



SCHOOL CONTEXT STATEMENT

Updated:9/25

School number: 1854

School name: Blakeview Primary School

School Profile:

Blakeview primary School caters for mainstream learners, Reception to Year 6. We place a high priority on maintaining high expectations for all learners, student well being and contextualized learning.

Since 2024 The New Strategy and areas of impact have guided our strategic planning for learner improvement and success.

Quality Differentiated teaching is a focus that informs pedagogical practice and to ensure success for all learners.

Our Site leaders are Instructional leaders who support teachers in designing and teaching for effective learning by being present in classrooms and having regular PDP check -in discussions.

Our school values are respect, responsibility and honesty.

Our mantra for Respect is Be Kind.

Our mantra for Responsibility is Be better today than yesterday.

Our mantra for Honesty is Be true to ourselves and others.

Strategic planning for 2025 includes building on a common understanding and language for improvement in school culture designed around these 3 values.

As well, plans include work on unpacking and planning for the New SA Mathematics curriculum including understanding the capabilities and dispositions.

We have a Disability Unit on Site. The Murray (Disability) Unit educates 32 students, ranging from Reception to Year 6, with various physical, intellectual, and developmental disabilities. The learning environment in the Murray Unit is carefully tailored to address the academic, social, communication, and emotional needs of each student, guided by their Personal Learner Profile and SMARTAR goals.

Enrolments in the Murray Unit are determined through The Department for Education's Special Option process. Blakeview Primary does not have the authority to enrol students in the Disability Unit as enrolments are offered externally by DfE Student Support Services.

1. General information

- School Principal name: Zoe Wecker
- Deputy Principal's name: Tegan Sims
- Year of opening: 1992
- Postal Address: Omega Drive, Blakeview SA 5114
- Location Address: As above
- DECD Region: Northern Adelaide
- Geographical location – ie road distance from GPO (km): 29kms
- Telephone number: 8254 7555
- Fax Number: 8254 8086
- School website address: <http://www.blakevwps.sa.edu.au>
- School e-mail address: dl.1854.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: no
- Out of School Hours Care (OSHC) service: yes

February FTE student enrolment:

	2021	2022	2023	2024	2025
Rec	85	82	82	57	56
Year 1	83	71	83	75	56
Year 2	87	81	87	73	71
Year 3	81	88	80	85	70
Year 4	96	84	91	71	80
Year 5	58	96	85	74	73
Year 6	92	58	98	84	80
Year 7	75	0	0	0	0
Dis Unit	32	29	32	32	32
Total	689	589	638	551	518
School Card	321	199	196	190	190

					(projected)
EALD	23	45	82	78	72
ATSI	81	74			

- Student enrolment trends:

Blakeview Primary School is zoned, however; enrolments are expected to increase due to the housing subdivision at Blake’s crossing. Students enrol from the surrounding suburbs. Most Reception enrolments come from Blakeview Pre- school. Most Year 6’s will enrol at Craigmore High School for their secondary schooling.

As of the start of 2024 schools now have a mid year Reception Intake.

These students start in term 3 and stay in R for the following year.

Leadership

Principal

Deputy Principal

2 x Assistant Principals

1 x Inclusive Educators

1x Inclusive Education & Well Being leader

1 x Student Wellbeing Leaders

1x Director of Disability Unit

Administration

Admin: 202.25 hours per week

Grounds: 34.5 hours per week

IT Support: 30hrs per week

Library Support: 27.5 hours per week

OSHC/Vacation Care

An Out of School Hours Care program operates before and after school and offers a vacation program during the holidays for up to 105 students. Public transport access: The school can be reached by public transport. Smithfield Railway Station is approximately 2kms away. Buses travel along Park Lake Boulevard at regular intervals.

2. Students (and their welfare) Student well-being programs:

There is x1 Wellbeing Leader at Blakeview Primary who work closely with students, their families and the community. They provide support in linking families to support agencies, behaviour, attendance and trauma informed practices.

Trauma Informed Education:

Student Wellbeing is a high focus of our school, with staff trained in the Berry Street Education Model which supports trauma informed practise. This involves staff actively engaging with students to develop their social and emotional skills, through explicit teaching about the bodies responses and developing regulation strategies.

The five domains that we focus on are: Body, Relationships, Engagement, Stamina and Character.

The Site Well Being Team are currently developing a Blakeview Trauma Informed practice scope and sequence curriculum which includes The Child Protection Curriculum and Postive Behaviour practices.

The Smith Family:

Blakeview Primary works very closely with The Smith Family. The Smith Family provides scholarships and supports to families who meet select criteria and are recommended candidates from the school. Families who fulfill the criteria, can receive scholarships for their children up into university. The Smith Family also provides support to the school by providing extra-curricula programs and excursions.

