ANNUAL GENERAL MEETING AGENDA
MONDAY 15th February 2016
7.00pm onwards – in the Staffroom

1. Welcome, apologies and list of those absent
3. Business Arising from Minutes
4. Reports (from 2015)
   Chairperson: Michelle McCard
   School Annual Report: Jason Sheehy
   Committees: Committee Reps
   Finance Reps: Treasurer, Sandy Pascoe.
   (Principal replaces Chairperson in chairing meeting)
5. Election of Councilors
   a) Continuing Members
      Alison Jaffer
      Renee Dixon
      Emma Henningsen
      Mark Jones
      Dean Boehm
      Penney Bills
      Karin Kavanagh
      Jeanette Collins
   b) Members whose two year tenure ends (available for re-election)
      Michelle McCard
      Heidi Pachur
      Lee Simmons
      Sandy Pascoe
      Angela Woodcock
      Kristy Robinson
6. New nominations for Governing Council / committees
7. Close of AGM.
BANKSIA PARK SCHOOL R-7
TERMS OF REFERENCE - COMMITTEES 2016

The successful management & improvement of our school relies on contributions from our parent community. The following terms of reference provide information as to the purpose, membership and number of meetings required each term.

GOVERNING COUNCIL
Purpose:
- General oversight & governance for the well being & development of the school
- To advise on the work of the school and the local educational needs of the community & district
- To consider the educational policies of the school
- Provide advice on buildings, equipment and grounds development
- To be responsible for the financial management of the school
Membership: parent members, 1 staff, Leadership, community members
Office bearers: elections are held to appoint chairperson, treasurer & secretary.
Meetings: Twice a term (Mon nights @ 7.00pm)

FACILITIES/ GROUNDS COMMITTEE
Purpose:
- To monitor and provide advice on the suitability, use and conditions of the facilities of the school
- Support the development of the Community garden
Membership: Parents / Gov Council & Leadership
Other: Grounds person / Facilities manager,
Meetings: Once per term or as required

FINANCE COMMITTEE
Purpose:
- To prepare and oversee the school finances and budget for Governing Council
- Monitor expenditure through the year
- Recommend priorities for purchase
Membership: Parents/ Governing Council, Leadership, Admin Officer, Governing Council Chairperson, Governing Council Treasurer
Meetings: Frequency: Twice per term. 6.30pm prior to GC meeting.

SCHOOL GARDEN COMMITTEE
Purpose:
- To co-ordinate class and community involvement in the garden
- To provide advice on the development & maintenance of the garden
Membership: Parents/ Gov Council, Leadership
Meetings: Once per term or as required.

FUNDRAISING COMMITTEE
Purpose:
- On behalf of the Governing Council, to raise funds for the benefit of the school and its programs
- To develop an annual action plan for fundraising
- To coordinate fundraising programs in collaboration with Governing Council, staff and students
Membership: Parents/ Gov Council, Leadership
Meetings: Once per term or as required

OSHC ADVISORY COMMITTEE
Purpose:
- To support the OSHC Director
- To report to the Governing Council on OSHC matters
- Advocate for and represent children and families using OSHC
Membership: Parent Representatives x 2, Governing Council Members x 2, OSHC staff, Leadership
Meetings: Once per term or as required

EDUCATION/MARKETING COMMITTEE
Purpose:
- To assist in drafting/revising school policies
- Provide advice on educational programs and directions for site learning
- Internal & external communications
- Promoting the school
Membership: Parents/ Gov Council, Leadership
Meetings: Twice per term or as required

ICT COMMITTEE
Purpose:
- To assist in providing direction in ICT infrastructure / purchases / forward planning
- Provide advice on educational programs and directions for site learning for 21st century learning
Membership: Parents/ Gov Council, Leadership
Meetings: Once per term or as required
ANNUAL REPORT VERIFICATION

This annual report provides the community and the Chief Executive, Department of Education and Child Development with important information on aspects of the operation of our school.

Copies of the report will be made available to:
The Chief Executive
The school community
All members of the Governing Council
The Education Director

The annual report is one significant way in which our school meets accountability requirements.

This report is signed below by the Principal and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparation of annual reports.

PRINCIPAL
JASON SHEEHY

CHAIRPERSON, GOVERNING COUNCIL
MICHELLE MCCARD

DATE: 15TH FEB 2016

SCHOOL NAME: BANKSIA PARK SCHOOL R-7
LOCATION NUMBER:1015
Banksia Park School
R-7
Annual Report
2015
1. CONTEXT

School Name: Banksia Park School R-7  
School Number: 1015  
Principal: Jason Sheehy  
Partnership: Tea Tree Gully

Banksia Park R-7 School is situated in the north-eastern suburbs of Adelaide. The school (at the end of 2015) had a student population of 204 students. The students and their families are from predominantly English/Australian backgrounds. Approximately 19% of our students are school cardholders.

2. REPORT FROM GOVERNING COUNCIL

(See separate report from Governing Council Chairperson)

3. 2015 HIGHLIGHTS

2015 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:

**Stephanie Alexander Kitchen Garden**

In term 1 2015, we established our Kitchen Garden program thanks to the huge effort from students, staff and volunteers. The students in room 6 & 8 with staff and volunteers, brought enthusiasm and muscle power to first build the beds and then fill them in ‘wicking bed’ style with gravel, pipework and soil, so that they are self-watering beds. Much fun was had and we completed them with a new fence, ready for planting in late term 1. Early term 2 our chicken yard was built and our new ‘girls’ arrived to complete our new garden area. In term 3, we established our ‘Fruit Forest’ – totalling around 40 fruit trees. The aim for the future for when the trees establish is to be able to use these fruits in the kitchen and in time, allow students access to the fruit forest at both recess and lunch time for a healthy snack.

