The 2014 Annual Report outlines Banksia Park R-7 School’s progress towards achieving the Strategic Priority Areas of the Site Improvement Plan with our vision being:

To develop students as global citizens who are learners for life and who make valuable contributions to their world in the 21st century.

The Governing Council and staff have continued to work collaboratively to ensure that students at Banksia Park School R-7 are provided with an environment that caters for their learning and wellbeing needs as individuals.

It needs to be noted that the current Site Improvement Plan was completely revamped in 2014 to give 21st century learning a priority, but also to sharpen our specific focus on three priority areas. Given the amount of time that the 2014-2016 SIP took to finalise (as well as the change in Principals in term 2), a number of the recommendations for 2014 were not enacted given the short time frame. Processes were put into place to ensure that for 2015, all recommendations will be actioned. It needs to be remembered that the SIP is a 3 year document, updated and reviewed annually.

We have pleasure in presenting the following report to our community.

Jason Sheehy  
Principal

Michelle McCard  
Chairperson

2014 Highlights

2014 has been a year filled with exciting and rewarding opportunities, activities and learning experiences for our students, staff and community. Some of the highlights were:

Banksia Park School R-7 50th Birthday

In 2014, Banksia Park School R-7 celebrated its 50th Birthday. A celebration / reunion was organised for November 7th. Thanks go to the 50th Committee for driving this event – the driving force behind its smooth running. Over 40 stall holders were in attendance for the fete and more than 300 guests. Despite the weather being very hot which effected catering, amusements and attendance, it was an extremely successful night. Guests were appreciative of the school for providing the opportunity and the venue to reconnect. A commemorative garden was established by the top of gold building, with many supporters making donations toward the purchase of plants. This garden will provide a place for students to learn as well as a place that community members can sit and relax.

Facility Upgrades

2014 was the start of what is hoped to be many much needed facility upgrades for the school. Carpets in both blue and gold building corridors were replaced, the old lockers removed, garden beds replanted, walls painted, a new office desk fitted, new signage around the school as well as some long overdue furniture replacements. The feedback to these improvements has been positive and it is hoped that over the next few years, these upgrades will continue to ensure that the school is aesthetically pleasing as well as conducive to both teaching and learning.

Increase in ICT

In line with the revamped Site Improvement Plan and the priority focus on 21st century learners, ICT facilities have been built upon throughout 2014. 2014 saw WiFi installed throughout the school, the internet connection to the school improved as well as the purchase of 10 iPads for the library for Resource Based Learning with funding donated from the fundraising committee. Each staff member was supplied with an iPad to ensure the lines of communication were clearly open to allow email exchanges to occur. 25 laptops were purchased for gold building to be shared amongst the four junior primary classes in addition to each class receiving an extra iPad to add to their existing iPads. Airserver software was also purchased to allow iPads to be mirrored onto the Interactive Whiteboards in each classroom to redefine the pedagogies and methodologies employed by teachers. Once again it is envisaged that these resources will be continually added to ensure that Banksia Park School R-7 is best catering for our 21st century learners.
Extra Curricula Activities

2014 also saw many extra curricula activities offered to the students. Excursions to the Port Adelaide Maritime Museum and Lighthouse, Uleybury Museum and a Years 6/7 camp to Wirraway were just a few. In addition to these, the school provided dance sport sessions, tennis coaching, swimming lessons and a well-attended Sports Day. The Premiers

Reading Challenge saw 99% of students complete the challenge which culminated in a special Premier’s Reading Challenge assembly. The Community Garden continued to be well used, and will be further built upon in 2015 with the introduction of the Stephanie Alexander Kitchen Garden.

Book week saw students and staff dress up which shows how well valued the importance of reading is with the 2014 theme being “Connect to Reading”. The choir sang at the Festival Theatre and for the first time attended the South East Regional Music Festival where the students sang. Once again, Harmony Day was celebrated highlighting and appreciating cultural differences and many students participated in a wide range of SAPSASA events throughout the year. In all, the students were very lucky to have been given the opportunity to attend and experience a wide variety of extra curricula activities offered by the school.

