



**BANKSIA PARK
INTERNATIONAL
HIGH SCHOOL**

SCHOOL CONTEXT STATEMENT (Updated 22/4/25)

SCHOOL NUMBER: 1117

1. GENERAL INFORMATION

Part A

School name: Banksia Park International High School
School number: 1117
Principal: Ms Natasa Parhas
Postal address: PO Box 699, St Agnes 5097 610 Milne
Location address: Road, Banksia Park 5091
Email address: dl.1117.info@schools.sa.edu.au
District: Tea Tree Gully
Distance from GPO: 20 kms
Phone number: 08 82648122
Fax number: 08 83961289
CPC attached: No

February FTE Enrolment 2025

Secondary	Year 7	199
	Year 8	177
	Year 9	164
	Year 10	167
	Year 11	154
	Year 12	129

TOTAL 1062

(Inclusive of INT, TL, ExTL)

School Card approvals (persons)	147
EALD total (persons)	44
Aboriginal FTE enrolment	42

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'placement points history' in the 'schools/placement' section of the 'Legal and Policy framework Library' available on the departmental CD-ROM or website.

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Part B

Principal: Ms Natasa Parhas
Deputy Principal: Ms Kirsty Gebert
Assistant Principals: Ms Marika Pitman, Mrs Kiri McWaters, Ms Marika Pitman, Mr Mitch Asser, Mr James Dundon
Senior Leader: Mr Ceri Jones
School Business Leader: Ms Carlye Tuckwell
School email address: dl.1117.info@schools.sa.edu.au

Staffing numbers

Teaching	75.1 (FTE)
Ancillary hours per week	994

Enrolment trends

School enrolments are now stable, with demand to enter the school at year 7. International student numbers vary from year to year and average approximately 40 students in Graduate or Study Abroad programs per annum, although until the impacts of covid are less acute, International numbers are around 30 students.

Year of opening

1973.

Public transport access

Students use various means by which to access school, including walking, riding bikes (lock-up rack provided) and catching buses. Senior students who hold driver's licenses can drive themselves to school and access a permit to park in a designated area. Torrens Transit provides the buses that service the school. Student ID cards for discounted travel are issued through the school. The 542 bus travels in both directions along Elizabeth Street, therefore students travelling from the Fairview Park direction or from the direction of the Tea Tree Plaza Interchange are able to catch this bus

In the mornings, the bus travels along: Yatala Vale Rd, Taworri St, Katarama Rd, Hamilton Rd, Grenfell Rd, Haines Rd, Cottenham Rd, Elizabeth St, North East Rd, TTP Roadway, TTP Interchange. In the afternoons, the route is reversed. Students travelling from the direction of Lower North East Road can catch the 557 bus. This bus stops at the southern end of Elizabeth Street, a short walk from the school. Returning home in the afternoon, these students can catch School Bus 920. School Bus 920 travels from Banksia Park International High School Elizabeth Street (stop 54 - facing South) via normal 542 route (via Elizabeth Street and North East Road) to Tea Tree Plaza Interchange.

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2. STUDENTS (and their welfare)

General characteristics

Banksia Park International High School educates global citizens for global futures and in doing so is committed to its PIRKU (community) Values with a Motto “be best version of ourselves” and Mission “Learner Agency – every student, every day” that our community enacts in our daily interactions. The school focusses on world-leading learning, achievement, standards of excellence and positive learning outcomes within a challenging and supportive learning environment. The standards of excellence are affirmed through accreditation by the Council of International Schools (CIS).

As an international school, it commits to preparing students to assume their roles as active and responsible citizens in an increasingly intercultural, highly technological and complex society. Local and international students share the benefits of an international education which is delivered in supportive, respectful learning communities (Junior, Middle and Senior Sub-Schools).

BPIHS proudly offers students an education that:

- prioritises excellence in student learning and achievement; quality teaching; innovation; and support
- recognises the importance of global citizenship and community partnerships
- offers a challenging curriculum with choice and flexibility
- celebrates individual achievement and growth
- establishes successful pathways to fulfilling lives beyond school.

BPIHS has one campus situated in the City of Tea Tree Gully, within the metropolitan area of Adelaide.

