

Bellevue Heights Primary School

2018 annual report to the school community



Government
of South Australia
Department for Education

Bellevue Heights Primary School Number: 1136

Partnership: Mitcham Hills

Name of school principal:

Marie-Louise Adams

Name of governing council chair:

Tash Howard

Date of endorsement:

School context and highlights

Bellevue Heights Primary School is a vibrant school in the Adelaide Hills, adjacent to Flinders University. The school has two distinct sections, the Mainstream section and the Intensive English Language Centre (IELC). At the end 2018 there were 214 students in the mainstream and 49 students in the IELC. Students come from a variety of suburbs. They are; Bellevue Heights, Bedford Park, St Marys, Coromandel Valley/ Blackwood / Craighburn Farm / Aberfoyle Park, Eden Hills, Mitchell Park, the remaining students come from a variety of suburbs located further away. The IELC attracts children from all over the world. In 2018 we welcomed students from Finland, Indonesia, China, Russia, Norway, France, Syria, Lebanon amongst many others.

We are a welcoming community of learners who pride ourselves in catering for the learning and social needs of all students. The school's multicultural nature enhances wellbeing and fosters global understanding and inquiry as students learn about caring for the world and its people. Our motto, 'Learning and growing together to enrich the world', is reflected in the school's values, curriculum and policies.

There is a strong focus on literacy and numeracy development with extensive early intervention support where identified. Early years classes use the Jolly Phonics and Grammar programs to establish sound literacy skills. The school has maintained a maths focus over the past 3 years and professional development offered has reflected that.

Specialist subjects in 2018 were Music, French and Art. Students have the opportunity to learn musical instruments from Year 3 onwards. Lessons are available in strings, keyboards, singing and guitars. Each year a group enters the Festival of Music event. In 2018 the school encouraged more Sporting Clinics and SAPSASA events. A year 7 female was chosen to represent the District in soccer for the first time. Sporting Australia Grants, a Federal initiative, enabled the school to participate in a range of sports. The Robotics program from R to 7 continued. Moreover, we came second and third in the State's Robotic Competition in the On Stage competition.

There were many educational, social, sporting and community highlights during 2018 worthy of mention. These included:

- * French Art Competitions
- * School Camps R-7
- * SAPSASA
- * Home Grown, Home Sewn Market
- * Book-Week
- * NAIDOC week
- * Open days
- * Dare to Dream Pupil Free Day

Governing council report

Thank you to the members of the Governing Council, the sub-committees and the P&F group for their time and contributions to the governance and fundraising activities of BHPS in 2018. Your diversity of knowledge and expertise has been invaluable. Volunteers at BHPS participate in many activities across the school that wouldn't be possible without them, so thank you to everyone who has volunteered in any way this year.

The school leadership team, Marie-Louise Adams, Mary Arnold and Birgit Lucas, have worked collaboratively with staff, students and community to achieve the objectives of the site plan, constantly striving for best outcomes for BHPS and its students. Our team of teachers, support staff and administration staff are dedicated and innovative in their professional practice. Our teachers in particular maintain a strong focus on the importance of relationships as fundamental to an engaging learning environment.

The SRC and student leaders are activists who work hard with enthusiasm. BHPS consists of two R-7 streams; mainstream and the Intensive English Language Centre (IELC). The Governing Council was awarded Parent Initiatives in Education (PIE) funding in 2018 to build and strengthen cross-cultural relationships and in collaboration with Birgit Lucas and the IELC teachers, an initial program was implemented with positive outcomes. Further areas of need have been identified and PIE funding awarded to continue the initiative in 2019.

The OSHC and Vacation Care programs are highly valued services in our school that continued successfully. Numbers stayed strong with thanks to Mira Doorne, Dani Coleman and their teams and to the OSHC Management Committee for their contribution. The Education committee updated numerous school policies and conceptualised a series of parent/community workshops on topic areas suggested by families.

The Bellevue Garden Patch Committee has continued to enhance both the form and function of our Garden Patch spaces. Through their dedication and collaboration with classes, a number of Patch-To-Plate experiences were held resulting in deep, rich and connected learning for students.

The Facilities Committee continued to support the maintenance of our school and working bees were well attended,

The Promotions Committee reviewed promotional materials and strategies and developed updated resources to better reflect the current philosophy and strengths of the school. Thank you everyone. Tash Howard Chairperson 2018

Improvement planning and outcomes

In 2018 as a new Principal I was guided by the previous year's directions. We had three key learning improvement goals. The first improving literacy and numeracy outcomes with a particular focus on increased growth in not only NAPLAN but in PAT M and PAT R. Our strategies for this included engaging in moderation, developing a whole school numeracy agreement as well as developing knowledge of strategic feedback.