School Context

Banksia Park R-7 School is situated in the north-eastern suburbs of Adelaide. The school (at the end of 2014) had a student population of 201 students. The students and their families are from predominantly English/Australian backgrounds. Approximately 13% of our students are school cardholders.

R-7 Enrolment and Attendance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>Reception</td>
<td>30</td>
<td>41</td>
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<td>25</td>
</tr>
<tr>
<td>Year 1</td>
<td>25</td>
<td>16</td>
<td>28</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Year 2</td>
<td>24</td>
<td>24</td>
<td>15</td>
<td>28</td>
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<td>18</td>
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<td>Year 4</td>
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<td>28</td>
<td>23</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Year 5</td>
<td>26</td>
<td>28</td>
<td>30</td>
<td>24</td>
<td>26</td>
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<tr>
<td>Year 6</td>
<td>21</td>
<td>32</td>
<td>26</td>
<td>30</td>
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<tr>
<td>Year 7</td>
<td>31</td>
<td>23</td>
<td>32</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>213</td>
<td>220</td>
<td>209</td>
<td>221</td>
<td>201</td>
</tr>
</tbody>
</table>

Student Enrolments 2014

Our student enrolment numbers decreased slightly in 2014, however our enrolments from the Banksia Park Kindergarten have remained relatively steady. The Banksia Park Kindergarten students continue to join us for our school assemblies, our Reception students visit the kindergarten as do their Year 3/4 buddy class. Rather than offering Principal tours in 2014, we opted to provide families with individualised school tours by request to provide that more personalised approach and allow families to ask specific questions. The school continues to build on the existing positive relationships and working connections with the Banksia Park Kindergarten, and continues to further develop the sharing of facilities whenever possible.

Student Attendance 2014

Student attendance has continued to remain strong across the school, and has seen a slight increase compared to the last few years.

This success is due to the continuation of utilising our SMS system each morning and following up on student absences daily. Students who have irregular attendance have been monitored and supported by our school support personnel, including our CPSW. The school continues to encourage parents to provide a mobile phone number for school contact, and will follow up on student absences through text messages and phone calls to parents. The support of the DECD Attendance Officer will be actioned should individual students have too many absences.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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<tbody>
<tr>
<td></td>
<td>2012</td>
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<tr>
<td>Reception</td>
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<td>Year 1</td>
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<tr>
<td>Year 2</td>
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</tr>
<tr>
<td>Year 7</td>
<td>93.7</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.2</td>
</tr>
</tbody>
</table>

| Total ACARA 1 TO 10      | 93.0 | 92.9 | 93.8 |

Intake & Destination Data

Intake Data – students who enrolled at Banksia in 2014

<table>
<thead>
<tr>
<th>Year Level</th>
<th>from a Govt site</th>
<th>Interstate/ overseas</th>
<th>from private schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptions</td>
<td>11</td>
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<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Yrs 1-7</td>
<td>30</td>
<td>0</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>0</td>
<td>5</td>
<td>46</td>
</tr>
</tbody>
</table>

Destination Data – students who left in or at end of 2014

<table>
<thead>
<tr>
<th>Year Level</th>
<th>To Govt schools</th>
<th>Interstate/ overseas</th>
<th>To private schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-6</td>
<td>7</td>
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<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Year 7</td>
<td>29</td>
<td>0</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>3</td>
<td>0</td>
<td>39</td>
</tr>
</tbody>
</table>

Student Achievement

Running Records

The school running record data provides teachers with information about student reading progress. This data was used to identify students requiring additional support throughout the year, as well as setting targets for student achievement. Whilst the results show there is room for improvement, it also needs to be noted that all Junior Primary staff conducted their own Running Record assessments for the first time in 2014 as well as introducing...
Jolly Phonics and Grammar (to both students and staff) as a new teaching methodology.

