



Brahma Lodge Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Brahma Lodge Primary School Number: 983

Partnership: Salisbury

Name of School Principal:

Name of Governing Council Chair:

Date of Endorsement:

School Context and Highlights

Brahma Lodge PS is a Category 2 school located near Salisbury. Enrolments are mainly drawn from the suburb of Brahma Lodge bounded by Main North Road, Frost Road, Cross Keys Road and Park Terrace.

The enrolment from R-7 at the end of 2017 was 228. Over 50% of families access the school card entitlement. 30% of our students are from non-English-speaking backgrounds. In 2017 the number of Aboriginal or Torres Strait Islander students reached 26 (12%). The number of Students with Disabilities in the school in 2017 was 28 (14%) in the mainstream classes and 8 (4%) in the Special Class. We are a diverse community and we encourage our community members to learn in partnership with us to develop the learning abilities of our students

It is our belief that students respond better to efforts to improve their academic performance when they feel connected to school. Our goals are to connect students to their school and to improve their academic performance. Student Well Being plays a significant role in our school. Our school values guide our behaviour as we diligently pursue the academic and social growth of our students.

The highlights of the 2017 school year include student achievement and progression in the NAPLAN especially in Year 3 and Year 5, the renewed focus on Mathematics Proficiencies as the drivers of Numeracy learning, our engagement with the moderation process through whole of School EALD assessment processes, our student reading achievements and growth, our teacher learning that led to the decision to introduce a new reading assessment tool across the school, the continued development of growth mindsets in our students which leads us towards a program that will develop self-regulation and meta-cognition skills, improved wellbeing services for our students including a breakfast program and an after school club that focused improving social-emotional skills, and the findings of the Survey of Student Wellbeing and Student Engagement.

We are pleased to have been able to make a significant investment in improving our school environment. The development of outside learning areas and the new learning spaces for our R/1 and Year 6/7 students combined with our high quality learning program make us an attractive option for families seeking public education services.

We have developed and continue to develop a highly skilled and committed teaching and ancillary team who are committed to improving the lives of the children from our community.

Governing Council Report

Governing Council (GC) oversaw the establishment of the Camp Australia Out of School Hours Care (OSHC) service at Brahma Lodge Primary School. GC monitored the program and the attendance rate and put a sustained effort into encouraging the BLPS community to use the service. A hot weather policy was developed with Camp Australia to enable the service to operate safely at times of extreme heat. The BLPS GC was satisfied with the level of service provided in the care of the children from our community. At the time of writing this report GC is saddened to have received notification that Camp Australia has provide notification that it intends to close the service at BLPS on the 6th of July 2018. The decision which is enabled by a clause in the DECD contract is based on unacceptably low enrolment figures for the 2017 operating year. This is the second time that the BLPS has opened and then closed an OSHC service. On each occasion data carefully gathered from our community has suggested that there is a need for an OSHC service and then the actual numbers that have eventuated when the service has opened have proved to be unviable.

The Governing Council (GC) of Brahma Lodge Primary School (BLPS) would like to acknowledge our satisfaction with the learning program offered at our school in 2017. We believe that the quality of the learning provided by our teaching staff is of a high standard. Our teachers and the SSO support staff work tirelessly for the benefit of our students. We are impressed with how welcome families are made to feel in the school. The school works in partnership with families in educating the children and the staff make themselves available to explain the learning programs and to advise parents on how they could support their child's learning. In 2017 the GC has learnt about the R-7 Numeracy Agreement and the impact that it is having at the classroom level. The principal has explained the concepts of Big Ideas in Number to our members and we look forward to seeing deeper understandings of Number in our children as the teaching staff improve their understanding of some principles and adjust the mathematics learning occurring. We will review this initiative and look for innovative ways to assist families to support the learning of their children.

