

Basket Range Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Basket Range Primary School Number: 511

Partnership: Mount Lofty

Name of School Principal:

Nancy Saccoia

Name of Governing Council Chair:

Mick Lorenz

Date of Endorsement:

22nd February 2017

School Context and Highlights

Established in 1885, Basket Range Primary School is just 25 minutes drive from the Adelaide CBD. Located in a beautiful rural setting with sweeping views, the extensive grounds provide a safe, supportive and stimulating environment with rambling gardens, adventure and formal playgrounds and sports grounds.

Visitors to the school comment on the close, cooperative and supportive relationships that exist between students and staff. Small class sizes enable our experienced staff to support students both academically and socially. There is much cross peer formal and informal teaching, tutoring, care and support. Basket Range is a "family" school, where all students know and support each other. There is a strong focus on literacy, numeracy and wellbeing as we believe these are the building blocks for all learners. Using a range of data and school assessments, student learning needs are identified and catered for through classroom practice and additional support via individual instruction in Multilit Reading and Quicksmart Maths.

Students also engage with the specialist subjects of music and Chinese. Students have the opportunities to play and perform on the school's unique musical playground and learn about Chinese culture.

As a community of learners we have participated in numerous activities, events and learning opportunities. A few of the many learning experiences provided to our students are Showcase Assemblies, hosting Easter activities, practical maths for our sandpit, Young Leaders Day, Small Schools Combined Sports Day, Winter Fair, Hosting Korean students, Meet the Writers Festival, Book and Science Week, R-5 Swimming & 6-7 Aquatics, Adventure Camp, End of Year concert, just to name a few.

As a small school we have worked together to ensure our students' needs are met while they are actively engaged in their learning.

This year has seen some significant changes such as the introduction of a dual stream, renovation of classrooms and school. These changes would not have been possible without the support of the school and wider community. Our wonderful Governing Council, have worked tirelessly to ensure Basket Range continues to grow, thrive and provide exceptional education to the students.

Basket Range continues to be recognised and admired for its physical and learning environment and community ethos. It has a long history as a Small School that develops Confident Kids who have gone on in life to be successful citizens and leaders in their fields.

Governing Council Report

It has been my pleasure to chair the Governing Council in 2016. As the Governing Council Chair and a new parent I want to share a few of the things that I think make this school great.

As a small school we have to work hard to stay viable in an environment pushing towards consolidation and efficiency. It is a testament to the tenacity of the staff and the commitment of parents that approval was obtained this year for the commencement of a Steiner stream in 2017.

I want to particularly thank our Principal, Nancy for trusting the school community and pressing on with this initiative. I want to thank the teaching staff and parents/friends for pursuing the best model for integrating Steiner pedagogy into our curriculum.

At BRPS staff promote inclusion and we have a fantastic group of children who naturally integrate new students into their daily activities. The school's continuing commitment to its sister school at Mimili is further evidence of inclusion. I know many of the children and adults really value this relationship.

I would also like to congratulate the Parents and Friends Committee for their tireless efforts in hosting events across the whole school year.

Despite small class sizes, teaching a wide range of year levels is a very difficult task. Our teachers handle these challenges with great professionalism and achieve extraordinary results with your children.

I was lucky enough to be able to attend the Glenhaven school camp this year. The staff at the camp congratulated the school for the degree of cooperation, teamwork and good manners that the students displayed.

Basket Range Primary School is firmly part of the hills community. The school community recognises its role as a focal point for the wider community and contributes to supporting the sustainability and vibrancy of hills life.

I would also like to acknowledge our local member, John Gardner MP who has gone out of his way to support our school despite the size of his electorate and his broad portfolio of commitments.

2017 will be a challenging year for our school. The introduction of a Steiner stream and the tight budget for next year will mean fundraising will become even more important to be able to afford necessary improvements

Finally I want to thank all the members of the Governing Council for their support of our school & look forward to a very successful 2017 as a dual stream school.

Mick Lorenz Governing Council Chairperson (excerpt from full report)

Improvement Planning and Outcomes

School priorities in 2016 & 2017 are focused on cultivating collaborative cultures and deepening learning.