Pastoral care programs

The social, emotional and physical wellbeing of students is supported through the newly developed Student Life program. Students are allocated to student life groups which meet twice weekly with their mentor teacher to attend to routine matters and for personalised support. The Student Life Program exists for all year levels through their school life and programs are reviewed in response to student and school needs. Embedded in the Student Life Program is a focus on Wellbeing, Global & Digital Citizenship, Learning and Identity.

In addition, students explore the SACE EIF and AIF curriculum. For students in years 7-10, the general capabilities of the Australian Curriculum and the specific needs of each year level are also addressed. The school aims to develop relationships which are based on mutual respect and care between staff and students and our program focuses on: anti-bullying, wellbeing, goal-setting, personalised learning plans, transition planning and career education, specialised work placement and training programs.

Support offered

Young people and their learning are central in the BPIHS philosophy. The school acknowledges and celebrates the diversity of its population, values and respects individuals and actively supports students to learn, flourish and realise their aspirations. A passion for learning is fostered and improvement, underpinned by a foundation of skills in literacy, numeracy and information technology, leads to high educational, career and social outcomes. The safe and comfortable surroundings support students to learn and feel valued.

BPIHS supports students to:

- P **perseverance** – we will persevere through challenges, embrace discomfort, learn from mistakes while striving for excellence and continuous growth.
- I **integrity** – we will do the right thing, even when no one is looking.
- R **respect & responsibility** – we are respectful and take responsibility for ourselves, others and our community. Our interactions and communication are guided by kindness.
- K **knowledgeable, ambitious learners** – we are learners who are open-minded and driven by learning success.
- U **unity** – we embrace, accept and celebrate our similarities and differences.

Plans, decisions and actions are guided by the school's Vision, Values, Motto and Mission, and the CIS Code of Ethics, supported by the UN Rights of the Child.

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Student management

The school's behaviour code is based on the school's Values and Motto where all community members enact 'being the best version of ourselves' always. The school's behaviour guidelines are published on the school's website.

Learner Agency – Our Mission – every student, every day

Students are learner agents driving their own academic programs, social developments, and commitments to the greater good. At BPIHS, we believe every student is a leader of their own learner agency as they learn and thrive. The student leadership program has many elements and aims to develop a student community identity; to represent the voice of students in learning school operations and the environment; to develop personal character, leadership and enterprising potential; to take action in relation to school and student priorities; and to inform and influence democratic decision-making.

Student counselling

Student Wellbeing leaders and Social Worker are available to help with student issues and relationships, course counselling and career guidance, along with Social Emotional Learning Intervention Programs. A school psychologist is also available to support students, as well as an in-school psychologist for one day per week.

Further assistance is available from our on-site school pastoral care worker.

Learning support

Students with disabilities, and where possible those also with learning difficulties are assisted individually, in small groups and in the classroom by staff trained in inclusive education.

Targeted support

The Holistic Leaders team identifies students with special needs and caters for them through the provision of targeted intervention and learning support, academic support, and the Tailored Learning Program (TL).

Banksia Coaching Centre

The Holistic Leaders team identifies students who would benefit from additional support, focusing on social emotional learning programs. Banksia employs a youth worker who leads these programs in collaboration with the Holistic Leaders Team. Catering for students in the coaching centre from Tailored Learning is an addition to the Coaching Centre space.

Aboriginal Education

The Aboriginal Education program is supported by a 0.4 appointed Aboriginal Education Teacher and an Aboriginal Community Education Officer. The program provides support and encouragement for Aboriginal students and works closely with families and school staff to enable students to achieve their potential. The school also proudly acknowledges and celebrates the cultural knowledge and skills of our Aboriginal community members. Our new PIRKU space has been designed with students at the centre.

Transition programs

BPIHS works closely with primary schools, universities, Institutes of technical and further education (TAFE), training providers and employers to support students in making very successful transitions into and beyond school. Career planning is embedded in the extended care group program and personal learning plan and the school also has a transition pathways coordinator and is supported by a career pathways manager.

A broad suite of vocational education and training (VET) programs are offered within the school and in collaboration with secondary schools in the local region.

Entrepreneurial program-Future Academy

Historically, Banksia Park International High School was selected as 1 of 5 Entrepreneurial Specialist Schools in South Australia. BPIHS continues to offer a special selective entry process for students entering year 7 to our Future Academy.

The Future Academy Specialist program aims for students to develop an entrepreneurial mindset through innovative and creative approaches to teaching and learning.

