



# Bowden Brompton Community School

## 2017 Annual Report to the School Community



Government of South Australia

Department for Education and Child Development

Bowden Brompton Community School Number: 1418

Partnership: Inner West

Name of School Principal:

John Leondaris

Name of Governing Council Chair:

Leanne Galpin

Date of Endorsement:

19/02/2018

## School Context and Highlights

BBCS is working with students who have been unable to effectively access education in main stream schools. The majority of students have experienced significant trauma issues in their lives. Trauma refers to complex family breakdown issues, mental health issues, as well as welfare, social and juvenile justice complexities in student lives. The complexities in BBCS student's lives alienate them from engaging with traditional mainstream schooling models. Many have been identified with learning difficulties or disabilities. Our students come from all areas of Adelaide. 80% per cent of the students are Government Assisted (School Card), a significant number have a Child Protection social worker, and over 30% reside with non-primary caregivers. Significant issues in student lives not only results in high transients of student enrolments, but also contributes to significant non-attendance. As such, case management is a significant factor in BBCS and all staff undertake significant roles in liaising and meeting with parents/carers, agencies and other community related services associated with individual students.

In 2017 the school undertook a transition towards a therapeutic approach to learning to cater for the many students that have experienced significant trauma. All staff participated in professional learning to gain a better understanding of trauma informed practice, Interoception and the introduction of Positive Education with a specific focus on kindness, forgiveness and gratitude. The school's priorities focussed on 4 pillars (Physiological & Cognitive Preparation, Therapeutic and Appreciative Learning, Positive Relationships and building Resilience and Stamina.

The work of BBCS staff with a focus on the 4 priorities brought about many highlights:

- Finalist SA Public Education Awards – Community Engagement
- BBCS selection for a vignette production which was screened at the “DECD Trauma Informed Practice Conference”
- Nutrition program providing morning tea and lunch to all attending BBCS students
- Adventure Therapy Programs which included camps to the Flinders Ranges, ACT and Victoria and the resurgence of student participation in the Duke of Edinburgh Awards. The Duke of Edinburgh provided a grant of \$50,000 towards the BBCS Adventure Therapy programs.
- Improved industry partnerships through the Beacon Foundation
- Updating ICT infrastructure across BBCS
- The work of the RAW, STEAM and Aboriginal Education PLT to improve student engagement

## Governing Council Report

The highlight for the Governing Council was the parent information evening describing the school's initiation on the Positive Education journey with a particular focus on kindness, forgiveness and gratitude. It was wonderful to see the interaction between students, parents and BBCS staff with the key note speakers (John Hendry) captivating the audience with his address on the importance of positive relationships in learning.

## Improvement Planning and Outcomes

BBCS community had a continued focus on Literacy and Numeracy as a strategic priority in 2017. Each site has its own data wall, identifying student literacy and numeracy assessment outcomes. All children enrolled at BBCS are represented, and data is extracted from multiple diagnostic measures. These are: NAPLAN, PAT, KTEAll, Fountas and Pinnell, EALD and enrolment personal data.

All staff participate in data collection and analysis. Teaching staff use diagnostic data to tailor learning to the specific needs of their students and BBCS has continued to use these data collection tools to develop intervention strategies which support key areas of reading (Literacy) and basic mathematic skill (Numeracy). The school strategic plan identifies that the expectation is that all student lift minimum one year in their Literacy and Numeracy year level in 1 calendar year.

All classes have continued to use the Quicksmart Numeracy kits as an intervention strategy to support student progression in numerate automaticity. In addition, the school purchased a subscription to Mathletics online for students. This has been used as a tool to engage reluctant learners in mathematical tasks and it has been very successful. We plan on continuing Mathletics into 2018 as a classroom resource.

Student written literacy is scaled using EALD twice per year to monitor individual student writing competency as well as to identify various progression tasks. The Fountas and Pinnell Benchmark System continues to be used to determine student independent reading levels and Leveled independent readers are used across all classes to build student ability.

4 teachers were trained in the Celf-4 screening tool to help identify students with speech and language disabilities. 4 out of 5 students that were identified by the screening tool were referred for further assessment.

This year our students across the 3 campuses participated in a National Wellbeing Survey (WEC). They anonymously answered 40 questions, focussing on areas such as connectedness at school, whether students feel respected by teachers and their peers, how happy they are and if they would choose to change their lives if they could.

The analysis of the survey demonstrated very important outcomes in terms of how passionate students feel about learning, their patterns of eating and sleeping and whether they take part in sports or recreation.

Student's responses identified two or more staff members who they could talk to, and whether they felt safe and valued through this. The results were extraordinary. Students at BBCS feel more connected with adults at our school than primary or secondary schools across the state. Every student could name at least two adults at school who they trust.

