



# Bellevue Heights Primary School

## 2022 annual report to the community

Bellevue Heights Primary School Number: 1136

Partnership: Mitcham Hills

Signature

School principal:

Ms Marie-Louise Adams

Governing council chair:

Dr. Eleanor Parker

Date of endorsement:

10 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Bellevue Heights is a welcoming community that prides itself on catering for the learning and social needs of all students. The motto, "Learning and growing together to enrich the world" is reflected in the school's diversity, values, curriculum and policies.

We have a strong focus on literacy and numeracy development. We provide intervention, especially in the early years, to ensure that our students have a strong foundation from which to build their learning into the future. A specific focus of our school is to develop critical thinking skills amongst our students. To inculcate such thinking, our pedagogy is founded upon the principles of Cultures of Thinking or Visible Learning. This pedagogical driver has supported our extremely successful outcomes over the past five years.

Early Years classes use the Jolly Phonics and Grammar program to establish sound literacy skills. Phonemic Awareness is an integral part of our Junior Primary literacy lessons. Decodable texts support our foundation students' reading skills. The whole school has adopted the Brightpath writing tool. The school internally moderates student writing and twice a year we provide a specific genre for central moderation. Our results across the year have demonstrated more than a year's growth according to the Hattie model, within a six-month trial period. Our NAPLAN writing results also reflected this growth.

Thinking Maths, with an emphasis on authentic problem-solving tasks, is reflected across the years. The use of manipulatives in the Early Years ensures students have a deep understanding of the Big Ideas in Number.

In 2022, our specialist classes included French, Performing Arts, Science and Nature Play. Students have the opportunity to learn musical instruments from year 3 onwards. Students are able to access lessons in strings, keyboard and guitar. We continue to access Sporting Clinics and SAPSASSA events. Sporting Australia Grants, a Federal initiative, enables the school to participate in a range of sports including Softball, Athletics and Hockey. In addition to the aforementioned activities, there were many other educational highlights including SAPSASSA, Book Week, Robotics competition and the Oliphant Science Awards

In 2022 we worked with two international schools. This was an initiative funded by the Department for Education. It was an extremely successful venture with two classes working with a school in India and a school in Singapore. Lessons were shared online and students from both countries chose one of the United Nations Sustainable Development Goals to investigate. Following this, students used and developed their knowledge of coding to create a product to attempt to address the sustainable goal. The result of this initiative was the development of strong broader intercultural understandings.

## Governing council report

This year saw COVID-19 continuing to have impacts on the school and community, with student and staff absences due to illness an ongoing issue throughout the year. As a Governing Council and members of the school community we would like to express our gratitude to all of the BHPS staff for the way they have managed this, showing resilience and dedication in the way they have protected and supported our children.

Throughout this difficult time our students have continued to be provided with an extensive range of wonderful learning experiences beyond the formal classroom setting, with a rich range of incursions, excursions, swimming classes, aquatics, nature learning and play, sports clinics and school camps.

The School's academic achievements continue at a high standard, with excellent NAPLAN results and Brightpath outcomes. In NAPLAN our Year 5 students scored against the state's downward trend with increased overall results in Reading, Numeracy, Spelling and Writing.

Our School continues to have excellent performances in Robotics, winning places at the State and National Robocup, as well as in the Oliphant Science Awards. Our student's achievements have also been noted in athletics, judo, team sports and cross country running.

A highlight this year for the Year 5/6 classes was the opportunity to collaborate with schools in India and Singapore, resulting in us being noted as State Leaders in Growing Global Citizens.

The Year 6 students have excelled this year through their leadership roles, clearly evident in the way they supported and led their teams on Sports Day.

The school gardens continue to be a highlight, with students taking an active role in maintaining the fruit and vegetable plots as well as caring for the chickens. The school has been awarded a grant, led by parents, for revegetation and climate change mitigation, planning for a cooler and greener school environment for all our children and future children of the school. The grant money will be spent to plant a significant number of tube stock plants to fill and create new garden beds with native trees and shrubs. The Parents and Friends group has continued effective fundraising activities and community building events, enabling revegetation of gardens to have occurred during the year as well as committing funds for purchasing established trees and shrubs in 2023 so we can create this change more quickly.

The Governing Council are continually updated on finance issues and continue to work with the Principal and Finance Officer to review expenditure and income across the school, including planning for continued improvements in the school grounds in 2023.

Sports Day, a Roller Disco and the end of year Christmas Carols were highlights for the school community, embracing the opportunity to foster connections and sense of community through a year of challenges, progress and considerable success.