Our Site Improvement Plan (SIP) goals were the promotion of our dual stream school & developing a culture of growth that supports learning, innovation and action. We achieved this by; working collaboratively with the Governing Council, staff & community to develop sustainable, strategies, policies & procedures for a dual stream site; initiating a Steiner Steering Committee that reported to Governing Council making recommendation for Governing Council to consider in regards to managing transition, developing community links & professional learning for a dual stream school; utilising existing school, DECD (CPAC) and community expertise & develop a PD schedule to support sharing of knowledge & ideas; linking with existing Steiner Stream schools; providing opportunities for teachers to work with & integrate the AC & Steiner curriculum into teaching & learning programs thus developing precision in new pedagogies i.e. transforming tasks, success criteria, powerful learning/learner, diverse methodologies, TfEL; working collaboratively with Scenic cluster to nurture links across our cluster of small schools ensuring ideas, expertise & learning is shared e.g. Inquiry Learning, moderation, Back to Front Maths; working collaboratively with Partnership on developing understanding of pedagogical influences on learning e.g. The PLUS & Growth Mindsets

In 2016 we reached our target of becoming a Dual Stream school in 2017. Our physical environment & school structures, processes & policies reflect our dual school (Steiner/Mainstream) philosophy. Staff are actively engaged in Professional Learning in Steiner & Mainstream curriculum & pedagogy. This is evident in classroom and teaching & learning programs. Further outcomes were teacher participation in cluster and partnership PD which is reflected in classroom programs, assessment data & pedagogical practice.

Literacy & Numeracy practices are also identified goals in our SIP and across the partnership. In 2016 ongoing staff professional learning was targeted at developing consistent approaches across the school that focused on high expectations for all students.

As staff the focus was on developing Individual Learning Plans (ILP) informed by PAT maths, NAPLAN and classroom assessment and to use resources / tools to provide stretch by deepening literacy & numeracy practice / pedagogy. To achieve these goals teachers and support officers are; developing and implementing a Mathematics Agreement; supporting identified students and ensuring they access appropriate intervention /extension e.g. QuickSmart Maths, LAP, SSO support, subject acceleration; sharing practice & pedagogies with each other and with other schools. This includes discussion around program vs pedagogy. Additional release time was provided to staff to assist with the analysis of assessment data which informed students' individual learning plans, classroom planning & programming. As a school, cluster & partnership there was a focus on Mathematics Professional Development (PD) for teachers e.g. Transforming Tasks, Tierney Kennedy & Deb Lasscock workshops.

In 2016 we made significant progress in achieving our identified standards & targets. In 2017 we will continue to develop & refine the following standards & targets;

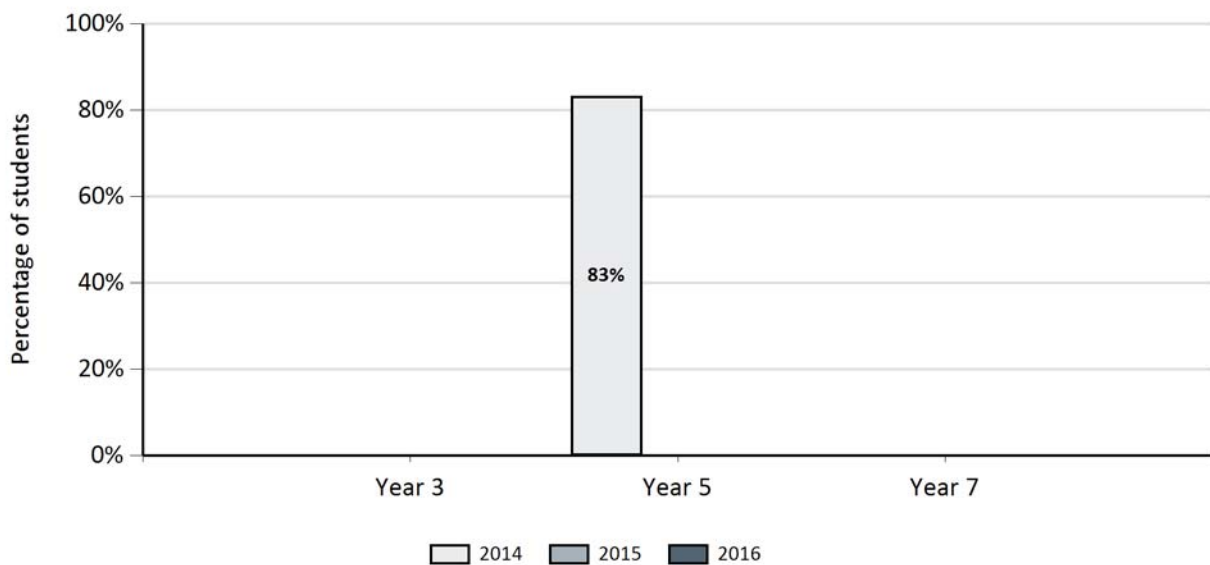
- * BRPS become a dual stream school (achieved)
- * Students achieve 60 +percentile in PAT tests (ongoing)
- * Students achieve at or above NAPLAN proficiency band in all Literacy & Mathematics areas (achieved) higher band retention (ongoing)
- * All teachers participate in professional learning in Back to Front maths, TfEL & Steiner curriculum standards
- * All teachers participate in cluster moderation of student work

