“Bellevue Heights Primary School values personal development and encourages self confidence, optimism, self-esteem, respect for others, independence and a sense of achievement.

Bellevue Heights Primary School values communication as a means of sharing all relevant information and encouraging effective negotiation and interaction among people.

The curriculum at Bellevue Heights Primary School is the formal and informal experience of a child, aimed at realising individual potential through development of skills, knowledge and attitudes within the school environment.”
BELLEVUE HEIGHTS PRIMARY SCHOOL

CURRICULUM POLICY STATEMENTS

MATHEMATICS

We believe maths pervades all aspects of our lives. Through maths, students can enhance their understanding of our world, and the quality of their participation in our society.

The five major areas covered are Number, Space, Measurement, Chance and Data and Working mathematically.

The school’s emphasis is on developing understanding, application in real life experiences, the development of problem solving strategies and a basic core knowledge.

The choice of methods and materials in teaching mathematics reflects the recognised stages of concept development in children as they progress through the following levels:

- the real or concrete level where they use physical materials.
- the representational level where they record using pictures, graphs and basic symbols.
- the abstract level using symbols, sums and equations.

As a result of our maths program, we believe students should:

- realise the relevance of maths, both personally and to the community.
- enjoy maths, and appreciate its fascination and purpose.
- use maths to conduct their everyday affairs.
- be skilled in using mathematics across a range of curriculum areas.
- have a solid foundation of maths that will lead on to secondary education.

ENGLISH

English is the area of study where students learn about and use English language and literature.

It includes:

- speaking and listening
- reading and viewing
- writing

We believe children need to develop the ability to speak, listen, read, view and write with purpose, effect and confidence in a wide range of contexts.

We also believe children’s writing develops when they are engaged in relevant written language tasks for a variety of purposes that are clear to them.

We recognise the significance of spelling and handwriting in the development of competence and confidence in writing. Therefore, we encourage children to write fluently, correctly, grammatically and legibly.

Our programme develops for students a sound grasp of the linguistic structures and features of the English language and the capacity to apply these especially in writing.

By providing a language rich environment where children are exposed to a wide range of reading material it will enable them to be activity involved in the continuous process of gaining meaning from print. We ensure that children have the capacity to discuss and analyse texts and language critically with appreciation.
HEALTH AND PHYSICAL EDUCATION

We believe students need the knowledge, skills and the activity to make a positive contribution to their personal health, growth and development.

As a school we aim to provide a balanced physical education program incorporating daily fitness, and a broad range activities that include the main subgroups of gross and fine motor skills, dance, aquatics and team sports.

Complementing the physical education, we aim to provide the knowledge and understanding of personal development.

Through this, students are aware of healthy bodies and life styles, personal relationships, and social and moral ethics. We ensure that a broad knowledge of safety is integrated throughout the program.

The goal of our program is the individual’s development of their self-esteem and of skills recurring to make a valuable contribution to society. We focus on the needs of the individual, and ensure inclusivity in our methodologies.

Sports Day
Our annual Sports Day provides high levels of successful participation for all students, and is especially designed to support the Health & Physical Education program of the school.

L. O. T. E.

Rationale
Language learning provides an insight into other cultures. The benefits of language learning include intellectual, social, educational, personal and employment opportunities.

French at Bellevue Heights Primary School.
French is taught by a specialist teacher throughout the school R-7.

The program follows the guidelines as set out in the Statements and Profiles for LOTE, and is divided into 3 strands:

- oral interactions
- reading and responding
- writing

In Years R-4, the thematic approach is used, basing the lessons on the practical interests of the children wherever possible. Songs, stories, poems and games will all be used to heighten children’s interest.

In Years 5-7, French language experiences build upon those introduced in earlier years. Children continue to develop and extend their awareness, knowledge and understanding of French language and culture. They also continue to develop skills in reading and writing.

Our programme provides a foundation for future language learning.
SCIENCE

The science program will enhance positive attitudes towards science by means of a variety of materials, topics and activities that they will find interesting. Hands-on learning experiences help children to find out for themselves, to organise information and to form concepts that help them understand and explain the world around them.

The science curriculum within the school will develop the students' ability to do the following with creativity, responsibility, confidence and competence:

- Use the skills of scientific investigation, reflection and analysis to generate or refine knowledge, find solutions and pose more questions.
- Apply scientific knowledge in their everyday endeavours and in the physical and biological world.
- Communicate scientific understanding to different audiences for a range of purposes.

N.B. The school ensures “safe operating procedures” exist for the use of potentially hazardous tools, materials and equipment used at school, particularly in “hands on” subjects such as Science, Technology and the Arts. All electrical tools are marked accordingly, and students also use portable Residual Current Devices with all portable electrical tools.