Improvement Planning and Outcomes

The primary focus of our 2017 improvement agenda was improving student learning progression in mathematics and Numeracy from Reception to Year 7. We want teachers to know the nature and magnitude of their impact on mathematics learning of their students. We want our minimum guarantee to be 12 months growth for 12 months of learning and then to provide greater growth. Our teachers use learning intentions and success criteria to assist our students to understand what they need to do to be successful.

We sought to align the DECD Learning Design, Assessment and Moderation Strategy and the Results Plus Strategy with the actions of our Site Learning Plan. Through our learning with Professor Martin Westwell we agreed to put the development of thinking (served by knowledge) at the centre of learning. This enabled us to link our Growth Mindset improvement agenda in to the improvement process.

Succession planning led us to appointing Teaching and Learning Coordinators who are being developed to take on lead roles in professional learning. Our Numeracy Coordinator teamed up with the coordinators from Salisbury Park PS and Ann Baker to enable teachers to design and deliver learning in mathematics that require intellectual stretch through the mathematics proficiencies. This led to new teacher understandings and every teacher has improved their mathematics and Numeracy planning through the use of the AC proficiencies as the drivers of learning.

2017 PASA data informed us that many students struggled to understand mathematical concepts related to pattern and structure. Despite extensive investment in teacher development teachers struggled to use the assessment data to improve learning. As we explored the reasons for this phenomenon we discovered that teacher mathematical knowledge and understanding in relation to pattern and structure was inadequate. We used the work of Dianne Siemon and colleagues in Teaching Mathematics to develop a learning program for teachers related to Big Ideas in Number.

The mean score in the 2017 Year 3 NAPLAN (Numeracy) data has risen 40 points in 2 years. The Year 5 progression rate was above all students. The Year 7 progression rate was below that of all students.

Our 2017 review process has informed our strategic intent for 2018. Our coordinators and principals will lead the development process of the new site learning plan in line with the DECD Strategic Plan. The Literacy Focus will be the R-7 roll-out of the new reading assessment program Learning A-Z with the learning focus being how the program informs and influences the explicit teaching and learning of reading. In Numeracy we will continue to refine our practices and pedagogy using TfEL, Natural Maths, the AC mathematics proficiencies combined with our Salisbury Partnership learning related to the DECD LDAM and Literacy and Numeracy First strategies. We will also implement a Maths intervention program aimed at improving student progression in the Number strand. In Wellbeing we will continue to implement programs that connect our students to their school. Our primary improvement focus will be on the integration of our Child Protection, Relationships and Sexual Health, and Social Learning curricula into a coherent R-7 learning program which is communicated through a single framework.

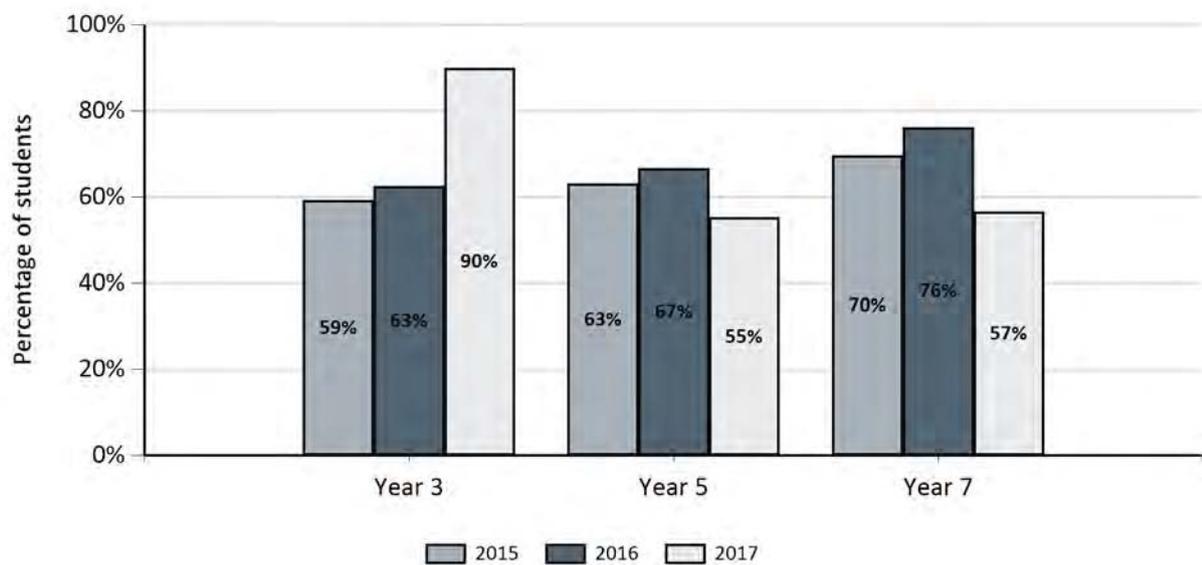
We will continue our learning in the area of Differentiation which will be reflected in our engagement with the One Plan initiative through the refinement of our NEP and ILP processes in line with recommendations from the 2016 External Review Report.