QuickSmart Numeracy Intervention

Semester 2 saw the introduction of the ‘QuickSmart’ maths extension programme. This program was led by Jason Sheehy and Leanne Trewartha as the leadership team, Meaghan Smythe as teacher and Karen Cranage, Nikki Owens and Krys Pitt as SSO support.

35 students from R-5 were selected based on their Term 2 PAT Maths testing. These students were divided into small groups based on their year levels.

Years 2-5 student scores from PAT Maths results (below) from Term 2 to Term 4. (Taking into account that the Term 4 test was a year level higher that the Term 2 test.)

This shows a positive overall improvement of +10.53 in test scores of those who participated in the QuickSmart program. On average, expected growth is +5.3.

The QuickSmart Maths program saw 100% of the students involved achieve success and were able to increase their speed and accuracy scores based on the results taken at the beginning of Term 3 to the end of Term 4.

Comprehension Intervention

Based on PAT Reading data from the middle of 2014, SSO intervention was targeted to 25 students for specific intervention in Numeracy. This involved withdrawing students in small groups and giving them targeted intervention. Test results at the end of 2014 showed 96% of students (24/25) had made significant growth, bringing them up to their appropriate year level achievement.

Numeracy Intervention

Based on PAT Maths / I Can Do Maths data from the middle of 2014, dedicated teacher and SSO intervention was targeted to 25 students for specific intervention in Numeracy. This involved withdrawing students in small groups and giving them targeted intervention. Test results at the end of 2014 showed 96% of students (24/25) had made significant growth, bringing them up to their appropriate year level achievement.

Site Improvement Planning and Targets

Priority: 21st Century Learning - Developing students as global citizens who make valuable contributions to their world in the 21st Century.

RECOMMENDATIONS FOR 2014 (from SIP)

The School will

- Commit to the 21st Century learning focus. – all staff were actively involved in the construction of the new SIP with a focus on the 21st Century skills related to the Australian Curriculum general capabilities.
- Provide relevant training to all staff around The Australian Curriculum and TfEL. – teaching staff attended several Australian Curriculum professional development sessions but no work was conducted on TfEL.
- Work toward creating an environment which is conducive to developing global citizens. – throughout 2014, the school focused on improving its ICT infrastructure to ensure that both staff and students had access to an up to date environment
- Include student engagement data in improvement planning through the use of TfEL surveys. – to be conducted in 2015
- Analyse current intervention and support processes to best meet the needs of students. – throughout 2014, extensive work was conducted to ensure that students requiring intervention, were receiving their correct entitlement. SSOs were aligned to work with individual students / classes, to utilise each person’s skill sets. We were fortunate enough to receive 0.2 teacher time (at no cost) which we allocated to Numeracy intervention. All students R-7 were assessed using I Can Do Maths (Rec), PAT Maths (Yr 1-7) and PAT Reading. Based on this data, individual students were allocated specific teacher and SSO intervention to support them in their learning. In addition, a small cohort of students
received an allocation of time for extension work / activities.

- Build on and further strengthen the existing positive relationships and connections with Banksia Park Kindergarten and International High School (BPIHS) to help develop the students as global citizens in the 21st century – throughout 2014, the school and the Kindergarten maintained their sound relationship with buddy class activities, Early Years meetings, transitions to school from Kindergarten (including increased visits) and tours for new parents as well as student learning activities and school / kindergarten involvement such as assemblies. Relationships with the BPIHS were also strengthened, with transition meetings organised for Year 7 to High school, as well as transition activities organised through the local CPSW’s in the feeder schools (being hosted here at Banksia Park School R-7)

- Improve ICT infrastructure across the school – in 2014, the school upgraded to Dual ISP, installed WiFi throughout the school, provided additional personal devices to each classroom (iPads) and ensured that all staff had an iPad to assist with communication amongst staff.

- Develop ILPs (Individual Learning Plans) for all identified Aboriginal students to support learning and engagement which promotes personalized, productive and challenging learning. – all identified Aboriginal students (and all students with disabilities) had concise ILPs developed, which worked in conjunction with APAS funding (converted to SSO time) to ensure the Aboriginal students were best supported in their learning.

