



Basket Range Primary School 2017 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:

21/02/2018

School Context and Highlights

Basket Range Primary School has been at the heart of its community since it was founded in 1885. Located just 25 minutes drive from the Adelaide CBD, its beautiful rural setting with sweeping views and extensive grounds provide a safe, supportive and stimulating environment for the children. Basket Range is a “family” school, that is proud of its outstanding sense of community where students, staff, parents and community members work co-operatively and with mutual respect to provide the best opportunities for our students.

Learning about the local history and our outdoor spaces play a large role in the children's learning. All of our students learn about and are involved in environmental, design and building projects and learn to sustain and maintain the natural environment. These lessons develop in the children a strong sense of responsibility and connection to the world around them.

Small class sizes enable our experienced staff to support students both socially and academically. There is a strong focus on wellbeing, literacy and numeracy as we believe these are the building blocks for children's emotional and intellectual development. Using a range of data and school assessments, student needs are identified and catered for through classroom and whole school practice and additional support via individual instruction in Multilit Reading and Quicksmart Maths. As a small school we have worked together as a school, cluster and partnership to ensure our students' needs are met while they are actively engaged in their learning.

A few highlights from 2017 are Showcase Assemblies, practical maths for our sandpit, Young Leaders Day, Small Schools Combined Sports Day, Winter Fair, Meet the Writers Festival, Book and Science Week, R-5 Swimming & 6-7 Aquatics and End of Year concert.

This year has seen some significant changes with the opening of our dual stream and ongoing 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 Children who have gone on in life to be happy, contributing citizens and leaders in their fields.

Governing Council Report

2017 saw the commencement of the dual Steiner and Mainstream curriculum. The result of a huge effort by parents and staff over a number of years. An official opening ceremony was held on 26 May to commemorate the event.

During the holidays a band of dedicated parents and staff had transformed the Steiner classrooms from 1970's primary colours to Steiner-friendly pastels and equipped the rooms with wooden toys, skeins of wool and blackboards.

The year started with 25 students, 12 Steiner Stream and 13 Mainstream. These numbers were lower than hoped for and presented both staffing and budget challenges. The immediate focus of the Governing Council was on managing the budget impact, promotions and fundraising.

Fundraising efforts included, a stall at Woolworths Mall, the Winter Fair, a BBQ at Bunnings, collecting and selling sleepers and star pickets etc. These activities raised a staggering \$10,000, a great effort for a small community.

Applications were submitted for a Fund my Neighbourhood grant, Natural Resource Management grant and Sports grant. With the latter two being successful.

The school hosted/participated and promoted itself at a range of events including the Basket Range Festival, Bush Dance, Uraidla Show, Sports Day and End of Year Concert.

During the year, promotions and word of mouth saw a substantial increase in enrolments and at the end 2017 there were 19 Steiner and 17 Mainstream students enrolled with continued growth expected in 2018.

In summary, the introduction of the Steiner Stream to Basket Range has been a success underpinning growth in the school community and providing a much sought-after educational alternative.

In a small school however, the dual streams present additional staffing, timetabling and logistics challenges which will need careful attention in 2018 and beyond.

Improvement Planning and Outcomes

School priorities in 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 GC sub 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 and wider 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 Australian & Steiner curriculum into teaching & learning programs thus developing precision in new pedagogies i.e. success criteria, powerful learning/learner, diverse methodologies; working collaboratively with Scenic cluster to nurture links across our cluster of small schools ensuring ideas, expertise & learning is shared e.g. moderation, Back to Front Maths; working collaboratively with Partnership on developing understanding of pedagogical influences on learning e.g. Growth Mindsets, questioning.

In 2017 we reached our target of becoming a Dual Stream school. 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. Pupil Free Days were used to develop afternoon programs that met student outcomes for combined Steiner & mainstream classes.

Literacy & Numeracy practices are also identified goals in our SIP and across the partnership. In 2017 ongoing staff professional learning was targeted at developing consistent approaches across the school that focused on high expectations for all students.

