

**SCHOOL CONTEXT STATEMENT**

Updated 03/2017

**School Name:** Bellevue Heights Primary School**School Number:** 1136**1. GENERAL INFORMATION**

**School Name:** Bellevue Heights Primary School  
**School No:** 1136  
**Web Site:** www.bellevueps.sa.edu.au  
**Courier:** Southern Region  
**Phone No:** 08 8278 7182  
**Fax No:** 08 8370 2671  
**Email:** dl.1136.info@schools.sa.edu.au  
**Principal:** Mr Vince Mulkerin  
**Deputy Principal:** Mrs Mary Arnold  
**IELC Sen. Leader :** Ms Birgit Lucas  
**Postal Address:** 7-19 Vaucluse Crescent, Bellevue Heights. 5050  
**Location Address:** 7-19 Vaucluse Crescent, Bellevue Heights. 5050  
**Partnership:** Mitcham Hills  
**Local Government area:** City of Mitcham  
**Distance from GPO:** 15 kms

	<b>February FTE Enrolment</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Primary</b>						
Reception		9	30	30	28	23
Year 1		23	25	35	31	24
Year 2		16	23	31	33	33
Year 3		20	17	29	33	30
Year 4		18	21	22	30	33
Year 5		21	21	23	24	25
Year 6		17	23	26	31	23
Year 7		17	18	21	20	24
Intensive English Language Programme (formerly NAP)		53	55	74	50	58
<b>TOTAL February FTE</b>		<b>194</b>	<b>233</b>	<b>291</b>	<b>280</b>	<b>273</b>
<b>August total FTE Enrolment</b>		<b>219</b>	<b>262</b>	<b>283</b>	<b>289</b>	
August School Card (Persons)		30	39	41	43	
NESB Total (Persons)		113	166	129	131	140
Aboriginal FTE Enrolment		4	4	4	4	5

- Staffing numbers**

**Teaching Staff** - 18.3  
**SSO hours** - 239.5 hours per week  
**BSSO hours** - 42 hours per week  
**Groundsman** - 15 hours per week  
**Leadership**  
 - Principal – 1.0  
 - 1.0 Deputy Principal Band - B2  
 - 1.0 Senior Leader Intensive English Language Program -Band B2  
 - 1.0 Inquiry Learning Co-ordinator

- **OSHC and Vacation Care**

Before school care from 7:00 a.m. After school care from 3:30 – 6:00 p.m.  
5 days per week.

**Vacation Care during all school vacations.**

- **Enrolment trends**

Current enrolments are steadily increasing and this is expected to continue until there is a change in local demographics. The Intensive English Language Centre (IELC) continues to remain around 60.

- **Year of opening** 1977

- **Public transport access**

Buses from the city (G30) and Marion (600, 601) daily.

School fronts Shepherds Hill Road and is easily accessible by private vehicles.

## **2. Students (and their welfare)**

### **General**

Bellevue Heights Primary is a vibrant school in the Adelaide Hills, adjacent to Flinders University, offering Reception to Year 7 for mainstream students and a separate intensive English program for students recently arrived in Australia. Many of these students choose to stay on in the mainstream after the completion of their time in the intensive English program. The school prides itself in catering for the learning and social needs of all students.

There is a strong focus on literacy and numeracy development with extensive support for struggling learners. Early years literacy has a focus using the Jolly Phonics, Jolly Grammar and the Daily 5 program. Maths has a clear focus on problem solving and activity based maths concept development. Using data from NAPLAN, PAT and school assessments student learning needs are identified and catered for, particularly in reading and maths. A school Learning Support Team works with teachers to identify areas of need. The support team can then budget to allow for individual and small group instruction using innovative trial programs in conjunction with SSO support. Students with High Intellectual Potential (SHIP) are also identified through the school diagnostic processes and additional programs and support structures are put in place to extend and develop their learning potential. NAPLAN results vary from year to year because of the high IELC turnover.

The school's multicultural nature enhances wellbeing and fosters global understanding and inquiry as students learn about caring for the world and its people. The motto, 'Learning and growing together to enrich the world', is reflected in the school's values, curriculum and policies. Specialist subjects are Music, French and Art. Students have the opportunity to learn musical instruments from Year 3 onwards. Lessons are available in strings, keyboards and guitars.

