Banksia Park International HS

2022 annual report to the community

Banksia Park International HS Number: 1117

Partnership: Tea Tree Gully

	Signature
School principal:	Mrs Natasa Penna
Governing council chair:	Nicolette Saler
Date of endorsement:	**15 February 2023**

Government of South Australia
Department for Education

Context and highlights

Banksia Park International High School (BPIHS) is a contemporary, coeducational secondary school with a student population of 1094 (80 FLO, 30 International students) in 2022. The school population includes 2.65 % Aboriginal students, 11.79 % students with disabilities, 1.73 % funded EALD students, 0.55 % full fee paying international students, and 19.38 % with school card.

The school provides a world class education with academic standards of excellence and positive learning experiences within a challenging and supportive environment. As an international school, we commit to our vision of "Educating for Global Futures."

In 2022, the school welcomed a new Principal and by Term 4 also welcomed a new Deputy Principal. Improving student engagement and learning was challenging due to an unusual start with COVID complexities impacting staffing and continuity of learning and teaching. The school's much-loved twilight evening open night was cancelled in order to keep the community safe.

Sports Day, the Banksia Cup, Arts Week, Science Week, Festival of the Pen, Maths and Science competitions, music evenings, and theatre performances were celebrations held over the course of the year. A highlight was the inaugural "Robin Hood" theatre restaurant which saw the Food, Drama and Music learning areas collaborate to showcase in real-time over two auditorium-filled evenings.

Professional development was more closely aligned to our school improvement planning, and staff were widely consulted on the school's progress of our goals and planning for 2023.

Extended care group sessions were part of the implementation of ongoing transition and induction programs, which subsequently were refined for the incoming 2023 Year 7 cohort.

Increasing the active voice of students was evident in the student Learner Agency Forum in which students explored new topics of commitment to, understanding of, and connections to school values, learning and school life. The newly released mobile phone policy was also discussed. As students shared their vision and perspectives, it was agreed that a process for revising and refreshing the school's values with the whole school community be undertaken in 2023.

The entrepreneurial learning team successfully ran full day activities for years 7, 8 and 11 in 2022 which helped them to build their entrepreneurial capabilities while also connecting with Indigenous Culture and completing essential elements of the research project. We had our first groups of students receive Seed Funding for the business ideas and welcomed students, staff, industry guests and our local member for Parliament at the annual Entrepreneurial Showcase.

Governing council report

The BPIHS governing council consisted of elected parents, community, student and staff representatives. The governing council provided ongoing commitment, collaborative support and strategic guidance on school matters to ensure positive student learning outcomes for students. The governing council worked across various committees, discussed finances, ratified policies, provided input to decisions, attended events, and consulted on initiatives for a staggered start to 2023 dates for student free days.

Whilst the school has enjoyed opportunities to use its new performing arts centre, Kumangka, the impact of delays on the covered outdoor learning area (COLA) has limited student learning experiences outdoors. A highlight for the governing council was finalising the 2023 budget, and active participation in the final year 12 valedictory service.

In addition, the governing council also passed, with the support from the Department for Education, a revised Governing Council constitution with the addition of another community member for 2023 and beyond with the intention that the third community member adopts the role of an alumni connector to build stronger contributions from our old scholars.

In a particularly challenging 2022 school year, the work of the BPIHS governing council and committees is acknowledged for their prioritisation of student learning.

Quality improvement planning

A culture of continuous improvement in line with the school's vision of Educating for Global Futures was a continued focus in 2022. Applying the school's commitment to the Entrepreneurial capabilities aligned with "Learning by Doing", "Finding Opportunity", and "Making it Happen" have contributed to students thriving in their learning.

In 2022, our improvement goals were:

1. Increase student achievement in writing
2. Increase student achievement in numeracy
3. Increase the percentage of A and B grades in the SACE.

Ongoing professional learning enabled staff to revisit their learning from the LDAM work early in Term 1. Learning Design, Assessment, and Moderation were explored during professional learning sessions, with staff re-examining these through the lens of their learning area.