Eleanor Parker, Governing Council Chairperson

# Quality improvement planning

We measured our improvement against the outcomes achieved in standardised tests as well as via teacher moderation, assessment and against our own self-review processes. The key measures for Literacy and Numeracy are the NAPLAN tests (at years 3, 5 and 7), the Progressive Achievement tests (PATM and PATR) at years 1-6, PAT Spelling yrs 2-6, the teacher informed Brightpath writing assessment and the Year One Phonics Screening Check.

At Bellevue Heights Primary School we shared a commitment to ensuring all learners have access to strong, effective literacy education and to quality literacy experiences. This year, each teacher monitored the progress of student writing and measured the impact of their teaching through formative assessment practices, including using the Brightpath writing assessment tool. Further, developing coherence in our pedagogical practices in literacy remained a priority. We continued a meaning-based, repertoire approach to the teaching of spelling, including reviewing and strengthening our Reception to Year 6 spelling strategies.

For the past four years the annual phonics screen check has been implemented for our year one students. The annual Phonics Screening Check results reflected significant growth with all students meeting benchmark and well beyond. The teaching of a systematic, synthetic phonics program in Junior Primary will remain an important focus for 2023.

Improving student writing has been on our Site Improvement Plan for the past three years. The school has been an active participant in the Brightpath writing program and our results have been extremely good. Centrally moderated results in 2022 highlighted that our students from R-6 were exceedingly well above 12 months growth in both Persuasive and Narrative Texts. Not only did we see phenomenal growth in our scaled Brightpath scores, but the transference was very evident in our NAPLAN writing outcomes.

## PAT Results:

Towards the end of term three, our students from years 2-6 sit the PAT reading and PAT mathematics tests. These are online tests and unlike NAPLAN, teachers have instant access to student results. The results provide quantitative and qualitative data on student performance, enabling teachers to understand students' current strengths and weaknesses. Overall, our students achieved well above the SEA and when we compared our student achievement to the achievement of their cohorts across the nation, our scores were statistically above the National norm.

## Review Processes:

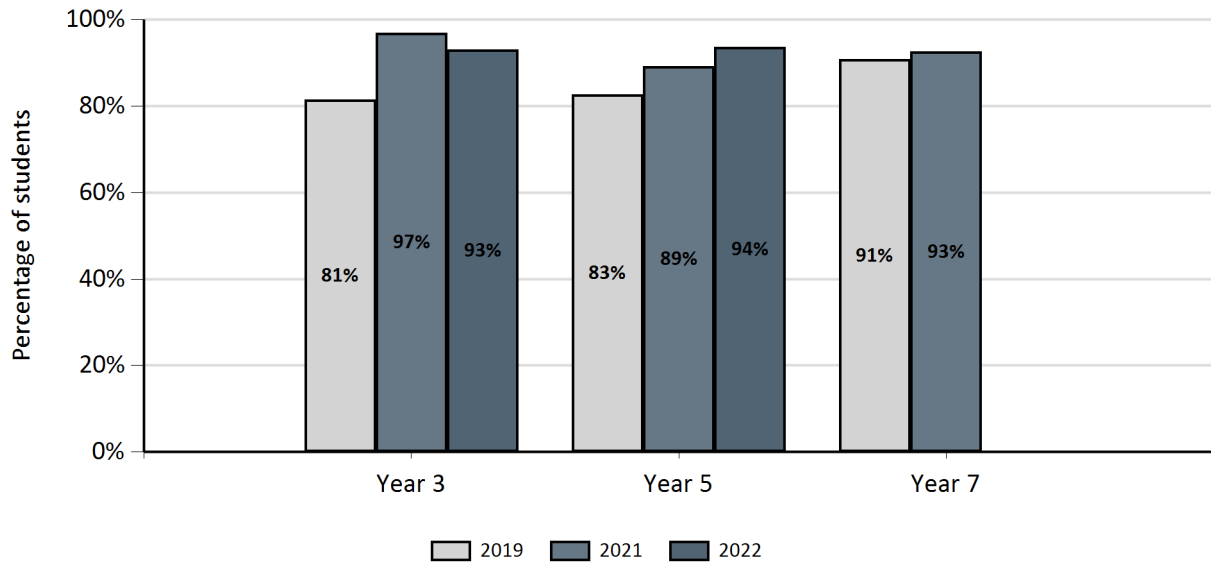
Improvement does not just happen - it requires a clear vision, planning and an improvement agenda. The emphasis of our improvement journey was on differentiated teaching, data informed feedback and making the learning explicit for learners. To track our progress, evaluate and to ensure that as a school, we committed to a cycle of reflective improvement. We established structures and systems to support collaboration for improvement. Data was used to focus and drive collaborative improvement and evaluate impact on student learning. Professional Learning Committees were embedded into the culture of the school. All teachers pro-actively participated in a range of collaborative activities, which were regularly evaluated. In the latter half of the year all teachers set small "sprints" which focused on individual teacher's pedagogical practice. Teachers shared their goals and reflected in groups how a focused approach to making small but direct improvements in their delivery of the curriculum increased student understanding of concepts taught. There continues to be a strong sense of collective responsibility in order to achieve agreed targets.

