SCHOOL CONTEXT STATEMENT

School Name: Banksia Park Primary School

School Number: 1015

1. General Information

Part A

School name: BANKSIA PARK PRIMARY SCHOOL
School No.: 1015 Ceremony: North East
Principal: Mrs Cathie Wilson
Postal Address: 1-5 Cottenham Road, Banksia Park 5091
Location Address: 1-5 Cottenham Road, Banksia Park 5091
Region: Northern Adelaide
Distance from GPO: 21 kms Phone No.: 08 82642114
CPC attached: NO Fax No.: 08 82645384

Oct FTE Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Special, N.A.P. Ungraded etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reception</td>
<td>30.0</td>
<td>41.0</td>
<td>27.0</td>
<td>22.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>25.0</td>
<td>16.0</td>
<td>28.0</td>
<td>22.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>24.0</td>
<td>24.0</td>
<td>15.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>25.0</td>
<td>25.0</td>
<td>28.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>28.0</td>
<td>28.0</td>
<td>23.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>26.0</td>
<td>28.0</td>
<td>30.0</td>
<td>23.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>32.0</td>
<td>26.0</td>
<td>29.0</td>
<td>29.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>23.0</td>
<td>32.0</td>
<td>29.0</td>
<td>28.0</td>
</tr>
</tbody>
</table>

| Secondary | Special, N.A.P. Ungraded etc. | | | |
| Year 8 | | | | |
| Year 9 | | | | |
| Year 10 | | | | |
| Year 11 | | | | |
| Year 12 | | | | |
| Year 12 plus | | | | |

TOTAL | 213.0 | 220.0 | 209.0 | 194.0 |

Oct total FTE Enrolment

| Male FTE | 213.0 | 220.0 | 209.0 | 194.0 |
| Female FTE | | | | |

School Card Approvals (Persons) | 25 |
NESB Total (Persons) | 6 |
Aboriginal FTE Enrolment | 2 |

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.
Part B

- **Deputy Principal**
  
  0.4 administration time provided through DECD staffing allocation, plus the school contributes an extra 0.2 admin time to this position through additional leadership supplement. The teaching component of the role is negotiated each year in relation to school needs and other staffing allocations.

- **E-mail**
  
  : dl.1015_info@schools.sa.edu.au

- **Staffing numbers**
  
  : **Tier 1** FTE is 10.7, Library allocation is 0.4, LOTE allocation is 0.4, FIR is 0.39, **Tier 2** FTE is 0.2 Special Education, converted to SSO hours.

  **Leadership** – The schools 2 key teacher positions are converted to TRT days to support professional development. Of the 9 teachers, 1 is part time and 2 are male. **181 ancillary** hours per week are deployed as follows: 14 as a grounds person, 12 as IT technical support, with the remaining hours deployed as office (including finance) library-resource centre and special needs. Additional temporary SSO hours support targeted learning programmes. FIR and tier 2 staffing has been deployed to support the continuation of Reading Recovery, professional development in our priorities as well as general support for other school business such as special needs programmes.

- The school also employs a Christian Pastoral Support worker for two days a week

- **OSHC**
  
  : OSHC including before, after school care and vacation care is available at the school.

- **Enrolment trends**
  
  Student enrolments declined slightly in 2012, with fewer reception enrolments, however, the school did gain several new families throughout 2012, many a result of Principal tours that were held throughout the year.

  Numbers in the kindergarten are very promising, which is a good indication for future growth.

- **Special arrangements**
  
  : Banksia Park School is a member of the Ridgehaven Cluster and Northern Adelaide Region, which has comprehension as a priority.

- **Year of opening**
  
  : 1964. School will celebrate its 50th Birthday in 2014.