Staff focus was on developing Individual Learning Plans informed by PAT maths, NAPLAN & classroom assessment & to use resources / tools to provide stretch by deepening literacy & numeracy practice / pedagogy.

To achieve these goals teachers & support officers are; developing & implementing a Mathematics Agreement; supporting identified students & ensuring they access appropriate intervention /extension e.g. QuickSmart Maths, LAP, SSO support, subject acceleration; sharing practice & pedagogies with each other & 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. Tierney Kennedy workshops.

In 2017 we made significant progress in achieving our identified 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 and higher band retention
- * All teachers participate in professional learning in Back to Front maths & Steiner Curriculum standards
- * All teachers participate in cluster moderation of student work

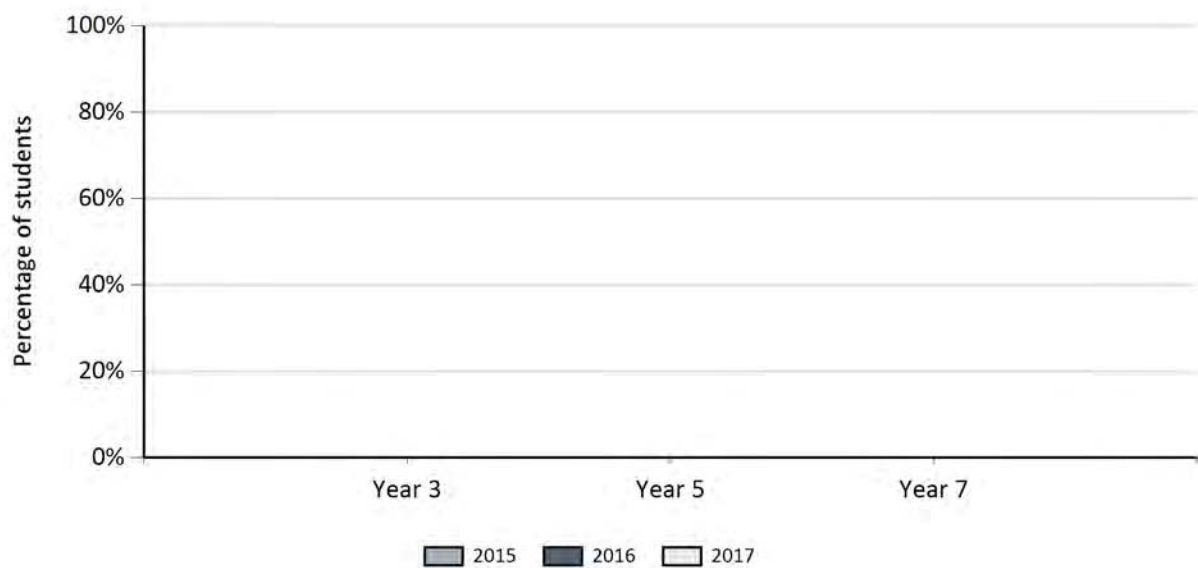
We are reviewing our current SIP which will inform our 2018 SIP in Pedagogy, Numeracy & Literacy.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

