



School Context Statement

Updated: March 2017

School number: 0511

School name: Basket Range Primary School

School Profile:

Established in 1885, Basket Range Primary School is just 25 minutes drive from the Adelaide CBD. Located in a beautiful rural setting with sweeping views, the extensive grounds provide a safe, supportive and stimulating environment with rambling gardens, adventure and formal playgrounds and sports grounds.

Visitors to the school comment on the close, cooperative and supportive relationships that exist between students and staff. We are very proud to offer families a choice between Mainstream education and Steiner Education for children from Reception onwards. Our small class sizes enable our experienced staff to nurture a student's individuality and provide authentic learning experiences. There is much cross peer formal and informal teaching, tutoring, care and support. Basket Range is a "family" school, where all students know and support each other.

There is a strong focus on literacy and numeracy as we believe these are the building blocks for all learners. Using data from NAPLAN and school assessments, student learning needs are identified and catered for. Identified students access additional support via individual instruction in Multilit Reading and Quicksmart Maths. Students with High Intellectual Potential (SHIP) are also identified through the school diagnostic processes and additional programs and support structures are put in place to extend and develop their learning potential. Our early years class uses the Jolly Phonics and Grammar programs to establish sound literacy skills.

ICT is one of our school priorities. Every mainstream Year 4-7 student is provided with an iPad as a personal learning device.

Students from R-7 participate in engaging, Chinese and music lessons.

The school places a high priority on Young Leaders and community involvement in decision making. Our families support each other, and work together with staff to provide a caring, nurturing community for children. A social justice ethos is emphasised as an integral part of student learning with students engaged in and supporting community service projects. e.g. our sister schools in the Philippines and China.

With a strong focus on sustainability, students develop awareness of environmental issues through productive vegetable gardens, a butterfly garden, caring for free range chickens, our extensive solar system, planning, maintaining a frog bog, working closely with local Landcare groups and the replanting of indigenous vegetation.

Extensive involvement in a wide range of learning opportunities ensures a varied and enriched curriculum. These include our afternoon programs in Design Technology, Garden Science, Arts and Health and PE. Our students are also involved in SAPSASA sports events, cooking classes, photography, Artists in Residence programs, performing artists, excursions, camps, cluster school activities, private music tuition and participation in various competitions and events e.g. The Premier's Reading and Be Active Challenges.

Other programs valued by our community include a strong focus on music with opportunities to play and perform on the school's unique musical playground, annual exchange visits between our community and the Mimili Anangu school community in the Pitjantjatjara A.P.Y. Lands.

1. General information

- School Principal name: Ms Nancy Saccoia
- Year of opening: 1885
- Postal Address: 16 Cramond Road, Basket Range 5138
- Location Address: 16 Cramond Road, Basket Range 5138
- DECD Region: Adelaide Hills
- Geographical location – ie road distance from GPO (km): 20 kms
- Telephone number: 8390 3466
- Fax Number: 8390 1062
- School website address: www.basketrangeps.sa.edu.au
- School e-mail address: dl.0511_info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: NO
- Out of School Hours Care (OSHC) service: Shared with Uraidla PS
- February FTE student enrolment:

Year	Number of students enrolled
2017	26
2016	21
2015	21
2014	33
2013	38
2012	42

- Student enrolment trends: Numbers have fluctuated over the last few years with an enrolment from 21-42 students. There are currently no Non-English Speaking Background enrolments and no Aboriginal or Torres Strait Islander (ATSI) student enrolments.
- Staffing numbers: (as at February census): A staff of 8, comprising 4 teachers and 3 SSO staff, as well as a groundsperson. Total teaching staff allocation is 3.7 FTE. Ancillary hours total 47 hours/week.
- Public transport access: The nearest bus route is the Hills Transit Adelaide via Greenhill Road at Uraidla.
- Special site arrangements: Three learning groups are run three mornings a week Monday to Thursday (R/1/2, 3/4, 5/6/7) for literacy and numeracy, and two learning groups operate Monday – Friday afternoons in our afternoon program. Class sizes are below average: 10-15.