Embedding the use of ICT in all teaching and learning is a focus and innovative technology is embraced across all curriculum areas. From Reception through to Year 7 students compile an intranet portfolio of work which incorporates all curriculum areas and is continuously added to. Part of the Year 7 Graduation is to present the students with a DVD of their schools research 'history'. Activities in the portfolio include; data presentation, spreadsheets, movie making, robotics, computer assisted drawing and word processing. Teachers make extensive use of interactive whiteboards, which are in every classroom, to enhance the teaching and learning programme. Learning outcomes in technology are extended through and R-7 Robotics program, animated movie making, innovative computer software programs and interactive programs. The school has won the Primary School section of the Robo Cup (a competition where students design, build and program lego robots) in 2011 and 2012 and has been in the top 3 in 2013 to 2016. Robotics program begins in reception and goes through all year levels.

The school is building a strong sustainability program focussing on yard redevelopment including nature play and revegetation, stormwater use, solar power and recycling. Students play a leading role in developing the direction of this program. The school has successfully achieved grants in

the Solar Schools Program, Community Water Grant, Green Grants and smaller sustainability grants.

We established a garden area for school and community use in 2014 with the vision of full garden use by 2019. There are 46 fruit trees, herbs and garden beds and a chicken yard. In 2016 the garden growing beds were extended and the chicken yard completed. The Governing Council, Parents and Friends Committee has fundraised to establish nature play activities around the school, including around the perimeter of the garden area. The community garden is available for any member of the school community to use as their own veggie patch.

A strong student governance program exists. There are 12 Student Leaders who form a student leadership team and they are responsible for supporting major school events such as Sports Day, Open Day, Harmony Day etc. In addition, in groups of 3 they facilitate students in four areas of responsibility; SRC Executive, Environmental Sustainability, Wellbeing and Intercultural Committee.

The school community is a close-knit and welcoming group. There are many community groups using the school facilities. These groups cover a broad community spectrum from sporting groups to Environmental groups. There is an active and involved parents and friends group and a strong Governing Council.

Following successive years of Governing Council led promotion across our area the mainstream school profile has changed quite significantly as well. These are just some of the suburbs represented and the percentage of students in the school from that suburb:

Bellevue Heights 30%

Bedford Park – 17%

Eden Hills – 6%

St Marys – 11%

Mitchell Park – 6%

Coromandel Valley and Blackwood – 8%

Pasadena – 4%

It is a diverse school population from a range of suburbs and always makes comparisons with our other local schools very problematic.

The establishment of the IELP in 2002 has greatly increased the diversity of our school. In 2016 49% of students were born overseas and there are 26 languages spoken in the school, the main languages other than English are; Vietnamese - 8%, Indonesian - 12%, Mandarin - 4%.

- **Student management**

The Stop, Think Do program is implemented across the whole school. Generally speaking, students are very responsible, and the school is well supported by its community. A strong anti-bullying policy is reinforced through the Stop, Think, Do program and the Incredible 5 Point Scale. Families, staff and students are surveyed every two years using the National Safe School Program surveys. Adjustments are made to the policy based on the results of this survey.

- **Student voice**

Two Student Representative Council (SRC) members are elected from each class (IELP has 1). The SRC Leadership Team run Monday school whole school meetings. These assemblies address student initiated issues across the school in an open forum. The Student Leadership Team organise activities and events from within their special area,. A feature event for student initiated involvement in all classes is the Student Carnival in Term 2.The SRC executive from the Student Leadership Team meet with other SRC executives from our six cluster schools on a regular basis to plan cluster events.

- **Special programs**

Approximately 15% of the students are involved in playing a musical instrument, and there are two choirs, a junior and senior choir. The senior choir participates annually in the Festival Choir performances and at negotiated local venues like aged care facilities.

There are whole school forums on Monday afternoon and three major assemblies in Weeks 3, 6 and 9. Student work and presentations are carried out in these assemblies. The school has considerable IT resources. There are two computer suites and each room has available stand alone PCs. All classes participate in Robotics lessons. Junior Primary use BeeBots and ProBots, Year 2 and 3 Edisons, Year 4 and 5 the WeDo program and the Upper Primary Lego Mindstorms. Upper Primary classes participate in Robolab activities and all classes use interactive technologies to produce a variety of work. All classes have interactive Smartboards it Smart TVs. There are Windows based tablets for Upper Primary and I-pads in groups form Junior and Middle Primary.

