



School Context Statement

Updated: April 2020

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 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 inspired programs to establish sound literacy skills.

ICT is one of our school priorities. Every mainstream student is supported with the use of their BYO devices / iPad as a personal learning device.

Students from R-7 participate in engaging, Chinese, music and Arts (Visual & Drama) 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 school in the Philippines.

With a strong focus on sustainability, students develop awareness of environmental issues through productive vegetable gardens, a butterfly garden, 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, 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, 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.basketrangeyps.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
2020	52
2019	50
2018	40
2017	26
2016	21
2015	21

- Student enrolment trends: Numbers have fluctuated over the last few years with an enrolment from 21-52 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 50 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 each mornings a week Monday to Friday (R-2, 3-5, 4-7) for literacy and numeracy, and three learning groups operate Monday – Friday afternoons in our afternoon program. Class sizes are below average: 10-20.

- Basket Range works closely with a number of other sites; 3 Schools and a Kindy, comprising of Basket Range, Uraidla, Lenswood, 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 13 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 and Spell-It 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 lead, manage and support in specific areas such as Sport, Library, Music & Civics and Grounds as well as organise and run events such as Wheels Day and Pet Day.

- **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 use produce in a well equipped kitchen for regular cooking sessions.

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

3. Key School Policies

Vision statement:

BRPS school community is committed to creating a supportive environment that develops the whole child.

We strive to ensure that every child has a sense of wellbeing that will support them to be happy, creative, and inclusive learners.

Our school motto, two streams ~one river, reflects our vision of working within and across the two streams to prepare our children for the future.

Site Improvement Plan

- **Increase student achievement in Literacy**
 - **Actions**
 - Use data in writing and spelling to inform effectiveness of teacher practice and resulting planning (Learning Intentions, success criteria, goal setting)
 - Embed intervention (spelling /reading) through Jolly Phonics & Grammar, Spell-It. Staff trained in Jolly Grammar.
 - Staff teaching 3-7 engage in Brightpath training and explore PD in 7 Steps of Writing
 - Implement Brightpath strategies consistently and share in moderation practices with all staff and PLC schools.
 - **Targets**
 - 5 of 9 Yr. 3 students in high bands
 - All Year 2 students at or above Reading Level 24
 - Every child achieves more than 1 yr. growth for 1 years learning in literacy (0.6ES)

- **Increase student achievement in Mathematics R-7**
 - **Actions**
 - Teachers implement and embed a range of effective feedback & assessment practices to inform learning and teaching goals and identify next steps in learning across the school.
 - Staff collaboratively analyse data to ensure targeted intervention is responsive, intentional and identifies next steps in students learning (differentiate teaching).
 - Review current strategies and future goals for students with One Plans.
 - Develop and implement maths agreement to provide consistency in sequence of learning, explicit teaching and ongoing feedback.
 - **Targets:**
 - 5 of 9 Yr. 3 students in high bands
 - 90% of Yr. 5 & 7 in high bands
 - Every child achieves more than 1 yr. growth for 1 years learning in mathematics (0.6ES)

4. Curriculum

Subject offerings:

The school provides a focus on both academic and social development through class and environmental 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 teachers and staff.

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 curriculum. In the afternoon children participate in Afternoon Programs which consists of class and environmental learning experiences in the Arts, Science, Technology, LOTE (Chinese), Geography, History, and Health & Physical Education.

Teaching methodology

Student developmental needs and engagement is the 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) and Showcase Assemblies. Assessment and reporting also includes ongoing teacher feedback, student work samples. Two formal written reports are written by classroom teachers. Student observation and 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 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 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. 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, lunchtime activities, chess competitions across our cluster of schools.

7. Staff (and their welfare)

Staff profile

Principal

Teaching staff 4 highly experienced teachers

Music NIT teacher (.2)

Non-teaching staff 3

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 conversations 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 five well equipped classrooms, resource centre, staff room, well equipped student kitchen, art room and music / resource room. 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

Wireless networking throughout the school, Interactive television 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 can access 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. Governing Council committees include Finance, P&F, Grounds, and Promotion/Fundraising. Committees such as P&F take a great deal of responsibility for coordinating and running community functions. 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 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 and linked to our Facebook page. 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 Undercover Area, 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 Promotions/fundraising 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 Steiner stream, environmental focus). 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, Mount Barker Waldorf School or other private schools.

Other local care and educational facilities

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

Commercial/industrial and shopping facilities

There are growing 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