It is important to note that, in areas focussing on Sadness, Perseverance and Life Satisfaction, our students are suffering more than their peers across the state.

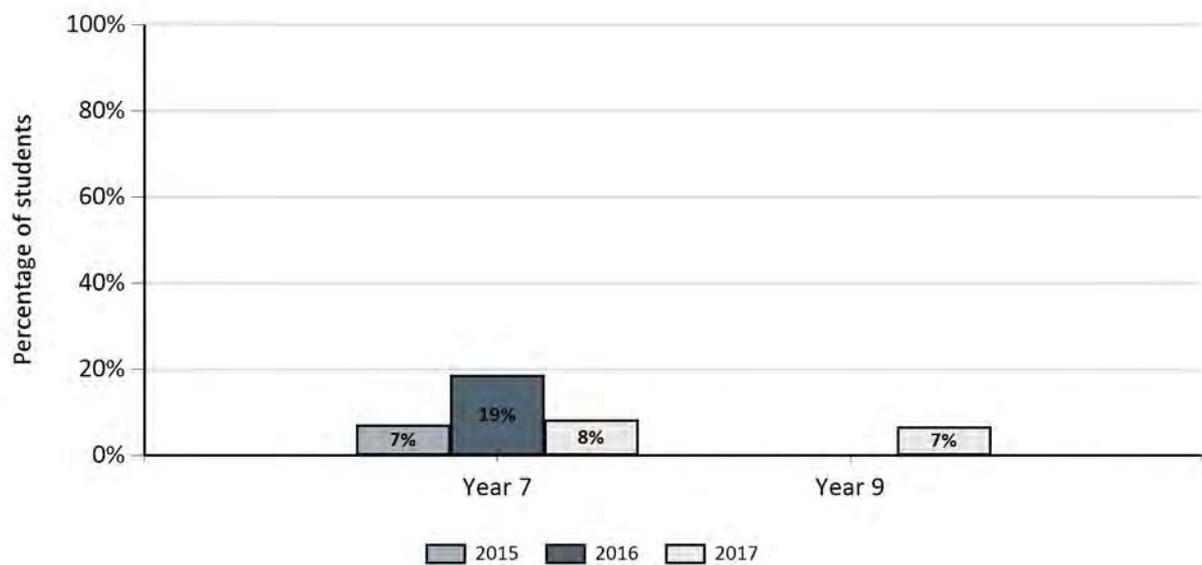
Through school processes of staff induction, professional development, modified daily time tables, morning meetings, nutrition program and debrief for staff and check-in meetings for students, BBCS students have better connectedness and positive trusting relationships with staff than their peers in other schools. BBCS staff will strive to improve and implement strategies that have positive outcomes for students and that develop character strengths of gratitude, kindness and forgiveness. It is the belief of BBCS staff that we will continue to build student's self-esteem, resilience and outlook for positive futures.