- **Public transport access**
  
  : Adelaide metro bus routes run on both Elizabeth Street and Cottenham Road.
2. Students (and their welfare)

- General characteristics
  - The students and their families are from predominantly English/Australian backgrounds. Approximately 13% of our students are school cardholders.
- Student management
  - A regularly reviewed Student Behaviour Management Policy provides clear guidelines. Programme Achieve and Peer Mediators are in place to support student behaviour and well being. There is a very positive student culture with a range of leadership opportunities available to senior students.
- Student government
  - Student Action teams are the forum for student voice. Classes take on a school focus and implement strategies and actions to create change. Focus areas include Community Garden, Environment, Library, and Fundraising/Special events. Representatives from each class convene twice a term to discuss how their focus is progressing.
  - Regular class meetings occur
- Special Programmes
  - Peer Mediators are trained each year and support student welfare in the yard.

3. Key School Policies

- PARTNERSHIPS PLAN
  - Contextual Influences
    - Banksia Park in its early years operated as two schools, a primary and a junior primary. Towards the end of 1994 these two schools amalgamated.
    - The school is located within Tea Tree Gully Council Area adjacent to Banksia Park Family Kindergarten and within walking distance of Banksia Park International High School.
    - The school is well resourced, set in attractive, well maintained grounds adjacent to sporting facilities.
    - The following factors currently impact on the school:
      - The range of student learning needs particularly in literacy and numeracy and our responsibility to ensure that students acquire these basic skills as well as deliver a quality broad curriculum.
      - The vast majority of our students behave in socially acceptable ways. However, we do need to support students increasingly wide ranging social/emotional needs.
      - Promoting our school as a provider of excellent public education.
      - The vast majority of parents surveyed indicated a high level of support for the school, which needs to be fostered and maintained.
We need to provide opportunities for parents to continue to learn more about our school.

- The unpredictability of our enrolments.
- High level of commitment, energy and professionalism of staff.
- The sense of community that exists - parents feel accepted and welcome and many are actively involved in the school.
- Transition programmes from kindergarten to school and from school to Banksia Park International High School.

Core Business

Our purpose

" Learning for Life – Pathways to Excellence".

Our community of learners will achieve to their potential in becoming contributing, confident successful citizens equipped for lifelong learning.

A set of commonly agreed values support our purpose and staff are encouraged to clarify these and make connections with their teaching and learning programmes.

Curriculum

In 2012 the school began a transition to the new Australian Curriculum. The school has commenced using the Australian Curriculum in Mathematics, Science and History.

SACSA Framework is still used in other curriculum areas until a full transition occurs.

To make the curriculum more manageable teachers are encouraged to use an integrated approach.

Programmes taken by “out of school instructors” that all students are expected to participate in include swimming, Year 6/7 aquatic camp, gymnastics, visiting performances.

Opportunities exist for students to be involved in instrumental music, band and choral programmes, SAPSASA sporting activities etc for students with particular interest and skills.

Learning technologies strongly support our teaching and learning programmes.

In 2010 the school elected to nominate as a ‘comprehension site’ within the Northern Adelaide Region. This focus has strongly driven professional learning both in the school and as part of the region, and our site improvement priorities for 2010. It continues to be a focus in our current site plan.

Assessment & Reporting

Learning is assessed according to the described outcomes for each curriculum area.

Reporting to parents occurs in the following ways:

- Parent/Carer and Teacher ‘Reverse Interviews’ night – Term 1
- Parent/Carer Interviews with Teachers – Term 1.
- Mid Year Report at the end of Term 2
- Optional Interviews at the end of Term 3

Students have opportunities to participate in these Assessment & Reporting practices, usually through self-evaluation and group evaluation activities.

Our Assessment and Reporting meets the new Australian Curriculum guidelines, providing A – E grades in all subjects.

**Special Programmes to meet the range of Learning Needs**

The following support programmes exist:

- Special needs – literacy & numeracy.
- Fine and gross motor skills.
- Leap Ahead Reading program each morning

Support is delivered to small groups or to individual students by teachers and School Services Officers.

Student achievement information and factors affecting learning have been recorded on a database to assist with monitoring students learning, particularly those at risk.

