**Bellevue Heights Primary School**

**Context Statement**

Bellevue Heights Primary is a vibrant school in the Adelaide Hills, adjacent to Flinders University, offering Reception to Year 6 for mainstream students. We have recently had a separate intensive English program for students recently arrived in Australia, however this has been paused since Covid-19. 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 as well as providing a balance between outdoor learning and technology offering excellent nature play and robotics programs.

General InformationSchool 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: **Ms Margot Bradley (acting for Marie-Louise Adams)**

Deputy Principal: **Ms. Kirsty Whibley**

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**

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| **Enrolment Statistics** |
| **February FTE Enrolment** | **2018** | **2019** | **2020** | **2021** | **2022** | **2023** |  |
| Reception | 21 | 27 | 26 | 17 | 20 | 22 |  |
| Year 1 | 24 | 25 | 31 | 29 | 18 | 17 |  |
| Year 2 | 27 | 29 | 29 | 30 | 26 | 19 |  |
| Year 3 | 24 | 26 | 30 | 34 | 27 | 27 |  |
| Year 4 | 29 | 31 | 21 | 32 | 31 | 30 |  |
| Year 5 | 29 | 29 | 31 | 27 | 35 | 30 |  |
| Year 6 | 21 | 28 | 27 | 30 | 22 | 34 |  |
| Year 7 | 22 | 22 | 29 | 27 | 0 | 0 |  |
| Intensive English Language Programme | 40 | 48 | 43 | 14 | 0 | 0 |  |
|  |  |  |  |  |  |  |  |
| TOTAL February FTE | **237** | **265** | **267** | **240** | **179** | **180** |  |
|  |  |  |  |  |  |  |  |
| School Card (Persons) | 48 | 36 | 46 | 42 | 28 | 28 |  |
| NESB Total (Persons) |  |  | 121 |  |  | 64 |  |
| Aboriginal FTE Enrolment | 5 | 4 | 3 |  | 5 | 4 |  |

**Staffing numbers**

**Teaching Staff** - 11.2 full time equivalent staff (13 part and full time teachers)

**SSO hours** - 213 hours per week

**Groundsman**  - 15 hours per week
**Leadership**  - Principal – 1.0 Band 4
 - - 1.0 Deputy Principal Band - B2

**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) is currently paused but will open again in the near future.

**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 via Vaucluse Crescent and Alpha Road.

A pedestrian crossing on Shepherds Hill Road exists.

**Bellevue Heights Primary School Vision Statement**

**Values**

**Respect** Show respect for others, yourself and the environment.

 Keep yourself and others safe

**Caring** Show kindness and compassion for others

**Honesty** Be responsible for your learning, your actions and for making things right

**Courage** Have courage: be positive and always have a go. Learn from your mistakes

**Vision**

A vibrant and welcoming community of globally aware citizens, actively engaged and making positive contributions to their world as confident and motivated lifelong learners.

**Motto**

Learning and growing together to enrich the world.

**Guiding Principles**

In partnership with families and the community we are committed to providing a contemporary education in the Australian Curriculum.

Our engaging programmes meet the learning needs and social wellbeing of all.

In offering this, we collaboratively value and focus on wellbeing, learning, community and sustainability.

**Wellbeing**

* Provide a rich variety of academic, social, physical and creative experiences to further develop a sense of identity and belonging for each person.
* Provide opportunities for engaging in nature based activities cultivating healthy physical, cognitive, social and emotional development.
* Instill perseverance and resilience through active engagement in all aspects of the curriculum
* Commit to the school values of respect, caring, honesty and courage.
* Value and promote authentic student voice and leadership.
* Work in partnership with families to meet the social, emotional and developmental needs of each child.
* Work in partnership with families to ensure that our school is a safe, welcoming and happy place where everyone belongs.

**Learning**

* Support and encourage students to achieve their highest potential through providing outstanding teaching and learning opportunities.
* Value our outdoor space and the role that it provides in learning. Playing, learning, inquiring in nature with children (PLINC) provides opportunities for collaborative learning in and through the natural environment developing problem solving, critical and creative thinking .
* Value studying in a global context promoting understanding of cultures and celebrating our connectedness in a spirit of respect and shared humanity.
* Research and review contemporary teaching and learning methodologies and models to provide the best opportunities for our students and community.
* Work collaboratively to achieve common goals through sharing of practice, knowledge and challenges ensuring collective ownership of learning goals and outcomes for individuals and the whole school.
* Engage in an inquiry based approach to teaching and learning, giving students the opportunity to work on challenging problems and projects in a hands on way using new technologies.

**Community**

* Value our outstanding sense of community where we actively welcome and engage parents, caregivers and the wider community in cooperation and mutual respect.
* Develop a school culture which considers the needs of all school community members, based on openness, respect, trust, honesty and responsibility.
* Build collaborative partnerships with local community organisations by providing a hub for groups to come together.

