

Black Forest Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Black Forest Primary School Number: 548

Partnership: Greenhill South

Name of School Principal:

Linda Weetra

Name of Governing Council Chair:

Leah York

Date of Endorsement:

20/03/2017

School Context and Highlights

Black Forest Primary School is located in the inner southern suburbs, approximately 5km from the Adelaide GPO. A Reception to Year 7 School, Black Forest Primary School had an enrolment of approximately 520 students by the end of 2016, catering for up to 90 children in its OSHC program. Our challenge is to provide engaging learning experiences to enable our students to become future successful participants and leaders in global society. Black Forest Primary School is part of the Greenhill South Partnership of local schools and pre-schools, including Unley, Highgate, Goodwood, Glen Osmond, Linden Park and Glenunga International High School.

In 2016, Black Forest Primary School offered 19 classes from Reception to Year 7. Approximately 30 percent of our students come from non-English speaking backgrounds, with 13 percent of students accessing school card.

The 2016 school year saw a number of highlights. Community events such as the Fete drew substantial crowds and raised funds for contribution to the ongoing redesign of the grounds, while fixtures on school calendar such as Sports Day and the Banrock Station camp provided opportunities to connect school-based activities with families. As part of Black Forest's technology focus, we held our third Createx event, this time with a focus on Mathematics and Science beyond the Classroom. Createx is a valuable opportunity for students to make connections between their classroom learning and personal interests with their future beyond school. In this spirit, we also initiated the Children's University program in collaboration with the University of Adelaide, which saw students from across the school "graduate" in Bonython Hall as an acknowledgement of their learning achievements beyond the classroom.

2016 saw significant investment in staff learning to support the school's priorities. An outstanding example of this was to consolidate the technology focus by sending most of the staff to the Future Schools Conference in Sydney early in the year. As in all years staff went to numerous professional development opportunities and a number of Junior Primary staff continued to be involved with the Re-imagining Childhood Project. This led to growth in staff understanding of learning in the Early Years.

A significant focus for the Greenhill South Partnership 2016 was the initiation of moderation with Mathematics across our sites. This collaborative process continues to be a priority in 2017.

Governing Council Report

Throughout 2016, BFPS Governing Council met regularly to review policy and reports, plan activities and to action recommendations from sub-committees. In particular, the Strategic Advisory Committee advised Governing Council on matters of school policy and strategic direction. These include matters such as the development of the school's communication strategy through focus groups, and the vision for the school grounds once the old buildings have been removed, as well as proposals for the redevelopment of the decommissioned pool area.

Governing Council, on behalf of the school community acknowledges the outstanding work of many volunteers who make BFPS a vital part of our community. Once again, a highlight of the year was the School Fete, led by Darren Jones. Strong community support for this event and other activities held throughout the year ensured the efforts of an incredibly dedicated fundraising group were rewarded with outstanding results.

As BFPS is a member of the Greenhill South Partnership, Governing Council members, with Principal Linda Weetra, attended a cross partnership workshop facilitated by Flinders University Professor Martin Westwell. The research presented certainly validates the teaching and learning activities that BFPS staff members engage in with our children on a daily basis. The 2016 Governing Council was well represented by parent members – thank you to Jon Evans, Joe Young, Emily Mortimer, Chelsea Andrews, Mark Fidock, Richard Stone, Sam Kelly, Karen Brown, Katie Watkinson, Kate Melvin; as well as to the staff and student representatives for your attendance at meetings, and commitment to ensuring a continuing successful partnership between staff, students and parents.

Leah York
Governing Council Chairperson 2016

Improvement Planning and Outcomes

Based on 2015 data analysis, and in line with the priorities of the Greenhill South Partnership of schools, in 2016, Black Forest Primary retained its focus on improvement in Numeracy and Literacy. Based on analysis of PAT and NAPLAN data in Numeracy, staff focused on the development of problem-solving skills including adopting the STAR Problem-solving Framework as an element of whole school agreements around Mathematical teaching. Following participation in the DECD Results Plus process and associated self-audit, in the second half of the year, staff developed their abilities in interpreting student achievement data to target learning and intervention. In 2017, these processes will continue to be built upon and are identified as actions within the Site Improvement Plan.