The core business of the school is supported by:

- Regularly reviewed policies, in particular, Decision Making, Student Behaviour Management and Volunteer.
- Structures for student leadership and participation in decision making – class meetings, Student Action teams, involvement in Governing Council Committees, assemblies every three weeks and a Peer Mediator Programme.
- WH&S practices that focus on continual improvement.
- Performance Management practices which focus on performance development.
- Close working relationship with Banksia Park Family Kindergarten and Banksia Park International High School both of which support curriculum continuity Pre-school to Year 12.
- Provision of OSHC.

**Long-term site improvement plans**

Our strategic direction 2010-13 focuses on:

Continuous improvement of teaching and learning; Student and staff well being.

**Objectives**

- Focus on Learning
- Improved learning outcomes in Literacy, Numeracy and Science
- A focus on comprehension
- Promotion and marketing of the school
- Educating for sustainability

C:\Users\david pitt\Desktop\2013 School Context Statement.doc
Strategies to achieve our objectives fall into the following areas:
- Deeper learning for staff. (including professional learning teams)
- Deeper learning for students.
- Anti – Bullying Strategies.
- Literacy.
- Numeracy.
- Science
- ICT (with the introduction of Interactive Whiteboards in all class teaching areas from 2009)
- Planning with outcomes in mind.
- Sustainability

Monitoring Strategies for Core Business and Current Priorities
Over each year data is collected to determine what improvements occurred with respect to each of our priority areas and core business. There are clear targets established.
- Data is collected in relation to behaviour management and the implementation of Programme Achieve.
- Data in relation to Early Intervention Programmes is collected to determine progress made and effectiveness of the programmes in supporting student learning.
- Data from the National Assessment Program for Literacy & Numeracy (NAPLAN) identify any whole school patterns as well as a checking mechanism to ensure that individual student needs are being provided for.
- Common assessment tools in literacy and numeracy are used by teachers to monitor literacy development, measure distance travelled and discuss school patterns/issues.

4. Curriculum
- Subject offerings
  : See earlier section.
- Special curriculum features
  : The school offers German, The Arts and PE as specialist NIT subjects across the school.
- Teaching methodology
  : Is informed by the Teaching for Effective Framework (TfEL).

  Classes are all composite. An integrated approach is used with inclusion of Higher Order Thinking Skills and accommodation for different learning styles. ICT is supported by a computer room, as well as an Interactive Whiteboards, Computer pods and additional computers in each classroom.

  In 2012 Ipads were implemented across the school.
• Assessment procedures and reporting
  : See previous section.
• Joint programmes
  : A well established transition programme exists with our local kindergarten and high school. Additionally, Banksia Park Community Bands Association provides instruments and a band experience and DECD provides instrumental music instruction.

5. Sporting Activities

  : Intra school programmes include, Active After School program, Dance Sport, various clinics run by Dept. of Rec & Sport and various sporting associations, Sports Day (term 4), Swimming R-5 (Term 1), Aquatics camp year 6-7 (alternate years).
  Interschool programmes include participation in varied SAPSASA activities (individual and team).

6. Other Co-Curricular Activities

  : Bands – year 5-7 students have an opportunity to become a member of two of Banksia Park Community Bands (woodwind and brass), a joint DECD and Community programme. Keyboard and Guitar – R-7 students have access to group lessons on these instruments provided by a private company. Parents pay tuition fees. Choir – Year 6 & 7 students have the opportunity to become a member of the choir that participates in the Primary Schools Music Festival each year. Christian Options Seminars for Year 4-7 students occur every second year. Special activities, days or functions include – , Sports Day, World Environment Day and about one special whole school event each term, for example Book Week, Harmony Day etc, an Open Day.