Our kitchen establishment involved pulling apart the old kitchen and having a new one installed. Workstations were built and filled with cooking utensils and equipment. We were very excited to begin kitchen and garden lessons with the students in term 2 and learn about sustainable living practices beginning in the garden through to healthy and pleasurable eating experiences in the kitchen. Lessons have been exciting and enjoyable for students, staff and volunteers this year.

**Facilities upgrades**

2015 was another exciting year with many facilities upgrades taking place which have continued to build on our aesthetically pleasing learning environment. Carpets in all blue building classrooms were replaced and floorboards were installed in the kitchen. A ‘nature play’ mural was painted in the Gold Building foyer, signage was continued around the school and new classroom furniture arrived. We also refurbished the student toilets in Gold Building, giving them a much needed face lift, providing a cleaner and more hygienic facility. The ‘great’ wall was finished and paving around the blue building saw a major overhaul of the outdoor physical environment both aesthetically and for safety of our students, staff and community. New asphalt was laid behind blue building, creating an area that we hope to develop as a new basketball court in 2016. We have continued to receive positive feedback about the presentation of our school from our school community and during tours with prospective new families.
Increase in ICT

Throughout the year, ICT facilities have continued to be replenished and improved. We were able to purchase more iPads for the library and classrooms, computers and laptops. Students have used them in integrated ways to research information, practice their literacy and numeracy skills and produce creative presentations using Apps such as iMovie, some which have been shared at assemblies.

Extra Curricular

2015 was an exciting year for students to participate in a variety of extra curricular activities. Our two senior classes attended a camp at Wirraway Homestead where they rode horses, practiced their archery and trampoline skills. The Popeye and Museum excursion was a highlight for the early years classes, as were the swimming lessons for reception to year 5 students and aquatics for years 6 and 7 students at West Lakes. Bookweek saw our students and staff dressing up as their favourite book characters and celebrated with our parade and assembly. 2015 was the first year that all students, reception to year 7, enjoyed Soup and Damper Day which was also enjoyed by our 9 Korean exchange students who were part of our school community for 3 weeks. Sports Day was a successful, fun filled and well attended day and our first Dad’s Day saw many father’s, grandfather’s and other special people enjoy spending time in classrooms and joining us for lunch in the gym. The choir sang at the Festival Theatre, school assemblies, the city for ‘Music: Count Us In!’, Walk a Mile in My Shoes and the St Agnes Shopping Centre. Once again Harmony Day was celebrated highlighting and appreciating cultural differences and many students participated in a wide variety of SAPSASA sporting events. End of year Graduation, Celebration Night and Pool Day at Ridgehaven were once again enjoyed by our students and school community to celebrate a wonderful year together.
Priority: 21st Century Learning – Developing students as global citizens who make valuable contributions to their world in the 21st Century.

RECOMMENDATIONS FOR 2015 (from SIP)

The School will

- **Commit to the 21st Century learning focus.** – all staff continued to be actively involved in embracing new pedagogies to use with their students. A proportion of professional learning in 2015 was around Digital Technologies. All classes increased their use of ICTs in their classrooms for students to be able to demonstrate their knowledge and understandings using a wider range of technologies.

- **Provide relevant training to all staff around The Australian Curriculum and TfEL.** – teaching staff attended several Australian Curriculum professional development sessions (Digital Technologies and HASS – Humanities and Social Sciences) Several members of the 21st Century Improvement team attended a Dylan Wiliam “Formative Assessment” professional development session and shared this with all teaching staff. From this, teachers developed a ‘commitment to action’ where they would trial a different strategy each week to best meet the needs of all learners.

- **Work toward creating an environment which is conducive to developing global citizens.** – throughout 2015, the school continued to improve its ICT infrastructure to ensure that both staff and students had access to an up to date environment. This included the purchase of additional iPads and Laptops for resource based and class learning.

- **Include student engagement data in improvement planning through the use of TfEL surveys.** – in 2015, both student engagement and teacher feedback surveys were conducted by all students. From these survey results, as a staff we analysed the responses and teachers employed strategies to give students explicit feedback, involve students in goal setting and using such techniques as ‘mini whiteboards, traffic light cups and popsticks’ as just a few strategies to ensure that students were engaged and on task.

- **Analyse current intervention and support processes to best meet the needs of students.** – throughout 2015, 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. All students R-7 were assessed using I Can Do Maths (Rec), PAT Maths (Yr 1-7), PAT Reading (Yr 1-7), Running Records and Fountas and Pinnell. A data wall was developed to track and monitor individual growth and teaching staff developed intervention triangles based on the wave model, to ensure that the needs of all learners were being met. From this, all students had Literacy and Numeracy goals set which were shared in term 3 parent teacher interviews.

- **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 2015, the school and the Kindergarten maintained a strong relationship with buddy class activities, early years meetings, transitions to school from Kindergarten and tours for new parents as well as student learning activities and school/Kindy 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 PSWs (Pastoral Support Workers) in the feeder schools.

- **Improve ICT infrastructure across the school** – completed in 2014 but ongoing to ensure that we keep abreast with new technologies

- **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 had their ILPs reviewed and modified for the 2015 school year.
• 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 (when available) to assist families in ensuring students attended school daily. A student attendance brochure was developed and sent to all families. Push notifications and the school newsletters contained information about the importance of student attendance and individual attendance was reported on in the end of year student reports.