Performance Summary

NAPLAN Proficiency

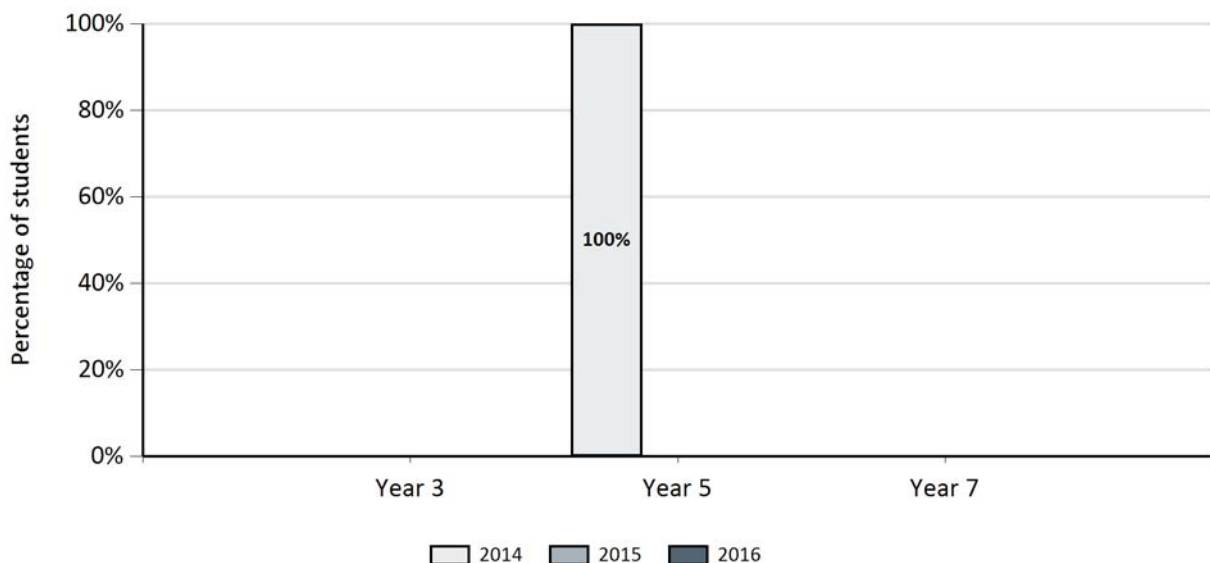
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	*	*	25%
Middle progress group	*	*	50%
Upper progress group	*	*	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	*	*	25%
Middle progress group	*	*	50%
Upper progress group	*	*	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	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*

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

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

The following information will clarify achievement and growth of students at Basket Range PS.

Students in Yr.1 and Yr. 2 showed significant reading level growth from Term 1 to term 3, many reaching and surpassing the Running Record benchmarks.

100 % of all students who sat PAT Reading and PAT Maths tests achieved Standard of Educational Achievement (SEA) with many achieving well above SEA.