# Performance Summary

## NAPLAN Proficiency

The Department 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

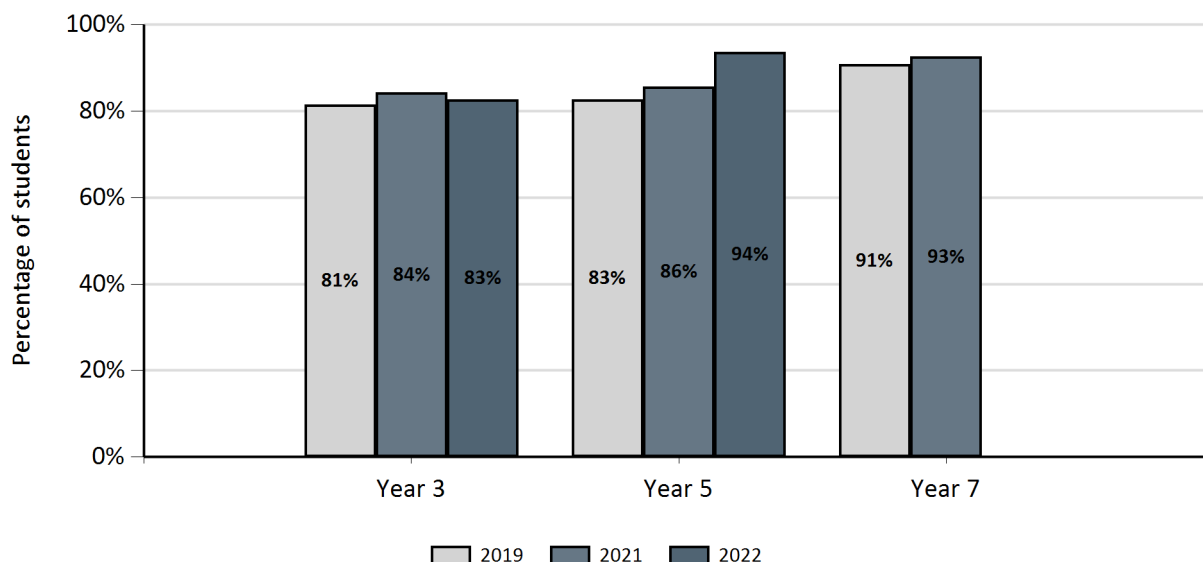


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*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 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	29	29	17	7	59%	24%
Year 03 2021-2022 Average	30.5	30.5	19.0	11.0	62%	36%
Year 05 2022	32	32	18	9	56%	28%
Year 05 2021-2022 Average	30.0	30.0	16.0	7.5	53%	25%
Year 07 2021-2022 Average	27.0	27.0	16.0	10.0	59%	37%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

