



Black Forest Primary School

2022 annual report to the community

Black Forest Primary School Number: 548

Partnership: Greenhill South

Signature

School principal:

Mr Iain Elliott

Governing council chair:

Guy Hamlyn

Date of endorsement:

7 February 2023



Government
of South Australia
Department for Education

Context and highlights

Black Forest Primary School is a Reception to Year 6 school in the inner southern suburbs, approximately 5km from the Adelaide GPO. The school-community cherishes the school's long history and reputation as a vibrant, welcoming and collaborative setting to work and learn. The Governing Council actively promotes wider community participation. The spacious grounds include native trees of significance, a 40-year-old (turned 40 in 2022) kitchen garden and aged olive trees that still produce fruit. The school is well down the path of planning improvements through the \$5m Building Better Schools grant, project commencement will happen in January 2023.

Other highlights for 2022, and perhaps a sign of the times, were events such as Sports Day, Book Week Parade and Christmas in the Forest which were all able to be attended by parents.

Our school musical, our choirists in the Combined Schools Choir, our Sports Teams, Debating Teams and all students and staff who represented our school throughout the year all did so superbly and in a manner in which we would expect and made us proud.

2022 was the first year without Year 7 students. Our Year 6 students became the 'Seniors' and did a fantastic job of role modelling for the rest of the school in the Year 7's absence.

Academic highlights for 2022 were our outstanding NAPLAN results. These results clearly show our improvement planning is working and the hard work put in by staff and students (and parents) is having a positive effect.

The way our school community adapted to the challenges in Term 1 caused by Covid-19 should not be underestimated. Despite the obvious challenges we managed to all keep a focus on student learning throughout this difficult time.

Governing council report

The start of 2022 had a staged return to minimise the peak of COVID-19 cases in South Australia. Reception and Year 1 commenced the 2nd of February and the remainder of the cohort started on the 14th. The community and staff were very flexible and managed well with the short notice.

The school leadership team were presented with new policy and procedures to follow with the notification of classroom cases. It must have been a job on its own to manage such a high level of communication and response.

School camps were delayed and restrictions were made to minimise people onsite. Just like the previous years there was one focus; to teach the children, and provide them some normality. The teachers and staff did a great job and maintained focused.

It was disappointing when two of the leaders from OSHC left to seek other career paths, ones that we could not provide. Although the OSHC team was experienced and doing well, this made way for new structure that made sense. I see 2023 to be an exciting year and I hear great plans. The team are looking forward to moving into the new multipurpose building upon completion. Thank you to the OSHC team for all your hard work during such a tough time.

Our Canteen provides an amazing service to our children. They are not only providing them healthy choices, but also life lessons. Teaching them about money and giving them an opportunity to make choices on their own. At the end of the year most restrictions were removed and the Canteen was able to trade normally and allow volunteers back to help out. Thank you for feeding the children of BFPS.

During Governing Council meetings, committee meetings and conversations with teachers, I hear about the different teaching methods, and the ways in which our teachers are working together and collaborating about their curriculum. This hard work has paid off, our NAPLAN results exceeded expectations, with fantastic results all round. A further testament to the times that our teachers were focused on learning outcomes, not the pandemic.

This year's drama production, 'Wind In the Willows', was first class. The team of teachers and volunteers gave the children an amazing opportunity and an experience they won't forget. I would like to recognise the volunteer hours our teachers put into this, along with the extensive contributions of our parent community.

During the second semester the restrictions eased, and we were able to start bringing the community back into the school. The garden gala was a true indication of community spirit with teachers and other members of the community volunteering to put on a fantastic event. Sports Day saw an amazing participation from the students with families cheering the children along. A very successful working bee was also held to give a much needed freshen up to many areas of the school yard. Christmas in The Forest was also a hit, with both children and teachers participating in the choreographed acts.

Thank you to the Governing Council and all participants of the committees for overseeing and contributing to discussion and being a voice for our peers, attending meetings and making the school community a priority for your valuable time. Well done.

Quality improvement planning

Our Site Improvement Plan Priorities in 2022 were to increase the percentage of children attaining higher bands achievement in NAPLaN. The focus on this allows us to also help raise the achievement of all children.