A focus of the work in 2022 was borne out of the school's exploration of Version 9 of the Australian Curriculum. This, coupled with extensive professional learning around the Guaranteed and Viable Curriculum (GVC) prompted a review of our current Australian Curriculum offerings, and a review of our scope and sequence from years 7 to 10. Learning Leaders also worked with their teams to also explore the 'backwards by design" concept tracing learning continuity from year 12 to year 7.

English and Maths teachers engaged in an analysis of the NAPLAN and PAT data, and the school also participated for the first time in the PAT Science testing. Tracking students will come over the next twelve months when staff engage in professional learning that will help them to interrogate data with a view to further personalise learning.

Students in years 7, 8 and 11 participated in the school's Research and Entrepreneurial Race, Olympics and Sprints respectively where they undertook a series of activities to understand and cross-examine primary and secondary true, valid and reliable sources. The day-long activities also involved finding innovative solutions to issues within our community. Indigenous Culture and History/Reconciliation was the key theme, influenced by the artefacts, learnings, and the input of our guest speaker.

Humanities and Languages students experienced great success over the year exploring global perspectives through multiple lenses. Languages staff presented at a state-wide event on the importance of intercultural learning and how this looks at BPIHS.

Carnivals, competitions and internal specialised sessions, amongst our annual Sports Day were celebrated by students and staff in Health and Physical Education. Banksia continues to experience success with students successfully competing at local, national and international level. Similarly, our Food Technology students catered at key school events, and were able to use these learnings in an authentic and meaningful way.