- Maintain and promote high student attendance for all learners to improve learning outcomes. – the school continued to use the SMS alert system to inform parents of student absences and seek information as to why particular students were absent. School staff also made phone calls to families and sought advice and support from the DECD attendance officer to assist families in ensuring students attended school daily.

**Teachers will**

- Have a high focus on effective teaching and learning relationships by using TfEL student engagement surveys to inform teaching and rigorous learning – will be a 2015 school focus

- Utilize consistent Performance Management Plans to improve effectiveness of teaching – processes were established and Performance Management Plans developed to ensure all staff are accountable for their own Professional Development. In 2014, we used the online self-assessment tool (aligned with the Australian Professional Standards for Teachers) to identify each person’s strengths and areas for development within each standard. Collectively, the most frequently occurring areas of development from all staff assessments became a whole staff focus on each members Performance Management Plans.

- Engage in professional learning and implement new skills / pedagogy - will be a 2015 school focus with an Improvement Team focusing on this aspect for whole staff professional development.

- Provide students with an authentic purpose for student voice (SRC) to seek input in school decision making – whilst this did occur in 2014, authentic student input will be strengthened in 2015 regarding school decision making.

- Further develop cultural competence, design and delivery of culturally responsive curriculum and teaching methods that are effective for all learners through professional learning. - will be a 2015 school focus

**Students will**

- Provide feedback to teachers with the aim to improve student safety and engagement along with teacher effectiveness through the use of TfEL surveys - will be a 2015 school focus

- Take responsibility in their own learning to develop as global citizens who make valuable contributions to their world in the 21st century - will be a 2015 school focus with data sets collected to make this more measurable

**Priority: Literacy - Students are highly competent and confident literate learners**

**RECOMMENDATIONS FOR 2014 (from SIP)**

The School will

- Document the whole school agreement for effective teaching and learning of English to provide coherence and consistency across the school and within all year levels for all students, including ATSI, EALD and SWD (as per Aboriginal Strategy 2013 – 2016). – a draft document was developed to ensure that all present staff and any potentially new staff would be aware of expectations for the effective teaching and learning of English at Banksia Park School R-7 to ensure coherence and consistency.
Establish processes to further support the deprivatisation of classrooms, through observations, ‘walk throughs’ and peer critical feedback – in 2014, walk throughs occurred with staff explaining their classroom environments to their colleagues, using a checklist based on research to ensure classrooms are conducive to optimum learning. Observations and feedback were also conducted and provided by leadership to all teaching staff (aligned to Australian Professional Standards for Teachers) for continual improvement. These processes will be further strengthened in 2015.

Build upon current processes to further engage the school community in student literacy learning - will be a 2015 school focus

Further promote Literacy learning through parent workshops, information sharing and Literacy mornings. - will be a 2015 school focus

Teachers will

Review and set targets for 2014 with alignment to Australian Curriculum Achievement Standards for running records, NAPLAN and PAT-R data – staff set targets in 2014 for each year level to achieve in Literacy (based on Reading Comprehension). Upon reflection, these may not have been realistic targets (albeit aspirational) given the time frame provided between the targets being set and the students being reassessed to determine progress. The establishment of this process will ensure that for 2015, base line data has now been established and more appropriately realistic targets set.

Develop understandings of Fountas and Pinnell (F&P – Yrs 3-7) in alignment with the AC for consistency of planning, assessment and leveling in Collaborative Team time. – staff were educated into the understanding and use of Fountas and Pinnell through several professional development sessions offered on site. To ensure teaching staff had a working understanding, all teachers were provided with release time to assess three students in their class

Moderate assessment tasks with alignment to Australian Curriculum Achievement Standards. - will be a 2015 school focus

Explore digital pedagogies through the ICT General Capability using Australian Curriculum English, with continued professional learning. - will be a 2015 school focus

Explore 21st Century skills to improve reading achievement - will be a 2015 school focus

