



BELAIR PRIMARY SCHOOL

Belair Primary School

2020 annual report to the community

Belair Primary School Number: 524

Partnership: Mitcham Hills

Signature

School principal:

Mr Rob Houston

Governing council chair:

Lisa Jamieson

Date of endorsement:

15 February 2021



Government
of South Australia
Department for Education

Context and highlights

Belair Primary School is a school of choice for families looking to provide for their children's education. Located in the foothills of the Adelaide Hills and not far from the Adelaide CBD we are an International Baccalaureate school which aims to develop inquiring, knowledgeable, caring young people, who achieve their personal best and actively help to create a sustainable and more peaceful world. We provide a comprehensive education, based on the Australian Curriculum and the IB - Primary Years Program (PYP). Teachers prepare students to meet the challenges of a changing world with confidence and enthusiasm. We serve a generally high socio-economic, professional community that has high expectations of the school, academically and socially.

Belair Primary School opened on the present site in 1957. Belair Junior Primary School co-located with Belair Primary School in 1997. The schools amalgamated in 2013.

Due to the COVID-19 pandemic 2020 was a year of extreme challenge for our school, state, nation and the world. We experienced weekly attendances down to 30%, school closure, learning from home and learning from school. Many families were directly challenged on employment, whether being an essential worker, having to work from home or losing their job in this difficult time. Staff were confronted with new challenges and needed to do things differently and amongst all of this our students remained resilient and optimistic and there were many highlights that need to be acknowledged.

Our school library experienced a full refurbishment, walls were removed, new paint, new furniture, new equipment and new shelving was purchased. A new cataloguing and borrowing system has been introduced and the nonfiction section of the library reflects the transdisciplinary themes of our PYP program. Our library is now the place where everyone wants to be.

We were able to replace our year 3-5 playground with an exciting new adventure playground, with natural features blending in closely with Rokewood Scrub. This was achieved through a combination of Parent Association fundraising, OSHC and school contributions. Disability access to our school buildings and grounds was up graded creating appropriate access to the Carawatha teaching unit, junior primary sand pit, junior primary climbing frame, Japanese room, canteen and out of school hours care.

In response to feedback from our community, we reviewed and updated our communication, assessment and reporting procedures.

Governing council report

2020 was a year like no other for Belair Primary School. As in all areas of teaching and student engagement, COVID-19 impacted on many aspects of the Governing Council's operations (face-to-face meetings replaced with virtual meetings, navigating Job Keeper for OHSC and Canteen staff, for example). However, the Governing Council and its sub-committees remained engaged in all its core activities and had a number of notable triumphs. These included:

- overseeing and being part of the consultation processes of Belair Primary School's new logo
- providing impetus for the school's 'Safe Movement Precinct', specifically around a deputation at a Mitcham Council meeting regarding: Laffers Rd carpark
- input into the school's major building works planned to commence 2021
- providing feedback re: Year 6/7 transition for 2021
- supporting the school in its 2020 external review
- facilitating, through the Grounds Committee, a highly successful working bee
- providing feedback on School Improvement Plan and Communications Plan
- ongoing oversight of the School, Canteen and OHSC financials via both Finance and Governing Council meetings
- regular sub-committee meetings of Education, Sports, Grounds and Parents' Association

I'd particularly like to acknowledge the tremendous fund-raising efforts of the Parents' Association who, despite one COVID-19-related cancellation and another close call, were able to orchestrate a hugely enjoyable and highly profitable colour run.

I also wish to acknowledge and thank the enormous body of volunteers who contribute to the school's functioning, even during a pandemic, in many, frequently invisible ways.

Finally, I wish to thank the highly capable, adaptable and terrifically hard-working members of the 2020 Governing Council and the school's leadership who assist the Governing Council in its many undertakings: Kerry Levett (Deputy Chair), Lynette Morris (treasurer), Karla Pobke (Secretary), Merrilyn Larusson, Peter Sudo, Martin Potter-Denton, Tobin Hanna, Sinead O'Connell, Tudor Thomas, Anna Deller-Coombs, Megan Finch, Rob Houston, Leanne Twigden, Ali Farmer, Nerida Hunt, Natalie Mayfield, with a special mention to Karen Gillespie for her many years on both the Governing Council and Sports Committee.