Arts – Arts Week has successfully run for 10 years and 2022 saw an increased number of students participate in the school-wide celebration. Music has developed a successful Concert Band, which has expanded from Year 7 to Year 8 in 2023. Drama took to the stage with a spectacular combined Food and Drama Theatre Restaurant and of our Art successes, 3 students out of 50 across the state were selected to participate in the SACE Grad show.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
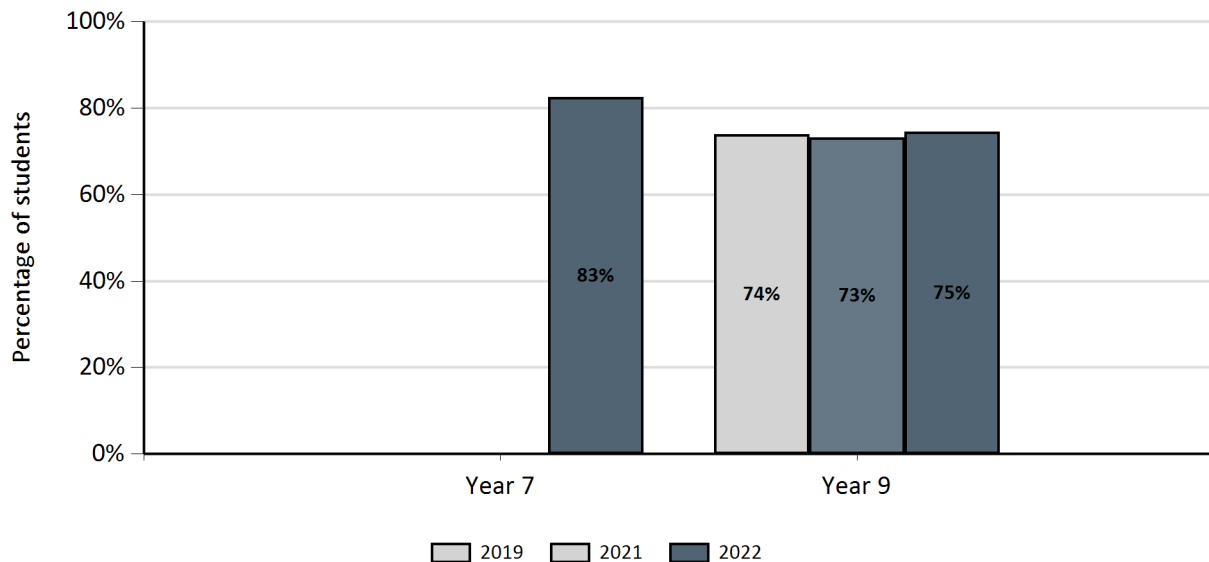
Reading
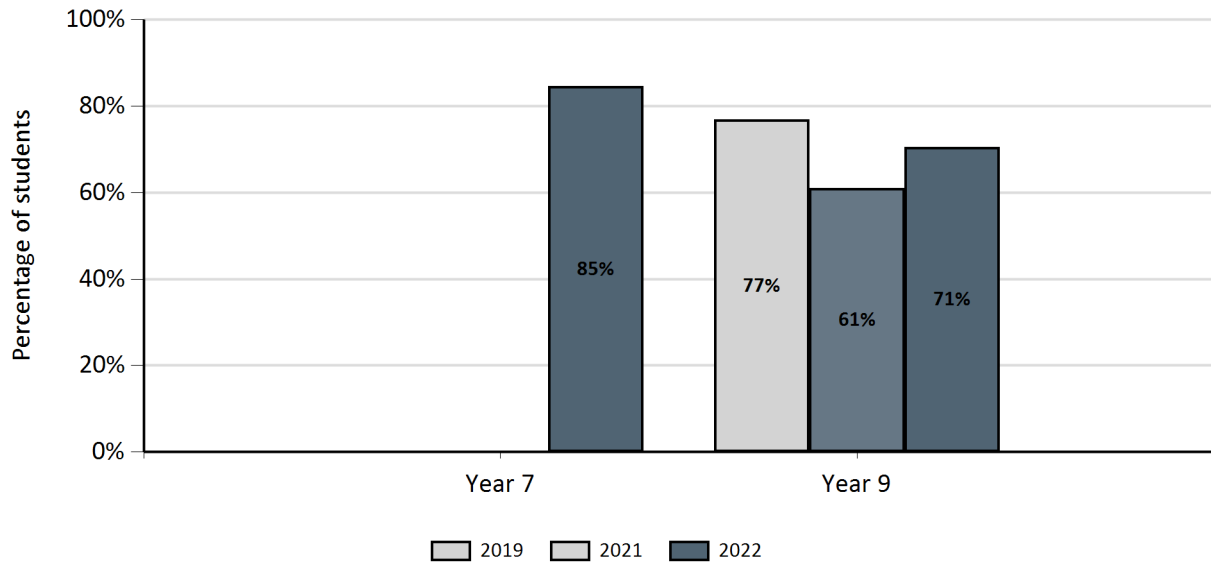
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	189	189	36	35	19%	19%
Year 07 2021-2022 Average	189.0	189.0	36.0	35.0	19%	19%
Year 09 2022	173	173	28	15	16%	9%
Year 09 2021-2022 Average	168.5	168.5	26.5	19.0	16%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