Teachers will

• Have a high focus on effective teaching and learning relationships by using TfEL student engagement surveys to inform teaching and rigorous learning – commented on in previous section
• Utilise 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 2015, we used the Australian Professional Standards for Teachers to identify each person’s strengths and areas for development within each standard. Collectively, we developed strategies for three areas of the standards for teachers and individuals set goals for the other four areas. These were discussed during performance management conversations with line managers and their teaching peers. All teaching staff were released to observe a peer and provide explicit feedback to improve or reinforce effectiveness of teaching.
• Engage in professional learning and implement new skills / pedagogy – commented on in previous section
• Provide students with an authentic purpose for student voice (SRC) to seek input in school decision making – through the employment of the student counsellor, authentic student voice became a strong focus. Students followed set processes to change the school values to select three key values which were agreed to by the wider school community during the consultation process. Meetings were held weekly for Years 3-7 students and fortnightly for R-2 students.

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 – commented on in previous section
• Take responsibility in their own learning to develop as global citizens who make valuable contributions to their world in the 21st century – some students demonstrated this through HASS – developing an enterprise day, managed daily routines to ensure the smooth and safe running of the school.
RECOMMENDATIONS FOR 2015 (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 (Aboriginal and Torres Strait Islanders), EALD (English as an Additional Language or Dialect) and SWD (Students with Disabilities) (as per Aboriginal Strategy 2013 – 2016). – commenced in 2014 / 2015, but will be further refined in 2016.

- Establish processes to further support the deprivatisation of classrooms, through observations, ‘walk throughs’ and peer critical feedback – in 2015, ‘walk throughs’ continued with staff explaining their classroom environments to their colleagues, using a checklist based on research to ensure classrooms are conducive to optimum learning. Teaching staff were released to observe and provide feedback to a peer based on lesson observations. Leadership also observed both Literacy and Numeracy lessons and provided feedback. Triad meetings were held, where teachers brought data for a selection of students in their class and discussed how these students are tracking (against their individual goals and the intervention provided by the school). Performance conversations were also conducted during these meetings where teaching staff shared their performance development plans and cited how they are going to meet the goals that they have identified.

- Build upon current processes to further engage the school community in student literacy learning – during 2015, we hosted two Jolly Phonics parent workshops and shared our year level reading, sight word, alphabet and spelling benchmarks with families during term 3 interviews.

- Further promote Literacy learning through parent workshops, information sharing and Literacy mornings. – as above, however we need to ensure that parents actually attend these sessions to maximize the effort and cost in coordinating the events. Further work needs to be done to address this in 2016.

Teachers will

- Review and set targets for 2015 with alignment to Australian Curriculum Achievement Standards for running records, NAPLAN and PAT-R data – staff set targets in 2015 for each year level to achieve in Literacy (based on Reading Comprehension). On a whole, we are pleased with the growth that students have made in reading comprehension.

- 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. – all teachers (where applicable – Years 2-7) assessed students using the Fountas and Pinnell reading assessment to determine where students are at in their reading and what their next steps would be. Teachers were provided release time for this to occur and as a result, guided reading groups were developed.

- Explore digital pedagogies through the ICT General Capability using Australian Curriculum English, with continued professional learning. – staff were involved in a Partnership pupil free day involving two other schools. Two staff members led this learning and identified relevant resources to assist all teaching staff to plan teaching for 2016.

- Explore 21st Century skills to improve reading achievement – texts were purchased for students to read individually or as a guided reading group on the iPads available within the classrooms.

- Maintain Collaborative Team planning sessions and sharing of assessment data. – there were numerous opportunities (student free days, staff meeting and improvement teams) throughout 2015 where staff worked collaboratively to unpack data and plan teaching to improve student learning outcomes.

- Build on and maintain resources to support implementation of Whole School Agreement including guided reading sets levels 26-30, F&P Reading Assessment Kit – guided reading and take home readers were purchased to support the above but will be built upon in 2016.

- To explore together how to differentiate to accelerate student learning and close gaps. – extensive work was conducted with teaching staff using the wave model to ensure all teachers were providing a differentiated curriculum to all learners.

- Engage in professional observations and peer feedback sessions - as commented on in previous section.

Students will

- Engage in using digital tools to improve reading achievement – in 2015, 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 – all students were set a reading goal for 2015, to be further developed in 2016 with input from students.

Show evidence of improved reading levels commensurate to year level and ability – all students made growth in their reading as evidenced through Running Record and Fountas and Pinnell reading levels. Explicit information for each student was shared during the term 3 parent teacher interviews, highlighting where students are currently at and what the target is for their year level.

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

**RECOMMENDATIONS FOR 2015 (from SIP)**

The School will

- Have a sustained focus on implementing the Whole School Agreement (WSA) 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

  In 2015 a ‘numeracy block structure’ was developed to ensure that all students, regardless of their year level receive similar explicit structure / opportunities. Using Ann Bakers ‘Natural Maths’ strategies, a structure was developed to ensure consistency of language. The intervention waves were used to differentiate all students learning as per their numeracy goals. Further work will be conducted in 2016 to refine the WSA in Numeracy.

- Develop and maintain effective mathematical pedagogy though Natural Maths and Mathletics. – Natural Maths remained a continued focus in 2015 as we worked collectively with other schools within our partnership. In 2015, 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 – in 2015, the school employed our mathematician in residence, Ann Baker to run a family workshop one evening. Despite the poor weather, a number of families were able to attend to gain a better insight into what we are trying to achieve at the school. During term 3 parent teacher interviews, PAT M / I Can Do Maths benchmarks were shared with families. All students in R-7 also constructed ‘numeracy showbags’, visually representing what numeracy means to them. Showbags were filled with numeracy games and activities that families could play at home to reinforce the importance of numeracy in everyday lives and bridge the gap between home and school.

Teachers will

- Set NAPLAN and PAT-Maths explicit targets in alignment with the Australian Curriculum Achievement Standards - staff set targets in 2015 for each year level to achieve in Numeracy (based on PAT M / I Can Do Maths). On a whole, we are pleased with the growth that students have made in numeracy on a whole as our data shows.