- Basket Range works closely with a number of other sites; '3 Schools and a Kindy' comprising Basket Range, Uraidla, Norton Summit Primary Schools and Uraidla & Hills community Kindy. Basket Range also shares professional learning opportunities with the Mt Lofty Partnership; Lenswood PS, Uraidla PS, Norton Summit PS and Upper Sturt PS.

2. Students (and their welfare)

- **General characteristics**

The current student profile includes students from families with rural and professional lifestyles. There is currently 1 student on School Card.

- **Student support offered**

An Early Intervention Program supported by LAP (Learning Assistance Program) is run very effectively by community volunteers and parents. Extra support is also offered by an SSO. Multilit is offered as a strategy to support students who need additional support with Reading. Similarly Quicksmart is offered to support students with Numeracy.

- **Student management**

Behaviour Management is fair and consistent—learning programs support students to develop skills in negotiation, to follow logical consequences and to be proactive.

The negotiated yard and class expectations are clearly displayed and regularly discussed. Behaviour Management is based on educative and non-punitive responses, logical consequences, success in the curriculum and counselling. Consistent approaches to Behaviour Management across all year levels and classes are in place.

Self discipline, independence and a positive self image are nurtured through a safe and stimulating environment.

Our Behaviour Management policy includes students and parents as partners in the development and implementation of individual student plans.

- **Student government**

Student involvement in decision making and leadership is an outstanding feature of Basket Range. Students are explicitly taught skills that enable them to participate in making effective decisions that affect their environment and their learning. There are many opportunities for students to suggest and direct changes for their benefit as well as the benefit of others. This is achieved through regular, whole school Young Leaders meetings. The Young Leaders fundraises for various charities including World Vision and AFFLIP (Australian Foundation for Fostering Learning in the Philippines). They organise and run events such as Wheels Day and Pet Day. Students independently organise and run whole school showcase assemblies with an audience of peers, staff and parents.

- **Special programmes**

Students are involved in environmentally sustainable programs locally and beyond. There is a focus on environmental sustainability formalised by the Garden Science and Design Technology Plan. We have a revegetation area and frog bog and liaise closely with Landcare community groups.

Students maintain several vegetable gardens and care for a number of chickens the produce of which is collected and used in a well equipped kitchen in regular cooking sessions.

All students participate in music have the opportunity to use and perform on the school's unique outdoor musical playground.

Mimili Exchange: Our ongoing exchange with Mimili has given us the tangible experience of getting to know and understand another culture first hand. The benefits of this exchange are very evident and far reaching for all members of the community. Students have gained insight into Anangu culture and know Anangu people they regard as friends.

3. Key School Policies

Mission statement:

BRPS aims to develop students who are:

1. Self-directed learners
2. Effective team members
3. Creative, critical and practical problem solvers
4. Responsible, informed and active citizens

Learning Principles:

1. Learning is purposeful and contextual.

Therefore students should be helped to see the purpose in what they are asked to learn. Teachers should share learning intentions and success criteria. Learning should be framed by questions that foster inquiry, understanding and the transfer of learning.

2. Learning is an active process.

Therefore teachers provide learners with opportunities to be actively involved in setting personal goals, reflecting on and applying their learning in meaningful and varied contexts.

3. Learning requires feedback that moves learning forward

Therefore, ongoing assessments will provide learners with effective feedback that helps them to think about their performance in such a way that it increases their effort and also their desire to do better.

4. Learning is a social activity.

Therefore teachers provide students with learning experiences that are collaborative, interactive and connected with others.

5. Learning has a futures focus.

Therefore teachers provide students with learning opportunities that prepare them for a future where they have the capacity to contribute to, critically reflect on, and take action as local and global citizens

Site Improvement Plan and other key statements or policies:

- **Cultivating Collaborative Cultures and Deepening Learning**
 - Goal: (Our Beacon)
 - To further promote our school, developing a culture of growth that supports learning, innovation and action.