Year 3: 19/47 students(40%) in HB NAPLaN Numeracy
Year 5: 24/55 students (40%) in HB NAPLaN Numeracy

Y3 - 64% of students (30/47) achieve in HB NAPLaN Reading
Y5 – 48% of students (28/59) achieve in HB NAPLaN Reading

ACTUAL ATTAINMENT

41% of Year 3 students (19/46 students) achieved HB in NAPLaN Numeracy
47% of Year 5 students (28/59 students) achieved HB in NAPLaN Numeracy

67% of Year 3 students (31 students) achieved HB in NAPLaN Reading
71% of Year 5 students (42 students) achieved HB in NAPLaN Reading

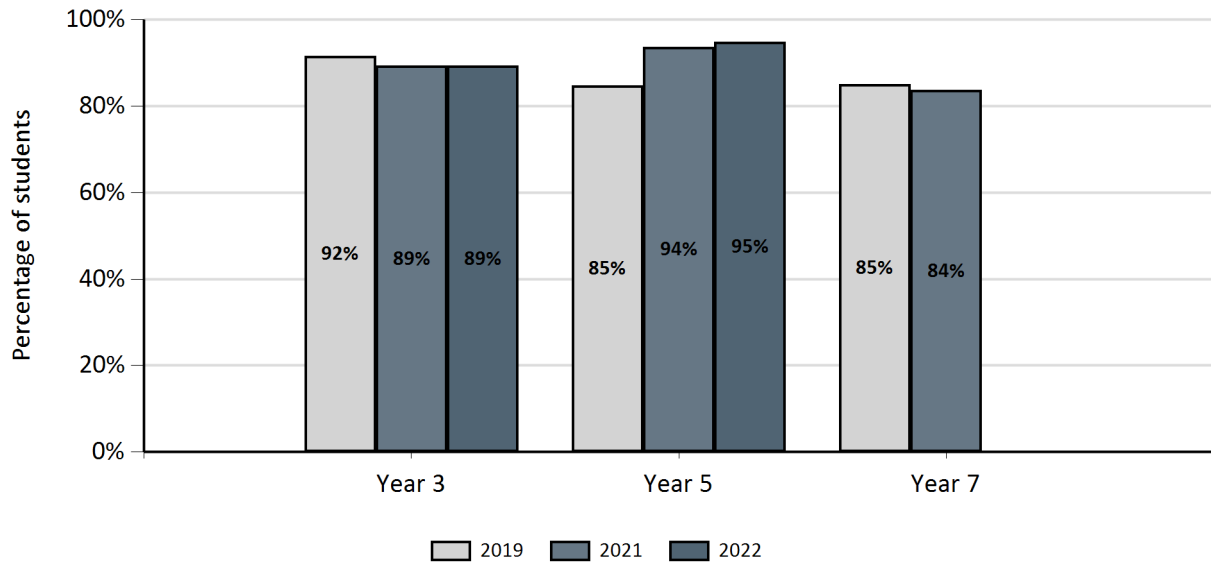
As you can see from the achievement above, we achieved higher than the goals set in each of the four tests, especially in Year 5.