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.

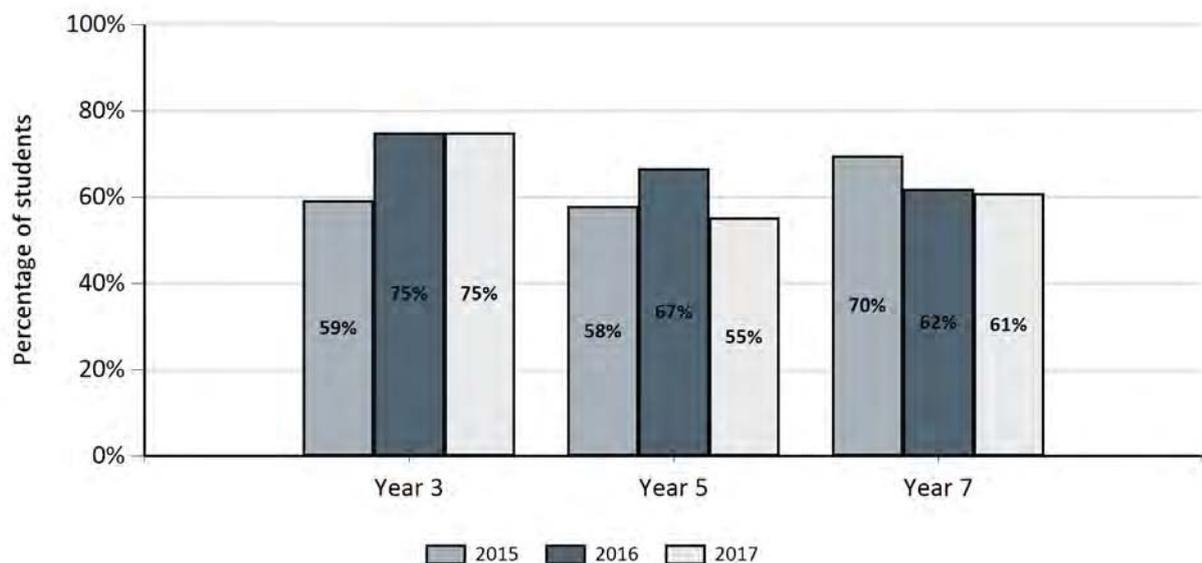
Reading



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 3-5	State (average)
Upper progress group	21%	35%	25%
Middle progress group	71%	40%	50%
Lower progress group	7%	25%	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	22%	7%	25%
Middle progress group	56%	53%	50%
Lower progress group	22%	40%	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	20	20	10	4	50%	20%
Year 3 2015-17 Average	26.3	26.3	6.0	3.0	23%	11%
Year 5 2017	29	29	3	4	10%	14%
Year 5 2015-17 Average	24.0	24.0	3.0	3.0	13%	13%
Year 7 2017	23	23	3	1	13%	4%
Year 7 2015-17 Average	22.3	22.3	2.0	1.0	9%	4%

