

Black Forest Primary School 2018 annual report to the school community



Government
of South Australia
Department for Education

Black Forest Primary School Number: 548

Partnership: Adelaide - Prospect

Name of school principal:

Brianna Jordan

Name of governing council chair:

Tamara Agnew

Date of endorsement:

12/2/19

School context and highlights

The 2018 school year has been filled with highlights and wonderful memories. While we have experienced a period of change in our school leadership and in the teaching staff, our school has continued to strive for seamless and consistent practices leading towards our core directions. The 2018 site priorities have included Literacy, Numeracy and STEM. We have seen a significant improvement in these areas through the implementation of site Priority Teams who have led whole school reviews, collected and analysed data, identified directions and worked with staff to develop whole school goals and strategic plans. With STEM becoming a new focus for BFPS, it has been wonderful for our Priority Team to visit schools and explore directions.

2018 has also seen the grounds development of a number of our Nature Play areas. After 3 years of planning and organisation, we were very excited to see the development of our Kertaweeta Nature Play space begin in Term 4. Our Grounds Committee worked with leadership and our facilities manager to implement designs that were developed from a student led process in Term 1, 2017. This space will include places to explore, a creek, things to climb on, a pathway and a Centennial Garden to commemorate our 100 year anniversary. Koala Park has also had an upgrade which included modifications to ensure safety standards are met, a new fort building area near the 'loose parts play' area and a fire pit! With the support of our Governing Council, we were able to install a small kitchen area in our School Garden. This includes commercial grade kitchen benches, a pizza oven and a fridge which are all central to our new 'sustainable foods program'. This program was initiated in 2018 and will continue to be carried out across 2019. Heather Gurney and Joel Catchlove have worked with teachers on the Garden Committee to develop a learning program that allows students to track sustainable food growth from the ground to their plate. Students have loved planning their pizza ingredients, planting them and watching them grow and they especially loved eating them at the end of the term.

The BFPS community has been involved in the re-vegetation of Banrock Station for the last 20 years. Each year the families of our Year 3s are invited to attend and join in the process of planting trees on Banrock Station. In the 20 years of the program, approximately 2600 Black Forest students and families have attended planting events establishing 38,700 plants.

Governing council report

2018 was a fantastic year at Black Forest. Under the dedicated leadership of Joy Milward, Brianna Jordan and Joel Catchlove, and with the support of all teaching staff, a clear and focussed site improvement plan was designed and implemented. At its very foundation, the plan cultivated the core values of the school; it aimed to engage and challenge children, ensuring that every individual was supported to grow from their point of need. Key changes included evidence-based support for students with additional needs or extension. Year on year we have seen improvements in NAPLAN Numeracy and this year, student achievement was exceptional.

Many significant changes to the school environment commenced 2018, including the Nature Play space at Koala Park, Garden Kitchen and thanks to the extraordinary efforts of the school fundraising team, a brand-new pizza oven is ready to serve gorgeous homemade Italian delights at school functions– Delizioso! You will have noticed machinery and fences indicating the start of the new Kertaweeta Nature Play area works, due to be completed early 2019. Special thanks to the Grounds and Facilities Committee who contributed to the planning and running of these massive undertakings!

The Canteen provides a valued service to the school community, and last year was no exception. It is ably served by Corina Rowenstyles and her small army of wonderful parent volunteers, and it is a tribute to them that it remains fresh and viable, every single day! And the great news, the Canteen got its fabulous new counter this year.

OSHC continues to provide a warm and nurturing space for children, offering both before and after school and VAC Care programs to families. Thank you to Deahne and the team for managing and running the service so well during 2018; keeping kids constantly entertained is not an easy undertaking, and parents are really grateful to you. We look forward to watching the service grow in 2019.

In 2018, Principal Joy Milward retired following a long and successful career in primary education. The school wished her well at school assembly in December. In the interim period, Brianna Jordan ably and skilfully stepped into the role of acting principal; thanks, Brianna.

Council looks forward to its continuing work in 2019 with staff, students, parents and the school community as we maintain our focus on the 'good to excellent school' journey.

Improvement planning and outcomes

The 2018 Site Improvement Plan priorities included an improvement of learner progress and achievement in Mathematics, Reading and Writing with a focus on high band achievement and retention and improvement of teaching and learning for intellectual stretch and engagement. We aimed to achieve this through implementing processes to monitor individual student growth, development of whole school Professional Learning Communities and Priority Teams, exploring Targeted Teaching strategies in every classroom and implementation of whole school intervention strategies that explicitly respond to student need. Strategic Plans have been developed in both Numeracy and STEM with key directions having been identified in Literacy.