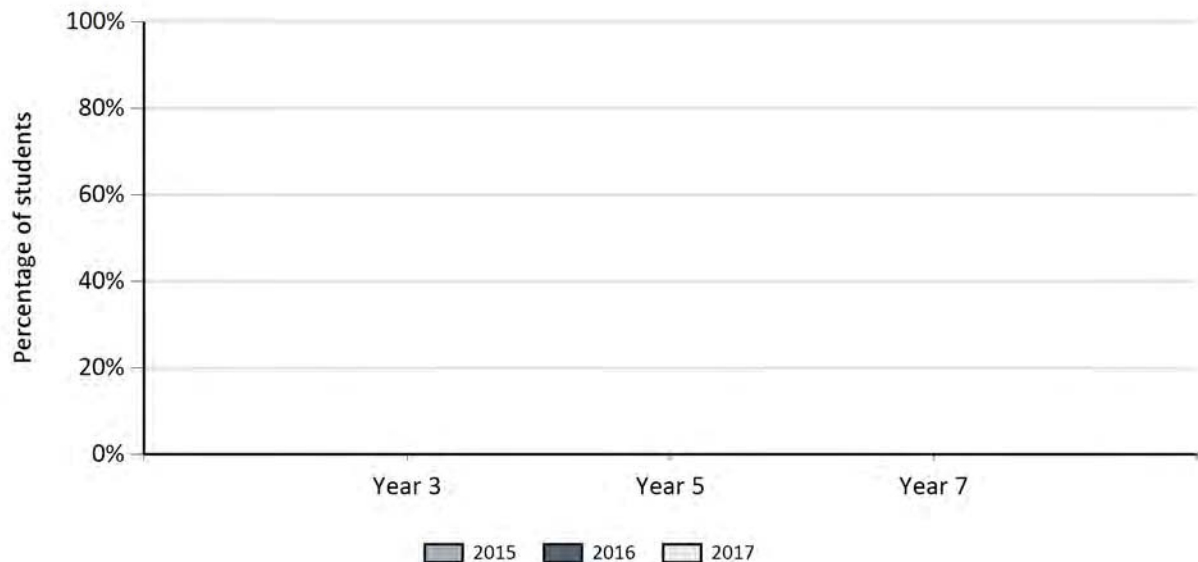
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

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. 2 showed significant reading level growth from Term 1 to term 3, many reaching and surpassing the Running Record benchmarks. No running record data was gathered prior to Yr.2 in the Steiner Class 1.

100% of all students who sat PAT Reading and PAT Maths tests (Yr.3-Yr.7) achieved Standard of Educational Achievement (SEA) with many achieving well above SEA (Stanines 7,8&9).

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.

Many of our Year 3, 5 and 7 students excelled in all aspects—achieving higher Bands 5 to 9 in Reading, Writing, Spelling, Grammar and Numeracy.

Attendance

Year level	2014	2015	2016	2017
Reception	91.8%	90.5%	81.8%	95.2%
Year 1	98.5%	76.8%	89.4%	95.9%
Year 2	95.9%	98.0%	95.2%	98.8%
Year 3	96.4%	95.5%	81.9%	97.1%
Year 4	93.2%	83.0%	99.3%	97.2%
Year 5	92.7%	87.4%	92.7%	97.5%
Year 6	95.2%	97.0%	95.2%	95.6%
Year 7	94.7%	95.2%	88.6%	94.8%
Secondary Other	72.9%			
Total	94.0%	89.0%	91.7%	96.6%

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 2017 were in the mid to high 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 2017. 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 72% 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	1	25.0%
Transfer to SA Govt School	3	75.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

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	12
Post Graduate Qualifications	7

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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 Equivalent	0.0	3.8	0.0	1.1
Persons	0	4	0	3

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	562230
Grants: Commonwealth	1300
Parent Contributions	18999
Fund Raising	15399
Other	17243

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

2017 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 2017 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/gardian feedback showed significant academic & social progress.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Literacy agreement in place to support all students and provide consistency. Numeracy agreement based on Back to Front maths is being developed for implementation. PD for data gathering and analyses for Steiner Curriculum. The focus of PD and the agreement is meeting both developmental & academic needs for a dual stream school.	Results from PAT tests, NAPLAN and school based assessments show students have achieved or surpassed SEA outcomes.
	First Language Maintenance & Development	MultiLit and Quicksmart programs and LAP were used to support students with learning difficulties	
	Students taking Alternative Pathways Students with Learning Difficulties Grant	As per our SIP staff undertook training and development in inclusive and developmentally appropriate pedagogical tools and used them to deepen learning. Learning was supported by cluster and partnership moderation.	
Program Funding for all Students	Australian Curriculum	NA	
	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	Used to support Learning Difficulties Literacy & Numeracy.	Improved student learning as evident in school based data .
Other Discretionary Funding	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	NA	