**Sustainability**

* Have a commitment to a sustainable world which is all encompassing and reflected in school policies and practices.
* Learn about sustaining the environment by being involved in outdoor learning to develop a strong sense of responsibility and connection to the world.
* Focus on reducing consumption through our day to day actions and empower individuals to be responsible for contribution to a sustainable future.

**Site Improvement Plan**

**Priority 1:** Increase student achievement in writing for all students R-6

**Priority 2:** Increase student achievement in the Higher Bands in Mathematics

Focus

There is a strong focus on literacy and numeracy development across our school. Early years literacy has a focus using the Jolly Phonics, Jolly Grammar and Heggerty's Primary phonemic awareness program. The whole school use Brightpath writing tools to teach, assess and provide growth steps to all students across the different genres of writing. This also builds their grammar skills. Maths has a clear focus on rich authentic problem solving as well as explicit teaching using a daily number session approach.

Using data from NAPLAN, PAT, BRIGHTPATH and school assessments student learning needs are identified and catered for, particularly in reading, writing and maths. The school identifies both students who are struggling or with High Intellectual Potential and additional programs and support structures are put in place to extend and develop their learning potential.

The school also has a focus on visible thinking where students are taught to show the processes that they use to solve problems. This thinking is valued and shared to encourage others. Through this medium, student voice becomes a clear influence in both teaching and learning. Students share the way they see the world, or solve a maths problem with clarity causing others to learn a broader and deeper set of skills and knowledge.

Goal Setting is also a strong focus. Teaching is made explicit in ways that students can clearly see the next steps required to improve their own understanding. Students are encouraged to set their own goals for learning and to continuously work towards improvement.

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. Bellevue Heights has 2 sister schools, Alchon International in New Delhi and Eton House International School Orchard, Singapore. Both schools work with our year 5/6 students to develop a global understanding of the world’s sustainability issues and then develop robotic solutions.

Specialist subjects are French, Science and Performing Arts (music, drama, dance, media and green screen). Students have the opportunity to learn musical instruments from Year 2 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. Lessons may incorporate a variety of robotic technologies, Makey Makey circuits, 3D printing, Makers Empire, photography, green screen, ipads, movie making, various Microsoft programs, interactive teaching screens, use of laptops etc.

Our Robotics program begins in reception and goes through all year levels using gradually more complex robotics tools such as Beebots, Edisons, Wedo, Microbits and Spike Prime Lego systems. Each year our year 5/6 students enter many teams into the state Robocup. This competition has 3 divisions including *On Stage, Sumo and Rescue.* Every year we win several trophies. In 2023, we took out 1st, 2nd and 3rd in *On Stage* and 2nd in  *Rescue*.

The school is building a strong sustainability program focussing on yard redevelopment including nature play and revegetation, national park development, stormwater use and recycling. Students play a leading role in developing the direction of this program. The school has successfully achieved Green Grants and smaller sustainability grants that have helped us develop across these areas.

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 fundraised to establish nature play activities around the school, including the water pump and sandpit development which is now one of the most popular areas of the school. The community garden is available for any member of the school community to use as their own veggie patch.

In 2018 we started to redevelop a strip of land 60mx10m on our eastern boundary to restore the lost habitat of the area. Indigenous natives in the Grey Box Grassy Woodlands endangered habitat were planted and the area has slowly developed over the last 5 years with the help of volunteers from Shepherds Hill Recreation Park. Parents, staff and our Park Ranger leadership team. The area has been named *Warrarra Yarta –* Kaurna for *Healing Land.*

A strong student leadership program exists. Each year several groups of year 6 students are elected as school leaders with varying roles as each year brings different needs. In 2023, we elected 8 SRC executives and 6 Park Rangers to care for our National Park. Other leadership opportunities have included Sustainability Committees, News Crew, Green Crew, Choir Leaders, Intercultural Committees and Library roles.

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.

Playgroup is run on Monday mornings from 9-11am. We have a vibrant welcoming leader who actively prepares a variety of activities. The group is well attended. Tea and coffee available.

The establishment of the IELP in 2002 had greatly increased the diversity of our school. In 2020 39.2% of students were born overseas and there were 26 languages spoken in the school, the main languages other than English were; Vietnamese - 8%, Indonesian - 12%, Mandarin - 4%.

Unfortunately during 2020/2021, our IELP Program was put on pause due to travel restrictions from the Covid-19 outbreak. We have not recommenced this program yet.

We do continue to be a culturally diverse school with students from many overseas countries attending at our site.

Curriculum

**Subject offerings**

Curriculum is in the 8 areas of learning as required by the Australian Curriculum, with our LOTE being French. We have a wide ranging Performing Arts program.