- Further implement recommended Natural Maths strategies – all teachers continued to use and reinforce the natural maths strategies as per the posters that all classes have displayed within their classrooms. All classes employed problematized situations to engage students and assist them to engage in maths

- 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 remained a focus in 2016.

- Work together (with peers and within partnership) for specific year level programming, planning and moderation - In 2015 teaching staff worked together to plan and program for student learning and developed a draft ‘numeracy block structure’ to ensure consistency of practice across the school. Further moderation activities in numeracy is planned for 2016 with like schools within the partnership.

- Explore assessment tools for ongoing assessments – in 2015, our school and the partnership collectively, attempted to explore a range of different assessment tools that we could employ at a site level to gauge student understanding in numeracy. Whilst there is not a wide range of assessment tools available, we used some additional teacher / SSO time in term 4 to trial ‘Big Ideas in Number’ with one Junior Primary class. Diagnostic testing was used to gauge where students were at and next steps were provided to students to assist them in their learning journey.
• Engage in professional observations and peer feedback sessions – all teaching staff were provided with release time to observe a peer teach a maths lesson and provide constructive feedback. Staff found the sessions informative and used the information gained via the feedback sessions to further improve their teaching. Leadership also observed numeracy lessons and provided explicit feedback. Triad meetings allowed two teachers and a member of leadership to collectively discuss these lessons, whilst referencing their own Professional Development plans about areas of strength and areas of growth.

• Maintain Collaborative Team planning sessions and sharing of assessment data – with the development of the Numeracy improvement team in 2015, team members provided professional development for all teaching staff throughout the year. Assessment data was shared and teaching staff tried to identify trends in the data to consider further areas for improvement / celebrate areas of success

• To explore together how to differentiate to accelerate student learning and close gaps. Considerable time was spent in 2015 by teaching staff analysing student data (PAT Maths / I Can Do Maths / NAPLAN) to determine patterns/areas of numeracy that need further development. Deep analysis of student PAT results (on the ACER website) allowed teachers to identify areas to develop for all students. These areas to develop were reflected in all students’ numeracy goals as set by the teachers and shared at the term 3 parent teacher interviews.

Students will

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

• Use mathematical meta-language – students maintained using correct mathematical terminology in 2015 as modelled by teachers

• Use digital tools to improve numeracy achievement - remained a focus in 2015 by extending on current work with Mathletics and Skoolbo through the purchase of a wider range of iPad applications for students to use to reinforce concepts being taught.

In 2016, the school will have a Strategic Plan (3 years), a Site Improvement Plan (1 year) and Action Plans which will support the Site Improvement Plan. Therefore in 2016, the annual report will only make specific mention of those targets specifically addressed in 2016 as per the Site Improvement Plan and supporting Action Plans.

4.1 Junior Primary and Early Years Scheme Funding

In 2015, additional monies received through DECD initiatives (JP160, Early Years Scheme), was used in a variety of ways to improve educational outcomes for our students. 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 Mini Lit Reading Program (see separate table under student achievement), which was increased in 2015 to five days a week. The results for this small targeted group on a whole, improved both identified students academically and emotionally. The assessment agreement continued to be used by teachers to consistently collect and track student progress. This data was used to formulate both Literacy and Numeracy goals for all students. Targeted intervention to best cater for all Early Years learners was provided to students who required extra support. Consequently, we have closed the gap between individual student achievement and DECD SEA levels.
In 2015, Banksia Park School R-7 received funds totaling $8466.42 under the Better Schools Funding scheme. This money was expended on additional SSO support, predominantly in Numeracy. Two SSOs and a teacher were accepted into QuickSmart training and attended six days of training in 2015. The majority of the Better Schools funding was expended on employing SSOs to run the program. 20 students were placed on the QuickSmart program, with 19 students making significant improvement.
### Running Records

**Reception Running Records (individual student names have been removed)**

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<td>13</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>11</td>
<td>15</td>
<td>18</td>
<td>21</td>
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<tr>
<td>13</td>
<td>17</td>
<td>20</td>
<td>23</td>
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<tr>
<td>13</td>
<td>17</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
<td>15</td>
<td>20</td>
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<tr>
<td>2</td>
<td>5</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>16</td>
<td>17</td>
<td>18</td>
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<tr>
<td>6</td>
<td>10</td>
<td>13</td>
<td>19</td>
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<tr>
<td>14</td>
<td>19</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
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<tr>
<td>12</td>
<td>17</td>
<td>17</td>
<td>19</td>
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<tr>
<td>8</td>
<td>14</td>
<td>18</td>
<td>18</td>
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<tr>
<td>23</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>11</td>
<td>16</td>
<td>18</td>
<td>19</td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
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<tr>
<td>18</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>27</td>
<td>29</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>
The school running record data provides teachers with information about student reading progress. In 2015, we colour coded the data, similar to traffic lights so that we could quickly ascertain which students were at target (green), close to target (yellow) and which students required more intensive support (red) to help them reach target by the end of 2015. This data was tracked over the course of the year (term by term) so that we could closely monitor student growth. Whilst the results show there is still room for improvement, it provides evidence that we are closing the gap for identified students who require additional support.
Mini Lit – the data above depicts one of the two groups of students who were provided with Mini Lit intervention in 2015. These students received 30 minutes of intervention a day for 5 days a week. The results show the significant progress that these four students made in the Reading program, sight word development and reading levels.

