



# SCHOOL CONTEXT STATEMENT

Updated: 6/6/2015

**School number: 0548**

**School name: Black Forest Primary**

## 1. General information

### Part A

School name : Black Forest Primary School  
 School No. : 0548  
 Courier : Eastern  
 Principal : Linda Weetra  
 Postal Address : 679 South Rd, Black Forest 5035  
 Location Address : 679 South Rd, Black Forest 5035  
 District : Eastern Region  
 Distance from GPO : 5 Kms  
 CPC attached : No

Phone No: (08) 82931204  
 Fax No: (08) 82931673

February FTE Enrolment		2012	2013	2014	2015
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.00	0.00
	Reception	53	99	69	65
	Year 1	67	61	75	73
	Year 2	59	67	57	73
	Year 3	54	56	70	53
	Year 4	67	51	59	69
	Year 5	74	65	51	58
	Year 6	50	67	63	40
	Year 7	44	47	61	60
<b>TOTAL</b>		<b>468</b>	<b>513</b>	<b>505</b>	<b>491</b>
School Card percentage		13	13.5	13.9	13
NESB Enrolment percentage		31.5	31.5	27.3	31.5
Aboriginal Enrolment		6	1	7	2





## Our School Profile

Black Forest Primary School is located in the inner southern suburbs, approximately 5km from the Adelaide GPO. A Reception to Year 7 School, Black Forest Primary has an enrolment of approximately 490 students by the end of the year, and caters for up to 90 children in its OSHC program. Our challenge is to provide engaging learning experiences to enable even greater outcomes for our students to become future successful participants and leaders in the global society. Black Forest School is part of a group of East Region Primary Schools that form the Partnership of Greenhill South - Black Forest, Unley, Highgate, Goodwood, Glen Osmond, Linden Park and Glenunga International High School.

### Black Forest Primary School continues to:

- Challenge and encourage each child to be curious, flourish, achieve success and strive to reach their personal best in learning
- Be a vibrant, welcoming and collaborative community.
- Nurture quality care and promote wellbeing through its curriculum programs, innovations and student decision making structures
- Appreciate effort, embrace divergent and deep thinking
- Foster an excitement to learn

## 2. Students/ Wellbeing /Quality Care

- General characteristics - R-2 classes of about 211 students, 3-7 classes of about 280 students.
- In 2015 we have 19 classes with 14 of these being composite and 5 cater for straight year levels.
- Support offered - Special Education, LAP, EALD (English As a Language or Dialect) support, Early Literacy Intervention programs, Students With Additional Needs (SwAN) and support provided during R-5 Literacy blocks which foster "The Big Six" and Stephen Graham based Literacy Programs..
- Student Behaviour Development Policy – We promote a safe and supportive environment, positive relationships and an ethos where all learners experience success. Yard and classroom expectations are built on DECD recommendations. Behaviour Development processes with students and their parents are based on restorative practices and logical consequences. Behaviour intervention is differentiated and personalised to meet needs and to ensure that students are best supported in a school setting.
- Student Voice - SRC of Years R.-7 meet twice a term, supported by weekly class meetings. Also, a Student Leadership program operates for year 7 students- Senior Executive that meets weekly. Students from Years 4-7 can choose to join a variety of Student Action Teams to support student and school initiatives. House Captains are the Sports Leaders who organise yard activities and whole school sports activities such as Sports Day.
- The SRC developed a Learner Wellbeing Brochure –'Make a stand against Bullying' to support students to feel safe and to foster school wellbeing.
- A dedicated Pastoral Care Worker supports wellbeing programs, individual students and families.
- A robust and effective Peer Support program operates from Reception to year 7 where all classes have an older or younger buddy class. This program promotes school cohesion. It builds a success oriented learning environment, positive school ethos and student leadership skills.

- Special programs – Learning Assistance Programme (LAP), volunteer parents are active in R-2 classes, Early Intervention operates in R-3 classes, Co-ordination Program for Reception students
- An Orientation to School Program operates for our new Reception students beginning with a Welcome to School Family Night in Term 4 (the year preceding starting school), orientation visits also in Term 4 and a week of transition in Week 1 Term 1.