SOCIETY & ENVIRONMENT

Involves the study of Society (human relationships) and the study of the environment (natural and built surroundings) in different places and at different times and the relationship between the two.

It aims to develop in students:

- knowledge,
- skills,
- attitudes and values that enable them to participate as active and informed citizens in a democratic society and within a global community.
- the ability to make informed decisions and choices in relation to ethics, social justice and ecological development.

The strands

- Investigations, Communication, Participation : identify problems, make decisions, interpret information
- Time, Continuity & Change : understand the past and its relationship to the future
- Place & Space : natural and built features and how they affect us
- Culture : different groups within their communicate and how function. they
- Resources : identification and management
- Natural and social Systems : the link between rights and responsibilities for community members.
ARTS

The Arts include dance, drama, media, music and visual arts.

We believe the arts provide important ways of expressing and representing ideas, emotions, values and spiritual beliefs.

Student learning experiences need to be varied, drawing upon the full resources of the school and community.

By adopting an integrated approach to this curriculum area we use the arts to complement and enrich all areas of the curriculum.

Visual Arts
Students use art, craft and design processes to produce art works. They work with a wide range of materials and media using a variety of techniques and approaches to develop their skills. Students also use a variety of problem solving approaches and critical thinking to develop creative outcomes to tasks.

Drama / Dance
Dance is expressive human movement which forms part of human life and culture. Students take part in a wide variety of movement and dance experiences.

Media
Students develop an understanding of media in a cultural context through exploring the various methods and technologies and gain experience through production of radio and television programs, newspapers, books, photographs, computer technology etc.

Music
We believe all students should have the opportunity to extend their musical skills and experience through a comprehensive instrumental music programme. Peripatetic tutors teach a broad range of instruments to students, while Musicorp, a private firm hires out the instruments. Students are currently playing instruments such as trumpet, viola, violin, saxophone, french horn, drums / percussion, guitar, flute, clarinet, trombone, and various forms of keyboard.

Our students form into an orchestra and various ensembles for school assemblies and functions. There is also a choir that performs in the Schools Music Festival. There is a well equipped music room at the school.

English as Second Language (E.S.L.)

The ESL program at Bellevue Heights aims to provide a supportive environment and a sensitivity to cross cultural learning needs. Ideally our students will have attended a New Arrival Centre for intensive English but typically our students include a full range of ESL students from the newly arrived with minimal English through to students who are quite competent users of English but need ongoing support to achieve their maximum potential.

Some students at our school are eligible for support from bilingual school support officers.

The school has a wide range of ESL resources available for class, teacher and student use.
TECHNOLOGY

Rationale
Technology involves the purposeful application of knowledge, experience and resources to create products and processes that meet human needs. It involves students in generating ideas and in taking action to create solutions and in so doing creates the need for further skills and knowledge. Information and Communication Technologies are a major shaping force of society, and accordingly the school needs to maximise the use of technologies within the delivery of our educational program. Technology needs to be an embedded, integrated part of school learning activity, provided in a curriculum driven framework and utilised as a tool in the development of improved learning outcomes for every student.

Mission Statement
Our school seeks to:
- ensure that the classroom is the centre of the focus, bringing the world into the room using information technology is integrated as one methodology in this process.
- ensure the facility exists within the school to provide additional resourcing to classrooms that will assist eg. Internet access, scanners, video links and elaborate desktop publishing.
- ensure that children have the ability to apply technology in life situations and use it in problem solving through the process of designing, making and appraising.
- ensure that children have the knowledge of materials and systems appropriate to their level.
- ensure that children have the skills in the use of appropriate tools appropriate to their level.

Outcomes
Through a well resourced, planned approach to the purchase and provision of communication and information technology, the school will have achieved:
- equitable access to information and communication technology for all students.
- a strong sense of confidence and familiarity for both students and teachers in working with wide range of technological tools.
- improved learning outcomes for students, particularly in the skills of learning how to learn.

ASIAN STUDIES

We aim to provide students with a set of learning experiences that span the entire curriculum from R-7.

Australia’s expanding relationship with Asia has added urgency to the calls for increased knowledge and understanding by Australians of the nations and cultures of Asia.

- an understanding and appreciation of the diversity of environments, cultures and societies of Asia.
- informed attitudes and behaviour towards Asian people.
- an understanding of the economic, strategic and cultural importance of the countries of Asia and their links with other countries.
- an increased understanding of their own values.
- an understanding of the diversity of values within Asian societies and an awareness raised beyond cultural stereotypes.