



BANKSIA PARK SCHOOL R-6 SCHOOL CONTEXT STATEMENT Updated:

School number: 1015

School name: Bnksia Park School R-6

School Profile:

1. General information

- School Principal: Renee Miller
- Deputy Principal's: Jackie Knox
- Student Wellbeing Leader: Matt Brumby (Monday – Wednesday)
- Year of opening: 1964. The school celebrated its 60th anniversary in 2024.
- Postal Address: 1-5 Cottenham Road, Banksia Park 5091
- Location Address: :1-5 Cottenham Road, Banksia Park 5091
- DECD Region: Northern Adelaide – Felixstow 3 Portfolio
- Geographical location – ie road distance from GPO (km): 21kms
- Telephone number: 0882642114
- Fax Number: 0882645384
- School website address: <https://banksiar6.sa.edu.au>
- School e-mail address: dl.1015.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Banksia Park School OSHC
- February FTE student enrolment:



- Student enrolment trends:

Year Level	2023	2024	2025	
			Mid Year	Mid Year
Reception	37	32	6	13
			38	33
Year 1	35	39		31
Year 2	25	30		36
Year 3	30	33		30
Year 4	34	35		32
Year 5	48	48		34
Year 6	34	36		47
Total	243	259		243

- **Staffing numbers** (as at February census): 35 staff working at full time and part time roles

We currently have 15.6 Teaching staff (FTE), 14 ancillary staff, and 3 permanent OSHC staff. A GSE2 is employed for 15hrs a week (permanent) and an ICT Manager (1 day per week through the Dept Fixed Day Initiative) 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. Specialist subject areas are provided by part-time teachers.

- **Public transport access:**

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

- **Special site arrangements:**

The school currently hires the gym to Tea Tree Gully Gym Sports 4days a week.

The oval has just received a new cricket pitch with a grant from SACCA and it is currently hired by Golden Grove Cricket Club on the weekend.



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 well-being programs**

2021 saw the implementation of **The Nest** – an Interception/ Regulation Room available to support all students in developing and using strategies to support self-regulation [The Zones of Regulation | A Curriculum For Emotional Regulation](#) has become a school wide focus in 2021 to assist with student development of social and emotional language. Nest Tools are demonstrated at whole school assemblies and are visually prominent throughout the school. Explicit Teaching of the Zones occurs within classrooms and at a Tier 2 level to support small groups of identified students.

- **Student support offered**

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, students are referred to this program after data analysis of IntiaLit testing. MiniLit occurs outside of IntiaLit.

Intervention Teacher – The school has been fortunate to use staffing funding to employ an intervention teacher at 0.6 to support students who experience difficulties in literacy. This will be an ongoing priority for the school and is dependent on yearly funding grants to sustain.

- **Student management**

Positive Behaviour for Learning – Banksia Park is a pilot school within the Department and staff have undertaken an intensive 3 year training to ensure implementation. Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments. Schools which implement the PBL framework make sure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed and a minority of students can access intensive support to enable them to engage successfully at school.

The school also adheres to the Dept for Education Suspension, exclusion and expulsion of students procedure when managing / responding to student behaviour as well as local policies that can be found on our website.



- **Student government**

2020 saw the introduction of Student Leaders. Students in years 5&6 who are interested in pursuing a role in Student Leadership can apply for 1 of approx. 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.

Sports Captains are elected at the start of the year, 2 per house and support students in the yard at play time as well as organise occasional play time activities and present SAPSSA updates at assemblies.

- **Special programmes**

The Stephanie Alexander Kitchen Garden (SAKG) runs once a week and sees classes harvest from our garden and cook meals in small groups on a rotational basis.

“Positive food habits for life - The Stephanie Alexander Kitchen Garden Foundation, is an Australian not-for-profit founded in 2004 by legendary cook Stephanie Alexander AO. Twenty years on, we are still fighting for the health and wellbeing of Australian children and young people by delivering fun, hands-on and inclusive food education across the country.

Our globally recognised and evidence-backed Kitchen Garden Program equips children with the skills to grow, harvest, prepare and share fresh, affordable and culturally diverse food, enabling them to develop positive food, wellbeing and sustainability skills for life.” [Pleasurable food education | Kitchen Garden](#)

3. Key School Policies

- **Site Learning Plan (SLP) and other key statements or policies:**

Our current SLP can be found on our website along with relevant policies.