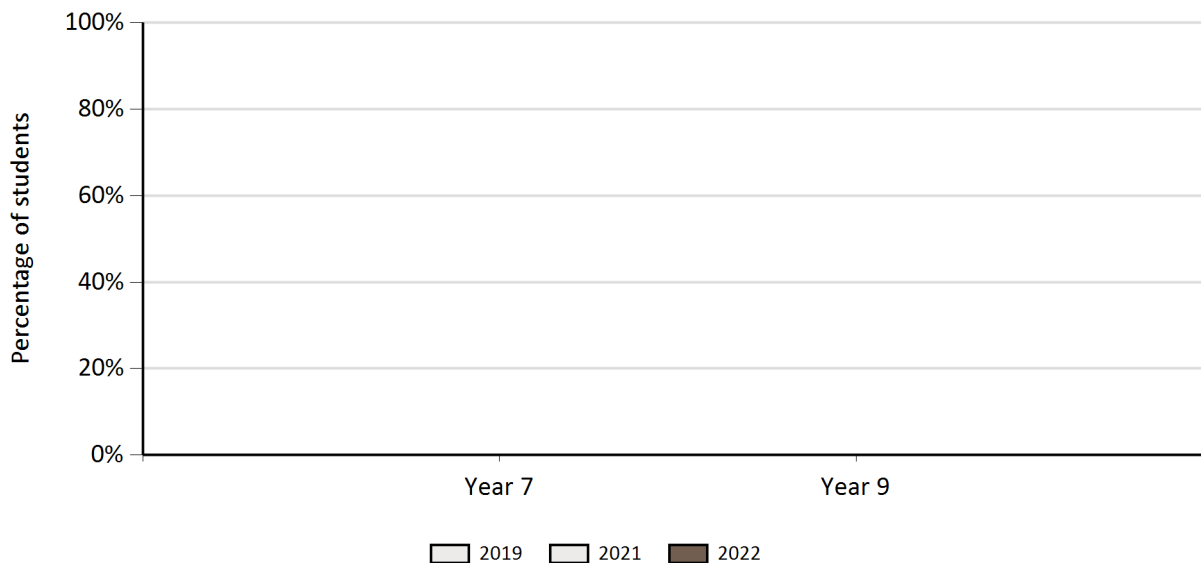Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

Numeracy

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

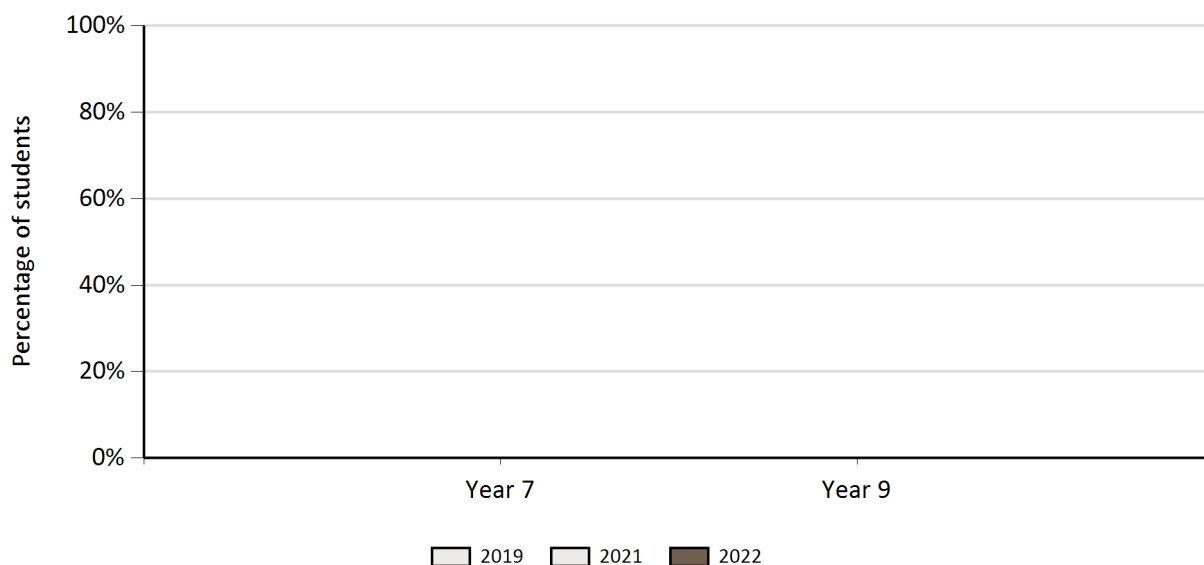|	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The school focused on Element 3: Assuring Consistent, High Quality Classroom Practice for its 2022 Aboriginal Learning Achievement. Additional complexity funding was allocated to staffing to support our indigenous learners to successfully achieve their literacy and numeracy growth. A new Aboriginal Education Learner space, named Pirku, was developed in 2022, where Aboriginal learners accessed additional support. An initiative of the 2022 team included capturing Aboriginal learner interventions through a 'request for support' document housed in the school's learner management system. Tracking students, and their learning and assessment outcomes was more manageable as a result. The process also allowed Aboriginal Education staff to more closely connect with teachers in the adjustments and differentiation required.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Year 7 NAPLAN (Numeracy) All students achieved above SEA with 2 students achieving Just Below High Bands
Year 7 NAPLAN (Reading) 2 students achieved at SEA, 2 students just below SEA and 1 Just below High Band
Year 7 NAPLAN (Writing) 3 students achieved at SEA, 1 student Just In SEA and 1 Just below SEA