Regulation Room

Our Regulation Room aims to create a therapeutic and supportive environment where students can regulate their emotions. The room promotes relaxation and well-being, and enables students to regulate and re-enter their learning spaces. We aim to cater for the diverse sensory needs and preferences of individual students through the provision of targeted regulation activities and a purposeful calming environment.

Behaviour Support Room

Our Behaviour Support Room aims to help students with challenging, high-level behaviours by providing classroom support and personalized strategies to promote positive behaviour change. Our aim is to empower students to handle their own emotions, develop coping skills, and re-engage them in their learning. It is staffed by a behaviour support teacher and supported by our leadership team.

Nurture Room

Our Nurture Room offers care and support to targeted students. Individuals find comfort guidance and the encouragement needed to grow emotionally. Our goal is to nurture wellbeing, foster resilience and promote positive development through explicit social and emotional education delivered individually and in small groups. It is staffed by our Autism Inclusion teacher and an SSO.

Ready to Learn Plans (RTLTP)

Our students may use Ready to Learn Plans to assist with their regulation needs. Ready to Learn Plans are agreements created by the student with teacher support and guidance. The plan outlines strategies for the student to use when they are feeling overwhelmed or dysregulated, to help them re-engage in their learning.

SSO Support Hours:

SSO Classroom Hours: - 515.25 Hours

SSO Nurture Room Hours: - 23.00 Hours

SSO Behaviour Room Hours: - 28.00 Hours

Intervention SSO Hours:

OG Spelling Intervention: - 39.50 Hours

Macqlit Intervention: - 13.50 Hours

Quicksmart Maths Intervention: - 13.50 Hours

Speech and Language: - 18.00 Hours

Student support offered:

At Blakeview Primary School we have a comprehensive Student Intervention and Support Program offering a wide range of options for mainstream students who are at risk with their learning and wellbeing.

The Disability Unit staff and learning environment are highly specialised to meet the needs of each student who is selected and accesses this program. Ongoing support services

provide additional expertise for the students. Student leadership programs along with academic extension opportunities are provided.

Aboriginal students / Nunga Room:

All ATSI Students have One Plans with a particular focus on strengthening the child's cultural identity, heritage knowledge and establishing clear and concise academic goals. The Aboriginal Education Team provides personalised support to teachers, students and their families. There is a Nunga room on site that facilitates a variety of activities and programmes and is available for families to meet with staff and for students to access at play and eating times.

A playgroup operates from the NUNGA room each Wednesday morning for all Blakeview Community members.

Student behaviour:

The school has a Student Behaviour Management Policy and Anti – Bullying Code to promote, educate and value healthy and safe relationships. Students are active in their leadership to further improve the teaching and learning relationships to achieve greater academic success and strong civic and citizenship capabilities

Students are supported within classrooms to develop a wide range of skills through Drug education and Child Protection as well as Anti-harassment programs.

Student Voice:

At Blakeview Primary School students play a vital role in developing and shaping the learning and social environment of the school. Student voice across the school is highly valued and continually encouraged by all staff and is underpinned by the Teaching for Effective learning framework.

The year R – 6 SRC students are also part of committees that include: Yard and fundraising.

All classrooms have regular class meetings. SRC supports the development of leadership skills across all year levels. This program is designed to promote a sense of community by developing a feeling of belonging, responsibility, respect and engagement. Classes are involved in meaningful opportunities in a supported and caring environment.

Special programmes:

- Our Learning Program is further enhanced through specialised sporting programs such as:
- **SAPSASA Events**- Winter and Summer carnivals with opportunities to participate in AFL, soccer, netball, volleyball and t-ball. As well as trials for district competitions across all sports.
- **Interschool Sport BPS Cup**- Annual 3 sport competition versus Burton Primary School.
- **External Opportunities**- SANFL Schools Competition, Centrals Cup, NRL Tag Competition, Indigenous Tennis Carnival as well as external after school clinics.
- Student Leadership Development programs such as Student Representative Council and Student Commission.
- Garden / Kitchen Programme.

3. Key School Policies:

Since the start of 2024 – all schools have adopted the New Strategy.

For Blakeview – at this stage we have chosen to focus on all 4 areas of impact and we put this lens over everything we do. This enables us consider where we need to go deeper and narrow in terms of school Improvement and where we are making improvement. The approach is not to change what we're doing, but how we think about what we're doing.

Our school values are Respect, Responsibility and Honesty.

Mission:

At Blakeview Primary School our vision is to empower learners for positive participation, in our school, our community, our world.