Maintain Collaborative Team planning sessions and sharing of assessment data. – whilst these formed some professional development time in 2014, they will be a bigger school focus in 2015 through the establishment of Improvement Teams, each team focusing on one of the three school priorities

Build on and maintain resources to support implementation of Whole School Agreement including guided reading sets levels 26-30, F&P Reading Assessment Kit – resources were purchased to support the above

To explore together how to differentiate to accelerate student learning and close gaps. - will be a 2015 school focus

Engage in professional observations and peer feedback sessions - will be a 2015 school focus where staff will observe each other and provide feedback, as opposed to leadership observing staff and providing feedback only

Students will

Engage in using digital tools to improve reading achievement – in late 2014, teachers were able to download appropriate apps on iPads for students to use (ie levelled texts) as well as have access to Skoolbo

Articulate own learning for improvement in reading through goal setting – whilst this was not fully actioned in 2014, the aim was to have all students know what reading level they are on so that they are fully aware of ‘next steps’ in their own learning. In addition to this, a data wall was started (yet to be completed) to show students (and parents) where individual students were in their reading to encourage students to further their skills.

Show evidence of improved reading levels commensurate to year level and ability - will be a 2015 school focus once all students (R-7) are aware of their own reading abilities (based on Running Record Reading Levels and Fountas and Pinnell)

Priority: Numeracy: Students are highly competent and confident numerate learners

RECOMMENDATIONS FOR 2014 (from SIP)

The School will

Have a sustained focus on implementing the whole school agreement in Maths. Particular emphasis will be on:

- exploration of ICT General Capability with Australian Curriculum Maths proficiencies
- agreed assessment tools for year levels from an agreed set of resources
- understanding of assessment data to inform differentiated planning
- further develop consistency in meta-language of Maths across whole site

Due to time constraints, by the end of 2014 a whole school agreement in maths had not been finalised, despite having been started. In saying this, teaching staff did explore the ICT General Capability (in their work in constructing the ‘cog’, assessment tools were agreed upon as well
as resources teachers should use in their teaching as well as time spent analysing the data.

- Develop and maintain effective mathematical pedagogy through Natural Maths and Mathletics. Revisiting Natural Maths will become a continued focus in 2015 as we work collectively with other schools within our partnership. In 2014, Mathletics was used by all students to reinforce concepts taught and to inform teaching about student achievement.

- Further promote Mathematics learning through parent workshops, information sharing and Maths mornings - will be a 2015 school focus.

Teachers will

- Set NAPLAN and PAT-Maths explicit targets in alignment with the Australian Curriculum Achievement Standards - staff set targets in 2014 for each year level to achieve in Numeracy (based on PAT Maths, I Can Do Maths and NAPLAN). Upon reflection, these may not have been realistic targets (albeit aspirational) given the time frame provided between the targets being set and the students being reassessed to determine progress. The establishment of this process will ensure that for 2015, base line data has now been established and more appropriately realistic targets set.

- Further implement recommended Natural Maths strategies – all teachers were provided with Natural Maths posters to be displayed in their classrooms and they also have access to Natural Maths texts and resources.

- Implement digital pedagogies to improve Numeracy achievement – to compliment the use of Mathletics and Skoolbo, a selected range of iPad Apps and the ICT equipment available (interactive whiteboards), digital pedagogies in Numeracy will remain a focus in 2015.

- Work together (with peers and within partnership) for specific year level programming, planning and moderation - In 2014 we worked with the Tea Tree Gully Partnership to further develop our understanding of the Australian Mathematics Curriculum. Our staff joined with Tea Tree Gully Primary School for a Maths Moderation session to ensure consistency across sites within our partnership.

- Explore assessment tools for ongoing assessments - will be a 2015 school focus.

- Engage in professional observations and peer feedback sessions - will be a 2015 school focus.

- Maintain Collaborative Team planning sessions and sharing of assessment data – whilst the collaborative team planning sessions continued throughout 2014, it is anticipated that a Numeracy Improvement Team will be formulated in 2015 to drive Numeracy at Banksia Park School.