- **Strategies:**
 - BRPS will work to create a community which cultivates the expertise of everyone for the collective purpose of meeting the learning and wellbeing needs of all students.
 - How will we achieve this?
 - Work collaboratively with the Governing Council, staff and community to develop sustainable, strategies, policies procedures for a dual stream site e.g. articles, newsletters, sub committees
 - Utilise existing school, DECD (SLIPP) and community expertise and develop a PD schedule to support sharing of knowledge & ideas. Link with existing Steiner Stream schools and alternative providers i.e. Flinders University, ASEA
 - Explore and integrate AC and Steiner curriculum into teaching and learning programs
 - Develop precision in new pedagogies i.e. transforming tasks, success criteria, powerful learning/learner, diverse methodologies, TfEL
 - Work collaboratively with Scenic cluster to nurture links across our cluster of small schools ensuring ideas, expertise and learning is shared e.g. Inquiry Learning, moderation
 - Work collaboratively with Partnership on developing understanding of pedagogical influences on learning e.g. The PLUS and Growth Mindsets
- **Targets**
 - BRPS become a Dual Stream school by 2017
 - Physical environment of 'new classroom' is developed in line with Steiner philosophy
 - Governing Council representatives and Steiner Steering am Committee work together to develop shared goals
 - Professional Learning
 - All teachers participate in professional learning in Steiner and Mainstream curriculum, pedagogy and TfEL
 - All teachers participate in cluster moderation of student written work
 - All teachers participate in cluster and Partnership PD
- **Numeracy**
 - **Goal: (Our Beacon)**
 - Maths/numeracy practice and ongoing staff professional learning lead to consistent approaches across the school with high expectations for all students.
 - **Strategies:**
 - Begin developing a whole school Mathematics agreement
 - Develop Individual Learning Plans (ILP) informed by PAT maths, NAPLAN and classroom assessment results
 - Use TfEL to deepen numeracy practice / pedagogy
 - **How will we achieve this?**
 - All teachers agreeing to and consistently implementing Mathematics Agreement
 - Identified students access appropriate intervention /extension e.g. QuickSmart Maths, LAP, SSO support, subject acceleration
 - Teachers share practice and pedagogies with each other and with other schools. This will include discussion around program vs pedagogy
 - Additional release time to analyse assessment data, informing students' individual learning plans, classroom planning & programming

- A focus on Mathematics Professional Development for teachers. Specifically: Ann Baker, Back to Front
 - **Targets:**
 - Students achieve 60 +percentile in PAT Maths
 - NAPLAN: Students achieve at or above NAPLAN proficiency band in all Mathematics areas
 - All teachers explore proficiencies of problem solving
 - All teachers participate in professional learning in maths and TfEL
 - School will develop and implement maths/numercy agreement
- **Literacy:**
 - **Goal: (Our Beacon)**
 - Literacy practices and ongoing staff professional learning lead to consistent approaches across the school with high expectations for all students.
 - **Strategies:**
 - Develop a whole school Literacy Agreement.
 - Individual learning plans developed for:
 - Yr3-7 students who score less than the 35th percentile or are 12 months or more below their chronological age in reading or spelling tests
 - Yr1-2 students who have not achieved Running Record broadband levels
 - R-7 SHIP Students
 - **How will we achieve this?**
 - All teachers agreeing to and consistently implementing Literacy Agreement
 - Identified students access appropriate intervention /extension e.g. MULTILIT, LAP, SSO support, subject acceleration
 - Teachers share practice and pedagogies with each other and with other schools. This will include moderation of writing.
 - Assessment data and AfL strategies used to inform classroom planning & programming
 - A focus on Literacy Professional Development for teachers. Specifically: TfEL Research project, Literacy for Learning, PALL, AfL strategies, The Big 6
 - **Targets:**
 - Yr2 students recognise 400 Oxford Sight Words
 - Yr3 students spell 400 Oxford Sight Words
 - Peer feedback is embedded into all classroom practice
 - All teachers will incorporate critical questioning and higher order thinking practices in their programs
 - Running Records: By the end of the year students will achieve Running Record broadband levels:
 - 21-24 for students in Yr2
 - NAPLAN: Students achieve at or above NAPLAN proficiency band in Reading, Writing and Language Conventions
 - Professional Learning:
 - All classroom teachers attend Literacy for Learning course with regional colleagues
 - All teachers implement specific agreed on Reading Strategies
 - Early years teacher attends Jolly Phonics course
 - All teaching staff participate in TfEL classroom literacy observations
 - All teachers participate in cluster moderation of student written work

Recent key outcomes:

100% of students who sat the NAPLAN tests achieved well above the national minimum standard in all 5 of the tested areas; grammar, reading, spelling, writing and numeracy.