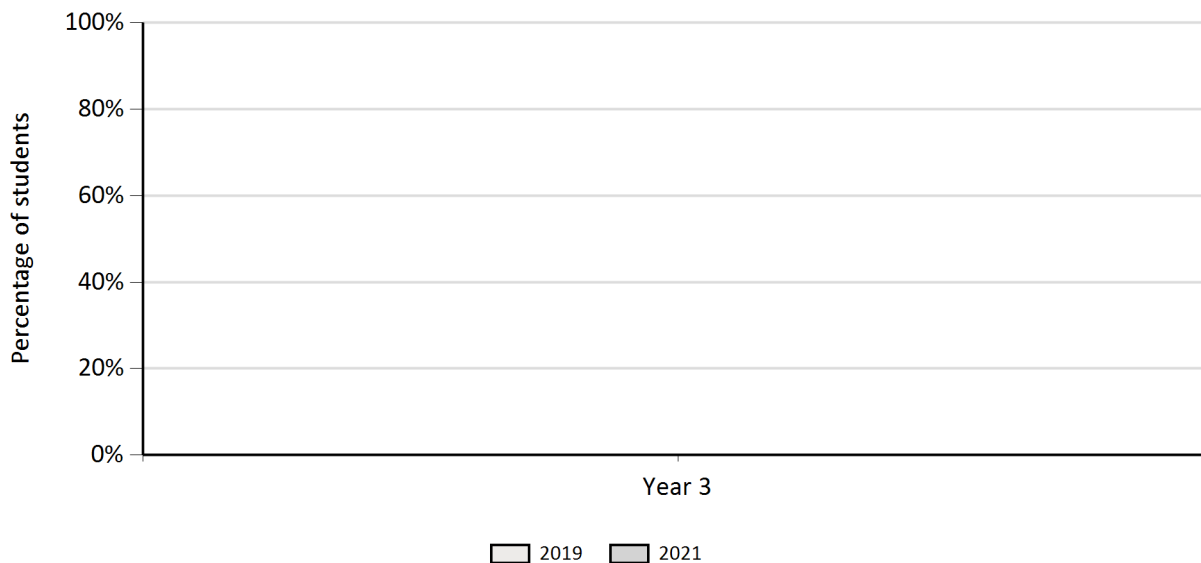
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



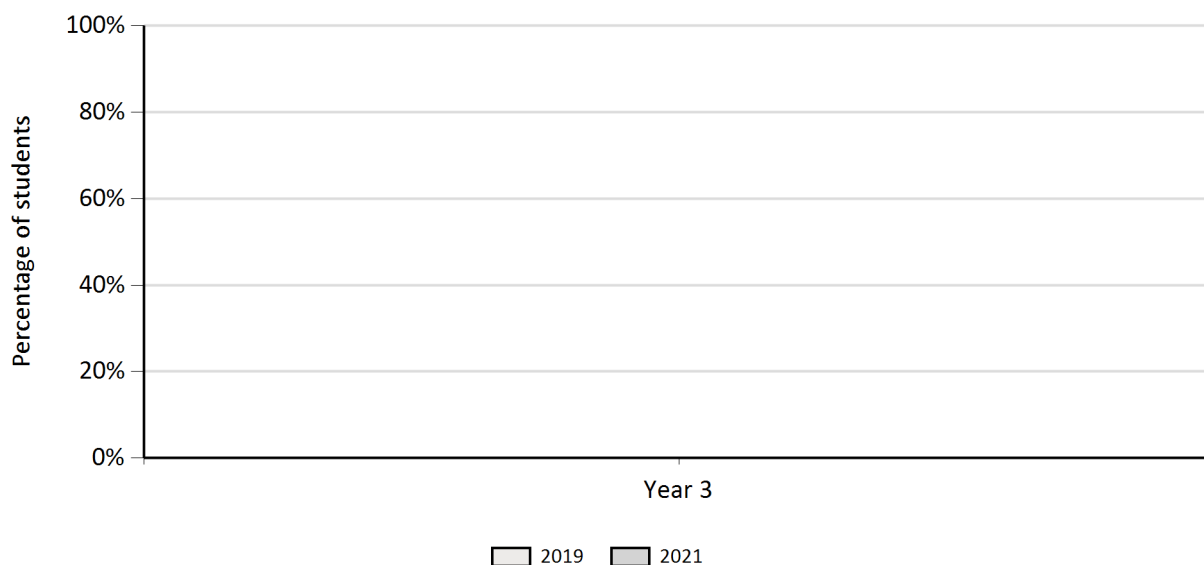
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Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2021-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

We have continued with high quality teaching as we always have and the Aboriginal learners at BHPS continue to flourish.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The year one Indigenous students achieved above benchmark in the year one Phonics test; There were some solid results for indigenous learners in the years above the Junior Primary years.



# School performance comment

We measure our improvement against the outcomes achieved in standardised tests as well as via teacher moderation and assessment against our own self-review processes. The key measures for Literacy and Numeracy are NAPLAN tests (at years 3 and 5) the Progressive Achievement tests (PATM and PATR) at years 2-6, A- E grades, and the teacher informed Brightpath writing assessment R-6. Reading achievement is recorded on MARKIT for students R-2 via running records and for the past four years the annual phonics screen check is implemented for our Year One students. The results are extracted from EDSAS and analysed by the Department for Education.