The 2016 Site Improvement Plan in Literacy focused on both reading and writing as priorities, with a focus on the effective, explicit teaching of text structures and inferential comprehension. This saw staff consolidating their understanding on text structures, based on the work of Stephen Graham, with a consistent approach to writing and assessment now established from Reception to Year 5. This was also consolidated with use of a book-making approach to enhance student engagement in the Early Years. Improvements in reading have also been strengthened through a range of strategies. The explicit teaching of reading comprehension strategies, based on the work of Sheena Cameron, has been essential across year levels, supported with Guided Reading groups and targeted support for students.

A significant pedagogical shift for Black Forest staff is the implementation of regular, purposeful engagement with data. This data is used to target intervention, modify tasks and track individual student progress through the school in a more clear and consistent way.

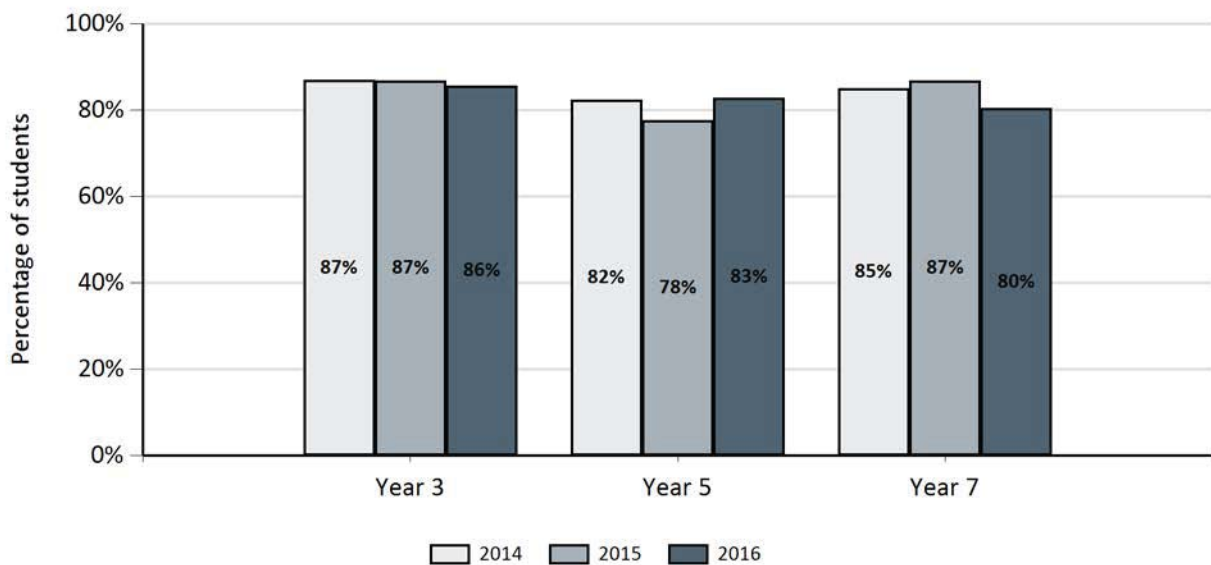
Student Wellbeing in 2016 had a focus on behaviour and attendance. Our school counsellor implemented a more streamlined system for collating data and tracking student behaviours. All data collected in the office was now entered on Sentral from Term 3. Attendance was a large focus of the counsellor's role in 2017. Data was collected and specific students tracked. The counsellor then worked with individual families and liaised with DECD support services to improve student attendance. As a result of this focus, attendance increased 2.1% from the previous year.