The second area of improvement was Intellectual Stretch with an emphasis on STEM. To work towards this, staff participated in a partnership/ DfE project led by John Munro. The Robotics program continued to roll out to all year levels and there was commitment to the creation and implementation of cross disciplinary units of work that integrated Science, Maths and Technologies.

The final area for improvement was Well Being and Community Engagement, Perseverance, Resilience and building stronger ties with the wider community were the overarching goals. Strategies to encourage the realisation of these goals included trialling the Rock and Water Program, developing and maintaining ties with Flinders University and scaffolding responsible decision making through student voice and leadership.

Increased growth in NAPLAN was evident with strong results in Literacy. A number of our Year 7 students did not sit the test and as such statistically this brought down the overall percentages. However when examining individual growth in PAT M and PAT R as well as NAPLAN there were pleasing results across all year levels.

One of the recommendations of the external review in late 2016 was for staff to become more data literate and as part of our work tracking and monitoring student progress, all staff were actively engaged in plotting results as well as interrogating NAPLAN data at the beginning and towards the end of the year. Staff reported positively on the experience and were able to see the growth as well as trends across the school to be addressed in 2019.

Intellectual Stretch is a work in progress and with the Partnership's new direction into Cultures of Thinking we believe that the momentum for increased progress across a number of assessment tasks will be evident. In 2018, staff participated in training to encourage teachers to be more effective in their formative assessment. In the first instance a pupil free day was run to explore this topic. The day was a collaborative venture with Eden Hills Primary School. The use of strategic feedback is instrumental to developing intellectual stretch and as such we anticipate that over the coming years the efficacy of this feedback will impact positively on our student learning outcomes and achievements.

Encouraging and building up resilience amongst the student body has continued across the school. All students are familiar with the language of positive mindsets and incorporate growth mind set in their everyday conversations with their teachers. Students set realistic goals and "next steps for learning" is a feature of conversations between individual pupils and their teachers.

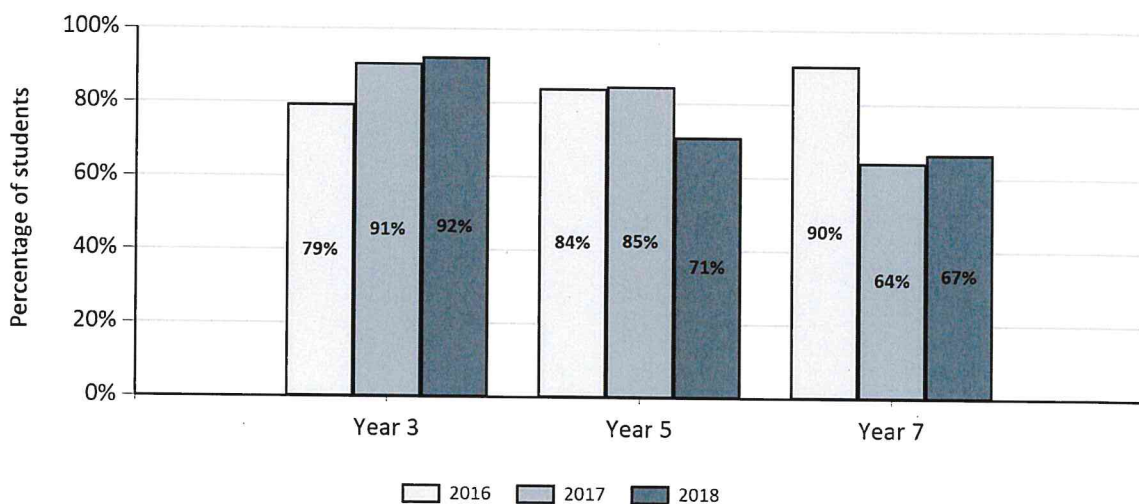
Finally staff have spent time looking at the school environment and its impact on learning. Much needed de-cluttering has taken place and there has been a more conscious approach to how classrooms are organised. This is a work in progress.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