Our NAPLAN results were once again excellent with 100% of all students who sat the tests achieved well above the national minimum standard in grammar, reading, spelling, numeracy and writing

Our Year 3's, 5's and 7's starred in all aspects—achieving Bands 5, 6 and higher!

Attendance

Year level	2014	2015	2016
Reception	91.8%	90.5%	81.8%
Year 01	98.5%	76.8%	89.4%
Year 02	95.9%	98.0%	95.2%
Year 03	96.4%	95.5%	81.9%
Year 04	93.2%	83.0%	99.3%
Year 05	92.7%	87.4%	92.7%
Year 06	95.2%	97.0%	95.2%
Year 07	94.7%	95.2%	88.6%
Secondary Other	72.9%		
Total	94.0%	89.0%	91.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

We are pleased to report attendance rates for 2016 were in the 90th percentiles. All student absences were accounted for with most parents contacting the school to let us know why their child was late or absent.

Late Arrival and Early Departure data was collected with Late Arrival reported to parents in mid and end of year reports.

Behaviour Management Comment

No incidences of violence or bullying were recorded in 2016. Our students are supportive of one another.

The school has a clear and effective behaviour management policy.

Client Opinion Summary

Following are the results of our parent opinion survey. Parents were asked to respond to the following statements about our school and indicate the extent to which they agreed or disagreed with each of them. All responses ranged from 62% to 100% strongly agreeing with the statements below. The overall satisfaction with the school was 100%. This data will assist us to identify areas of development in our future planning.

1. Teachers at the school motivate my child to want to learn.
2. This school is meeting the academic needs of my/our child
3. My child's school reports are informative in that they indicate achievement levels.
4. The student management policy at this school is fair and reasonable.
5. The school takes any concern I have seriously.
6. My child's teachers are committed and enthusiastic in their approach to teaching.
7. This school has high academic standards.
8. My child's school reports are comprehensive.
9. This is a caring school.
10. This school is well managed.
11. Teachers at this school provide a stimulating and challenging environment for my/our child.
12. The school has high academic expectations of my/our child.
13. The staff at this school are approachable (by parents).
14. This school has high standards of student behaviour.
15. I believe there is effective educational leadership within the school.
16. My child receives high quality teaching.
17. This school is meeting the social needs of my/our child.
18. This school provides helpful information about my/our child's progress.
19. This school has a safe and secure environment.
20. I am given the opportunity to be involved in the school's educational activities.
21. My child's teachers care if my child is not doing as well as he/she can.
22. This school provides sufficient challenges for my/our child in other areas
23. Overall, how satisfied are you with the education of your child(ren) at this school?

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	7	100.0%
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

DECD Screening involves checking the person's criminal history and any other relevant information that is lawfully available to the Screening unit.

It can include information from the police, courts, prosecuting authorities, child protection and professional registration bodies.

All employees of a part-time, full-time or casual basis employed by the Department for Education and Child Development (DECD) have had a relevant History Screening.

Teachers are screened through the Teachers Registration Board of SA as part of the registration process. No further screening is required.

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	10
Post Graduate Qualifications	4

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	4.0	0.0	0.9
Persons	0	4	0	3

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

Financial Statement

Funding Source	Amount
Grants: State	600941
Grants: Commonwealth	2017
Parent Contributions	15,249
Fund Raising	4477
Other	34290

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	NA	
	Improved Outcomes for Students with an Additional Language or Dialect	NA	
	Improved Outcomes for Students with Disabilities	Individual Education Plans or One plans were developed for identified students. Support was provided 1:1, small group and in class. Additional support was provided by outside agencies using NDIS funding	Data & parent feedback showed significant academic & social progress.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Literacy agreement in place to support all students and provide consistency. Numeracy agreement based on Back to Front maths is being developed. The focus of PD and the agreement is the stretch or the Plus Not Applicable MultiLit and Quicksmart programs were used to support students with learning difficulties As per our SIP staff undertook training and development in Inquiry Learning, pedagogical tools and used them to deepen learning. Learning was supported by CPAC, cluster and partnership.	Results from PAT tests, NAPLAN and school based assessments show students have achieved or surpassed SEA outcomes.
Program Funding for all Students	Australian Curriculum	NA	
	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	NA	
Other Discretionary Funding	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	NA	