I wish the 2021 Belair Primary School governing council all the very best for, let's hope, a less dramatic and unpredictable year.

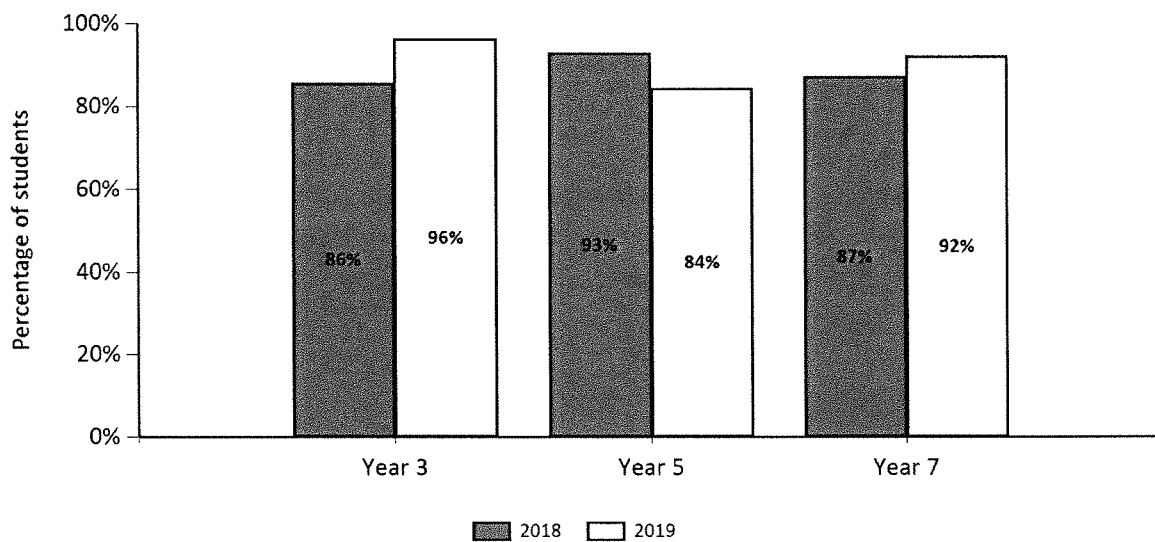
Lisa Jamieson
Chair, Belair Primary School Governing Council 2020