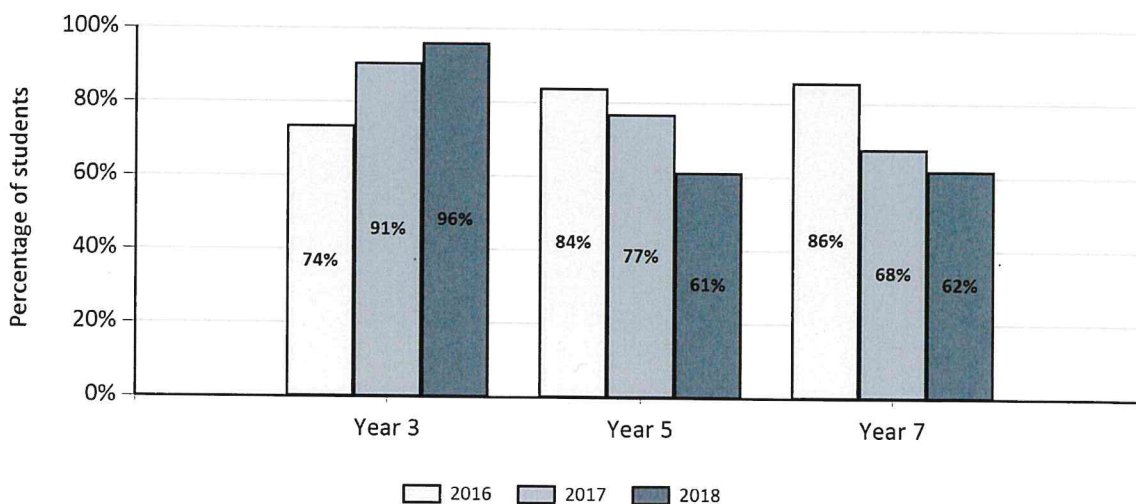
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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.

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	61%	46%	25%
Middle progress group	30%	38%	50%
Lower progress group	9%	15%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	22%	0%	25%
Middle progress group	61%	75%	50%
Lower progress group	17%	25%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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%.

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 3 2018	26	26	17	12	65%	46%
Year 3 2016-18 average	30.7	30.7	18.3	11.7	60%	38%
Year 5 2018	31	31	15	12	48%	39%
Year 5 2016-18 average	27.3	27.3	13.7	6.7	50%	24%
Year 7 2018	21	21	6	4	29%	19%
Year 7 2016-18 average	23.3	23.3	7.3	4.7	31%	20%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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.

School performance comment

The school context needs to be considered when analysing assessment data to ensure it truly reflects the reality of whole school student achievement. At Bellevue Heights Primary School, we "Put a Face" to the assessment data and understand that percentages and numbers sometimes do not tell the whole story. Notwithstanding, the results demonstrate that overall the students are achieving well above State Results in most areas.

Bellevue Primary for instance continues to achieve well in the Early Years in Literacy. The data in the school report indicates high percentages of students achieving the Standard of Educational Achievement (SEA) in Running Records (RR). In 2018 the Year One students RR results far exceeded DfE benchmarks. The Year Two RR results were statistically on par with results across the State. Further to this, for the first time our Year One students undertook the Year One Phonics Test. Bellevue Heights results including the results of Year One students from our IELP were well above average.

In NAPLAN for 2018 there were mixed results. Bellevue Heights strength continues to rest in the Literacy Domain with 92% of Year Three students who sat the test achieving the Standard, with over 65% achieving the upper two bands. In Year Five, 71% of the students demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading of which just under 50% achieved the upper two bands. Year Seven reading results were slightly down with 67% achieving the Standard. Only 30% of these students results fell into the two upper bands. In Year 7 a number of students were withdrawn from NAPLAN. The majority of these students were students who operate in the Higher Bands and as such this distorts the high achieving outcomes of students in this cohort.

Overall, our Numeracy results were slightly weaker however, 96% of students in Year Three who sat the Numeracy test demonstrated the SEA with just under half of these students achieving results in the upper two bands. The Year Five and Seven results were lower, however individuals made significant growth from their previous NAPLAN results.

Attendance

Year level	2015	2016	2017	2018
Reception	92.1%	90.1%	92.9%	91.5%
Year 1	90.6%	93.5%	93.1%	91.6%
Year 2	93.7%	92.9%	93.5%	91.5%
Year 3	91.1%	93.9%	93.2%	91.9%
Year 4	90.8%	92.5%	93.5%	92.4%
Year 5	90.8%	90.4%	94.6%	93.4%
Year 6	95.4%	93.4%	95.8%	93.8%
Year 7	91.0%	93.2%	92.7%	94.0%
Primary other	94.2%	93.5%	94.6%	93.5%
Total	92.4%	92.7%	93.8%	92.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

The Dept's target for attendance is 95%. Parents are informed by SMS when their child is not at school by 10.30am.

The data shows that we have not met the target however our results over the past three years are extremely consistent. As a school we have a high number of school exemptions for things like family holidays, IELP students returning home with their families for celebrations and family reasons.

We also have a couple of persistent non-attenders and these students are referred to our partnership's engagement officer.