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

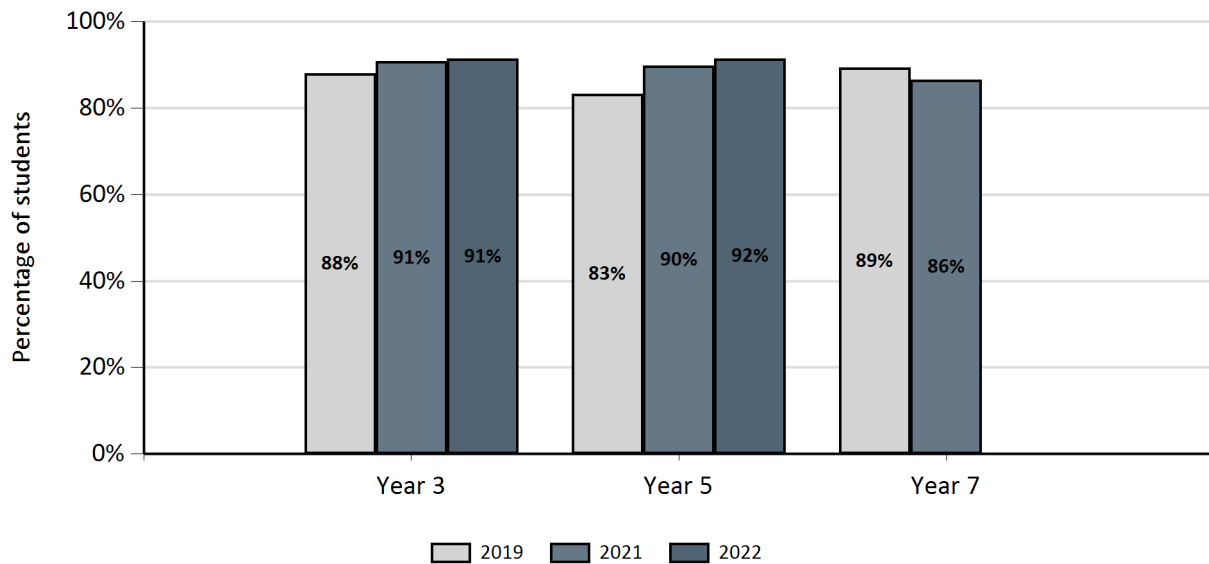


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

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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 03 2022	47	47	31	19	66%	40%
Year 03 2021-2022 Average	56.5	56.5	36.0	21.5	64%	38%
Year 05 2022	59	59	42	28	71%	48%
Year 05 2021-2022 Average	69.0	69.0	38.0	28.5	55%	41%
Year 07 2021-2022 Average	37.0	37.0	16.0	18.0	43%	49%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

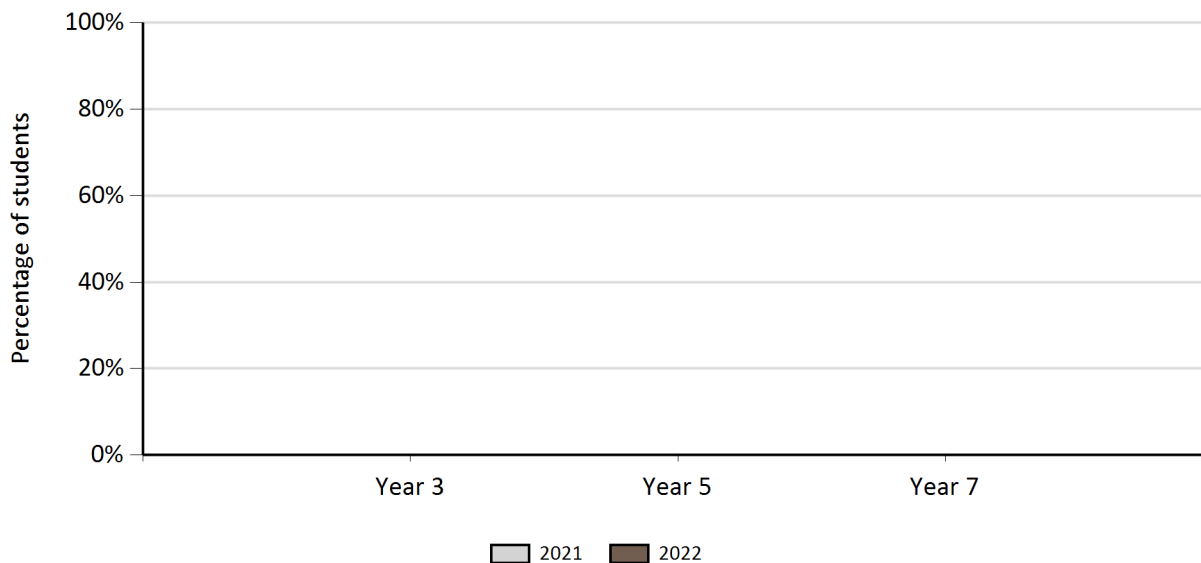
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