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

The Year 1 and Year 2 student achievements in Running Records are an indicator of the impact of our learning program on the reading ability of Early Years students at Brahma Lodge Primary School. The percentage of Year 1 students reading at level 16 or above by the end of the school year was 60%. This coupled with the 32% of students who read at level 21 or above and a healthy progression rate and achievement standard is indicated. The group of students achieving at below level 10 was 28%. The reasons for the progression are documented in Student Information Folders and all of these students receive intensive intervention support. In Year Two 68% of students at BLPS read at level 21 or above compared to 56% of students in the state who read at level 21 or above. 18% of students at BLPS read at level 15 or below compared to 18% of students in the state who read at level 15 or below. The BLPS figure had dropped to 14% below level 15 by the end of the 2017 school year. Our school is serious about reading achievement and we have developed effective classroom and intervention programs that support students to progress in their learning. The improved outcomes in our R-2 reading achievement are leading to improved Year 3 reading achievement. In 2017 90% of Year 3 students demonstrated achievement at or above the DECD SEA for reading. 50% of Year 3 students were in the upper two bands of achievement for their year level. It is our expectation that this will continue as the students progress through primary school. We continue to learn as a staff about effective reading practices and we continue to refine our practices based on evidence based research. Our persistent attention to rigorous classroom learning and intervention programs continues to provide all students with the opportunity to improve.

The Year 3 NAPLAN Mean Scores over Time continue to improve. The Numeracy mean has moved from 340 in 2015 to 380 in 2017, Reading has moved from 345 to 424 and Writing has moved from 381 to 400 during the same period. Once again this suggests that we are improving the learning progression of students in the early years. The NAPLAN Year 5 progression data informs us that our students have progressed better than all students in Year 3 to Year 5 Numeracy and Reading. The Reading progression is 25% low, 40% medium and 35% upper. The Numeracy progression is 22% low, 44% medium and 33% upper. This suggests that once again the progression that we are obtaining for this cohort is closing the achievement gap to the standard. The NAPLAN Year 7 progression data informs us that Year 7 students have progressed in Reading at a satisfactory rate. The Reading progression is 7% low, 71% medium and 21% upper. The Year 7 Numeracy progression data informs us that too many of the cohort made progression at the low rate. This means that they are not closing the achievement gap. We are hopeful that our new teaching and learning practices will see an improvement in progression and achievement at the Year 7 level as students move through the school.

Attendance

Year level	2014	2015	2016	2017
Reception	89.8%	92.1%	88.6%	93.3%
Year 1	93.0%	86.2%	92.2%	87.3%
Year 2	92.5%	94.4%	87.5%	91.6%
Year 3	93.6%	92.0%	94.9%	93.1%
Year 4	90.8%	94.9%	92.1%	91.9%
Year 5	88.1%	93.0%	94.9%	91.7%
Year 6	90.2%	91.8%	91.6%	93.0%
Year 7	88.6%	89.4%	87.3%	92.1%
Primary Other			83.2%	91.7%
Total	91.0%	91.8%	91.0%	91.8%

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

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

Attendance Comment

Our attendance data continues to move towards the DECD standard. Our school has sound practices relating to the monitoring and tracking of student attendance. What frustrates us is our inability to work effectively with the families of chronic non-attenders, DECD officials and the regulations and legislation that guide us. The consequences for chronic unexplained non-attendance need to change as currently parents and caregivers understand that little will happen to them if their children do not attend school. The impact that non-attendance has on student learning is serious.

Behaviour Management Comment

We review our Behaviour Development policies and procedures to ensure that we are constantly vigilant in addressing problem behaviours that arise in the school context. We document every yard and classroom intervention and discuss weekly in Leadership meetings the intervention programs that are being implemented to ensure that every child is safe whilst at school. Behaviour data is sent to the Governing Council every term and discussed by the parent representatives and the principal. Behaviour Intervention programs are discussed in this forum. Bullying surveys are conducted across the school throughout the year. The data is analyzed to cross reference student behaviour and to monitor and address students identified as bullies by their peers.