<table>
<thead>
<tr>
<th>Student name</th>
<th>MiniLit initial test</th>
<th>Level at end of Term 3</th>
<th>Sight word list</th>
<th>Running Record Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child A</td>
<td>Set 4 lesson 15</td>
<td>Lesson 27</td>
<td>24 41 47</td>
<td>6 9 13 13</td>
</tr>
<tr>
<td>Child B</td>
<td>Set 4 lesson 15</td>
<td></td>
<td>7 19 31</td>
<td>5 6 8 10</td>
</tr>
<tr>
<td>Child C</td>
<td>Set 4 lesson 15</td>
<td></td>
<td>25 39 Finished</td>
<td>6 10 13 14</td>
</tr>
<tr>
<td>Child D</td>
<td>Set 6 lesson 22</td>
<td></td>
<td>16 24 28</td>
<td>2 6 8 10</td>
</tr>
</tbody>
</table>

PAT M – The data above shows the significant growth in PAT Maths scale scores over a 12 month period. Whilst this graph only depicts one cohort of students, the improvement is consistent in all cohorts of students. Whilst, the graph is a little hard to see, the grey line shows the target for 2015 and the red line on the graph shows the results that each individual student has achieved.

PAT R – The data above shows the significant growth in PAT Reading scale scores over a 12 month period. Whilst this graph only depicts one cohort of students, the improvement is consistent in all cohorts of students. Whilst, the graph is a little hard to see, the purple line shows the target for 2015 and the green line on the graph shows the results that each individual student has achieved.
5.1 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 2013. Our results show that we have made positive growth in ensuring that more students are demonstrating middle to upper growth (91.3% for Numeracy and Reading in years 3-5) and (65% for Numeracy and 73.7% for Reading in years 5-7). Whilst there are still areas requiring improvement, we are making improvements in student achievement in these areas of the NAPLAN tests.

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td>Site</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>8.7</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>30.4</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>60.9</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>8.7</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>60.9</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>30.4</td>
</tr>
</tbody>
</table>

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td>Site</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>35.0</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>45.0</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>20.0</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>26.3</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>57.9</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>15.8</td>
</tr>
</tbody>
</table>

In 2015, 28 Year 3 students participated in the NAPLAN assessment.
89% of students reached National Minimum Standard (NMS) in Numeracy (a decline of 11% from 2014), 93% achieved NMS in both Reading and Spelling (an increase from 2014) and 96% in Writing and Grammar and Punctuation (G&P) (an improvement of 4% for writing compared to the year prior and the results remained the same for G&P. Overall, a pleasing effort, as all areas assessed either made improvements compared to the year prior or remained the same. In 2016, we will strive to have a greater number of students achieving in the highest two bands. We hope to achieve this improvement in 2016 (for all year levels) through introducing 'Building Learning Power' with a focus on the 'Learning Muscles' and changing the way that we (teachers) structure learning activities, making it clear and explicit to the students as well as ensuring that our Whole School Agreements are concise to ensure consistency across the classes.

In 2015, 26 Year 5 students participated in the NAPLAN assessment.

93% of students achieved the National Minimum Standard (NMS) in both Reading and Writing and 96% of students in Year 5 achieved NMS in both Grammar and Punctuation and Numeracy. We are pleased that the Year 5 students made improved growth in 4 of the 5 NAPLAN areas assessed compared to 2014. Only Spelling declined by 5% (down to 85% compared to 90% the year prior) We are pleased that Year 5 students made improved growth in all areas compared to the year prior.

In 2015, 21 Year 7 students participated in the NAPLAN assessment.

95% of students achieved NMS in both Reading and Writing, while 100% of students achieved NMS in Numeracy and Grammar. 95% of year 7 students achieved NMS in Spelling. Whilst Spelling, Numeracy and Grammar both showed an improvement compared to the year prior, Reading and Writing showed a decrease of 5% from the previous year. The 2016 focus will be on maintaining our high levels of achievement against the NMS and improving student achievement in the higher two bands.
6.1 Attendance

Student attendance has declined slightly in 2015, mainly due to families taking holidays during school term. We have continued using 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 PSW and school counsellor. There were three identified students across the school that we have employed strategies for and enacted the attendance policy to increase student attendance. The absence of a regional attendance officer has hindered our support in 2015, however as a school we have managed this with specific strategies, regular communication and documentation of each case. An attendance brochure was developed and distributed to all families, providing important information about the importance of regular attendance at school and individual attendance information for each student was included in the end of year student reports.

Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 3</td>
<td>91.5</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 7</td>
<td>89.2</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.0</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>92.9</td>
</tr>
</tbody>
</table>

National Attendance Rates Semester 1

![Bar chart showing attendance rates for different year levels and across three years (2013, 2014, 2015).]
6.2 Destination

Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014 School</th>
<th>2014 Index</th>
<th>2014 DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td></td>
<td>1.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>3</td>
<td>7.3%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>0.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>1.7%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>5.1%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>4</td>
<td>9.8%</td>
<td>12.4%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>34</td>
<td>82.9%</td>
<td>47.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>19.7%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td></td>
<td>0.0%</td>
</tr>
</tbody>
</table>

The table shows the students who left in or at the end of 2015.

7. CLIENT OPINION

In 2015, a school based opinion survey was offered to all staff and families online. The format was similar to last year, however with a stronger emphasis on gauging feedback (through email and Skoolbag) we received 30 responses in 2015 as opposed to only 6 families providing feedback in 2014. The collated results provided us with the following information:

**Quality of Teaching & Learning** – 86.6% agreed their child/ren receives high quality teaching at this school and 96.6% believe that the school holds high expectations of students. 93.2% of responses indicated that the staff help and support the students when it is needed.

**Support of Learning** – 96.6% 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. 100% of parents / staff felt that the school provides a safe and secure environment for the children.

**Relationships and Communication** - 90% of parents agreed the teachers know the students well to allow differentiation of learning. 96.6% 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 faired positively (100%) that parents feel pleased about the communications that they receive from the school.

**Leadership and Decision making** - 90% of responses felt confident in how the school is being managed. 90% 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.