### 3. Key School Policies

- **Site Improvement Plan and other key statements or policies**

**Priority 1:** Improved learning outcomes in literacy and numeracy

**Priority 2:** Strengthen personal wellbeing and community involvement.

**Priority 3:** Strengthen STEM thinking through inquiry based programs

**VISION STATEMENT – This statement is under review in Term 2 2017. The review will be led by the Governing Council Education Committee and will include consultations with families, staff, students and community partners.**

A vibrant and welcoming learning community of caring, globally aware citizens, striving together and aspiring for excellence as life-long learners.

#### **MOTTO**

*Learning and growing together to enrich the world.*

#### **GUIDING PRINCIPLES**

At Bellevue Heights Primary School, we are committed to providing an education that is relevant, engaging and global, incorporating methodologies that are appropriate to the needs and wellbeing of all.

In offering this, we collaboratively value and focus on the following four areas: holistic approach, learning, community and environment.

#### **Holistic approach**

We:

- ▶ Encourage a positive attitude to learning by engaging students in inquiries, preparing them to be active participants in a lifelong journey of learning.
- ▶ Develop intellectual, personal, emotional, spiritual and social skills through the Learner Profile to respond to a rapidly changing world.
- ▶ Understand the importance of physical and mental balance and personal wellbeing for ourselves and others.
- ▶ Encourage perseverance and self-discipline.

#### **Learning**

We :

- ▶ Provide an engaging and relevant curriculum in a safe learning environment that celebrates our connectedness in a spirit of respect and shared humanity.
- ▶ Create teaching and learning environments that foster curiosity and inquiry so that we can promote an enjoyment of lifelong learning as we strive to reach our highest potential.
- ▶ Equip students with the skills to learn and acquire knowledge both individually and collaboratively and to apply these skills and knowledge across a broad range of disciplines.
- ▶ Practice reflective skills so that we can analyse our strengths and identify areas for improvement in a constructive manner.

#### **Community**

We:

- ▶ Foster mutual understanding and empathy in developing a sense of personal and cultural identity and respect for ourselves and others.
- ▶ Provide opportunities to communicate and interact positively, responsibly and effectively with others; in our school, local and global communities. -Develop global citizenship with a sense of individual and collective responsibility when considering local and global issues.

- ▶ Contribute to the school, local and global communities through our:
  - Core values which include respect, honesty, caring and compassion
  - Attitudes including persistence, enquiry and collaboration.

## **Environment**

We:

- ▶ Think and act in globally responsible ways to care for our planet and its future.

These guiding principles are reflected in our policies, practices and programmes.

#### **4. Curriculum**

##### **Subject offerings**

Curriculum is in the 8 areas of learning, with our LOTE being French. An extensive music program also exists. Each class receives percussion based music lessons. The IELP students also have NIT lessons in Art.

A program of Inquiry has been progressively developed over the past and all Mainstream classes plan and teach HASS with the support of a coordinator who is in place to support the implementation of this program, and incorporating ICT embedded throughout it.

There has been extensive Professional Development in Literacy (particularly writing and reading) over the past two years, and continuing Maths PD through Ann Baker, Back to Front Maths and Michael Ymer.

Teachers use Primary Connections Units as the main Science curriculum documents.

- **Special needs**

A Learning Support Team (LST) oversees the implementation of all special needs support. There is an internal referral system and a process in place to support teachers and students to best meet the learning needs of all students. There are a number of students who require additional classroom support and they receive this through the LST and an allocation of SSO time that is allocated from Disability Support Services or that the school has bought. The school 'buys' a substantial amount of SSO time to support referred students who may not end up as eligible under the Students with Disability framework.

A coordination program operates for all students who enrol in reception, and for students in Year 1 requiring additional support. The programs offered and the students are reviewed three times during the year and teachers suggest other students who may benefit from the support available. The Move to Learn program supports students with poor coordination skills resulting from stress or trauma.

- **Teaching methodology**

A broad and comprehensive range of methodologies are implemented by the experienced staff to meet the needs of the students and to achieve our long-term goals. Teachers plan using the Australian Curriculum. The school has developed a Program of Inquiry to cover many of the topics in HASS.