4. Curriculum

- **Subject offerings:** The school implements the South Australian Curriculum

- **Special curriculum features:**

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

2023 saw the implementation of **PLD (Promoting Literacy Development)** in Years 3 – 6 PLD provides an Australian, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators. Aligned with the Science of Reading, PLD's SSP approach extends from junior to upper primary years, fostering a cohesive whole school approach.

Nature Play – JP students engage in Nature Play once a week and our Primary Students engage in our Nature Play Space on a rotational basis.

Purposeful Play – We have a dedicated space to enable play experiences for our JP students to build upon oral language and social skills.



- **Teaching methodology:**

Is informed by the Teaching for Effective Framework (TfEL).and SA Curriculum Framework. We utilise explicit direct instruction and a variety of other methodologies to support student learning.

- Classes are a combination of straight and composite.
- SSO Support – takes the form of whole class, small group and 1:1 support.

- **Student assessment procedures and reporting**

Learning is assessed according to the described outcomes for each curriculum area. In 2025 we have shifted to the implementation of the SA Curriculum with a focus on Maths.

Reporting to parents occurs in the following ways:

- Open Classroom Meet the teacher Week 4 - Term 1
- Parent/Carer and Teacher Interview night – Term 1 – Traffic Light Data is sent home prior to this to communicate learner disposition and attitude and learning.
- Mid-Year Report Parent Interviews in Week 9 Term 2 – Student Lead
- Teacher initiated by 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.

One Plan Parent Interviews occur where required.

5. Sporting Activities

- SAPSASA intra school programmes include various clinics run by Sports Day (term 3), Swimming R-5 (Term 1), Aquatics (Term 1 Year 6)
- Interschool programmes include participation in varied SAPSASA activities (individual and team).

6. Other Co-Curricular Activities

- Primary Festival of Music Choir : Year 5-6 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.
- Year 5/6 Camp bi-annual – Overnight stay at AFL Max has been hugely successful in the past



7. Staff (and their welfare)

- **Staff profile**

15 teaching staff of FTE 12.8 in 2025.

Staff are competent, experienced and work supportively of each other. There is a high degree of stability of staff with 10 teaching staff members being permanent.

- **Leadership structure**

1.0 Principal, 1.0 Deputy Principal, 0.6 Student Wellbeing Coordinator, 0.2 PBL Teacher (Thursdays), 0.2 Maths Teacher (Friday)

- **Staff support systems**

Supporting Staff Work and Learning Policy exists along with an active WHS rep. Policies are regularly reviewed.

- **Performance Management** for staff occurs in line with Dept processes.

9. 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

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

Our Outdoor Learning Area in the front of the school was completed in 2022 and provides an alternate learning and teaching space for staff and students

The Hive – was constructed in 2023 by a group of parent volunteers and offers a space that connects our school with banksia Park Kindy. It provides an alternate space for classes to undertake their learning and is also part of our Nature Play area.

- **Heating and cooling**

All buildings have heating and cooling facilities. 2025 Gold Building funding to replace airconditioning

- **Specialist facilities and equipment**

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

- **Access for students and staff with disabilities**

Access to certain areas within the site is possible but access to buildings is somewhat limited and there are difficulties with access that require work arounds. We are working to circumvent these to ensure adequate wheelchair access for members of our school community.

- **Access to bus transport**

Public transport runs past the school.



10. School Operations

- **Decision making structures**

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.

- **Regular publications**

Edsmart – Utilised by the school to communicate with families around events and consent forms for excursions etc.

Communication via email- Parent communication regarding concerns etc with staff is undertaken via email only or face to face or by phone. We do not use Class Dojo messaging apps for direct communication with parents and families.

Class Dojo – Is utilised to communicate learning within in classrooms and school events.

School / Principal Updates are sent home regularly

- **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.

11. Local Community

- **General characteristics**

Whilst most of our students have attended Banksia Park Family Kindergarten, we also have enrolments from other nearby kindergartens. Most of our year 6 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.

- **Feeder or destination schools**

A large proportion of enrolments come from Banksia Park Kindergarten; we also receive enrolments from other kindergartens within the area.

Most students attend Banksia Park International High 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. There are several Childcare centres located within a close radius to the school.

- **Commercial/industrial and shopping facilities**

Major retail centres for the area are St Agnes, Tea Tree Plaza. Fairview Green and Golden Grove.



- **Other local facilities**
Adjacent to TTG Tennis Club and Bulkana Oval
- **Local Government body**
: Tea Tree Gully Council phone 8397 7444.