Other feedback given included;

- When future planning events to give further consideration to working parents to allow a greater level of attendance / participation
- The uniform policy to be more tightly enforced
- Weed management to be addressed.
- A number of positive affirmations about the appearance of the school and the positive changes that leadership has made to the school.
In 2015, the students at Banksia Park School R-7 school continued to be well behaved and respectful of others throughout 2015. The majority of incidences of low level violence or issues were managed at school and generally were isolated occurrences. Less than 1% of all behavior management incidences throughout 2015 resulted in the students involved being sent home under a Suspension / Take Home. This in part is due to employing a Wellbeing Coordinator / Student Counsellor one day a week for terms 3 and 4. The Counsellor was available to assist students, staff and parents / caregivers, providing advice and support in the way of behavior plans. In term 4, we also employed a Pastoral Support Worker (on a different day to the Counsellor) so that we were able to spread our resources out over the school week.

8.2 Relevant History Screening

In 2015, the school maintained its stringent processes to ensure that all Volunteers had received the appropriate induction to site, including RAN training (Responding to Abuse and Neglect). Processes were maintained to document and track who our volunteer base was, sign in / out documentation was recorded, whether they had the required training and additionally that the school had received a copy of a current Criminal History Screening for all volunteers. We are extremely proud that we have nearly 50 regular volunteers who provide the school with many hours of support each year. A Volunteer Morning tea was held and all volunteers were presented with a certificate of appreciation and a small gift.
8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>18</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>2</td>
</tr>
</tbody>
</table>

Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>11.40</td>
</tr>
<tr>
<td>Persons</td>
<td>0.0</td>
<td>12</td>
</tr>
</tbody>
</table>

At the end of 2015, we fare welled Meaghan Smythe (who is on 12 months Maternity Leave), Stephanie Bell (who gained employment at another site) and Leanne Trewartha (who won the Principal position at St Agnes Primary School). We thank all three for their valuable contributions to our school and wish them well for the future.

9. FINANCIAL STATEMENT

Income by Funding Source

**Banksia Park School R-7**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$1974932.45</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$18000.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$73667.67</td>
</tr>
<tr>
<td>4 Other</td>
<td>$37018.92</td>
</tr>
</tbody>
</table>

**Banksia Park School R-7 OSHC**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$80539.67</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$0</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$74492.21</td>
</tr>
<tr>
<td>4 Other</td>
<td>$723.18</td>
</tr>
</tbody>
</table>

Prepared by Jason Sheehy – Principal and Leanne Trewartha – Deputy Principal
CHAIRPERSON’S REPORT 2015

2015 was another exciting year to be involved with the Banksia Park School R-7 Governing Council. Our meetings are always well attended and discussions held reflect member’s passion for our children’s learning and this School as a whole. I sincerely thank all members for your contribution and commitment to our Governing Council.

Our membership totalled 17, with 5 new parent members joining us this year. Heidi Lomax unfortunately tendered her resignation; we thank Heidi for her contribution, in particular to fundraising during 2015 and in years past. Since the last AGM 7 ordinary meetings were held, in addition one executive meeting was held at the beginning of the year.

It was especially rewarding to see the commencement of the Stephanie Alexander Kitchen Garden (SAKG) program. Having been a founding member of the School Garden Committee and realising the impact of this volunteer driven activity provided our children, I couldn’t wait to see how this formal program enriched the lives of children, staff, volunteers and families. I was fortunate to witness our children’s eagerness to grow edible plants from seed, to nurture and care for the plants and then create some amazing tasting food using the same plants they’d grown. This practical program exemplifies how formal learning can work in concert with real world learning. A special thank you to Leanne Trewartha, Krys Pitt and Angela Woodcock who have contributed enormously to the success of this program. Further this would not be possible without all the many generous volunteers supporting this program, thank you.

The School is continuing to look vibrant with further grounds and amenity upgrades. The school had its retaining walls and paths repaired, toilets within the Gold Building were refreshed, new Chess court painted, mural painted in the entrance to the Gold building, new garden beds established for the SAKG program, chicken shed and enclosure built.

Again our great school community spirit was evidenced by a number of events this year, including:

The Movie Night (fundraiser- our gym was full, kids and parents alike enjoyed the night).

Korean Student Placements – a culturally enriching experience for “foster” families and the School community.

Premier’s Reading Challenge - achieving 100% Participation, improving our literacy capabilities and connections between school and home.

Literacy and Numeracy workshops - with good attendance and involvement from our School Community, further strengthen parent/school engagement.

School Assemblies – high attendance by our school community, allowing another way to see real time examples of our children’s learning

Dad’s day – celebrating the Fathers and showing them they are equally important in children’s learning and school life
School to home communication – through greater use of our school blog and Skoolbag App our school community stays connected.

Further to this we are fortunate to have enthusiastic staff willing to embrace and incorporate change, sharing a united effort to improve and foster our children’s learning. Our teachers are willing to be available for reverse interviews, student parent interviews, extracurricular school activities and open communication through emails, meetings, blog and App posts. Thank you for all that you do.

During 2015 the school was reviewed as part of Departmental processes. This occurs every 4 years. It was pleasing to see a wide range of parents from our School Community participate in this process, providing feedback and first hand insight into what the school does well and what could be further enhanced. We look forward to the formal report and sharing the outcomes and actions that maybe necessary during 2016 and beyond.

The year ended with a sad farewell to Ms Leanne Trewartha, who has taken up a position as Principal for St Agnes Primary School, commencing in 2016. Leanne’s enthusiasm and ability to quickly effect positive change will be greatly missed. We welcome and look forward to seeing how Ms Jackie Knox will impact our school as our new Assistant Principal.

I wish to extend an enormous thank you to all who have volunteered, donated financially and supported our school. I invite anyone interested in sharing their skills to please do so in the capacity that suits them, you’re more than welcome!