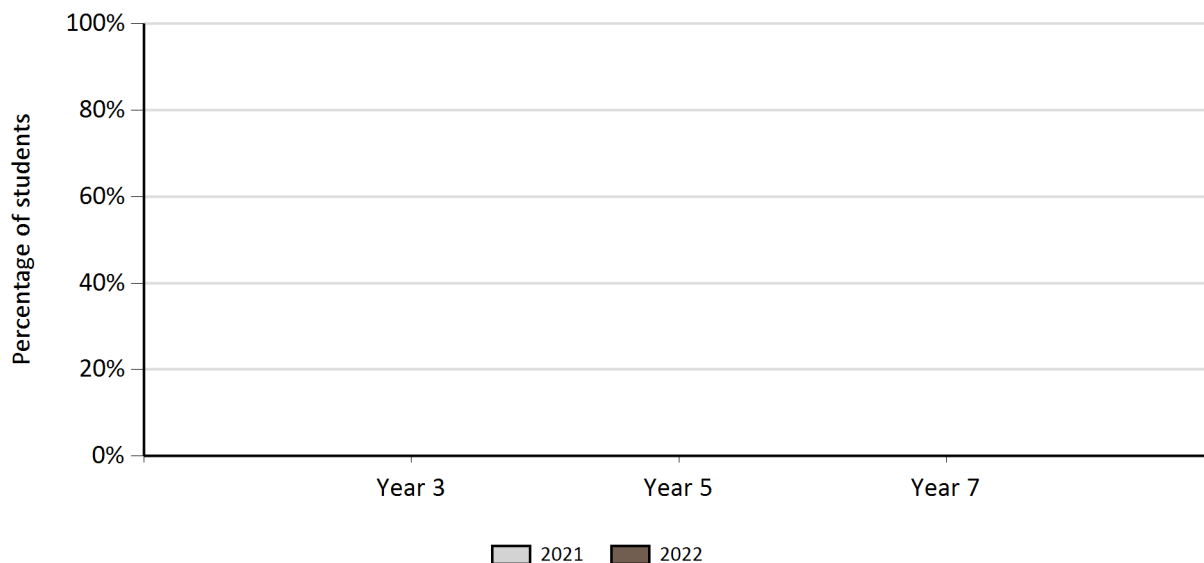
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Tracking & Monitoring

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

We didn't implement a new improvement action, rather, consolidated and improved our capacity to use student achievement data to plan the next steps in learning, and to track and monitor ATSI student achievement.

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

Of our seven students, four are reading above year level expectation, and two are high bands readers. The seventh is a reception student who has not made the reading benchmark.

Our two Year 3 ATSI students also achieved above SEA in NAPLAN Numeracy, as did our one Year 5 student.

School performance comment

The Department for Education uses the percentage of students making it to the minimum standard as their NAPLAN Proficiency performance summary. This only tells a small part of our performance this year.

As a school we also look at the average scores of each year level cohort because we aren't just interested in what percentage obtains at least a minimum level, we would like to see if we are improving the overall results of those students too. To this end, I provide the following comments about our performance in 2022:

Year 3

Numeracy, Reading, Writing & Spelling were all our highest percentage of children achieving in the High Bands since I have compared achievement data back to 2012. Grammar and Punctuation was our fourth highest individual year results and still above our 2012-21 average HB percentage. Similarly, our average score in each test aspect was our highest for all but Grammar & Punctuation, which was our second highest. Across all five tests, our average score in 2022 was more than half a band higher (29 points) than our 2012-21 average.

Year 5

The Year 5 results are even more pleasing, with High Bands in all tests, except Grammar & Punctuation, being our highest. The G&P result was our second highest by only 0.3%. All Year 5 tests were our highest average Mean Score, with our 2022 result being 31 Mean Points above our 2012-19 average.

Year 7

Our Year 7 results reflect all students who 'graduated' from BFPS students and are now attending a public secondary school. The results published by the department don't reflect NAPLAN results of students who are now attending non-public schools. We were fortunate enough to obtain de-identified data for about 90% of the students who are not in public schools. These results improve our High Bands achievement slightly. Our percentage of students achieving NAPLAN Proficiency however increased to 93% for both Reading and Numeracy, which is much better than the 84% and 86% recorded.

Our PAT-M and PAT-R data also supports this improvement, with all results from Year 3-6 being our highest average achievement for those year level cohorts, except Year 3 Reading which was our second highest.

Our Junior Primary results are also very pleasing. 2022 was the third consecutive year we achieved 90% achieving the Year 1 minimum reading level. Prior to 2020 we had not ever achieved this result in a single year, let alone three in a row. The same is true for our Year 2 results, with 2021 & 2022 being the only years we have achieved 90% or better. Our Year 1 Phonics Screening check was again very good, with 88% achieving the minimum benchmark.