This intervention has seen some change in attendance patterns.

Behaviour management comment

We have a comprehensive system of managing and recording student misbehaviour incidents.

Each class has a clear set of agreements that the children have helped formulate and there are clear policies around bullying and violence. Students participated in a bullying audit which was acted upon.

We work closely with families if we find a student is a repeat offender. To ensure the student is receiving support and clear direction on making positive and appropriate behaviour responses we make behaviour plans and work closely with the Student Welfare Worker and the DfE Support Services where appropriate.

In 2018 we had 6 Suspensions, 6 Take Homes and 3 Internal Suspensions. The students externally suspended are two students with significant issues.

Client opinion summary

Our Client Opinion Survey was carried out in 2018 and the results are reflected in the analysis below. It is important to note that only twenty families participated. It is imperative in 2019 that we work harder at encouraging families to respond in order to make this section of the annual report reflective of the school community partnership.

Families were asked to respond to a variety of questions by using a 5 point scale, where 4 and 5 signifies high levels of satisfaction and 1 and 2 low levels of satisfaction. This year our average response was 4.28 which is very positive result; however all comments are taken seriously and into consideration when planning for next year and the feedback always has positives and negatives to address. Our aim is to keep improving on the positives and address the negatives.

Survey question Average response – out of 5

Teachers at this school expect my child to do their best.	4.5
Teachers at this school provide my child with useful feedback.	4.5
Teachers at this school treat students fairly.	4.5
This school is well maintained.	4.2
My child feels safe at this school.	4.3
I can talk to my child's teacher about my concerns.	4.4
Student behaviour is well managed at this school.	4.0
My child likes being at this school.	4.3
This school looks for ways to improve	4.2
This school takes parents' opinions seriously.	3.6
Teachers at this school motivate my child to learn.	4.5
My child is making good progress at this school.	4.3
My child's learning needs are being met at this school.	4.3
This school works with me to support my child's learning.	4.4

There was a very small percentage of responses that were consistently not satisfied with nearly every aspect of the service the school provides. This did bring the overall result slightly down from last year (4.3 to 4.28). To deal with these responses constructively will be a challenge for 2019 however we will endeavour to do so.

Staff perspectives. This year the Education Dept sent out a survey which was not aligned to previous surveys. Unfortunately due to the late notice of the survey only 25 out of 41 staff members participated. Furthermore, scoring was different as a result of the new style, however we were assigned an 80% engagement score and a 69% climate index. Each of these scores places Bellevue Heights in the top quartile for teacher satisfaction in Australia and New Zealand.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	60	48.8%
Other	1	0.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	5.7%
Transfer to SA Govt School	52	42.3%
Unknown	3	2.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

Volunteers and other relevant support people provided screening letters and approvals to work with children. The school office has a flow chart, based on DECD Relevant History Screening information, that outlines the process to follow for all people who are engaged in some way at the school. There are categories of people who don't require screening but do require the school induction process and there are other categories who do require screening. A record and copy of all appropriate forms, letters, permissions and other requirements are kept in the School Office.

Teacher qualifications 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	34
Post Graduate Qualifications	12

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Please note: 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	18.5	0.0	9.3
Persons	0	23	0	15

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	3 241 604.29
Grants: Commonwealth	6 000.00
Parent Contributions	142 986.65
Fund Raising	27 486.55
Other	36 131.55

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

2018 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 2018 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 behaviour management and engagement	Funds go to our Student Welfare Worker to enable her to work with non-attenders and other challenging behaviours.	
	Improved outcomes for students with an additional language or dialect	EALD position 3 days a week identified priority students for individual and small group support.	
	Improved outcomes for students with disabilities	Disability funding goes into SSO support directed through a learning Support team approach. the school budget funds a 0.4 Special Education teacher.	A Learning Support Team monitors students, allocates resources and directs SSOs
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Funding for Aboriginal students was used to provide small group and individual intervention support. Literacy and Numeracy funding went to Professional Development for teachers in literacy and numeracy programs. Literacy - Professional Learning Teams researched and implemented the Daily 5 and CAFE program. In Numeracy we participated in a program called Back to Front Maths. We subscribed to online PD and resources to support teaching and learning programs.	Average Aboriginal student attendance of 91%. Junior Primary attendance 98%. RR above DECD SEA. Middle primary above DECD SEA in Reading and Numeracy.
	Australian Curriculum		
Program funding for all students	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	This funding was used to support early years learning by contributing to an additional junior primary class.	Above average RR levels in R-2 and above state levels in Yr 1 Phonics screening
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Money received goes to employing the Student Welfare Worker	improved wellbeing for students experiencing difficulties at school and home.