2022 saw some good results across testing areas however there was a decline in Reading and Numeracy for our Year Three students. The annual Phonics Screening Check achieved exceptional results with all children meeting benchmark and over 96 % scoring above 36/40. This was an increase from the previous year where 96% achieved benchmark. Each year we are working with a different cohort of students and our Junior Primary staff work hard to ensure all students have the opportunity to excel. The teaching of a systematic, synthetic phonics program in the Early Years remains an important focus for 2023.

Improving writing across the school continues to be a primary goal of our Site Improvement Plan. The school has been an active participant in the Brightpath writing program and our results have continued to demonstrate high growth. Our results in 2022 highlighted that our students in the junior and middle years scored well above 12 months growth. Results in the upper years continue to improve but not at such an expedient level.

Whilst our NAPLAN Reading and Maths outcomes indicate that a very high percentage of our students reach the SEA (Standard of Educational Achievement), the focus at Bellevue Heights is to support our students to achieve in the High bands (HB) across all measures of learning.

In Year 3, 58% of our students achieved HB in Reading and 24 % achieved HB in Numeracy. Our year three results however declined in all aspects of the test however all students achieved NMS (National Minimum Standard). 56% of our year 5 students reached HB in Reading which was an improvement on the previous year 5 cohort. Numeracy results for this group likewise improved with 28% of the cohort attaining High Bands. Our Year 5 results demonstrated growth across all tests except for Grammar and Punctuation. The decrease was statistically negligible.

Towards the end of term three, our students from years 2-6 sat the PAT Reading and PAT Mathematics test. These are online tests and unlike NAPLAN, teachers have instant access to student results. The results provide quantitative and qualitative data on student performance, enabling teachers to understand students' current strengths and weaknesses. Overall, our students achieved well above the SEA and when we compared our student achievement to the achievement of their cohorts across the nation, our scores were statistically above the National norm.

Our PAT data however does highlight the fact that Numeracy results continue to be problematic. Although Numeracy has always been on our improvement agenda over the past 4 years, we will in 2023 have a whole school focus to skill students in number / place value as the data showed us that it was number where our children consistently struggled. Staff and students will work together on an accelerated improvement journey.

# Attendance

Year level	2019	2020	2021	2022
Reception	90.8%	89.6%	97.1%	92.3%
Year 1	91.5%	92.1%	94.7%	93.5%
Year 2	92.2%	89.5%	95.0%	90.1%
Year 3	90.8%	90.7%	95.7%	92.6%
Year 4	91.4%	89.8%	93.0%	94.2%
Year 5	92.3%	89.1%	93.9%	87.4%
Year 6	94.2%	88.8%	93.2%	91.0%
Year 7	93.5%	89.8%	92.5%	N/A
Primary Other	91.2%	88.9%	92.6%	N/A
Total	91.9%	89.8%	94.2%	91.3%

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

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

## Attendance comment

The overall attendance rate for 2022 was 96%. Parents are required to let the school know of daily absences by phone or email. A text is sent to families if a child has an unexplained absence on any day. We had 22% unexplained absences in 2022 which is consistent with the last year and an increase on previous years. Parents are asked to inform the school of planned absences and an exemption form is required for more than 3 days. This will be an area we will address in 2023.

Leadership is informed of regular non-attenders which is then followed up by a phone call to parents by class teachers and / or leadership.

Covid has contributed to our attendance and at the time of writing we are experiencing the second wave and as such it is not surprising that our attendance rates are not as high as they were in previous years including the two years where we experienced significant challenges with the pandemic.

## Behaviour support comment

As a site we remain committed to a restorative justice approach to all misbehaviour. Each class has a clear set of agreements that the children have helped formulate and there are clear policies around bullying and violence. An audit on student perception and experience of harassment and bullying was conducted and acted upon by the Well-Being Co-Ordinator. Most classes adopted interoception strategies and used the language of 'zones of regulation'.

We work closely with families if we find a student is a repeat offender. we will, if necessary, seek support from the DfE Support Services.

In 2022 resolution of student behaviour overall required no more than restorative conversations.

The Well Being Co-ordinator spent time with a small group of students who required some extra support in developing strategies to manage conflict. The Co-ordinator also ran social skill programs in the early years. The Deputy and Well Being Co-ordinator attended a series of trauma-related workshops We had only one suspension. There were 48 formal behaviour incidents recorded across the year.

# Parent opinion survey summary

Parents/carers were asked to provide feedback through an online survey sent via the department to all families. The survey focused on School Climate, Communication Channels, Learning at School, Learning at Home and Future Pathways.

The survey indicates a strong and positive response from our parent community about their engagement with Bellevue Heights Primary School. When comparing our results with other schools in the partnership (local area) it was interesting to note that our results were on par with other schools.