4. Curriculum:

The South Australian primary school curriculum is aligned with the Australian Curriculum, which provides a national framework for education. It is designed to ensure that all students receive a high-quality education that is consistent across the state. The curriculum includes key learning areas such as English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, The Arts, Technologies, and Languages. It emphasises the development of general capabilities like literacy, numeracy, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding. The curriculum is regularly updated to reflect contemporary educational practices and to meet the diverse needs of students, preparing them for future learning and active participation in society

Inclusive Education:

Inclusive education is an approach that ensures all students, regardless of their abilities, backgrounds, or needs, have equal access to learning opportunities. It involves creating a supportive and adaptable learning environment where diversity is valued and every student is encouraged to participate fully in all aspects of school life. This approach includes modifying teaching methods, curricula, and classroom settings to accommodate different learning styles and needs. It also involves collaboration among teachers, support staff, families, and the community to provide appropriate resources and support. The goal of inclusive education is to foster a sense of belonging and to promote the academic and social development of all students.

Students identified with disabilities or additional needs (according the Department for Education policy) have a One Plan and receive support through IESP funding. Additional site funded support is provided to students with learning challenges through programs such as speech and language, phonics, MacqLit, Quick Smart or writing support.

Teaching Pedagogy:

Teaching pedagogy is designed to align closely with the Australian Professional Standards for Teachers and the Public Education Strategy. These pedagogies focus on creating student-centred, inclusive, and engaging learning environments that promote both academic and personal growth.

Student-Centred Learning is a key aspect of modern pedagogy, where the focus is on tailoring education to meet the diverse needs of students. This approach aligns with the teacher standards by emphasising the importance of knowing students and how they learn, and planning for and

implementing effective teaching and learning strategies. Teachers are encouraged to use differentiated instruction and formative assessments to cater to individual learning styles and abilities.

Inquiry-Based and Project-Based Learning are also integral to current pedagogy. These methods encourage students to explore, question, and engage with real-world problems, fostering critical thinking and problem-solving skills. This aligns with the standards by promoting innovative and creative teaching practices that enhance student engagement and learning outcomes.

Collaborative Learning and Technology Integration further support the alignment with teacher standards and the Public Education Strategy. Collaborative learning helps develop communication and teamwork skills, while technology integration prepares students for a digital world. Both strategies support the standards' focus on creating supportive and safe learning environments and using effective communication strategies.

The Public Education Strategy emphasises equity, excellence, and accountability in education. Current pedagogies support these goals by ensuring that all students have access to high-quality education and by holding teachers accountable for their professional growth and the progress of their students. By aligning teaching practices with these standards and

strategies, educators are better equipped to provide meaningful and effective education that prepares students for future challenge.

Student Assessment Procedures and Reporting:

- Parent Teacher Interviews are held in Term 1.
- Written Reports go home in Terms 2 and 4.
- A showcase of learning Day is held annually where families come into classrooms to observe and interact with student learning.
- An Enterprise day is held annually also this is an events-based approach to contextualised learning that is authentic and engaging for all students and successful in terms of student participation and attendance.
- One Plans for Students with Disabilities, Aboriginal and children in Care are reviewed with families regularly.

Assessment tools used across the school include Standardised NAPLAN, DIBELS Reading Assessments, PAT-R and PAT- Maths.

Teaching:

Classroom Teachers: 21 FTE

Murray Unit Classroom teachers: 4 FTE

Specialist teachers: 4.4 FTE

Murray Unit Specialists teachers: 2.5 FTE

Intervention/EALD teacher: 0.8 FTE

Additional Staff: 2.0 FTE

Aboriginal Community Education Officer: 30 hours per week

5. Sporting Activities:

Students are able to participate in a range of sporting activities through SAPSASA and local eventseg: Volleyball, Korfbal, Soccer, Netball and Football Athletics. Several sporting clubs run clinics throughout the year eg: Rugby, Softball, Cricket.

There are also a variety of sports provided by community groups on the school grounds after school including soccer and softball.

6. Staff (and their welfare)

- Staff profile:

There are 27 class teachers supported by 7 specialist teachers and 50 ancillary staff.
- Leadership structure:

There is an Executive leadership team comprising of the Principal, Deputy Principal and two Assistant Principals who lead strategic and operational matters.
- Staff support systems:

The school provides numerous professional learning opportunities for staff, particularly in areas related to the school and School Improvement Plans. The WHS Committee is active to ensure all staff have a safe and supportive workplace. The Staff Wellbeing Committee frequently organise social events.
- **Performance Management**

The school has a performance development process that incorporates:

 - Discussions with the principal or line managers using Department for Education Performance and Development processes each term.
 - Learning Teams promote teaching staff to support colleagues in collaborative teaching practices.
 - All staff develop Personal Development Plans that are based on Australian Professional Standards for Teachers in South Australia, Site Improvement plans priorities and individual learning needs.
- **Access to outside services and department services special staff**
 - The Partnership Team provides support to schools. This support is provided by Guidance Officers, Speech Therapists, Attendance Officers, Behaviour Coaches, Curriculum Lead.
 - The corporate office team also provide HR, legal, teaching and learning advice as needed.