Students in Years 5 and 7 have shown strong growth since they sat the test 2 years ago. This means that our teaching and intervention strategies have led to all students achieving greater than average growth.

4. Curriculum

Subject offerings:

The school provides a focus on both academic and social development through learning experiences in English, Mathematics, the Arts, Science, Technology, LOTE (Chinese), Geography, History, and Health & Physical Education. All students receive a rich and balanced Mainstream and Steiner curriculum. We value teaching methodologies that provide for student wellbeing, explicit instruction, cater for a broad range of learning styles and challenge students.

Open Access/Distance Education provision:

Chinese language lessons are provided to all students through Open Access College.

Special needs

Students with learning disabilities are supported in a 1:1 situation with SSOs. School data is used to identify students who would benefit from additional support. These students work with SSOs and LAP volunteers who are trained in Multilit (Literacy) and Quicksmart (Maths) programs. Students with a variety of needs, including low self esteem / social are catered for by working in small groups with the Student Welfare Worker or an SSO.

Special curriculum features

Our school community values literacy and numeracy skills as essential for successful futures. That's why each day begins with literacy and numeracy blocks with only 6-10 students per class.

Teaching methodology

Student excellence is a focus of our work. All students are expected to achieve at their highest level, regardless of their age, year level or peer expectations. Individual learning plans are put in place where possible to encourage the pursuit of excellence with the greatest chance of success. The use of ICT is integrated into all mainstream areas of learning. Students in Years 4 to 7 have the use of a personal iPad to facilitate and enhance their learning. Notebooks and desktop computers are also available during class time.

Student assessment procedures and reporting

Assessment and reporting incorporates student self evaluation, reflection and goal setting and work that is shared regularly with parents in three way learning discussions (interviews). Assessment and reporting also includes ongoing teacher feedback, student work samples. Two formal written reports are written by classroom teachers. Standardised testing is done at pre determined points throughout the year and this information is used, in conjunction with NAPLAN results, to inform curriculum planning and to identify students who would benefit from additional support.

Joint programmes

Basket Range Primary School works collaboratively with other small Adelaide Hills schools. We work with our local cluster: Uraidla Primary, Norton Summit Primary, Upper Sturt Primary and Lenswood Primary Schools. Within this cluster we share professional learning of staff and parents as well as across school student and community activities. The opportunity to network with these schools provides our teachers and students with many invaluable experiences and a broadened curriculum and professional learning base.

5. Sporting Activities

A specialist PE teacher teaches students from Reception-Year 7. Students participate actively in SAPSASA events and are involved in the annual Combined Small Schools Sports Day, Hills Lightning Carnival and a variety of clinics offered to the school. Many students are also members of various district teams in a range of sports disciplines.

6. Other Co-Curricular Activities

Music: Our outdoor musical instruments are a highlight of our school. Our students have performed at WOMAD and other significant public events. This unique program is open to all students from Reception to Year 7.

All students participate in the Premier's Reading and BigActive Challenge each year.

Other co-curricular activities include: choir, piano, lunchtime activities, chess classes and our afterschool craft Café.

7. Staff (and their welfare)

Staff profile

Teaching staff (4) Full-time equivalent; 1 Full time & 3 fractional time (.9)
(Our 4 teachers are all highly experienced teachers.)

Non-teaching staff 4 Full-time equivalent (2)

Leadership structure

Because of the small number of staff, collaborative decision making structures are promoted and implemented.

Staff support systems

Staff work collaboratively for whole school planning and programming. Shared professional learning is aligned with our site improvement plan. Staff wishing to undertake leadership positions or step 9 are encouraged and supported.

Performance Management

There are regular performance management meetings, incorporating whole school curriculum priorities. Performance management meetings are seen as an opportunity for professional dialogue. Teaching and ancillary staff members meet regularly with the Principal. Discussions focus on student support, professional learning, career planning and implementation of the Site Improvement Plan.

Staff utilisation policies

Access to special staff for Music and Chinese (through Open Access College) are provided as specialist areas. Access to support staff (eg Guidance) is negotiated in consultation with the Principal and regional office.