Attendance

Year level	2019	2020	2021	2022
Reception	94.8%	91.6%	94.4%	91.0%
Year 1	93.9%	89.6%	94.9%	90.2%
Year 2	93.7%	91.8%	94.7%	90.3%
Year 3	95.0%	91.9%	94.5%	88.1%
Year 4	94.4%	90.1%	93.7%	90.0%
Year 5	93.1%	92.8%	94.5%	89.1%
Year 6	94.2%	90.2%	93.2%	88.9%
Year 7	92.8%	90.9%	92.4%	N/A
Total	94.0%	91.1%	94.2%	89.7%

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

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

Attendance comment

Our attendance data shows overall attendance at 89.7%, which given we averaged about 75 children a day absent through Covid isolation requirements for about eight weeks of Term 1 is pretty good.

There are of course some students and families who have significantly high absenteeism, and lateness to school. We will continue to keep working to support these families to ensure their children attend more regularly. Our achievement results would indicate students who attend regularly are exposed to high quality teaching and likely to learn.

Behaviour support comment

Given we are a primary school and we have young children here, we have several incidents a day where teachers will be giving reminders, warnings, and time-outs which don't get recorded as a behaviour incident. Most of the issues are resolved through this process.

We had 42 incidents deemed worthy of recording in our data base. 40 of these were for poor behaviour and two for anti-social behaviour. Two of these behaviour issues resulted in students having an Internal Suspension. Many of the behaviour incidents occurred during recess and lunch play, with most of these incidents seeing the students missing out on yard play as a consequence.

Parent opinion survey summary

Our parent opinion survey has not differed greatly from the previous few years. Parents main concern is communication from the school, and in particular, narrowing down the number of platforms teachers use to communicate so we don't have different modes of communication from classroom teachers. We will streamline this in 2023 to ensure we have greater consistency across the school and minimise the number of communication platforms being used.

School reports has been another point raised by parents who would like to see more meaningful information and an increased focus on face-to-face communication. While most parents recognised face to face communication at the start of the day and end of the day has been out of our hands over the past few years there does appear to be a thirst for another opportunity for a parent teacher interview later in the year, and therefore another opportunity to discuss their child's progress.

We will use this feedback to improve our practices in 2023.

We are of course also grateful to the many parents who believe we are a fantastic school with fantastic staff.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.3%
NS - LEFT SA FOR NSW	2	10.5%
OV - LEFT SA FOR OVERSEAS	4	21.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	11	57.9%
VI - LEFT SA FOR VIC	1	5.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

We ensure compliance with Relevant History Screening (which is documented on the department website at <https://www.decd.sa.gov.au/working-decd/relevant-history-screening/about-relevant-history-screening>).

All staff, volunteers and service providers must have a current Working With Children Clearance to be on site, as well as Responding to Risks of Harm, Abuse and Neglect. We also ensured relevant staff and contractors were not on site unless their vaccination status was fully vaccinated, as per requirements at the time.

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	56
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	26.2	0.0	11.8
Persons	0	34	0	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$4,538,049
Grants: Commonwealth	\$0
Parent Contributions	\$241,693
Fund Raising	\$35,115
Other	\$64,947

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

2022 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 2022 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	N/A	N/A
	Improved outcomes for students with an additional language or dialect	EALD students supported by EALD teacher throughout the year, small group intervention	Improved Literacy and Numeracy skills, as well as confidence to engage in tasks more independently.
	Inclusive Education Support Program	N/A	N/A
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>Helped to support release time for One Plans for ATSI students.</p> <p>Provision of Intervention programs for ATSI students & SSO support for students funded for additional support.</p> <p>Through the provision of Intervention programs in Literacy and Numeracy.</p>	ATSI student results improved in Literacy and Numeracy.
Program funding for all students	Australian Curriculum	Partly funded InitialLit training and resources to strengthen English and literacy skills in junior primary years. Release time for staff to collaborate in planning for teaching of Australian Curriculum.	Improved Literacy and Numeracy skills, as well as confidence to engage in tasks more independently. Overall results indicate what we are doing is having a positive effect.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Partly funded InitialLit training and resources to strengthen English and literacy skills in junior primary years. Release time for staff to collaborate in planning for teaching of Australian Curriculum.	Overall results indicate what we are doing is having a positive effect.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