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Students will increase their ability to define and pursue entrepreneurial opportunities and will work with communities, industries and universities to develop as agents of innovation, renewal and growth. Students will develop their capabilities including communication, creativity, collaboration, critical thinking and intercultural understanding.

Interested students entering year 7 can apply to join our Future Academy Program through our selective entry process. Students need to commit to follow the entrepreneurial pathway from years 7 to 10. The knowledge and entrepreneurial skills from this program lead to Business and Innovation courses in the senior years.

International student program

International student programs at BPIHS are wide ranging and include:

- short-term study tours
- study abroad
- long-term graduate program
- intensive secondary English course
- service learning experiences
- international cultural tours and exchange programs for local students.

Special programs

A range of special programs exist, and they change in response to latest trends and the interests and needs of students.

Examples of special programs include:

- Future Academy – the school's Special Interest Program from Year 7-10 is an accelerated journey in learning local, community, social and global ventures.
- International football (soccer): Interested students can specialise in the international football pathway program, which provides curriculum in talent development, refereeing, coaching and sports administration.

3. KEY SCHOOL POLICIES

Learning Plan or Statement of Purpose

The BPIHS Site Learning plan can be found on the website www.bpihs.sa.edu.au

4. CURRICULUM

Subject offerings

A comprehensive academic, vocational and extension curriculum is offered, giving students the prospect to extend their learning within and beyond the school environment. Curriculum is implemented in accordance with the Australian Curriculum, the South Australian Certificate of Education (SACE), vocational education and training (VET) leading to tertiary education world-wide.

In years 7, 8 and 9, students study a range of subjects that form the foundation for studies in the senior school. Curriculum is designed within the 8 learning areas of the Australian Curriculum:

- The arts – includes music, drama and visual arts
- Design and technology
- English
- Health and physical education – includes health, physical education and food technology and textiles
- Languages – German or Japanese, and transitioning into Spanish in 2025
- Mathematics – specialised classes cater for students at the range of standards
- Science
- Humanities and social sciences

Information communication technologies (ICT) skills are explicitly taught within the curriculum to support students and assist in developing a range of literacy skills in line with the Australian Curriculum.

Students at BPIHS move from the junior school to the middle school then to the senior school, which comprises years 11 and 12. The year

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10 curriculum is designed to actively involve students in subject choices that link with their career pathways and the SACE. Students choose from subjects that have been specifically designed to engage students in their learning. During an extensive course counselling process students are guided to map their pathways from year 10 through senior school. In years 11 and 12 students undertake the South Australian Certificate of Education (SACE). Students can select from a wide range of SACE accredited subjects. International students form an integral part of our program, commencing their studies on their arrival with the school's successful intensive secondary English course program

Students are provided with guidance and opportunities to enjoy learning and to develop their personal skills to confidently show initiative, think critically and creatively, use sound decision-making processes and to take risks and explore new challenges. Accordingly, ongoing professional learning is resourced, along with opportunities for shared practice, innovation, and quality teaching and support within a high performance culture.

Special curriculum features

At the end of their studies in the senior school, students are provided with the opportunity to apply for the BPIHS Global Citizens Medal. Students undertake an evidence and verification process and are assessed against the GCM criteria. Students demonstrate their qualities in front of a panel, which includes peers and a community member. This program was awarded a National Quality Schooling Award.

Many extra-curricular activities are available including: interschool and state-wide sport; school carnivals; lunchtime activities (chess, music, reading challenges, ICT, prayer group, games, etc); camps and excursions; international "Buddy" programs; student voice and community service activities.

Teaching methodology

Assessment procedures and reporting

Student progress and achievement are assessed continuously according to subject area and individual needs. Learning is personalised to meet individual needs and modified for students with additional needs or learning difficulties in negotiation with staff and families. Parents are kept informed throughout the term by means of snapshot reports, interim reports, phone calls, emails and letters. Reports are published two times per year and progress conversations (parent/student/teacher interviews) are held in each semester. Subject results are available via the school's learner management system, Daymap and the parent portal. Parents are welcome to arrange to meet staff throughout the school year. Formal examinations occur in the senior school on a subject-needs basis and are reflective of the final examination requirements of SACE subjects.

Joint Programs

Through a collaborative initiative with secondary schools in the north-eastern region, Banksia Park International High School senior students have the opportunity to undertake certificate courses in VET. The Partnerships for Learning NEVO (North Eastern Vocational Opportunities) program is highly successful and offers students a wide range of vocational options.