Year 9 NAPLAN (Numeracy) 1 student in each category of Just in HB, SEA, Just Below SEA
Year 9 NAPLAN (Reading) 1 student in each category of SEA, Just in SEA, Just Below SEA
Year 9 NAPLAN (Writing) 1 student in each category for SEA, Just Below SEA, Just Below HB

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
99%	99%	99%	98%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	2%	3%	3%	3%
A	9%	7%	9%	9%
A-	15%	13%	17%	11%
B+	15%	15%	13%	14%
B	17%	18%	16%	15%
B-	15%	17%	13%	18%
C+	13%	12%	14%	16%
C	9%	9%	10%	9%
C-	5%	3%	3%	4%
D+	0%	0%	1%	1%
D	0%	0%	0%	1%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
99%	97%	98%	96%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2020	2018	2017	2019
Percentage of year 12 students undertaking vocational training or trade training	42%	29%	12%	39%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	98%	97%	98%	100%

2021	2022
48%	19%
100%	96%

School performance comment

In 2022, 96.9% of students successfully achieved their SACE from the percentage of potential completers. The Dux of the school achieved an ATAR of 96.55 and the runner up Dux received a score of 96.45.

Five students were the recipients of 7 merit awards for gaining an A grade overall in a Stage 2 accredited subject and demonstrating exceptional achievement in the subject. These merits were awarded in Food & Hospitality, Workplace Practices, Psychology, Essential Maths, Research Project B and Integrated Learning Caf□ Skills.

The number of students who achieved an ATAR between 80-89.99 increased this year by 7 with 96 students in total who achieved an ATAR.
The percentage of Stage 2 students achieving A grades decreased by 7.3%.

At Stage 1 our goal of increasing A/B grades was not achieved. With 20.7% of grades resulting in an A and 35.8% of final results were a B level. This overall 56.6% of A/B grades is a decrease of 3.47% on the previous year.

For the compulsory SACE requirements, 98.7% of students achieved their Personal Learning Plan, 93.6% completed the literacy component of their SACE, 79.6% completed the numeracy component, and 100% completed their Research Project.

Some students undertook VET as part of their SACE. Courses varied from Certificate 2 in construction, electrotechnology, salon assistant, food processing, engineering, automotive to Certificate 3 in education and care, screen media and fitness.

In 2022, year 10 school grade data indicates that A and B grades slightly decreased to 54%, with an overall 1% decrease from year 9 in 2021.

At year 9, school grade data indicates that A and B grades decreased to 53%, with an overall 12% decrease from year 8 in 2021.

At year 8 school grade data indicates that A and B grades were 67%.

At year 7 school grade data indicates that A and B grades were 61%.

The 2022 NAPLAN results increased slightly when compared to the previous set of results in 2021. In reading, year 9 students achieving the SEA standard increased from 61% to 71%. The number of students who achieved in the high bands was 16% in reading (an increase of 1%) and 9% in numeracy (a decrease by 6%) In numeracy there was a 2% increase in students who achieved at or above the SEA and a 5% increase in writing achieving the SEA.

A success of the 2022 cohort is that we also had 8 FLO SACE completers.