7. Staff (and their welfare)

  • Staff profile
    : FTE teaching staff of 9 in 2013. Ancillary hours of 181 hpw in 2013. Staff are competent, experienced and work supportively of each other. There is a high degree of stability of staff.
  • Leadership structure
    : One principal, 0.6 deputy principal.
  • Staff support systems
    : Supporting Staff Work and Learning Policy exists along with an active OHSW rep and committee. Policies are regularly reviewed.
  • Staff utilisation policies
    : Refer other sections.
8. School Facilities

- Buildings and grounds
  : The school was built during the 1960’s and is of solid construction. The grounds and the buildings have been well maintained. The double storey building is deployed as administration, staffroom and Library/Resource Centre. 8 teaching spaces of which 4 are double spaces. The single storey building is deployed as 1 activity room 8 teaching spaces and OSHC.

  Major refurbishment of areas has recently occurred throughout the school. This has included:-
  - New air conditioning installed throughout the double story building
  - New carpet in the Resource Centre, German room, Staff room and Computer pod
  - Painting of 4 classrooms and student toilets in Gold Building
  - Painting of staff toilets in Blue Building
  - New asphalt was installed in the northern yard and basketball court.

  These works were a result of ‘School Pride’ grants and 2012 Breakdown Maintenance funding program from DECD.

  A major highlight is the school gymnasium, which was built through the ‘Building the Education Revolution’ program, completed at the end of Term 4, 2010.

  The school is sited on 3.8 hectares of grounds.

- Specialist facilities
  : Banksia Park Family Kindergarten is adjacent to the school. The school is located next to excellent sporting facilities including ovals, tennis courts, gymnasium, most of which we access throughout the year.

- Student facilities
  : Students have access to 3 supervised play areas. The new hall/gym will provide excellent space for indoor phys ed activities.

- Staff facilities
  : In addition to the staffroom, staff have several areas for teacher preparation, most of which have a computer. Car parking on site is available.

- Access for students and staff with disabilities
  : Is provided, including toilet provision.
• Access to bus transport
  : Public transport runs past the school. For excursions most teachers organise private transport or book a bus from a private company.

9. School Operations
• Decision making structures
  The school decision making policy was reviewed in 2013.
  Provision of all relevant information, 2 way communication and consultative/participative decision making are priorities for our school.
  Leadership Team and Management Group meet weekly to co-ordinate all that happens in the school. PAC meets 3 times a term, SSOs meet twice per term, WH&S also meet once per term.
  Parents have input to policy development/decision making via Governing Council, surveys, and special meetings. Governing Council meets twice per term.
  Subcommittees are Finance, Canteen, Dress Code, OSHC, Grounds & Facilities, Fundraising, Community Garden, Sports and Education.
  A range of policies which underpin decision making have been developed including – Decision Making, Financial Management, Student Behaviour Management, Performance Management, Training & Development, Camps, Excursions and Performances, Harassment Grievance Procedures, Staff Handbook, Roles & Responsibilities of teachers, deputy principal, principal, co-ordinators, SSOs and committees are documented.
  These are reviewed regularly and as needed.

• Regular publications
  : Fortnightly newsletter, which is uploaded on the school website, weekly and daily staff bulletins, term planner, Staff and Parent handbooks.

• Other communication
  : Minutes of all meetings are available in staffroom. For parents “Sharing Successes and Concerns” guidelines have been developed.

• School financial position
  : The school is in an adequate position but needs to maintain close monitoring because of uncertain enrolment trends over the next few years.

10. Local Community
• General characteristics
  : Banksia Park is predominantly settled by English-Australian families. Whilst most of our students have attended Banksia Park Family Kindergarten we also have enrolments from other nearby kindergartens. Most of our year 7 students go on to attend Banksia Park High School.
  Parent and community involvement
  : As with most schools a core of parents provide significant support. Governing Council members are very keen and supportive of the school.
Other local care and educational facilities
  : Banksia Park Family Kindergarten, Fairview Park Kindergarten, Banksia Park International High School.

Commercial/industrial and shopping facilities
  : Major retail centres for the area are St Agnes, Tea Tree Plaza and Golden Grove.

Local Government body
  : Tea Tree Gully Council phone 8397 7444.