With a combination of great leaders, teachers, volunteers and parents with a willingness to improve their children’s lives, Banksia Park School R-7 is the place to be! See you in 2016.

Michelle McCard
Chairperson
2015 Garden Committee Report

Committee members: Leanne Trewartha, Michelle McCard, Angela Woodcock, Emma Henningsen, Amanda Bywaters

Report by Angela Woodcock

2015 was a big year for the school garden with weekly Stephanie Alexander Kitchen Garden lessons running in terms two, three and four. We had fantastic support from volunteers with more than 10 volunteers regularly supporting our garden program. The garden bed area has approximately doubled in size during 2015 with the construction of 8 large raised garden beds and our old garden area is now flourishing with the installation of the automatic timed watering systems. A chicken coop was constructed and the new chickens have been extremely popular with the children and are supplying the school with many eggs. The eggs are used in the kitchen or sold in the front office. The garden is proving to be a great asset to the school and is receiving growing interest from the community. The area is quite popular on weekends and out of school hours when families with young children are regularly seen visiting the chickens and looking around the garden.

Students participating in garden lessons are engaged in learning over many curriculum areas.

Science

Many of the activities students participated in during garden lessons can be linked to content descriptions from the Australian curriculum in the areas of Biological sciences, Earth and space sciences, Nature and development of science and Use and influence of science. Students planted and observed plants grown from seed through the complete life-cycle to producing their own seeds, learnt about the seasons and how the weather affects plants, learnt about what plants need to grow and thrive and created compost. The compost made by the students was used to create a pumpkin patch which grew some impressive pumpkins over the Christmas holidays.

Mathematics

Students regularly use mathematics in the garden. Students measured distance for spacing plants, measured and mixed ratios for pest control and fertiliser, counted and estimated seeds from plants, estimated heights
and diameters of plants and vegetables and practised fractions. Room 3 incorporated the garden into a maths unit on money when they ran a plant, produce and seed stall to raise money for the garden.

**Literacy**

Garden lessons regularly introduce new words to students which increases their vocabulary. A garden word wall was created as a visual aide to remind students of some of the unusual words used in the garden. The garden was incorporated into a resource based learning activity when students from rooms 11, 12 and 3 read the book ‘Potato People’ by Pamela Allen and made their own Potato people. The wrinkled old potato people are now growing in a large potato patch in the garden. Students from rooms 11 and 12 also listened to the story ‘Tops and Bottom’ by Janet Stevens as a follow up activity from a garden lesson about ‘root vegetables’.

**Health and Physical Education**

Gardening is a great source of physical activity (especially for staff, volunteers and students involved with the new garden bed construction) and hopefully students will enjoy learning how to garden and continue to use gardening as a source of physical activity into adulthood. Children were regularly reminded about the health benefits of fresh fruit and vegetables and children enjoyed tasting familiar and unfamiliar fruit and vegetables grown in the garden. Vegetables were harvested weekly from the garden and created into healthy meals in the kitchen. Many children tried and enjoyed vegetables that they had never tried before.

**Technology**

Students, staff and volunteers used problem solving skills and persistence to build and create garden structures. The structures had meaning as they were used in the garden to support plants while growing.

**Arts**

Students had an opportunity to be creative when they created plant labels by painting rocks.

**Sustainability**

The cross curriculum priority of ‘Sustainability’ from the new Australian curriculum has been a main focus of the garden lessons this year. Included in this report to help explain the importance of the garden are a few
quotes from a university text book currently being used to educate pre-service teachers in the subject area of science.

“Humans are living beyond the Earth’s biocapacity to support human life and we must rethink and reorientate how we live on this planet. Without change, the future appears perilous to many” (Elliott, 2014, p.4)

“Some would argue we are now at a critical point of instability; it would seem humans have ignored the evolving systems we are part of for too long” (Elliott, 2014, p.8)

“For both adults and children to potentially feel empowered to live sustainably, they need opportunities to experience positive relationships of belonging with the Earth” (Elliott, 2014, p.9)

“Relationships of belonging with the Earth require more than cognitive understandings and shared views; they require an acquaintanceship with nature” (Elliott, 2014, p.9)

“Experiences to promote relationships of belonging might be as simple as growing a productive vegetable garden” (Elliott, 2014, p.9)

These examples also correlate with the importance and benefits of ‘nature play’.

Reference

EDUCATION AND MARKETING COMMITTEE REPORT 2015

This year we welcomed 5 new members, it was fantastic to have more parents involved in this committee.

During 2015 the committee focus included:

Surveying parents on:

- Communication between school and home
- Areas for School improvement
- Parent workshops (for Literacy and Numeracy)
- Positive aspects of the school
- General appearance of the school

16 responses were given which is a vast improvement on previous surveys; however this in itself identifies an area for focus and improvement for 2016. The respondent’s information was collated and used throughout the year to help prioritise improvements.

Reviewing policies as a part of the 3 year review cycle. 36 Policies were due for review. The process was streamlined by grouping policies with crossover content. The task is quite onerous and therefore further work will occur this year to reach completion.

The quality and content of the take home readers for the Junior Primary classes was raised and as a consequence these were audited and many new take home readers were purchased. These are more in keeping with the language and activities children engage in presently.

Data collection referring to student performance was also discussed and highlighted further in the Principal reports during 2015. This is an area to be further investigated in 2016.

Marketing strategies were also discussed throughout the year. The School’s information brochure has since been updated, reprinted and is now available for prospective families. We look forward to participating in some exciting marketing opportunities in 2016.

A big thank you to all members during 2015, it was great to have so many more people to discuss the ‘nitty gritty’ with and I hope that you stay involved in 2016.