The 2022 survey saw 62 parent responses. We have 127 families. This reflects a 48 percent response of the total number of student families, but the data does not tell us if the parent responses reflected separate households or if there was more than one family member responding to the survey.

Questions posed regarding the positive climate of the school with reference to relationships. 93% of the 62, in other words 57 parents agree/ strongly agree that people respect each other at our school. 77% of the responses indicated that they agree/ strongly agree that their child is important to the school. There were 6 responses which disagreed.

Parents (55/62) once again commented that they often talk with their child about what happens at school and that their children had a good routine around reading, studying and learning at home.

There was a moderate response to receiving an adequate amount of communication via email, SEESAW and phone calls by the school. The percentage at 68% reflects the results across all schools in the partnership. Our school has worked hard to ensure parents / carers are made aware of issues as soon as possible - this was most evident this year when the school lost power and parents were being updated regularly. As power outages meant that some families did not have access to email, the school made sure that a number of platforms were utilised to forward crucial information.

There was an increase in the number of derogatory and at time misleading comments left by a very small minority of respondents. This phenomenon has been reported by a huge number of schools across the state. Unfair commentary does impact on the well-being of the school leadership team.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	7.1%
NS - LEFT SA FOR NSW	1	7.1%
NT - LEFT SA FOR NT	1	7.1%
OV - LEFT SA FOR OVERSEAS	1	7.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	71.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Volunteers and other relevant support people provide screening documentation to work with children as per DfE policy. Documentation for pre-service teachers, contractors, external providers, Governing Council members, staff and volunteers is current. The school ensures volunteers complete the RRHAN training in accordance with the Departmental guidelines. A list of volunteers who have current training is kept via EDSAS and the online training link is made available throughout the year. All sporting coaches are required to have up to date clearance and relevant documentation prior to beginning coaching. WWCC are undertaken by parents before attending camps. At the end of term 4 in 2021 all staff working at the school have had their vaccination for Covid sighted by the Principal. This is no longer a requirement for employment.

# Qualifications held by the teaching workforce 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	28
Post Graduate Qualifications	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	14.1	0.0	6.0
Persons	0	20	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$2,093,490
Grants: Commonwealth	\$6,400
Parent Contributions	\$115,826
Fund Raising	\$8,280
Other	\$36,081

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

## 2022 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 2022 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 wellbeing and engagement	Co-ordinator worked to support students manage their behaviours with social programs, one on one counselling and shared planning with class teachers and support officers	Improvement in referrals from class teachers and thus more engagement evident.
	Improved outcomes for students with an additional language or dialect	Teacher assigned to provided explicit support with monitoring and tracking of progress shared with class teachers and suggested next steps provided to ensure ongoing support for EALD students. Small group work with explicit teaching supported students literacy skills.	Support enabled EALD students' greater access to literacy conventions. The result was an increase in writing scores across this cohort.
	Inclusive Education Support Program	IESP monies were used to support individual students work towards agreed learning goals planned in consultation with parents, class-teachers and the Special Educator.	All students showed growth or where appropriate, social behaviours were supported.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	School support officers provided targeted learning programs designed to bridge the gap between students with learning challenges and their cohorts. We used funding to lift the literacy and numeracy outcomes for targeted students including our Indigenous students. For example, we provided wave two and wave three intervention programs designed to address misconceptions and gaps in learning. We used our complexity funding to support students with one on one teaching or small group work.	All but one of our Indigenous students met and achieved above SEA in literacy and numeracy. All students who were given targeted support demonstrated progress.
Program funding for all students	Australian Curriculum	As part of our commitment to learning world class learning we provided training and development in Literacy and Numeracy for all staff. Curriculum units were used across all year levels, evaluated by staff and shared with peers.	School Performance is 0.63. As indicated earlier students at Bellevue consistently achieve much higher than the SEA with those who do not are those who are placed on a very explicit one plan.
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	The Better Schools funding was used to support students in year 1 and year 2 with their numeracy. All students have completed their programs.	All students successfully completed intervention programs.
	Specialist school reporting (as required)	Not Applicable	N/A

Improved outcomes for gifted students	We did not have students formally identified as "gifted" but we did support students with high potential across the year levels through extension activities, robotic programs and participation in Australian School of Mathematics and Science (ASMS) programs.	Students placed 2nd and 3rd in the state competition for robotics. One team then entered the National competition and came third. There was HB growth across the years especially in Year 5 with NAPLAN results.
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