Client Opinion Summary

The Psychological Health Survey was used with staff in 2017 to gather data on staff opinion. Through this tool and our Performance Development processes we are able to monitor the wellbeing of our staff. Teachers and ancillary staff report high levels of satisfaction with leadership, role clarity, co-worker interaction, participative decision making, goal alignment, appraisal and recognition, employee development, work demands, and morale. We are conscious of the demands of working effectively in a school and we endeavour to make the workplace a calm and respectful place that values relationships and enables adults to collaborate and to grow.

The parent survey was not completed in 2017. A project was given to a member of staff to work with DECD tools to develop a survey that could be provided to parents on-line. The project was not completed and parents were unable to provide feedback to the school through this format. Information gathered from Parent Teacher Interviews, parent forums, the BLPS complaints process and written feedback provided to the school from parents informs us that there is a satisfactory level of satisfaction amongst the parents and caregivers of our school related to our learning programs, communication, relationships and decision making processes. We will develop our on-line survey in 2018 and ensure that we survey 25% of our parent cohort.

The student survey was conducted and the results of the survey are included in the appendix. We monitor the welfare of our students constantly and bullying is a minor problem in our community. We have procedures in place to deal with bullying and to give victims a voice in the restorative justice process. Our students are connected to their school, they believe that they are treated fairly and that the adults who work at the school are helping them to achieve what they are capable of. In 2017 we used the Survey of Wellbeing and Student Engagement with our Year 4 to 7 students. The results provide us with rich information about this cohort of students. We are particularly pleased with the high levels of, emotional engagement with teachers, connectedness to school, belonging and friendship. This information informs us that our emphasis on wellbeing programs impacts our students engagement and sense of belonging, enabling us to improve student academic performance.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	8.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	8.0%
Transfer to SA Govt School	41	82.0%
Unknown	1	2.0%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

DECD guidelines and the audit process have assisted us to understand Relevant History Screening requirements for schools. All volunteers now have the relevant documentation. All service providers that need to access children are required to produce Relevant History Screening certification documentation. Copies of Relevant History Screening certification documentation for all volunteer and service providers are kept by the school.

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	31
Post Graduate Qualifications	3

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	19.1	0.0	8.7
Persons	0	23	0	11

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

Financial Statement

Funding Source	Amount
Grants: State	\$3 162 867
Grants: Commonwealth	\$149 027
Parent Contributions	\$50 895
Fund Raising	0
Other	0

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	All students had an Individual Learning Plan developed that set short term learning and behaviour goals.	Data informs us that identified students spent less time out of learning program
	Improved Outcomes for Students with an Additional Language or Dialect	All students had an Individual Learning Plan developed that set short term learning goals.	Differentiation T&D occurred for all teachers & will continue in 2018
	Improved Outcomes for Students with Disabilities	All students had an Individual Learning Plan developed that set short term learning goals.	Differentiation T&D occurred for all teachers & will continue in 2018
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	Numeracy improvement is a whole school focus and there are significant evidence of changed teaching practices. All Aboriginal students have Individual Learning Plans that set short term Literacy and Numeracy goals. Plans are assessed each term and adjusted based on evidence of achievement. APAS funding placed into intervention programs for identified students, programs assessed and adjusted throughout the year. All students below BLPS reading benchmarks receive support through intervention programs.	SEA data collected, Professional learning on how to differentiate learning developed, Professional learning on how to write Individual Learning Plans occurred
	Australian Curriculum	Australian Curriculum funding used for professional learning of teachers.	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	All Better Schools funding placed in to the employment of teachers and SSO's to improve student learning growth and student achievement.	Improved Literacy outcomes across the school.
	Specialist School Reporting (as required) Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)	BLPS employed a Student Wellbeing Coordinator using this funding.	Wellbeing data and growth mindsets improving.