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

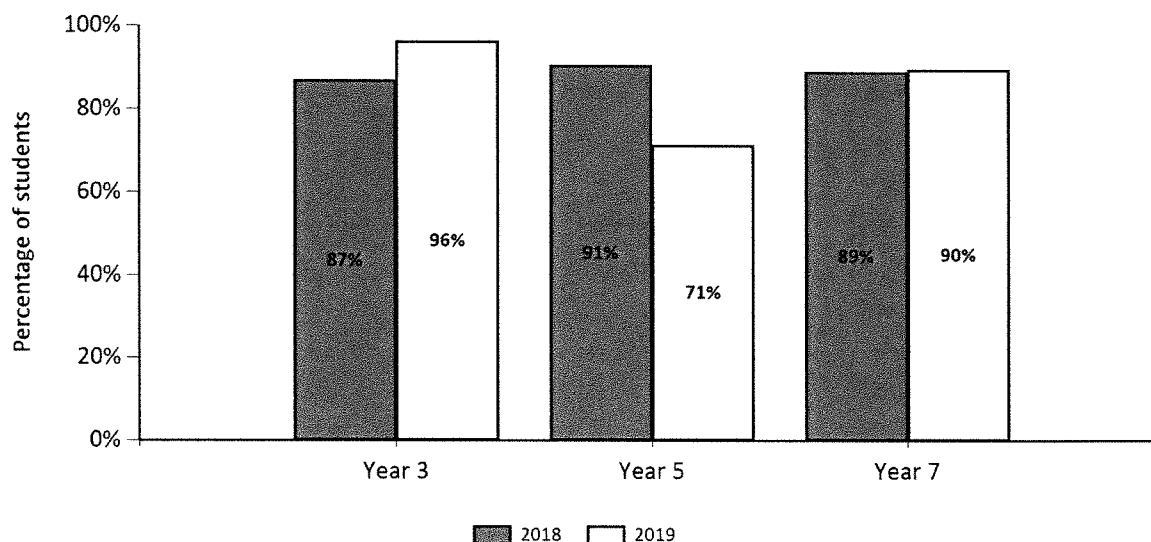


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2017 to 2020 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	39%	40%	25%
Middle progress group	52%	48%	50%
Lower progress group	9%	12%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	13%	31%	25%
Middle progress group	50%	55%	50%
Lower progress group	37%	14%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	83	83	56	41	67%	49%
Year 3 2017-2019 Average	79.3	79.3	48.0	37.3	61%	47%
Year 5 2019	77	77	30	8	39%	10%
Year 5 2017-2019 Average	80.0	80.0	37.3	20.7	47%	26%
Year 7 2019	77	77	40	32	52%	42%
Year 7 2017-2019 Average	66.0	66.0	30.7	24.7	46%	37%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

A-E assessment

For the past 2 years we have included A-E assessment targets into our Site Improvement Plan as a key measure of student and school improvement. With the National Assessment Program (NAPLAN) withdrawn due to COVID-19 this recent focus becomes even more valuable to us.

We have achieved outstanding growth in learning achievement (A – E assessment) in 2019. When compared to 2018 results we had an increase of 18% of students achieving A and B grades in Humanities & Social Sciences, 54% in total. (HASS). 9% more students achieved A and B grades in mathematics (51% in total) and 9% more students achieved A and B grades in English (53% in total). It was always going to be interesting to see if these types of results could be sustained in 2020.

I am very pleased to share that our school results are statistically very close the 2019 result with 52% of students achieving an A or B in Mathematics, 52% of students achieving an A or B in English and 51% of students achieving an A or B in Humanities and Social Sciences (HASS).

PAT M & R

We have not traditionally reported on ACER PAT Maths or ACER PAT R (Reading) in the school Annual Report. ACER PAT assessments are conducted every year at the end of term 3 and while individual student results are not publicised, individual student data is used to support students in identifying any misconceptions and next steps in their learning. This Department does however, have a Standard of Educational Achievement (SEA), from year 3 to 7 in both assessments. In 2020 91% of students from year 3-7 met the SEA in Maths and 93% of students met the SEA in Reading. Statistically if making comparisons to other schools this is a very good result.

Reading - Year 1 Running Records

84% of our students achieved the Standard of Education Achievement (SEA) for reading 'running records' by being at or above level 13 by the end of term 3 2020. This is a very good result while at the same time students who are below the SEA are receiving continued support through the extra classroom SSO support provided throughout the year.

Reading - Year 2 Running Records

85% of our students achieved the Standard of Education Achievement (SEA) for reading 'running records' by being at or above level 21 by the end of term 3 2020. This is also a very good result while at the same time students who are below the SEA are receiving continued support through the extra classroom SSO support provided throughout the year.

Year 1 Phonic Screening check

Phonics Check

In both 2018 and 2019 we had around 70% of students achieve the Departments target score of 28 sounds or higher. In 2020 we had 74 participate in the year 1 phonics check with 80% of students achieving the Department's target score of 28 or higher. We believe this is a direct result of our recent focus on teaching synthetic phonics through a revisited Jolly Phonics program.

Attendance

Year level	2017	2018	2019	2020
Reception	94.1%	94.1%	94.5%	90.1%
Year 1	93.9%	94.0%	94.8%	92.0%
Year 2	93.3%	95.9%	94.4%	90.5%
Year 3	94.1%	93.5%	94.9%	91.6%
Year 4	94.3%	95.7%	94.8%	91.6%
Year 5	94.0%	94.6%	93.4%	90.1%
Year 6	94.1%	93.5%	92.7%	91.2%
Year 7	94.3%	93.4%	91.7%	92.1%
Total	94.0%	94.4%	93.9%	91.2%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Our overall attendance for the year was down by 3% from the historical average. On reflection, the decrease in attendance can be tracked back to term 1 where due to COVID-19 the attendance across the school went from the mid nineties down to 30% over the last 3 weeks of the term.

From the beginning of term 2 for a short period, we ran learning from home and learning from school and then from the fourth week of term 4 most students had returned to school. We remained in close contact with those students learning from home and by the end of term 2 all students were attending in the usual fashion.

