20%	17%	20%	18%
C-	6%	6%	5%	2%
D+	3%	1%	2%	0%
D	0%	0%	0%	0%
D-	1%	0%	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 2021
*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

2018	2019	2020	2021
98%	100%	96%	100%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	98%	100%	98%	100%
Percentage of year 12 students undertaking vocational training or trade training	68%	57%	56%	20%	17%

School performance comment

Increased results across the Australian Curriculum and the South Australian Certificate for Education has resulted from a clear planning, designing, developing, articulating, implementing and reviewing curriculum across the school. Significant investment in professional learning ensuring that teaching strategies and support resources for the 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 allowed students with learning challenges to be successful and for every student to achieve their personal potential.

Staff collaboration through 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
-100% of students achieved their SACE resulting above State average
- 'A' and A with merit grades was sustained and remains a strength at 20.4%
-Decreased 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 2021. Our school continues to encourage students to undertake vocational training or trade training as a part of their SACE and post school pathways. As a school we engaged in NAPLAN, Brightpath, PAT R and PAT M.In 2022 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 model that continues to drive students achieving their personal best. This program has been extended from three classes to four for 2022. 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 that 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	2018	2019	2020	2021
Year 8	88.5%	89.7%	89.8%	87.8%
Year 9	89.4%	87.7%	88.5%	85.9%
Year 10	84.6%	87.6%	88.2%	82.4%
Year 11	82.8%	86.1%	86.7%	85.7%
Year 12	87.4%	88.2%	87.5%	87.6%
Secondary Other	N/A	67.3%	N/A	N/A
Total	86.7%	87.7%	88.3%	85.9%

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 regularly. Intervention strategies were drawn
from the revised Department for Education 'Attendance Policy. Staff sought advice from 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 at 86.3%

Behaviour support comment

Staff contributed to developing consistency in ensuring a focus on our School Values
coupled with ensuring the opportunity for all students to access the learning. The introduction of the school mobile
phone policy and procedures were implemented with success from year 8-12.
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 site

Parent opinion survey summary

In the School Opinion surveys there were 131 responses from Parent/Caregivers. It was encouraging to see parent and caregivers indicating 81% 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, 20% of the parent responses indicated they felt their child was not important at school and 15% indicated they did not feel their child was respected at school. This is an area of research and action for the Advisory program for 2022, along with the inclusion of The Resilience Program at middle school years 7, 8 and 9.

Staff have been working hard to ensure the feedback shared with students is timely, although 85% indicated that it was, whilst 15% 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 33% 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 - 20% did not feel their child had a good study routine at home and 19% 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	%
AC - LEFT SA FOR ACT	1	1.2%
AT - ATTENDING UNIVERSITY IN SA	30	36.6%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	2.4%
PE - PAID EMPLOYMENT IN SA	22	26.8%
SM - SEEKING EMPLOYMENT IN SA	2	2.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	16	19.5%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	9	11.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

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 2022 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	34

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	34.9	0.0	9.1
Persons	0	38	0	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	$6,470,428
Grants: Commonwealth	$0
Parent Contributions	$352,751
Fund Raising	$2,572
Other	$16,371

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

2021 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 2021 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, Inventorium, individualised intervention and building capacity of staff through PD (link to SIP targets of literact, numeracy and SACE).	100% success in SACE completion Improvment 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. PAT results reflecting an increase POD system utilised qualified teachers to provide targeted support.	Improved outcomes for students with additional needs
	Inclusive Education Support Program	Students were supported via a POD system with specialised subject teachers supporting students to achieve educational outcomes.	Student improvement in literacy and numeracy
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	POD and Senior School Tutorial provide a concrete structure to better support learners with smaller classes, additional tuition, coaching, teachers and consultants. Students have also been provided with the opportunitiy to engage in Youth Opportunities, Appenticships and courses as part of their SACE program. In 2020 students have been supported through accessing School Based Apprenticeships and successfully reengaged students via the FLO strucutre and Open Access. Staff continue their professional learning in these areas.	Research Project, PLP achieved. Increased engagement in VET and FLO. VET options extended to meet student demand for certificate qualification, pathway options
Program funding for all students	Australian Curriculum	Increased results in Australian Curriculum and the SACE has resulted from planning, designing, developing, implementing and reviewing curriculum through Professional Development.	contribute positively to AC and SACE subject completion.
Other discretionary funding	Aboriginal languages programs Initiatives	Extra support was provided for Aboriginal students with a qualified teacher /tutor	SACE completion achieved , research project completed and Youth Opportunities.
	Better schools funding	Funding for smaller classes, advisory, coaching to support a target of a band grade shift. An increased focus in Numeracy, Literacy and SACE compulsories. Tumbelin program to support student inclusion and student wellbe	Increased results in NAPLAN, Brightpath, Thinking Maths, PAT and SACE. I
	Specialist school reporting (as required)	not required	not required
	Improved outcomes for gifted students	Students were provided one on one support to extend themselves in particular with the SACE to obtain high achievement	A shift in grade bands for some students