Students can obtain some TAFE competencies and certificates by undertaking embedded VET. Banksia Park International High School has VISA agreements with TAFE that enable students to gain credit in their SACE, as well as gaining TAFE competencies.

5. SPORTING ACTIVITIES

Many sporting activities are available to students. Athletics and sports teams are involved in Vista and SASSSA competitions. Early in the school year, junior school students participate in ongoing induction and orientation activities. The whole-school sports day is held mid-term 1, offering students the opportunity to compete in athletics events, as well as fun events. Competitors from sporting carnivals are selected to represent the school at both district (Vista) and State (SASSSA) level.

VISTA and SASSSA carnivals are held for all year levels throughout the year.

SASSSA knockout – The state-wide knockout competition is run during school time. Teams continue in this competition through minor rounds and culminating in finals.

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6. OTHER EXTRA-CURRICULAR ACTIVITIES

General

Excursions and camps make up a valuable part of the school's program, including Outdoor Ed camps, year level camps and retreats, and an exchange to our sister school in Himeji, Japan. Excursions are primarily arranged by subject teachers and sub-school staff with the aims of enhancing learning opportunities and improving student learning outcomes.

Students regularly participate in various competitions, eg science and mathematics and have the opportunity to participate in extended learning experiences.

Music

Students have access to be involved in ensembles at lunchtimes and after school. These include Choir, Vocal Groups, Orchestra, Stage band, Percussion, Guitar and String ensembles. Music students can be involved in Middle School and Senior School Music nights the Music Showcase and various school events held throughout the year.

Students are also able to access private instructors for group or individual lessons during school hours.

Clubs

There are a number of clubs for students to be involved in, some at lunchtimes and after school. These include Key Club, Robotics Club, Japanese Club, Ambassador's Club, Reading Ambassador's Group, Cross fit Workout Club, Trivia Quiz, Alphabet Club, Yoga Club, Just Dance and Arts Club to name a few.

7. STAFF (and their welfare)

Staff profile

Staff work within sub-schools and learning areas. They are supported by the principal team, learning leaders, portfolio leaders and year level leaders. Ancillary staff support general administration, resource centre, science laboratories, sub-schools and general maintenance of the school's facilities and grounds. Banksia Park International High School is privileged to have a highly skilled, hardworking and professional team of teaching and ancillary staff, with minimal annual turnover. Facilities are maintained at high standards.

Leadership structure

Principal

Deputy Principal – Innovative Curriculum, Pedagogy and Quality Assurance

School Business Leader

Assistant Principal – Learning Schedule/HR, People Development

Assistant Principal – Pedagogies for 21C Learning & Primary Transition

Assistant Principal – ICT, Innovative Learning Systems

Assistant Principal – Conditions for Learning

Senior Leader – Future Academy - Entrepreneurial Specialist Program

A team of leaders, who have learning area specific and across-school portfolios, support implementation of the school's Site Improvement plan.

Staff support systems

Staff members are supported through learning areas, sub-schools and the junior, middle and senior management teams. There is also a school pastoral care worker who works closely with student wellbeing leaders.

Staff utilisation policies

Teaching loads are within Department for Education and AEU Agreements in the Enterprise Agreement and teachers can expect to teach in two learning areas on average.

A yard duty roster operates.

The individual skills of staff are used to maximise learning outcomes for students. Staff workloads are monitored by the Personnel Advisory Committee (PAC).

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Access to special staff

Peripatetic music teachers work in the school Department for Education instrumental music staff. Interagency referral, guidance and attendance officers are consulted when necessary. The school may also have visiting teachers who support students with sight/hearing/other problems.

8. SCHOOL FACILITIES

Building and grounds

The school is predominantly comprised of well-appointed brick buildings, designed for flexible use of space and set amongst native gardens. Rooms have up-to-date equipment, are attractively decorated and well maintained, with input from student representatives. They are well ventilated, heated in winter/cooled in summer.

Students enjoy eight hectares (20 acres) of sports fields, landscaped gardens, trees, pergolas, paved areas and a covered outdoor learning area (COLA). A football/cricket oval (grass pitch), soccer pitch, hockey fields, basketball, netball, volleyball, badminton and tennis courts are also part of the school grounds. Shade is provided by the many native trees, the COLA and pergolas positioned throughout the school. The creek winding around the edge of the oval and the natural gum trees makes the setting truly picturesque and typically Australian.