Michelle McCard

On behalf of the Education and Marketing Committee
Grounds and Facilities Report 2015

Committee members: Leanne Trewartha, Alison Jaffer, Kristy Robinson, Amanda Bywaters, Gavin Lawrence, Emma Henningsen.

The Grounds and Facilities Committee met once per term throughout the year. Many improvements, upgrades and maintenance took place in 2015.

The Commemorative Garden was a major focus during the year. In April a working bee was held where volunteers painted the arches, planted trees, weeded the garden beds and mulched the area. As a result of spending our 3 year Commemorative Garden budget in 1 year in 2014 due to the schools 50th anniversary, we had very limited funds in 2015. We are sourcing free mulch from local arborists as this needs replenishing regularly. Along with working bees, the groundsman will weed and maintain the garden beds when time is available.

Some of the other improvements around the school included:

- Gold building toilets have been upgraded.
- A mural was painted in the foyer of the Gold building
- A chess board was painted on the asphalt in front of the blue building.
- The retaining wall was completed.
- A fruit tree forest was planted.

Some of the proposals for 2016 include:

- The year 6/7’s to build bench seats for the commemorative garden as a project.
- Hopscotch to be painted on the asphalt
- Outside drinking fountain upgrade.
- The pots outside Gold building to be turned into seating.
- A deck for the commemorative garden.
- The amphitheatre is to be spruced up.
- The Gold building doors to be painted.

In 2016 the Grounds and Facilities Committee will continue to make improvements around the school.

Alison Jaffer

On behalf of the Grounds and Facilities Committee.
Fundraising Report for the AGM 15/02/2016

Once again 2015 was another very busy and successful year for Banksia Park R-7 School.

With many fun filled functions from Pancake Day (where the Gold building were able to purchase sand toys), to Pizza Day and Harmony Day in the first part of Term 1.

Throughout the year there was the usual Mother’s Day stall, Father’s Day stall, and the first Family Movie Night for the school.

The School Disco was again amazing, run by the year 6 and year 7’s with the help of Mr O’Brien. The children created their own style to the evening.

Also there was the Hot Dog Day, Sports Day stall and BBQ, Wellbeing day and the Entertainment Book. Not to forget the Commission from School Banking.

The Fundraising Committee in collaboration with Mr Sheehy did speak with the Students and Staff and agreed at the beginning of the year to purchase a Chicken House, 4 x I-pads, OSHC Couch/Cushions, 2 x Library Couch’s, WIFI, Graduation Gifts and a Library spruce up.

The students also chose to support Cystic Fibrosis and decided that Cupcakes would be popular. The Community raised $344 and that money went directly to the foundation.

I would personally like to thank the wonderful teachers that we have in this school. Banksia Park has a lovely reputation and every year it gets better and better with the communities assistance. Our great school does stand out and is being noticed, and you can see that by the increasing families that come year after year. There is a wonderful “togetherness” feel.

We raised $5144.66; (minus the spending throughout the year) The balance is a healthy $4140 to start 2016. The committee discussed purchasing a piece of playground equipment in 2016 in conjunction with the SRC.

This is OUR school, and as a community we have done a fabulous job.

On behalf of the fundraising committee I would like to say an enormous thankyou to all those who helped in any way because without your thoughtfulness, helpfulness and kindness we couldn’t possibly have the wonderful school that we do have. It’s the small things from donations, buying, encouraging, organising and helping on the day that make Fundraising so much fun.

Thank you for your ongoing support. ☺

Heidi Pachur (Gluyas)

Fundraising Chairperson.
I believe 2015 has been a year of consolidation for O.S.H.C. Some of the aspects I would like to share with you include information concerning, programming, utilisation, staffing, kindy and finances.

Programming

We continue to offer a program which is driven by the children’s needs and interests. We actively seek information about what the children would like to do at O.S.H.C. and feedback about activities they have already participated in. Relevant themes we continue to explore include sport, nature, relationships, there has been more of a focus on art and craft activities this year. We have continued to document our programming in the same way as 2014, we will review this at the end of the year.

Utilisation

The irregular use of the service by many of our families continues to create a range of challenges concerning programming, staffing, and financial viability. We have again experienced a roller coaster ride throughout the year with our attendance numbers, towards the latter part of the year our numbers were a bit more consistent and slightly higher. The only pattern throughout continued to be the higher number of children attending on Tuesdays and Wednesdays.

Vacation Care

Vacation Care attendance was similar to 2014, numbers in attendance were quite consistent with a gradual increase towards the end of the year. Excursion days in particular, and incursion days were most popular days for attendance. More than ever before I have noticed families opting to use multiple services throughout the same vacation period.

Staffing

I would like to thank our team for their efforts this year it is greatly appreciated. Working multiple single staff sessions each week has proven to be challenging, and I believe as a team we have worked through the challenges successfully. Staff training has again been kept to completing the necessary training required, with a higher financial surplus this year we are looking forward to increasing our training opportunities. This year we have employed three new staff James, Emily and Courtney. The three have been working throughout Vacation Care and relieving during term time. They have been valuable inclusions to our team. It has been good to have younger people working at O.S.H.C.

Kindergarten

We have continued to develop our relationship with the kindy throughout the year we have had four children attend regularly, we have maintained close lines of communication about all matters concerning them and their families. We have also continued to look after the chickens during Vacation Care this has again been a worthwhile experience even though Henny Penny has taken to wandering further than ever before.

Finance

At the end of 2014 we had the small surplus of $800.00 our aim this year was to build on this, I am pleased to report that we have recording a surplus of $7,621.67.

Finally I would like to thank the O.S.H.C. Staff, our Families, the O.S.H.C. Committee, Governing Council, Jason, Leanne and Jeanette for their ongoing support throughout 2015.

Director of O.S.H.C. Mark Jones