- **Assessment procedures and reporting**

Acquaintance night is held at the beginning of each year, with staff providing a term overview to parents and informal discussions on their goals for each student as requested by parents. Interviews are held at the end of term 1. Mid year reports go home in week 9 of term 2, and end of year reports are sent home at the end of week 10, term 4. Classes use a variety of informal reports back to families through interactive Apps such as SeeSaw and Dojo.

#### **5. Sporting Activities**

- The school competes in a wide range of SAPSASA sports, with students regularly selected to represent the district. Saturday sports are also offered in football, soccer, cricket and netball, while basketball and volleyball occurs during the week after school.

#### **6. Other Co-Curricular Activities**

- **General**

Various elective programs occur from time to time, and the resource centre offers a range of activities at various stages throughout the week and over the course of the year.

#### **7. School Facilities**

- **Buildings and grounds**

Demac and transportable buildings set on large, well maintained grounds in a lovely foothills setting. The school was originally designed for 500 students and can now cater comfortably for 350. The administration building was completed in May 2007 and a Gym was completed in November 2008. The Gym is used for class lessons, assemblies, performances, sports, community activities and also houses the school canteen. A library opened at the beginning of 2011 and an outdoor Covered Learning Area was completed in 2013.

- **Cooling**

Reverse cycle air conditioning in every room.

- **Specialist facilities**

A large activity room, art room and specialist music room provide opportunity for extra value to be added to various programs through the use of these facilities. ISDN lines and multiple connection ports enable easy access to information technology usage.

- **Student facilities**

Large grounds, plenty of play equipment.

- **Staff facilities**

Excellent facilities in the administration building.

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

The school was upgraded for disabled person access in the early 90s although the activity room is still somewhat difficult.

- **Access to bus transport**

Buses G30, 600 & 601 all stop on Shepherds Hill Road by our front gate.

- **Other**

A pedestrian crossing on Shepherds Hill Road exists.

## 8. School Operations

- **Decision making structures**

An inclusive decision making policy with staff allows all staff to be highly involved in the decision making and directions for the school. Council and P&F work closely together and with staff, so there is a real sense of unity in decision making at the school, and as such common goals are established and achieved. Council sub-committees of Finance, Facilities, Education and P and F do the legwork for Council. The SRC is also an integral part of the process, with regular reports of their meetings feeding into other decision-making activities.

A weekly staff Management Meeting makes decisions around day to day activities. This group develops school wide consistency in decision making ensuring all staff are aware of events, activities and any decisions that may affect their day to day routines.

The Leadership Team meets four times each term to set direction and evaluate and review progress towards the Site Learning Plan goals.

The PAC meets regularly to make decisions about personnel issues across the school

- **Regular publications**

Newsletters are issued fortnightly via e-mail and homes neighbouring the school.

The Annual Report is prepared for the AGM in February.

Policies are regularly reviewed by the Education Committee and then made available to parents and the community.

A Staff Weekly News is distributed each Monday during the term. It contains news on activities, general professional topics, reminders, leaders timetables and issues that have been discussed at the weekly Management meeting

- **Web site**

The school web site is well maintained. Newsletters are available on the day they are distributed to families. Policies and procedures are outlined on the web page. Families can make school payments through the site and other general information is kept there for easy access by parents and families.

## 9. Local Community

- **General characteristics**

BHPS is a Category 6 school, it was opened in the late seventies. The school peaked at over 500 students, but since then as the demographic has changed enrolments have steadily declined.

- **Parent and community involvement**

A Parents and Friends sub committee of the Governing Council meets regularly and Council meets twice per term. All classes have a range of parent helpers, although this is not great due to the large number of working parents – many of them professional people and double income families.

- **Feeder kindergartens**

Students come mainly from Eden Hills, Pasadena, Blackwood and kindergartens. A number also enrol due to interstate transfers moving into the 'middle management' belt of real estate that is in close proximity to the school.



- **Other local care and educational facilities**  
The Eden Hills kindergarten is nearby, as is Blackwood High School.
- **Commercial / industrial and shopping facilities**  
Blackwood offers a large variety of shopping facilities.  
5kms from Westfield Marion Shopping Centre.
- **Local Government body**  
Mitcham City Council

#### **10. Further comments**

I certify that this is a true and accurate statement.

**Vince Mulkerin**  
**Principal**  
**March 2017**