### 3. Curriculum

The school provides an extensive coverage of all curriculum areas in the Australian Curriculum and SACSA. Over the last six years we have been involved in extensive professional development linked to the Australian Curriculum, specifically, Science, Mathematics, English, History, Technology, Geography and Economics and Business. This year we are becoming familiar with Health and PE.

Literacy materials and Early Years Framework have been updated to reflect current practice.

#### Special Curriculum Features

**Environmental Education** This has been a school focus for 29 years with an extensive organic garden and recycling of paper, cardboard and food wastes. Lessons are offered utilising the school's organic garden- These lessons are co-planned with a highly skilled environmental worker, who manages the garden in collaboration with the Garden Committee

The BFPS Garden is a highly regarded asset of the school community and held in equal regard within the learning community of South Australia and, to some degree, interstate.

The school has been involved in a number of environmental projects across the State. The school has re-vegetated a 10 hectare arid area at Banrock Station, near Kingston-on-Murray, since 1998 via a volunteer group of students and parents. Also, we are developing an indigenous "Black Forest" on the school grounds and planting out a large segment of space at the front entrance to the school with original Black Forest plants.

#### **Technology**

While the school offers access to a range of devices from Reception to Year 7, students from Year 4 onwards are encouraged to purchase a Chromebook to ensure ready access to technology when required throughout the school day. We adopt a Digital Citizenship approach, supporting students to not only act responsibly when using digital technologies, but also to model creative and engaged technology use.

Our Tech Cadets program offers a student leadership opportunity for Year 4-7 students, adopting leadership in learning using technologies, maintaining school devices and working collaboratively on their own programming-based projects.

Electronic White boards operate within all classrooms and the Resource Centre.

#### **Other Features**

**LOTE** – Italian – offered to all R-7 students.

**Physical Education** program offered R-7 and **Music** R-5.

Collaborative planning and implementation in **Resource Based Learning**

Middle Schooling team approach is followed in the Year 6/7 classes. The R-7 teaching environment is single classroom with dividing doors allowing for the opportunity to team teach.

Staff cooperatively plan in a range of Professional Learning Communities – which include: levels of schooling, peer partners, and special curriculum interest groups and school administration.

#### **Assessment procedures and reporting**

**A School Entry Assessment** is undertaken after 10 weeks of schooling.

**SPA** (Phonological Awareness) for all reception students

**Pre testing** is held at the beginning and end of each year in Literacy and Numeracy

**Running Records** are kept in Literacy for all R-3 students and other older identified students for intervention purposes

**Parent Acquaintance Evenings** are held early in Term 1

**Parent/Teacher/ Student Conferences** are held at the end of Term 1 (and as negotiated)

**Mid-Year and End of Year Reports** are provided to families.

The School's assessment and reporting practices include continuous assessment of and for learning held throughout the year.

## **5. Sporting Activities**

Sport has a high profile and community resources are accessed. Parent assistance is strong.

The school has established a Junior Sports Policy in line with State and Federal requirements.

Sport is managed and coached by parents with an extensive range of sports on offer – softball, netball, cricket, basketball, soccer, football, orienteering and swimming.

Students have the opportunity to participate in SAPSASA competitions

Year R-3 classes participate in swimming lessons at Westminster with years 4-7 using the Unley pool.

The 6/7s have aquatic lessons even years and a school camp at Arbury Park in odd years.

Year 3 students participate in a Weekend Family Camp at Banrock Station between June and August each year.

## **6. Value Added Activities**

### **General**

Strings tuition is provided by DECD Instrumental Music Service.

Piano and guitar lessons are provided by private providers.

A Year 6 choir is formed each year and participates in the "Festival of Music"

Debating Club also operates successfully within the school

### **Special**

A School Fete is held every second year/ Quiz Nights on alternate years

A vibrant community Garden Open Day is held annually in March

Participation in academic competitions (ICAS / Westpac) is offered to Year 3-7 students.