## 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.

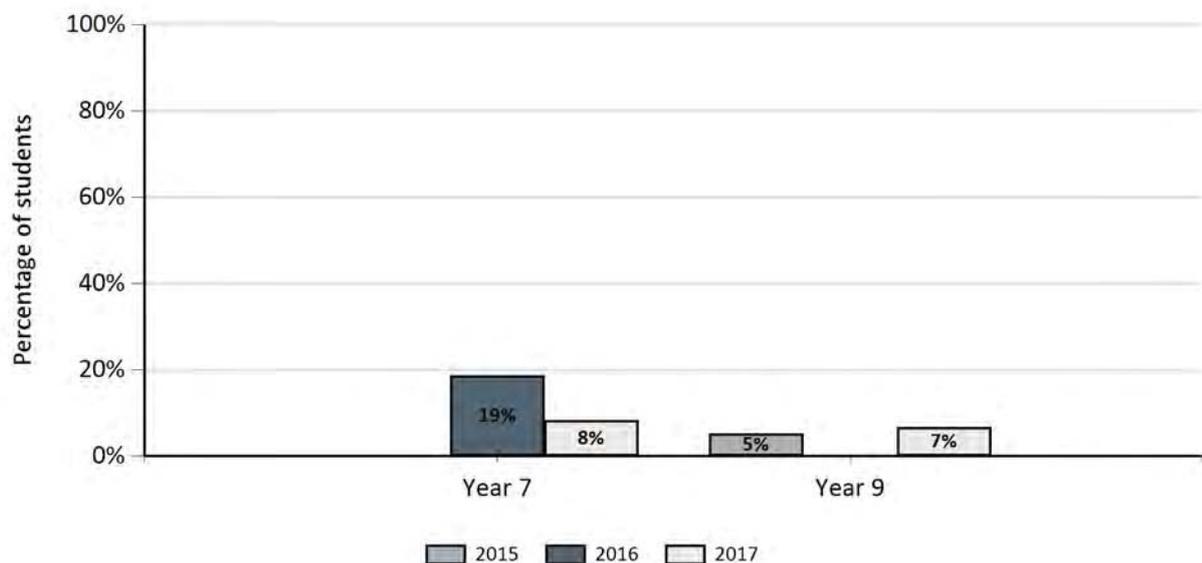
#### Reading



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 5-7	Year 7-9	State (average)
Upper progress group	0%	0%	25%
Middle progress group	0%	100%	50%
Lower progress group	100%	0%	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 5-7	Year 7-9	State (average)
Upper progress group	0%	0%	25%
Middle progress group	0%	100%	50%
Lower progress group	100%	0%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	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	12	12	0	0	0%	0%
Year 7 2015-17 Average	14.0	14.0	0.0	0.0	0%	0%
Year 9 2017	15	15	0	0	0%	0%
Year 9 2015-17 Average	19.7	19.7	0.0	0.0	0%	0%

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

<sup>^</sup>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 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. In addition, due to the complex issues of trauma and low educational attainment, the number of students who willingly engage in the testing process fluctuates significantly.

Often students refuse to comply with NAPLAN standardized testing, resulting in a large proportion of incomplete or blank test results. These factors impact on the validity and reliability of the data collected. The same is true for the PAT R and PAT M testing results which are often partial and do not reflect a true and accurate evaluation of the students' academic performance. Testing using the KTEA2 indicates that, on average, students are achieving 1 year year growth for 1 year of schooling; in line with our school strategic priorities. Where students have not shown this level of improvement there is correlation between poor student attendance and/or disengagement from learning tasks. In instances where students have attended regularly there has often been greater than 1 year of academic growth and in some cases almost 2 years of growth for 12 months of schooling has been achieved.

KTEA2 testing has indicated that student reading from Year 8 & 9 is at a Year 4 level (4.5). KTEA2 data also identifies that in Numeracy, the Year 8 & 9 level is within the Year 3 band (3.5). For senior students Average Reading is at Year 7 (7.8) and Numeracy is at Year 3 (3.6). This highlights that, by and large, all our students have multiple years of improvement to reach the appropriate year level achievement standard.

SACE subject completions increased this year with a total of 28 SACE subject completions in 2017, up from 12 in 2016. Senior students completed Stage 1 subjects in 2017 in the Personal Learning Plan (PLP), Essential English and Essential Mathematics. Students achieved SACE Community Learning through the Operation Flinders and the Duke of Edinburgh programmes. Students also achieved Stage 1 Community Studies with an arts focus.

BBCS SACE Stage 1 compulsory subjects underwent the moderation process again this year to confirm our Stage 1 grade C standards. Students who were assessed in 2017 produced work that met the statewide SACE standard.

Students engaged with Certificate level VET courses are able to claim 'credits' for SACE. BBCS had a number students engaged in certificate level courses in 2017 but only three claimed SACE Credits; one at a Certificate I level and two at a Certificate II level. The majority of the students will carry over their VET studies to 2018.

Many RTOs produced Parchments and Academic transcripts too late to credit towards the 2017 SACE year, thus hampering student SACE resulting. Obtaining VET parchments and academic transcripts for SACE credits will be a targeted area of improvement for 2018.

## Attendance

Year level	2014	2015	2016	2017
Year 6	76.7%	66.4%	77.3%	66.1%
Year 7	66.2%	61.7%	63.4%	57.5%
Year 8	55.8%	65.5%	58.0%	55.8%
Year 9	51.3%	51.5%	53.8%	53.0%
Year 10	47.5%	44.9%	42.4%	53.0%
Year 11	59.9%	46.4%	27.7%	42.4%
Year 12	53.7%	48.9%	39.0%	42.0%
Total	57.2%	52.1%	48.1%	50.9%

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

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

## Attendance Comment

Bowden Brompton recognizes that lack of attendance and limited engagement are a key barrier to students' educational and social success. Strategies for attendance in 2017; To provide inspiring student driven curriculum, offering choice subjects requested by student voice. The provision of a daily nutrition program provided morning tea and lunch to all students.

Introduction of attendance plans that were drafted with students using SMARTAR Goals and a 4 week review system.

BBCS staff case manage and monitor student's attendance/absences to ensure students are on site, in sight and on track.