8. School Facilities

Buildings and grounds

The school has three well equipped classrooms, resource centre, staff room, well equipped student kitchen, art room and music / resource room. One of our classrooms is currently used by the Steiner Parent group on Wednesdays. The local hall (adjoining the school) is used for large assemblies, End of Year Concert and indoor activities. The Basket Range Oval is also used for sporting events. The grounds are quite extensive, with grassed play areas, an asphalt playground, an adventure playground and a garden play area under old pine and eucalypt trees.

Heating and cooling

All teaching areas are reverse cycle air conditioned.

Specialist facilities and equipment

ICT is a focus with wireless networking throughout the school, Interactive Whiteboards in every mainstream teaching space, laptops and ipads distributed 1:1 (mainstream students). Our small but well stocked library is supplemented by the Adelaide Hills Council Mobile Library which visits fortnightly. We value sports education and have excellent resources for teacher and student use. Our unique outdoor musical instruments are a feature of our school.

Student facilities

There is a student kitchen, Adventure Playgrounds, a covered outdoor learning area, outdoor musical instruments and excellent sporting equipment.

Staff facilities

Classroom teachers each have an iPad and laptop for personal use.

Access for students and staff with disabilities

There is wheelchair access to most facilities and a unisex disabled toilet. Modifications are made to accommodate any special needs.

Access to bus transport

The nearest access to bus transport to Adelaide and to Stirling is via Greenhill Road. Private transport is used for excursions in a nearby radius to the school while a contractor is engaged for school excursions further afield.

9. School Operations

Decision making structures

Consensus is the preferred model of decision making within the school. Staff, Governing Council, Parents and Friends, Whole School Young Leaders meetings are held regularly and these bodies are consulted in the decision making process. Sub-committees include Finance, P&F, Grounds, and Promotion. Sub-committees such as P&F take a great deal of responsibility for coordinating and running community functions. Sub-committees report regularly to Governing Council.

Regular publications

A newsletter is published twice per term and distributed to school families and the wider community via paper copy. It is also easily downloaded from the school's website. Weekly news is distributed each Friday to school families via email. A calendar is distributed and available on the school's website once per term with updates available as required. A comprehensive parent information booklet (which includes policy statements) is available and distributed to families annually. Policy updates etc are distributed on a needs basis. These documents are also available on the school's website which is regularly updated. A Year Book is published at the end of each school year and is made available to all families for a small cost.

Other communication

A Community Contact Book is provided to school community members for their use on school matters. Governing Council members also contact families by phone or in person on a regular basis to discuss current issues. Members of staff are also in constant contact with families and community members.

School financial position

The school is in a sound financial position. Fundraising supplements the usual sources of school funding. Recent spending areas have been focussed on setting up the Steiner stream, Library and curriculum resources.

10. Local Community

General characteristics

The school is an integral part of the local community which has a strong sense of history and tradition. In recent years the orchardist / market gardening influence has been complemented with a growing proportion of professional commuter families. Parents are actively involved in and have high expectations of the school's teaching and learning programs.

Parent and community involvement

Community involvement in the school is high. The Governing Council and Parents and Friends are very active bodies, and the high level of attendance and involvement at all school functions is impressive.

Feeder or destination schools

The local kindergarten (Uraidla & Hills Community) provides some students, but a high proportion come from further afield because of particular features of the school's reputation (eg catering for individuals, SHIP). Exiting students generally proceed to Heathfield High School, Glenunga International High School, Marryatville High School, Norwood Morialta High School, Urrbrae Agricultural High School, Oakbank Area School or private schools.

Other local care and educational facilities

Out of School Hours Care is available at Norton Summit and Uraidla Primary Schools. Medical practices are situated in Uraidla and Norton Summit.

Commercial/industrial and shopping facilities

There are small local shopping facilities at Uraidla and Summertown with more extensive shopping available in Stirling or Magill.

Other local facilities

There are a number of very active sporting and cultural groups with excellent recreational facilities available within the local area. e.g. Basket Range Cricket Club. The Adelaide Hills Council has a Mobile Library Service which visits the school on a fortnightly basis.

Local Government body

Adelaide Hills City Council: Tel 8408 0400