Performing artists and visits to city events and activities are organised on a regular basis to complement and integrate with classroom programs.

A very successful Junior Choir operates from reception to year 5. This group is involved in a major Dramatic production at the Goodwood Institute.

Book Week and Science Week have high profiles and build upon the classroom science and literacy curriculum.

## **7. Staff Profile**

### **Leadership structure**

Principal

Deputy Principal responsible for the Early Years and Student Support

Senior Leader with a focus on innovation and pedagogy.

Colleagues work together and provide feedback to build expertise. Intense planning occurs in year level teams. Professional Learning Communities meet regularly to discuss learning achievement data and monitor and track students.

Staff are encouraged to share their learning and best practice in staff meetings, professional development and performance sessions. Ongoing formal and informal meetings occur to meet individual staff needs throughout the year.

### **Access to special staff**

Regular East Region (Felixstowe Education Office) personnel support (Education Director, Attendance & Engagement, Behaviour Support Coach, Family Focus Worker, Speech Pathologist, Psychologist and Special Educator.

## 8. School Facilities

The school grounds are a unique shape – 3.18 hectares in the area surrounded by residents' side and back fences and stretching back over 3 streets. Entrance to the school is off South Road. Apart from these grounds the school has access to Glandore Oval.

The original brick buildings were built in 1919 incorporating 8 classrooms – all have been refurbished since 2009, where each room was painted, solar blinds installed and teacher and student furniture replaced. Other buildings consist of:

A Brick 6 teacher unit, used presently for R-2 classes, was built in 1990 along with a new Brick Resource Centre, Arts area and Staffroom.

A four classroom teaching area provides for Expressive Arts and OSHC, constructed in April 2006.

An old Bakery Shop and residence is used for Out of School Hours Care, plus miscellaneous student access.

The school has well maintained grounds with an abundance of olive trees from which the fruit is harvested and made into olive oil for community sale. (An olive tree is the school logo)

A large hall is also used for assemblies, after school use, indoor sports, OSHC activities and community functions.

A canteen operates 5 days per week fostering healthy eating lifestyle.

All classrooms are air-conditioned

Access for students and staff with disabilities

-Ramps to all brick buildings.

Access to transport

Bus Stop 20 metres from school on South Road Trains, tram within 5 minutes walking distance.

Bitumen play space/courts upgraded early in 2013

## 9. School Operations

### Decision making structures

Staff via Staff Meetings and representation on Governing Council sub-committees

Student Voice is represented through class meetings, Student Representative Council, student action teams and some Governing Council committees.

Parents/Community participation occurs through Governing Council, and Governing Council sub-committees and working parties.

- Governing Council was formed at beginning of 2015 consisting of 12 elected parents with 6 positions to be declared vacant each year.

Principal and two staff representatives as well as two SRC representatives who all report to Council at each meeting.

### Regular publications

Fortnightly newsletter emailed to families and Daily News using the Google platform for staff.

Class newsletters at least once per term

Information Pack for new arrivals to the school

Regular e-mail communication to families

Other communication tools are class diaries, digital technologies and communication books

## 10. Local Community

### General characteristics

Parents value education highly and actively engage with school ethos. The Leadership Team are visible around the school and meet formally and informally with staff, parents and students.

### Parent and community involvement

Strong support is evident across R-7 classes. All activities are well attended.

We have over 200 volunteers that support – Sport, LAP, Reading, Sub-committees, mentoring, excursions, incursions canteen, library etc

There is a broad diversity of cultures which enriches school life and learning. We value the capacities, experiences and aspirations all students bring to school.

### Feeder schools

2 main kindergartens; Glandore and Clarence Park

Year 8 students enrol at a broad range of State High schools and Private Schools

**Accessibility** -By tram, train or bus

Commercial/industrial and shopping facilities

Close to city and major shopping centres

**Local Government body**

Unley Council