

SCHOOL CONTEXT STATEMENT

Updated: 07/21

School Name: Banksia Park School R-7

School Number: 1015

1. General Information

Part A

School name : BANKSIA PARK SCHOOL R-7
School No. : 1015
Principal : Miss Renee Miller
Postal Address : 1-5 Cottenham Road, Banksia Park 5091
Location Address : 1-5 Cottenham Road, Banksia Park 5091
Region : Northern Adelaide

Distance from GPO : 21 kms
CPC attached : NO

Courier: North East
Phone No.: 08 82642114
Fax No. : 08 82645384

| | | 2018 | 2019 | 2020 | 2021 |
|-------------------|-------------------------------|------|------|------|------|
| Oct FTE Enrolment | | | | | |
| Primary | Special, N.A.P. Ungraded etc. | | | | |
| | Reception | 34.0 | 39.0 | 47.0 | 27.0 |
| | Year 1 | 30.0 | 32.0 | 40.0 | 25.0 |
| | Year 2 | 24.0 | 31.0 | 35.0 | 37.0 |
| | Year 3 | 40.0 | 20.0 | 31.0 | 33.0 |
| | Year 4 | 44.0 | 38.0 | 23.0 | 31.0 |
| | Year 5 | 31.0 | 45.0 | 44.0 | 24.0 |
| | Year 6 | 47.0 | 27.0 | 48.0 | 37.0 |
| | Year 7 | 39.0 | 46.0 | 30.0 | 49.0 |
| Secondary | Special, N.A.P. Ungraded etc. | | | | |
| | Year 8 | | | | |
| | Year 9 | | | | |
| | Year 10 | | | | |
| | Year 11 | | | | |
| | Year 12 | | | | |

| | | | | |
|---------------------------------|-------|-------|-------|-------|
| TOTAL | 289.0 | 285.0 | 264.0 | 263.0 |
| Oct total FTE Enrolment | | | | |
| Male FTE | | | | |
| Female FTE | | | | |
| School Card Approvals (Persons) | | | | |
| NESB Total (Persons) | | | | |
| Aboriginal FTE Enrolment | | | | |

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

□ Deputy Principal

0.6 administration time provided through DECD staffing allocation. The teaching component of the role is negotiated each year in relation to school needs and other staffing allocations. In 2021 the school has allocated the 0.4 to support the implementation of new Department curriculum strategies and in supporting staff with IESP applications. Student Wellbeing Coordinator:

In 2021 this will be a 1.0 role with no teaching component. The Wellbeing Leader will be responsible for leading teaching and learning centred on student wellbeing, implementing whole school learning around Building Learning Powers, Zones of Regulation and Student Leadership.

- E-mail
: dl.1015_info@schools.sa.edu.au
- Staffing numbers
: We currently have 15.6 Teaching staff (FTE), 11 ancillary staff, and 3 permanent OSHC staff. A GSE2 is employed for 15hrs a week (permanent) and an ICT Manager (15 hrs a week permanent) Of the 17.6 teachers (inc three leadership) all staff are 1.0 except for one class teacher, with a combination of permanent and contract. NIT is provided by part-time teachers there are currently 5 male teachers.
- The school also employs a Pastoral Support worker for two days a week □ OSHC
: OSHC offer before school, after school and vacation care.
- Enrolment trends
Student enrolments are stable with enrolments around 260.
Numbers in the kindergarten are promising, which is a good indication for continued future growth.
- Special arrangements
: Banksia Park School R-7 is a member of the Tea Tree Gully Partnership and Felixstow 3 Portfolio.
: Our school works collaboratively with the Primary and Secondary sites within the partnership.
- Year of opening

: 1964. The school celebrated its 50th anniversary in 2014.

- Public transport access

: Adelaide metro bus routes run on both Elizabeth Street and Cottenham Road.

2. Students (and their welfare)

- General characteristics

: The students and their families are from predominantly English/Australian backgrounds.

Approximately 22% of our students are school cardholders. □ Student management

: The Student Behaviour Management Policy which was reviewed in 2019 provides clear guidelines for staff, students and families. 2021 saw the implementation of The Nest – an Interception Room available to support all students in developing and using strategies to support self-regulation. Zones of Regulation has become a school wide focus in 2021 to assist with student development of social and emotional language.

- Student government

: 2020 saw the introduction of Student Leaders. Students in Years 6 &7 who were interested in pursuing a role in Student Leadership applied for one of 8 positions. This process involved a written application which was assessed by a panel consisting of the Principal, Student Wellbeing Leader and two student peer panellists with successful applicants progressing to interview stage. Student Leaders have a regular spot at fortnightly assemblies where they communicate their initiatives to the wider school community. Their focus for this year are developing new school values with students and staff and the beginning implementation of these.