Teachers met with the leadership team in early Term 1 to conduct Case Management meetings. These meetings allowed teachers to review their individual student data while triangulating it with work samples that had been collected so far. Modelled on the '3 Waves of Intervention' triangle, a document was developed to support teachers to map the individual needs of their students across '6 waves of intervention diamond' including students in the High Bands and Gifted bands. During these meetings, teachers and leadership discussed specific strategies for meeting the individual needs of students at each level of the diamond. This included the identification of students requiring specific intervention programs in Literacy or Numeracy and well as challenging preconceived ideas around the most effective strategies for engaging and extending High Band and gifted learners.

Staff have participated in collaborative targeted teaching processes in both Writing and Numeracy. This process encouraged teachers to work in year level teams to identify specific needs of the students based on data and formative assessments and then design a unit of work that addressed the core needs as well as extending and challenging all students. In Numeracy, the teachers were required to demonstrate evidence of A-E stretch and exploring new ways of collecting formative assessments. In both Writing and Numeracy, teachers participated in a moderation process to review the success of the learning and strengthen consistency across the classes.

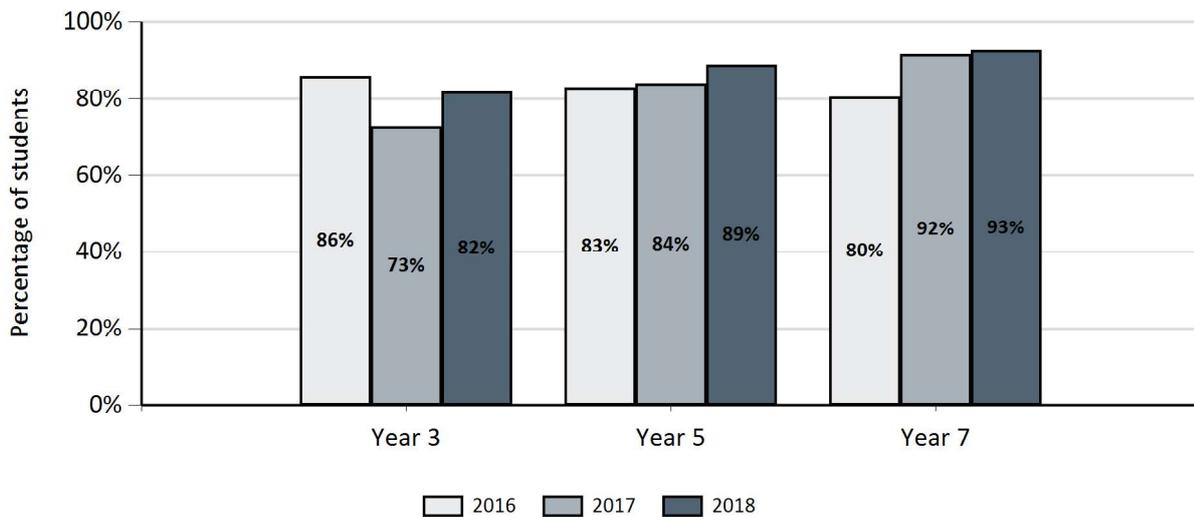
The implementation of the BFPS Intervention Strategic Plan allowed for a structured and evidence based approach to meeting the individual needs of all students across the school. With the introduction of new intervention programs including LLI, Jolly Phonics, Project X Code and a Middle primary Numeracy Intervention, we were able to map, monitor and support the learning goals of all students working below SEA - Reception to Yr 7. We have seen huge successes across all of these intervention programs with many students now achieving benchmark for their year level. On average, students in LLI improved by 4 reading levels in two terms with the intervention program recording an effect size of 1.6 based on the Alphacheck assessment. We were Thrilled to see huge improvements in our Jolly Phonics intervention program where we recorded an effect size of 3.87!