8. School Facilities

- **Buildings and grounds**

The school was built in 1992. Most buildings are of solid brick. All classrooms are airconditioned. Every class has wireless internet access.

There are currently 21 main stream classes and 4 in the Disability Unit. Significant grounds upgrades have occurred with the basketball court being re-laid, oval grounds revitalised, air conditioners, replacement shade areas installed in the paved areas of teaching blocks, a five -bay kitchen and garden.

A brand new Playground was installed at the start of this year with a sandpit.

Heating and cooling

All rooms have heating and cooling

- **Specialist facilities and equipment**

Specialist facilities include: An Arts room, Science room, Drama room, Languages Room, Library/ Resource Centre and Gym.

- **Student facilities**

We have a canteen that is outsourced by a company called Rory's. Lunchtime activities for all students are available to attend if they choose to.

- **Staff facilities**

We have 3 staff preparation rooms in the school – each of them have updated computers for the staff to use when needed.

The school has a fully equipped staff room and each block has a space that staff use with tea and coffee facilities.

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

All school buildings have ramp access. There are five disability access toilets and showering facilities. Disabled access is also available.

A Disability Unit for students with complex and high- level learning needs is in place.

- **Access to bus transport**

The local bus service runs along the front of the school regularly during the day.

10. School Operations

- Decision making structures

The Governing Council is highly supportive of the school and provides a balanced representation of our school community. The Governing Council meet twice a term. The Council has a range of subcommittees which report back to Council regularly including Finance, Fundraising and OSHC.

The school decision making policy is based on a model of collaboration. A number of school committees have been set up to support decision making and participation at the school level.

Section 1 provides whole school leadership and management.

- Leadership Team lead strategic direction for Whole School Improvement Planning
- PAC provide advice to the Principal as detailed in the PAC Handbook
- WH&S lead the provision of a safe and supportive working environment

- Staff Wellbeing provide leadership in developing a positive school culture between staff

Section 2 provides educational and operation implementation of school strategies and operational business

- Torrens Learning Community lead the teaching and learning program for Reception to Year 1 students
- Gawler Learning Community lead the teaching and learning program for Year 2-4 students
- Onkaparinga Learning Community lead the teaching and learning program for Year 5-6 students
- Murray Learning Team lead the teaching and learning program for Disability Unit students
- Para Learning Team lead the teaching and learning program for specialised programs for Reception to Year 6 students
- Intervention and Support for Improvement Team Provide coordination of effective intervention and support programs of the school

Regular publications and community communication:

Blakeview uses SENTRAL as a School Management system for:

- communication with families, school updates and Principal communications, on-line consent forms, access to a school calendar, booking interviews and for Behaviour data and tracking etc.
- This should not interfere with the EMS system that has now been established in term 1 2025

Other communication:

The school website is regularly updated. Parents are able to communicate directly with staff via email, telephone, SENTRAL or school visit. Appointments are available upon request. The school also provides information on student learning using the SeeSaw App.

School financial position:

The school is in a sound financial position.

Finance reports are presented twice a term to the Governing Council, and reported annually to the school community.

Finance reports are presented each month to Budget Line Managers.

11.

Local Community

General Characteristics

The area is characterised by rapid growth and the regular opening of new sub divisions. Many families are first or second home buyers who have come from nearby suburbs.

Some Defence families, mainly RAAF, live in the catchment area.

Parent and Community Involvement

Blakeview Primary School has a Governing Council that meets twice during the term. There is a focus on increasing school community participation within all aspects of school life.

Feeder Schools

Craigmore High School, Blakeview Preschool and Blakeview Childcare Centre are all within walking distance.

Commercial/Industrial and Shopping Facilities

Blakes Crossing Shopping Centre is our local Shopping centre and is approximately 0.5 kms away. The Munno Para Shopping Complex is located on Main North Road approximately 1.5 kms from the school. This complex houses a range of variety shops, banks and a community library. Elizabeth City Shopping Centre is a 10 minute drive from the school.

Other Local Facilities

There are a number of sporting facilities and grounds available to students and adults in the area. Sports include; rugby, soccer, netball, football, cricket and indoor sports at the Craigmore Recreation Centre. For information on other local amenities please refer to Playford City Council website.

Availability of Staff Housing

There is a significant amount of rental accommodation in the area.

Accessibility

Metro buses supply a regular service to Munno Para and Elizabeth shopping centres. Buses also connect with other services including metro rail which has regular services to the CBD.

Local Government Body

The City of Playford Council is located at Playford Civic Centre, 10 Playford Boulevard, Elizabeth. For a list of any community services and information regarding facilities available in the area contact City of Playford Council Phone: 8256 0333