- To explore together how to differentiate to accelerate student learning and close gaps. Considerable time was spent in 2014 by teaching staff analysing student data (PAT Maths / I Can Do Maths / NAPLAN) to determine patterns / areas of numeracy that need further development so that greater student progress is evident and will remain a school focus in 2015.

Students will

- Show evidence of improved Australian Curriculum Maths and General Capabilities Numeracy at year level ability – the majority of students achieved a satisfactory year level achievement standard (DECD ‘C’ level) in end of year reports.

- Use mathematical meta-language – students will maintain using correct mathematical terminology as modelled by teachers.

- Use digital tools to improve numeracy achievement - will continue to be a focus in 2015, extending on current work with Mathletics and Skoolbo.

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**Tea Tree Gully Partnership**

We had two professional development days with our Partnership schools on Australian Curriculum History and Mathematics and three joint staff meetings with Tea Tree Gully Primary School in 2014. During these sessions staff collaboratively planned units of work, which we moderated together later in the year.

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**NAPLAN**

The progress data chart below shows the growth between results for Year 3 to Year 5 and Year 5 to Year 7 students since their last NAPLAN testing in 2012. Our results show that there are areas requiring improvement, considering we have an index of disadvantage of 6 and should have a higher proportion of students in the Upper group and a lower number of students in the Lower group. More attention will need to be given to the Year 5 Numeracy group, so that the number of students in the Upper group increases. Numeracy and Literacy will continue to be focus areas for the school in 2015. Growth for our year 7s reaching at least 25% in the Upper progress group in Reading will also continue to be an area of focus in 2015.

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>
In 2014, 27 Year 3 students participated in the NAPLAN assessment. 100% of students reached National Minimum Standard in Numeracy, 89% in Reading, 93% in Writing and Spelling and 97% achievement in Grammar. Overall, a pleasing effort, however in 2015, further emphasis needs to be on a greater number of students achieving in the highest two bands.

**Mean score Year 3 – Literacy & Numeracy**

In 2014, 21 Year 5 students participated in the NAPLAN assessment. 91% of students achieved the National Minimum Standard (NMS) in both Numeracy and Spelling, where 80% and 81% of students achieved in Reading and Writing respectively. 86% of Year 5 students achieved NMS in Grammar. Whilst pleasing, these results show areas for improvement which will be a focus in 2015.

**Mean score Year 5 – Literacy & Numeracy**

In 2014, 30 Year 7 students participated in the NAPLAN assessment. 100% of students achieved NMS in both Reading and Writing, while 93% of students achieved NMS in both Numeracy and Spelling and 97% achieved NMS in Grammar. The 2015 focus will be on improving student achievement in the higher two bands.

**Mean score Year 7 – Literacy & Numeracy**

In 2014, additional monies received through DECD initiatives (JP160, Early Years Scheme), was used in a variety of ways to improve educational outcomes for our students. Our Junior Primary teachers were provided with additional release for Professional Development (Jolly Phonics and Grammar training, Running Records Training and developing Whole School Agreements in Literacy / Assessment). In addition, each Junior Primary class received additional classroom support (SSO support) to assist in the early development of students literacy as well as coordination for new reception students in their first term of schooling under the Fun and Games coordination program. Further support was provided for intervention programs such as Leap Ahead Reading Program, which was increased in 2014 to five days a week. The results for this small targeted group on a whole, improved both identified students academically and emotionally. As a result of the additional Professional Development provided in 2014, all Junior Primary teachers were trained and effectively able to conduct Running Records to determine each student's progress in reading. This led to a greater awareness about where students were at academically to inform teaching. The Jolly Phonics / Grammar training ensured consistency in the agreed teaching pedagogy of Early Years teachers, so that all junior primary students were receiving the same approach to learning phonics and grammar therefore leading to improved educational outcomes. An assessment agreement (alongside the Whole School Literacy Agreement) was developed in 2014 as to what assessment data needed to be consistently collected to track student progress. As a result, we now have a process of tracking student progress to provide additional intervention to those students struggling academically. A portion of this money was also expended on maintaining an 8th class to ensure that the Junior Primary Classes began operation in 2014 with less students than recommended by DECD.
Better Schools Funding