There has been extensive Professional Development in Literacy (particularly using Brightpath writing and spelling, phonics and grammar) for several years.

Over the last 2 years there has been a deep look at mathematics teaching pedagogy and content with the goal to align to a whole school approach using high impact teaching strategies.

**Special needs**

Our Deputy Principal in conjunction with our teachers and support staff identify students and put in place systems and processes 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 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.
Assessments are given to all students in Year 1 and year 2 to ascertain if any are requiring additional support. The support programs offered include Minilit and Too smart maths.

The school has an Autism Inclusion Teacher who supports staff as needed with strategies and resources to meet the needs of students with autism, and similar learning needs.

**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. Explicit instruction is key in literacy and mathematics, but also combined with other high impact teaching strategies, all students needs are met. Teachers use units of inquiry that allow for greater student voice and agency. Teachers utilise cultures of thinking pedagogies across all areas of the curriculum.

**Assessment procedures and reporting**

At a school level, an acquaintance night is held at the beginning of each year, with staff providing a term overview and class routines information to parents and informal discussions on their goals for each student as requested by parents. Formal interviews are held at the end of term 1. Written reports containing A – E grades go home at the end of term 2 and term 4.

**Sporting Activities**

The school competes in a wide range of SAPSASA sports, with students regularly selected to represent the district. Saturday sport is run by parents but teams are organised through our school administration at the beginning of each season. The sports offered are soccer cricket, netball and basketball.

## School Facilities

## **Buildings and grounds**

Several large open space and classroom blocks are 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. Since the school started in 1977, there have been many changes to buildings and landscaping. 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.

The library which opened at the beginning of 2011 was recently refurbished. We also offer and a Covered Outdoor Learning Area (COLA) which was completed in 2013. Several playground areas, 2 netball courts, a soccer pitch, cricket nets and most recently a new sandpit area (2022) give a variety of options for student play and activities.

**Cooling and Heating**

Reverse cycle air conditioning in every room. All rooms have windows that open for fresh air flow and ventilation.

**Specialist facilities**

A large activity room, art room and specialist performance room provide opportunity for extra value to be added to various programs through the use of these facilities. A dedicated STEM open space includes space for many STEM activities including our science and robotics lessons.

**Staff facilities**
Excellent facilities in the administration building including bathroom and kitchen facilities are available for staff use.

**Access for students and staff with disabilities**

The school was upgraded for disabled person access. 2 disabled toilets are available – one in the gym and the other in the admin building. Ramps and access points are available to every class area.

## 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. Governing Council and Parents and Friends work closely together 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, Education, Facilities and Parents and Friends 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.

The Principal’s Advisory Committee meets regularly to make decisions about personnel issues across the school.

**Communication**

Newsletters are issued three times per term, in weeks 1, 4 and 9

The Annual Report is prepared for the AGM in February.

Regular communications are sent via EdSmart – including weekly updates, camps and excursion information, upcoming events etc. Payments are also received through this format enabling parents to complete required forms and payments all in one spot.

**School Policies**

Policies are regularly reviewed by the Education Committee, ratified through the appropriate channels as required and then made available to parents and the community.

**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 website. Families can make school payments through the site and other general information is kept there for easy access by parents and families.

## Local Community

**General characteristics**

BHPS is a Category 6 school, it was opened in the late sixties. The school peaked at over 500 students, then when the demographic changed, it dropped numbers. An Intensive English Program was established in 2002 bringing students from across the world to our school and with it a tremendous global feel. During 2020/21, with the Covid-19 pandemic, overseas students were no longer able to access Australia and the Intensive English Classes were paused. We are still very lucky to have many cultures and countries represented at our school and still maintain a strong global focus.

**Parent and community involvement**

A Parents and Friends sub-committee of the Governing Council meets regularly and Governing 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. Parents are highly supportive of our school and programs and are very friendly, open and welcoming.

**Feeder kindergartens**

Students come mainly from Eden Hills, Pasadena, Blackwood 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.

**Local High Schools**

Blackwood High School is our closest and most popular high school for our families. Other close high schools attended by our students include Seaview High School, Urrbrae High School, Mitcham Girls and Unley High School as well as some private high schools.

Australian Maths and Science School (year 10-12 only) is located nearby adjacent to Flinders University

**University**

Flinders University is located just a few km from us and is occasionally used for excursions. Flinders Tonsley Campus is also very close.

**Commercial / industrial and shopping facilities**

Blackwood offers a large variety of shopping facilities.

5kms from Westfield Marion Shopping Centre.

Flinders Hospital is a few minutes drive west.

**Local Government body**

Mitcham City Council

I certify that this is a true and accurate statement.

Margot Bradley

Principal – Bellevue Heights Primary School - 2023