Performance Summary

NAPLAN Proficiency

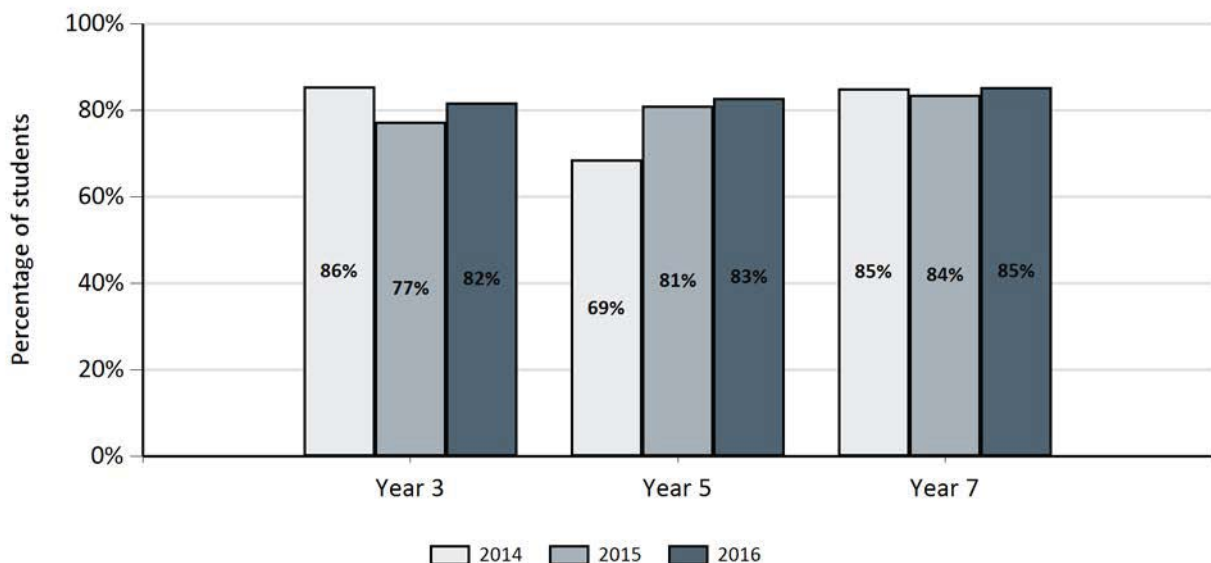
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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)
Lower progress group	34%	24%	25%
Middle progress group	44%	41%	50%
Upper progress group	21%	35%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	22%	3%	25%
Middle progress group	42%	57%	50%
Upper progress group	37%	41%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	77	77	34	21	44%	27%
Year 3 2014-16 Average	66.3	66.3	30.7	17.0	46%	26%
Year 5 2016	70	70	25	20	36%	29%
Year 5 2014-16 Average	59.7	59.7	21.0	15.3	35%	26%
Year 7 2016	41	41	14	11	34%	27%
Year 7 2014-16 Average	54.0	54.0	18.7	19.3	35%	36%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

While Black Forest's achievement data is variable, the percentage of students achieving the DECD Standard of Educational Achievement (SEA) remains around 85% of all students, based on NAPLAN and Running Records data. Taken with additional data sets such as the Running Records, PAT testing and other assessment and intervention programs, this analysis supports the 2017 site priorities of strengthening student achievement in the higher bands.

In student proficiency in NAPLAN Reading, Year 5 students also showed a 5% increase, while Years 3 and 7 students saw a slight decrease on 2015 levels. Over time however, these Year 3 and 5 results are within the historic range of achievement for Black Forest, with Year 3 results remaining static for the last four years. The Year 7 Reading result for 2016 fell below the historic range and highlights an area for focus for Year 6/7 students in 2017.

Student achievement in NAPLAN saw a slight increase on 2015 Numeracy proficiency levels across Years 3, 5 and 7. When considering the historic range, these results for Year 3 remain below the desired achievement bands but do reflect a break from the decreasing pattern of the preceding three years. While Year 5 also remains below historic levels, the 2016 result is the second consecutive increase in achievement since 2014. Year 7 results appear to remain static in the mid-80% range, however when considering cohort progress, the 2016 Year 7 cohort registered 16% percent growth from their Year 5 result.