Specialist facilities

Students have access to an extensive network of computers including several class-size suites. In addition, computers are located in many teaching areas including, technology studies, resource centre, art, music and the middle school. BPIHS has a 'bring your own device' program and students/families have remote access 24:7 to a virtual network. The use of computers is encouraged and supported throughout all areas of learning.

Text books, computers and musical instruments are issued on short and long term loan. Reference and fiction books, as well as magazines, papers and other reading material are available from the resource centre.

Students use specialist equipment in the areas such as physical education, music, science, technology and home economics. Both staff and students use up to date technologies.

A new performing arts centre opened for student use in 2022. This building is called Kumangka (Kaurra for together) as well as the COLA in 2023.

Personal facilities

The school has a canteen that opens daily and offers a wide variety of nutritious foods, and a Year 12 student area called Tarrkarri (Kaurra for future) that is open daily for year 12 students.

All students have access to lockers, a secured bicycle 'lock up' area and designated student car park. A lecture theatre is also available in the Science building.

Staff facilities

These consist of a large staffroom, boardroom, an intercultural centre and personal and team offices/kitchens in learning areas. Laptops are available throughout the school for staff use.

Access for students and staff with disabilities

Access is provided by special ramps.

Access to bus transport

Easy access to public transport, with bus stops adjacent to the school.

Other

Various photocopying machines and printing facilities are available across the school. Cameras, laptop computers/accessories and data projectors are available to staff and students.

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9. SCHOOL OPERATIONS

Decision making structures

The school has a consultative decision-making structure. Student and staff committees are responsible for making and implementing decisions relating to their role. Major policies and issues undergo wide consultation with ratification sought from the Governing Council and staff meetings.

School Website

Current news is an important link between the school and home, and it is regularly updated on the school website during school term time.

The school website is regularly maintained and can be accessed at www.bpihs.sa.edu.au

The school magazine is published annually.

SMS messages can be sent directly to parents and staff. Email and other social media are also used for message purposes.

Other communication

A School Prospectus is readily available for members of the community. Parent/teacher interviews and information evenings are held each year. School tours are offered regularly. Parents are encouraged to attend school functions and activities. The school also uses Edsmart to seek parent permissions and send broadcasts.

School financial position

The school's financial position is sound. Approximately 20% of families are entitled to School Card benefits.

School business plan

The Governing Council has established and operates a strategic plan which is reviewed annually. All staff have performance development plans that reflect the school's site and strategic improvement plans, the department's priorities, and staff individual development goals.

10. LOCAL COMMUNITY

General characteristics

An attractive suburban and semi- rural community. International students live in local family homes within the very welcoming community.

Parent and community involvement

There is strong parental and community involvement in many areas of the school. Parents and the community are welcome to visit the school and are encouraged to communicate closely with staff whenever possible.

Parent information and interview sessions are held at various times throughout the year. The Governing Council offers opportunities for parents to be actively involved in many issues relating to the running of the school. A school calendar is published annually that identifies key dates.

The school operates a Homestay program which provides an opportunity for many local families to host students from other countries and rural Australia.

There are diverse opportunities for voluntary help – for example: resource centre, sport, mentoring programs and workplacements.

Feeder schools

Main local primary schools include: Banksia Park, Tea Tree Gully, Fairview Park, Redwood Park, Ridgehaven, Surrey Downs, Paracombe, St Agnes and Saint David's Primary Schools.

Other local care and educational facilities

The Tea Tree Gully area is an established community and has a large number of preschools and primary schools. The area also has a TAFE college, an international student hostel and the Modbury Hospital complex as well as easy access to university campuses.

Commercial/industrial and shopping facilities

Major facilities are the St Agnes Shopping Centre, Tea Tree Plaza and Golden Grove Shopping Village with many small local shopping villages. The closest shops to the school are approximately 1 km away.

Other local facilities

School Sports Day is held at the local Sports Centre Bridgestone Athletics Centre.

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Local Government body

The City of Tea Tree Gully Council is one of the largest in South Australia and has a Civic Centre, which provides amenities and services to the public. The mayor and the council provide outstanding ongoing support for the school's International Program.

11. FURTHER COMMENTS

Banksia Park International High School is committed to its Vision, Values, Motto and Mission. If you are interested in joining the school community, please contact the school directly for any additional information.

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