Performance Summary

NAPLAN Proficiency

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

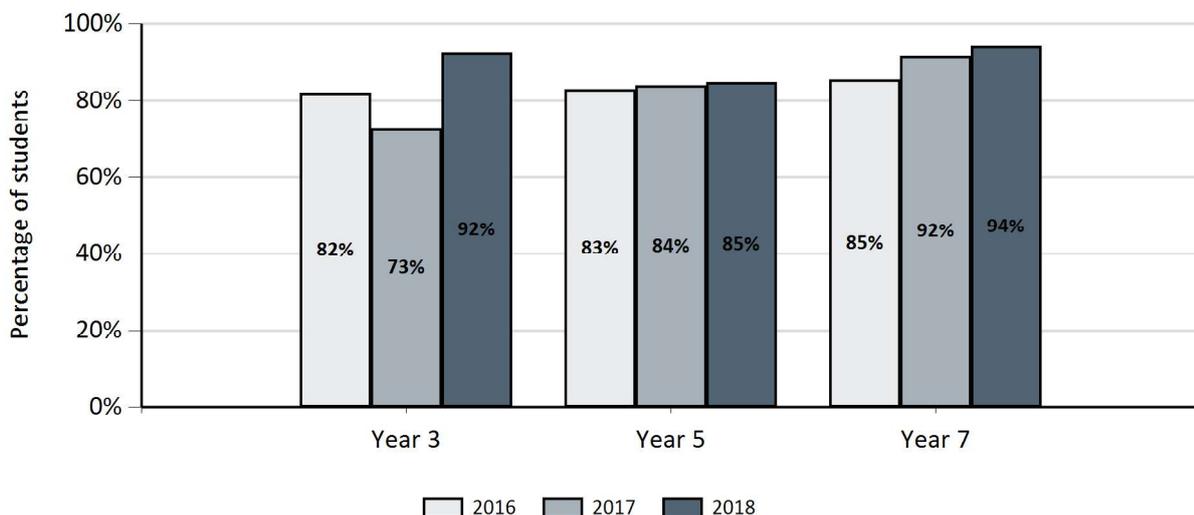
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

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

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

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

NAPLAN progress

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

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	41%	35%	25%
Middle progress group	44%	55%	50%
Lower progress group	14%	10%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	48%	55%	25%
Middle progress group	42%	34%	50%
Lower progress group	10%	11%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	66	66	30	26	45%	39%
Year 3 2016-18 average	72.0	72.0	31.3	24.0	44%	33%
Year 5 2018	79	79	37	29	47%	37%
Year 5 2016-18 average	70.3	70.3	26.3	19.3	37%	27%
Year 7 2018	67	67	23	36	34%	54%
Year 7 2016-18 average	52.0	52.0	18.0	24.3	35%	47%

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

[^]includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

School performance comment

Overall, we have seen a significant shift in learning outcomes at BFPS in 2018. As a result of ongoing focus and direction in both Numeracy and Reading, we have seen a significant growth in the number of students achieving the higher bands. Due to strategic intervention, we have also seen a reduction in the number of students not achieving SEA.

Based on our strong focus on intellectual stretch and challenging all students from A-E over the last two years, we were able to see a significant growth in the number of students achieving the higher bands in both Numeracy and Reading in NAPLAN in 2018. Significant success was recorded in Numeracy where there was an increase in the number of students achieving the higher bands across all three year levels. Between 2016 and 2018, the number of students achieving the higher bands increase by 11.9% in the Yr 3 cohort, by 8.7% in the Yr 5 cohort and by an amazing 24.7% in the Yr 7 cohort.

A main area of focus for us moving forward into 2019 will be to review teaching and learning practices in Writing. We will aim to improve the number of students achieving the higher bands and reduce the number of student not achieving SEA.

Attendance

Year level	2015	2016	2017	2018
Reception	93.3%	94.1%	92.5%	94.6%
Year 1	93.1%	95.6%	93.0%	94.3%
Year 2	92.5%	95.0%	95.5%	93.9%
Year 3	92.7%	94.7%	94.2%	94.7%
Year 4	94.1%	93.7%	94.5%	94.0%
Year 5	94.3%	94.8%	93.9%	94.1%
Year 6	91.3%	95.3%	94.5%	92.3%
Year 7	94.0%	90.1%	94.1%	93.6%
Total	93.2%	94.4%	94.0%	94.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

BFPS has maintained consistent percentages of approximately 94% attendance. Our Well-being Coordinator has worked closely with a number of families to address reasons behind chronic non attendance. Success was achieved with one student who was on approximately 30% attendance. Liz Galloway met with the mother regularly, designed programs to support increased attendance and was able to negotiate strategies with the student to reduce anxiety and increase motivation to attend. Ultimately, this improved this students attendance from 22.3% in Term 3 to 76.2% in Term 4.