□ Special Programmes

: Year 6/7 Students are trained as Road Crossing Monitors which ensure students can traverse both Cottenham Road and Elizabeth Street safely.

: The school also offers Children's University for all students in Years 1-7 as a user pays system. Students volunteer 30 hours of their time (before and after school, weekends, lunchtimes or school holidays). Those students who complete the required number of hours by the end of the year, have the opportunity to attend a graduation ceremony where they wear a gown and mortar board (full Graduation outfit) at Adelaide University.

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 school entered Partnerships 21 in 2001.

The school works closely with the other six primary schools and one high school in the Local Partnership

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.
- 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 the school and from the 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 ensure understanding and reflect the values in their teaching and learning programmes.

Curriculum

All subjects taught in 2021 are taught using the Australian Curriculum.

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

Opportunities exist for students to be involved in instrumental music, choral programmes and SAPSASA sporting activities 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 Interview night – Term 1
- Mid-Year Report Parent Interviews in Week 9 Term 2
- Teacher initiated Parent / Carer Interviews in Term 3 - End of Year Summary Report – Term 4.

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:

- 2021 saw the introduction of IntiaLit – synthetic phonics program backed by Australian Research implemented R-2 to strengthen consistency of practice around the teaching of phonics.
- 2021 saw the re-introduction of MiniLit Intervention Program in the Early Years
- Too Smart

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

Student achievement information and factors affecting learning are 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, Student Behaviour Management and Volunteers.
- Structures for student leadership and participation in decision making – class meetings, involvement in Governing Council meetings, fortnightly assemblies.
- In 2015, the Stephanie Alexander Kitchen Garden program was established. All students in years R-7 spend time in both the kitchen and the garden on a three weekly basis.
- WHS 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 services. Long-term site improvement plans Our 2019-2021 focuses on:
- Literacy; Challenge of practice: If we explicitly teach phonological awareness and comprehension skills then we will increase student achievement in reading
- Numeracy; Challenge of practice: If we develop a common approach to teaching mathematics across years 3-7, then we will increase and maintain student achievement in the high bands NAPLAN numeracy.

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 student progress.

4. Curriculum

- Subject offerings
: See section 3.
- Special curriculum features
: The school offers Auslan, Health and PE and Science as specialist NIT subjects across the school.
- Teaching methodology
: Is informed by the Teaching for Effective Framework (TfEL).
: Classes are a combination of straight and 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 9 iPads in each classroom. SOLO, Transforming Tasks and BLP have been introduced to support and improve teaching pedagogies / learner outcomes.
- Assessment procedures and reporting : See section 3.
- Joint programmes
: A well established transition programme exists between Banksia Park Kindergarten at entry and Banksia Park International High School at graduation.

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. Special activities, days or functions include – Sports Day, Science Week, Remembrance Day and special whole school events, for example Book Week, Harmony Day, Mum and Dad’s Day.

7. Staff (and their welfare)

- Staff profile
: FTE teaching staff of 15.6 in 2021. 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 Deputy Principal, 1.0 Student Wellbeing Coordinator in 2021.
- Staff support systems
: Supporting Staff Work and Learning Policy exists along with an active WHS rep. Policies are regularly reviewed.

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. There are 9 teaching 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:-

- 2021 saw ATSI students work with local indigenous artist Scott Rathman and ACEO Chloe Parkyn to generate a mural which reflects their understanding of Reconciliation and what this looks like and means at BPSR-7
- Completed boundary fencing works (2019)
- Work is scheduled to commence on the Front Entrance area of the school to develop an outdoor learning area for staff and students and improve the street frontage of the school. This will be space where parents can connect with each other at drop off and pick up times.

: 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, and most of which we access throughout the year.

- Student facilities

: Students have access to 4 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 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 subcommittees, surveys, and special meetings. Governing Council meets twice per term.

Subcommittees are Finance, OSHC, Fundraising and we encourage parent involvement in these.

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 or the School Blog. Skoolbag is used to inform of upcoming events to provide information, the School Blog is used to provide feedback on past events with photographs. A hard copy newsletter is distributed to the school community at the start of each term, by the leadership team. Each classroom teacher also sends home a term newsletter with information relevant to that term. □ Other communication

: Staff use emails and Classroom Communication Apps (ClassDojo and Seesaw) regularly to communicate with each other and with parents. A daily bulletin can be accessed on the school intranet via Microsoft Teams and a Staff Bulletin is published weekly by the Principal.

- School financial position

: The school is in a reasonable financial position but needs to maintain close monitoring because of enrolment trends and the year 7 to High School transition occurring at the end of 2021.

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 International High School.

Parent and community involvement

: As with most schools a core group of parents provide significant support. Governing Council members are very keen and supportive of the school. □ Other local care and educational facilities

: There are seven Primary Schools and four stand-alone preschools within our local partnership of schools and one 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.