SCHOOL CONTEXT STATEMENT

Updated: 12/15

School Name: Banksia Park Primary School

School Number: 1015

1. General Information

Part A

<table>
<thead>
<tr>
<th>School name</th>
<th>BANKSIA PARK PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>1015</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Jason Sheehy</td>
</tr>
<tr>
<td>Postal Address</td>
<td>1-5 Cottenham Road, Banksia Park 5091</td>
</tr>
<tr>
<td>Location Address</td>
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<tr>
<td>Region</td>
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<td>Distance from GPO</td>
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<tr>
<td>CPC attached</td>
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<tr>
<td>Phone No.</td>
<td>08 82642114</td>
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<tr>
<td>Fax No.</td>
<td>08 82645384</td>
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2012 2013 2014 2015

Oct FTE Enrolment

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<td>TOTAL</td>
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Oct total FTE Enrolment

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<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>Male FTE</td>
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<tr>
<td>Female FTE</td>
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<tr>
<td>School Card Approvals (Persons)</td>
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<td>Aboriginal FTE Enrolment</td>
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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 DECD web-site.
Part B

• Assistant 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 13.0, Library allocation is 0.01, LOTE allocation is 0.6, Tier 2 FTE is 0.2 Special Education, converted to SSO hours. Of the 11 teachers, 1 is part time and 6 are male. 160 ancillary hours per week are deployed as follows: 13 as a grounds person, 15 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.

• The school also employs a 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 are slowly increasing with enrolment numbers around 215 students in 2016. Numbers in the kindergarten are very promising, which is a good indication for future growth.

• Special arrangements
  : Banksia Park School R-7 is a member of the Tea Tree Gully Partnership and Northern Adelaide Region, which has comprehension as a priority.

• Year of opening

• 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 19% of our students are school cardholders.
• Student management
  : A regularly reviewed Student Behaviour Management Policy provides clear guidelines. You Can Do It Education (Program Achieve) and Peer Mediators are in place to support student behaviour and wellbeing. There is a very positive student culture with a range of leadership opportunities available to senior students.

• Student government
  : Student Representative Council (SRC) occurs weekly. Representatives from each class convene to discuss ideas and suggestions to improve the teaching and learning environment of the school. SRC members action improvements around the school through authentic voice.
  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

All subjects taught in 2016 are taught using the Australian Curriculum.

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 and 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.

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
- Parent / Carer Interviews in 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:

- Fine and gross motor skills.
- Mini Lit Reading program each morning
- Multi Lit Reading program
- QuickSmart Maths Intervention
- Comprehension groups
- Big Ideas in Number

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, SRC, involvement in Governing Council meetings, assemblies every three weeks and a Peer Mediator Programme.
- In 2015, the Stephanie Alexander Kitchen Garden program was established. Students in years 3-7 spend time in both the kitchen and the garden on a fortnightly basis. Students in R-2 are also involved in this program several times a term.
- 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 2014-16 focuses on:

- Literacy.
- Numeracy.
- 21st Century Learners

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 student engagement and wellbeing
- 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. Each class also participates in RBL sessions, with the teacher librarian and the class teacher co-planning and teaching.

- Teaching methodology
  : Is informed by the Teaching for Effective Framework (TfEL).
  Classes are nearly 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, additional computers in each classroom as well as iPads in each classroom.

- Assessment procedures and reporting
  : See previous section.

- Joint programmes
  : A well established transition programme exists with our local kindergarten and high school.

5. Sporting Activities

  : Intra school programmes include 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

  : Choir – Year 5-7 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, Remembrance 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 10.7 in 2016. Ancillary hours of 170 hpw in 2016. Staff are competent, experienced and work supportively of each other. There is a high degree of stability of staff.

   - **Leadership structure**
     - 1.0 Principal, 1.0 Assistant Principal.

   - **Staff support systems**
     - Supporting Staff Work and Learning Policy exists along with an active WH &S rep. 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 carpeting
     - Painting of classrooms
     - Office Refurbishment
     - Development of the Stephanie Alexander Kitchen Garden including new kitchens, dining and garden areas.
     - Gold Building entrance foyer
     - Removal of old student lockers

     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 2 supervised play areas. The hall/gym provides excellent space for indoor physical education 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 2015.
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 regularly, SSOs meet several times 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, OSHC, Grounds & Facilities, Fundraising, School Garden, Sports and Education and Marketing.
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
: All correspondence is through either the ‘Skoolbag’ App – downloadable on smartphones and the School Blog. Skoolbag is used to inform of upcoming events of provide information, the School Blog is used to provide feedback on past events with photographs. A paper copy newsletter is sent out at the start of each term, by the leadership team as well as each
classroom teacher. The leadership newsletter on behalf of the whole school also includes a term calendar so parents can add events as they arise.

- **Other communication**
  : Staff use emails regularly to communicate with each other as well as parents. A daily bulletin can be accessed from any computer within the school on the school intranet.

- **School financial position**
  : The school is in a sound financial position but needs to maintain close monitoring because enrolment trends.

### 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.