In 2014, Banksia Park School R-7 received funds totalling $5676.83 under the Better Schools Funding scheme. This money was expended on additional SSO support in both Numeracy and Reading Comprehension across R-7. Based on the PAT Reading and Maths data, those students whose learning fell just under the required ‘Stanine 5’ were targeted to receive a combination of SSO and Teacher intervention in the above mentioned areas.

Client Opinion Data

In 2014, a school based parent opinion survey was offered to all families on line. The format was different from previous years and we believe the nature and format of the survey (Survey Monkey) resulted in a smaller response with only 6 families providing feedback. The collated results provided us with the following information, however such a small cohort of responses makes it difficult to get a true indication.

Quality of Teaching & Learning – 83.3% agreed their child/ren receives high quality teaching at this school and 66.6% believe that the school holds high expectations of students. 100% of responses indicated that the staff help and support the students when it is needed.

Support of Learning – 100% of parents felt that the staff listen to them about what they have to say about the students and feel comfortable in approaching their child’s teacher to discuss their progress. They also felt that the school provides a safe and secure environment for their children.

Relationships and Communication - 84% of parents agreed the teachers know the students well to allow differentiation of learning. 100% of parents responded saying that they felt welcome at the school, which is extremely positive and great affirmation that we are an inclusive school community. Communication also fared positively (100%) that parents feel pleased about the communications that they receive from the school.

Leadership and Decision making – 80% of responses felt confident in how the school is being managed (whilst the remaining 20% was neutral). In 2015, we need to make a greater effort in clearly communicating to the school community, processes used to raise this level of confidence. 84% of parents felt that there was effective leadership at this school and that if they had a concern (or suggestions) that the school leadership would respond.

Behaviour Management

The students at Banksia Park School R-7 school are generally well behaved and respectful of others. The majority of incidences of low level bullying or violence were managed at school and generally were isolated occurrences. Less than 1% of all bullying / violent incidences throughout 2014 resulted in the students involved being sent home under a Suspension / Take Home. A proactive measure to support one student to develop his social interactions and friendships (resulting in nearly half of the violent / bullying incidences which occurred in 2014) was to provide SSO intervention during play times when these incidences occurred. This strategy proved very successful, where the support was slowly withdrawn until a stage where the student can now play safely and successfully in the yard during break times.

Teacher Retention

Of the 12 teaching staff, 3 teachers retired (one at the end of term 1 and two at the end of term 4). One teacher was appointed as contract in a specialist Arts role / classroom backfill and another teacher was placed at Banksia in a classroom role. At the start of 2014, Leanne Trewartha was appointed Deputy Principal and in term 2, Jason Sheehy was appointed the Principal as Jan Carey had won another Principal position. Despite these changes, the staff has been very stable.

Criminal History Screening

In 2014, the school analysed its processes to ensure that all Volunteers had received the appropriate induction to site, including RAN training (Responding to Abuse and Neglect). More efficient processes were established to document and track who our volunteer base was, signing in / out documentation, whether they had the required training and additionally that the school had received a copy of a current Criminal History Screening for all volunteers. The school was audited in Term 4, and was commended on its processes which ensure the safety and wellbeing needs of the students are being met.

Teacher Qualifications

Qualifications of teachers in 2014, some teachers may have multiple qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree or Diplomas</td>
<td>18</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
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</tbody>
</table>

Workforce Composition

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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</tr>
<tr>
<td>Persons</td>
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</table>

Financial Data

Financial Reports of the school will be available at the Governing Council AGM or on request from the front office.

We would like to sincerely thank all staff, parents and members of the Governing Council for their efforts and contributions in 2014.

Jason Sheehy