Attendance

Year level	2019	2020	2021	2022
Year 7	N/A	N/A	N/A	86.3%
Primary Other	N/A	N/A	N/A	N/A
Year 8	89.6%	84.9%	87.4%	85.4%
Year 9	89.3%	85.9%	84.0%	80.6%
Year 10	87.5%	86.4%	88.9%	83.7%
Year 11	90.9%	88.4%	90.2%	86.2%
Year 12	91.1%	90.7%	90.1%	86.5%
Total	89.6%	87.1%	88.0%	84.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

School processes for monitoring attendance include daily checks by care group teachers and throughout the day with subject teachers. Parent contact is made by SMS each morning for any unexplained student absence. Our student services team oversee attendance with each year level manager taking on this responsibility. Parents can monitor attendance through our portal. In 2022 our overall school attendance was 84.7%, a small decrease from the previous year. The pandemic has accounted for lower rates over the last 3 years.

Behaviour support comment

Commitment to learning and personal improvement, respect and responsibility for each other, ourselves and our environment, and global citizenship and international mindedness are our core school values and underpin all that we do. Our Extended Care Group program includes the promotion of relevant, age-appropriate activities that deal with student well-being and behaviours. In 2022 the number of behaviour incidents and exclusions increased, an aspect requiring attention in 2023.

Parent opinion survey summary

The Department for Education sent out individual family links for the completion of a parent engagement survey. A series of statements were categorised under the headings of; school climate, communication channels, learning at school, learning at home and future plans & pathways. Parents could respond from strongly disagree through to strongly agree. We had an 18% response rate to the survey. Areas with a high percentage indicate that families believe that education is important, that they talk with their child about their learning, and that their children are equipped to plan pathways for the future. Parents identified that they would like more input in their child's learning. The school is excited about opportunities to explore this with the governing council, and wider community in 2023.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	9	11.4%
OV - LEFT SA FOR OVERSEAS	16	20.3%
PA - PARENTING/CARER	1	1.3%
PE - PAID EMPLOYMENT IN SA	14	17.7%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	1	1.3%
QL - LEFT SA FOR QLD	1	1.3%
SM - SEEKING EMPLOYMENT IN SA	18	22.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	17	21.5%
U - UNKNOWN	1	1.3%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	1.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All teachers are screened through the Teachers Registration Board which includes a Working with Children Check. BPIHS maintains history screenings as per Department for Education requirements. Volunteers have the relevant history screening forms completed and cleared prior to any volunteering on site. The school keeps a database to record all information and ensures that regular checks for updating records are carried out before placements are made.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	102
Post Graduate Qualifications	53

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	60.3	0.9	18.9
Persons	0	66	1	26

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$12,814,847
Grants: Commonwealth	$1,750
Parent Contributions	$942,342
Fund Raising	$0
Other	$168,889

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	The school allocates support for students with additional needs across the various curriculum areas. A strong support team works collaboratively to ensure that all students are able to access the curriculum.	Increase in school outcomes within classes and achieving success.
	Improved outcomes for students with an additional language or dialect	In-class support and/or study line support for identified students. Monitoring, tracking and levelling to identify student progress.	Students improving school grades and literacy levels.
	Inclusive Education Support Program	Provision of integrated learning classes and Literacy/numeracy classes for identified students. Provision of in-class support. Two assigned staff for two respective Cat 8 students.	Working towards all students achieving SEA or above and improving school grades.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Aboriginal students: mentoring and tutoring, ACETO support, curriculum modification as necessary. Numeracy/literacy-precise target groups to identify, support and track higher bands students. Students with additional needs were supported through in class support, integrated learning class, FLO programs and provision of support at the Community Learning Centre.	Improved engagement, SACE achievement.
Program funding for all students	Australian Curriculum	N/A	N/A
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Release of staff to review Australian Curriculum V9 scope and sequence, adjust resources and share learnings across PLCs.	Curriculum scope and sequence adjusted through backwards by design model in preparation for 2024 V9 Australian Curriculum implementation.
	Specialist school reporting (as required)	Entrepreneurial specialist program - staffing and professional learning funds.	The third year of the program was successfully implemented. This funding will cease at the end of 2023 when the Program Strategy is concluded.
	Improved outcomes for gifted students	N/A	N/A