Behaviour support comment

Belair has high expectations of student behaviour in line with the school's values and the IB Learner Profile attributes. We have a school Code of Conduct which provides guidance in the classroom and the school yard. The school works to a 'restorative practice' approach to all behaviour issues. A bullying audit was conducted for year 3-7 students in term 2 with the results being used to support individual students. The Pastoral Care Worker, PCW, conducts programs to develop skills, dispositions and problem solving strategies. The school continues our strong connection with Kid's Hope Mentor program, supporting identified students in need of extra support.

Client opinion summary

We had 40 year 4 to 7 students participate in the Department's 'Student Engagement and Well Being Survey' in term 1. The survey covers 4 key areas; learning readiness, health and well being outside of school, emotional well being and engagement with school.

The survey indicated the following percentages of medium to high positive responses towards learning readiness: Perseverance 86%, cognitive engagement 97% and academic self concept 97%

The survey indicated the following percentages of medium to high positive responses towards wellbeing outside of school:

Overall health 82%, nutrition and breakfast 91%, sleep 75%, music and the arts 79%, sports 96%, organised activities outside of school 94%

The survey indicated the following percentages of medium to high positive responses towards emotional well being: Happiness 94%, optimism 82%, life satisfaction 87%, emotional regulation 71%, sadness 81%, worries 75%

The survey indicated the following percentages of medium to high positive responses towards engagement with school: Connectedness to school 97%, engagement with the teacher 100%, school climate 90%, school belonging 83%, peer belonging 92%, friendship intimacy 96%, physical bullying 100%, verbal bullying 100%, social bullying 93%, cyber bullying 97%

We had 191 families participate in the new Department for Education 'Parent Engagement Survey'. This is a larger number than previous surveys which have had 116 and 26 responses respectively. The survey showed a strong acknowledgement of respect for each other and the respectful relationships between teachers and students. Parent input to their child's learning and receiving feedback from teachers about their child's learning will be areas for us to work on in 2021.

57 staff members participated in the Department for Education Perspective Survey in 2020. The survey has a focus on engagement and identifies the percentage of staff, from their responses, who are moderately or highly engaged as opposed to passive or disengaged. The 2020 engagement percentage was 75%, a 13% improvement from 62% when the survey was last held in 2018.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	3.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	31	25.8%
Transfer to SA Govt School	85	70.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

We have many volunteers contributing to the welfare and education of our students. Recent Department for Education guidelines have been introduced requiring us to maintain a diligent application and monitoring process which requires many volunteers to obtain Working With Children Clearances (WWCC). We maintain an ongoing record of volunteers on EDSAS and ensure volunteers have the appropriate accreditation to fulfil their roles.

Qualifications held by the teaching workforce 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	51
Post Graduate Qualifications	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	2.0	28.9	0.0	12.6
Persons	2	33	0	18

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$5,323,864
Grants: Commonwealth	\$750
Parent Contributions	\$275,896
Fund Raising	\$32,233
Other	\$191,807

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	All students with a One Plan were provided with support aligned with goals documented in their plan. Staff were released to participate in SRT and One Plan meetings to develop the new one plan format.	One Plans were created for all required students.
	Improved outcomes for students with an additional language or dialect	SSO support continued for identified students. Staff moderated student writing and assigned levels.	Appropriate support was put in place and literacy levels continue to progress.
	Inclusive Education Support Program	All students with a One Plan were provided with support aligned with goals documented in their plan. Staff were released to participate in SRT and One Plan meetings to develop the new one plan format.	One Plans were created for all required students.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Intervention programs are well established. SSOs are employed to support identified students. Waves of intervention implemented in classrooms with explicit differentiation documented for identified students in literacy and numeracy.	Students successfully completing intervention programs. Learning plans developed for targeted individuals. Learning mapped against curriculum continuums
	First language maintenance & development Students taking alternative pathways IESP support	Teachers and SSO's were provided with appropriate PD to meet the requirements of the school Literacy Agreement. Learning plans were developed, implemented and reviewed. School and partnership focus on writing improvement through Brightpath.	
Program funding for all students	Australian Curriculum	Funding supported a focus on back wards by design planning against the Australian Curriculum within our IB PYP planning teams.	Significant improvement in A-E assessment was maintained across learning areas.
	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding	Extra 2-3 hours SSO support for all R-7 classrooms with a focus on Literacy improvement.	Improved Running Records, phonics and A-E school based assessment.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Individual learning plans developed to support some gifted students.	Goals achieved in learning stemming from the individual learning plan.