Achievement in the Upper Two Achievement Bands for NAPLAN typically fell within 1-2% of the historic average, with the exception of Year 7 Numeracy, which fell 9% below the historic average. This further highlights the importance of maintaining Black Forest's focus on mathematics. When also considering related data regarding Higher Band Retention (that is, the students who achieved in the upper bands of NAPLAN in Year 3 and continued to achieve in the upper bands in subsequent years), Year 5 students have recorded their second consecutive increase above historic levels, including registering the highest increase in the partnership in 2016 of 20 percentage points. While Year 7 retention registered as a decline according to historic levels, when viewed as a cohort, there was a 21% increase of students achieving in the higher bands from the same cohort when in Year 5.

While previous Annual Reports have sometimes considered student achievement against the National Minimum Standard (NMS), in line with DECD recommendations, 2016 data is referenced to the DECD Standard of Educational Achievement (SEA).

Attendance

Year level	2014	2015	2016
Reception	95.2%	93.2%	94.7%
Year 01	94.0%	93.0%	96.2%
Year 02	94.9%	92.5%	95.8%
Year 03	94.8%	92.6%	95.2%
Year 04	96.0%	94.0%	94.9%
Year 05	92.7%	94.2%	95.3%
Year 06	94.7%	91.2%	96.4%
Year 07	92.7%	93.8%	92.1%
Total	94.4%	93.0%	95.1%

Data Source: Student Data Warehouse, Semester 1 Attendance.

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

Attendance Comment

Black Forest Primary School has demonstrated improvement in attendance in 2016, up from 93% in 2015 to 95.1% in 2016. Supporting student attendance has been a key focus for the school counsellor, with targeted follow-up with students and families exhibiting regular absenteeism or lateness, with referral to support services as appropriate. The implementation of the Sentral Learning Management System in 2016 has also supported existing processes for monitoring and acting on student attendance.

Behaviour Management Comment

Black Forest Primary School employs a non-punitive, counselling model in its development of positive behaviours, based in principles of restorative justice. In 2016, the Black Forest school counsellor led a review of existing behaviour management practices, with a focus on more effectively tracking and developing to student behaviours. This new model continues to be regularly reviewed, but is intended to ensure appropriate resources are focussed on supporting students to modify their behaviour and that both teaching and leadership staff can effectively monitor students with complex behavioural needs.

Client Opinion Summary

The Client Opinion Summary is not available. It has been identified as a priority for action in 2017.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	8	8.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	29	30.9%
Transfer to SA Govt School	57	60.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

In line with DECD 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 260 current DCSI Clearances with approximately another 30 pending. The new 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	59
Post Graduate Qualifications	15

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	26.4	0.0	8.2
Persons	0	33	0	13

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$7,590.50
Grants: Commonwealth	\$2,700
Parent Contributions	\$324,192.69
Fund Raising	\$59,835.07
Other	\$4,188,321.55

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Counsellor, employed 0.2, worked to revise behaviour development processes and to work with families to support student attendance.	Learner wellbeing programs implemented. 2 percent attendance improvement.
	Improved Outcomes for Students with an Additional Language or Dialect	Specialist EALD teacher employed 0.6 to target student needs in language and literacy development. Bilingual SSO support for EALD students.	EALD teacher supports the tracking and monitoring of student literacy learning.
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Funding of SSO hours to support student learning.	Targeted support for students with disabilities in line with ILP processes.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	AECO employed Terms 1-3 to support Aboriginal and Torres Strait Islander students. Funding and training of SSO and licensing to run the QuickSmart mathematics intervention program for Years 4-7.	QuickSmart intervention demonstrated significant improvement for students.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Early Learning Literacy Strategy (ELLS) funding supported Early Years training and development and SSO hours.	
Program Funding for all Students	Australian Curriculum	Australian Curriculum funding spent on Training and Development for staff.	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Not applicable	
	Better Schools Funding	Provision of additional SSO hours to support identified Students With Additional Needs (SWANs).	SSOs hours to support student learning in identified areas.
Other Discretionary Funding	Specialist School Reporting (as required)	Not applicable	
	Improved Outcomes for Gifted Students	Not applicable	
	Primary School Counsellor (if applicable)	See above "Improved behaviour management and engagement"	