## Behaviour Management Comment

Data indicates that violence, bullying and harassment continue to be a major concern for BBCS. Pro-active strategies that the school has engaged with in 2017 include:

- Building staff capacity through PD. Including our therapeutic approach, and teaching students physical and emotional awareness and intelligence presented by child psychologist Andrew Fuller
- Positive Education & Interoception
- Working with Pos Ed Inst. to reflect on and re-write our Relationships and Wellbeing framework into our Kindness, Forgiveness and Gratitude Policy.
- Employing a Speech Pathologist and OT to observe classrooms, work with students and feedback strategies to staff.
- Redefining student exclusions into on-site "Inclusion Programs" and "Community Learning".

## Client Opinion Summary

7 parents responded to the official Australian Education Services Survey

Responses included:

Teachers at this school expect my child to do his or her best. – 3 agreed & 3 strongly agreed

Teachers at this school provide my child with useful feedback about his or her school work - 2 neither agreed nor disagreed & 5 strongly agreed

Teachers at this school treat students fairly - 1 agreed & 5 strongly agreed

It must be stated that one parent's responses strongly disagreed with most statements. School staff are doing a fine job in trying to be inclusive of all parents.

35 student responses were recorded

Responses included:

My teachers expect me to do my best – 49% agreed and 37% strongly agreed.

My teachers provide me with useful feedback about my school work – 57% agreed and 23% strongly agreed.

Teachers at my school treat students fairly – 20% neither agreed nor disagreed, 37% agree & 23% strongly agreed.

I feel safe at my school – 18% disagreed, 6% neither agreed nor disagreed, 48% agreed and 14% strongly agreed. The response to safety is a major concern for all BBCS staff. In 2018 BBCS staff and DECD personnel will collaborate to develop improvement strategies and make available supports so that all students feel safe to come to school.

15 staff responded to the staff satisfaction survey

Responses included:

Teachers at this school expect students to do their best – 80% agreed & 13% strongly agreed

This school looks for ways to improve – 40% agreed and 60% strongly agreed

This school takes staff opinions seriously - 47% agreed and 47% strongly agreed

Once again safety concerns were evident through the teacher's responses to students feel safe at this school – 7% strongly disagreed, 27% disagreed, 47% neither agreed nor disagreed, 13% agreed and 7% strongly agreed.

2018 will see the school focus on strategies and implement supports to ensure that all students and staff feel safe at school.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	2	3.2%
Interstate/Overseas	0	NA
Other	1	1.6%
Seeking Employment	8	12.9%
Tertiary/TAFE/Training	6	9.7%
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	31	50.0%
Unknown	14	22.6%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

Before DECD employees and visitors can be on site or work with our children we check the person (s) have a current screening clearance from Department of Communities and Social Inclusion.

This includes all staff, student teachers, TRTs, Volunteers, Grounds staff, Contractors, Tutors and other outside agencies or people that may provide a service to our school.

We obey the Criminal History Screening Policy as part of the DECD requirements.

Once the clearance is confirmed we then enter this information into a spreadsheet document and into our DECD data base (EDSAS) and file for future reference.

## 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	53
Post Graduate Qualifications	20

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 Equivalents	1.0	28.1	1.4	8.2
Persons	1	32	2	13

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

## Financial Statement

Funding Source	Amount
Grants: State	\$4,585,546.00
Grants: Commonwealth	\$4,000.00
Parent Contributions	\$27,783.75
Fund Raising	\$1,442.90
Other	\$31,136.04

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	Intensive support program, one to one tutoring and community outreach program.	Achieved SMART goals for all students that participated in the program.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	Intensive support program, one to one tutoring and community outreach program.	Achieved SMART goals for all students that participated in their programs.
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	Small classes, intensive support program, one to one tutoring and community outreach programs.	Achieved SMART goals for all students that participated in their programs.
Program Funding for all Students	Australian Curriculum	BBCS has a focus on assessing and reporting on the following general capabilities; literacy, numeracy, personal and social capabilities. Participation in STEAM initiatives to engage learners became a focus 2017 and will continue in 2018.	
	Aboriginal Languages Programs Initiatives	Michael Golan provided professional development to BBCS staff on Aboriginal Learner Perspectives. PLT were established to improve Aboriginal student's engagement and connection to their traditional language.	PLT established, attendance and engagement improvement strategies implemented.
	Better Schools Funding	Training and Development programs with a specific focus on Positive Education, Trauma Informed Practice and Interception.	All staff trained and embedded in the 2018 SIP.
Other Discretionary Funding	Specialist School Reporting (as required)	Multi Campus Support review to occur in 2018.	Ability to maintain Human Resources for each campus
	Improved Outcomes for Gifted Students	BBCS applies a strength based approach to student learning so that all students have the opportunity to develop intellectual stretch in their area of interest / expertise.	N/A
	Primary School Counsellor (if applicable)	Resources help top up the staffing needs at Little Para Campus.	Support the complex needs of Little Para students.