Behaviour management comment

This year we have seen a significant reduction in the incident of negative behaviours as recorded in the Sentral system. In 2017, BFPS recorded a total of 231 negative behaviour incidents across the year. In 2018, this reduced to 157 incidents. This included a significant reduction in the number of violent incidents from 51 in 2017 to 21 in 2018. Some of the contributing factors to this reduction include a greater focus on the school values, the implementation of proactive support strategies like 'Awesome Artists' and 'Garden Club' for identified students during break times and a greater support system around some of our high needs students to support the co-regulation of their behaviour during break times. 2019 will see a review of the BM Policy.

Client opinion summary

Parent Survey- This year we received 134 responses to our Parent Opinion Survey. Some of the key messages that we have gained from this process include:

Most valued elements included our dedicated, enthusiastic and caring staff, our wonderful school community including strong committees, our School Garden, our Nature Play spaces and the upgrades to facilities, the high standards that are encouraged and approachable leadership.

Areas for improvement included communication between the school and school community, variations between the amount of communication between classes, litter in the school yard, feedback from teachers and transparency of school directions with the school community. Leadership have met to take the time to review every piece of feedback in detail. During our process of reflecting on the feedback, we have developed a number of specific actions that will be addressed over the coming term.

Staff Survey

The main strengths provided in the staff survey include a strong community spirit, professional and supportive staff, approachable and supportive leadership, school facilities, positive students and supportive families, whole school events (Createx) and high expectations.

The areas for improvement include behaviour management processes (consistency), staff communication, resistance to change, recognition of staff, maintenance, lack of whole school agreements, differentiation and class sizes.

Student Survey

300 students participated in the online student opinion survey in 2018. Feedback was generally positive with the most positive areas including 'my teachers expect me to do my best', 'I feel safe at school', 'I like being at my school' and 'My teacher motivates me to learn'. Lower rating topics included ' Student behaviour is managed well at my school', 'my school takes my opinions seriously' and 'Teachers at my school treat students fairly'.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	6.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	6.3%
Transfer to SA Govt School	13	81.3%
Unknown	1	6.3%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

In line with DE Child Safety policy, Black Forest complies with the requirement to ensure Relevant History Screenings, together with Responding to Abuse and Neglect (RAN) training, is conducted for all staff and volunteers. Black Forest Primary School has 193 current DCSI Clearances with approximately another 15 pending and 115 requiring renewal in 2019. The online system has been well received, improving the turn-around for screenings with some applications being approved within 48 hours.

Teacher qualifications and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	76
Post Graduate Qualifications	16

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

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	31.0	0.0	10.3
Persons	0	37	0	17

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

Financial statement

Funding Source	Amount
Grants: State	\$4,740,928
Grants: Commonwealth	\$5,100
Parent Contributions	\$348649.04
Fund Raising	\$18525.84
Other	\$75,611.08

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

2018 school annual report: Tier 2 funding report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	RAAP funding has been provided to 3 student in 2018. This funding has been spent to provide 1:1 support for students who require co-regulation and positive modelling of behaviours during class and break time	Significant progress has been made in the behaviour and learning outcomes
	Improved outcomes for students with an additional language or dialect	EALD funding has been used to employ an EALD teacher who has worked with individual students, small groups and whole classes on specific literacy development	Progress has been made in all levels of support
	Improved outcomes for students with disabilities	Individualised support was provided to meet the needs of students with disabilities as outlined by their One Plan and SMART Goals	Progress has been made towards the SMART Goals
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	<p>- Numeracy and Literacy EY Support- this funding was used to employ SSOs and provide Early Years intervention including the TooSmart program and Jolly Phonics intervention</p> <p>- Students with learning difficulties grant- this funding went to support the implementation of the intervention programs including LLJ, Jolly Phonics, TooSmart and Project X Code. SSOs were employed to implement these programs which targeted students working in Tier 2.</p> <p>- Australian Curriculum- This funding provided staff Professional Development in a range of areas including Numeracy, Reading, Gifted and Talented and STEM</p>	Outcomes achieved
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives		
	Better schools funding	-this funding went to support the implementation of the intervention programs including LLJ, Jolly Phonics, TooSmart and Project X Code.	Outcomes achieved
Other discretionary funding	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	A Student Wellbeing Coordinator was employed for 0.2 to work pro-actively across the school and support student wellbeing	Progress made