

# SCHOOL CONTEXT STATEMENT

Updated February 2020

School number: 0524

School name: **BELAIR PRIMARY SCHOOL**

## 1. General information

### Part A

**School name:** BELAIR PRIMARY SCHOOL  
**School No.:** 0524  
**R-7 Principal:** Rob Houston  
**Postal Address:** 45-81 Main Road, Belair 5052  
**Location Address:** 45-81 Main Road, Belair 5052  
**Partnership:** Micham Hills  
**Distance from GPO:** 15km  
**CPC attached:** NO  
**E-mail:** belair.ps415@schools.sa.edu.au

Phone No: 08 8370 3733  
Fax No: 08 8370 2651

	2015	2016	2017	2018	2019	2020
<b>Primary</b>						
Reception	67.0	70.0	83.0	78	75	69
Year 1	71.0	71.0	71.0	91	77	77
Year 2	86.0	76.0	72.0	81	90	79
Year 3	82.0	85.0	81.0	76	83	89
Year 4	61.0	83.0	86.0	80	76	88
Year 5	65.0	64.0	79.0	85	77	73
Year 6	70.0	64.0	60.0	75	79	78
Year 7	61.0	65.0	66.0	57	78	61
<b>Total R-2</b>	224.0	217.0	226.0	250	242	225
<b>Total 3-7</b>	339.0	361.0	372.0	373	393	389
<b>TOTAL R-7</b>	563.0	578.0	598.0	623	635	614
<b>School Card percentage</b>	9.6%	8.3%	6.74%	7.6%	9%	9%
<b>NESB Enrolment</b>	37	53	62	80	69	57
<b>Aboriginal FTE Enrolment</b>		3	3	5	5	5



Respect

Responsibility

Creativity

Achievement



## **Part B**

**R-7 Deputy Principal:** Leanne Twigden – 1.0 administration component.

### **Staffing Numbers**

R-7 staffing comprises: 34 teachers, 1.0 Principal, 1.0 Deputy Principal, 0.8 Assistant Principal Well Being /Digital Learning/STEM, 0.6 Coordinator Australian Curriculum/International Baccalaureate, 0.4 Coordinator School Improvement – Literacy & Numeracy

Specialist areas – Japanese, Physical Education, Science and Music.

15 School Services Officers (SSOs) in the following areas: Business Manager, Finance, Administration, Resource Centre, Early Intervention, classroom support, grounds and ICT.

### **Enrolment Trends**

Enrolments trends have steadily increased over the last 7 years. Enrolments dropped in 2020 due to the new options of students taking up year 7 in High School.

### **Belair Out of School Hours Care - OSHC**

The provision of a quality NQS accredited program operates from 7.00am to 8.30am and 3.10pm to 6.00pm daily during the school term, pupil free days and school closure (Adelaide Show Day).

Vacation Care operates during school holidays from 7.30am to 6.00pm.

Priority of Access guidelines exist to manage times when bookings reach capacity.

### **Local Kindergartens / Childcare**

Belair Jean Bonython Kindergarten, Blackwood Kindergarten and Goodstart Early Learning Centre enjoy close relationships with the school.

### **Trans Adelaide buses and trains**

Public buses pass the school on Main Road and trains stop at nearby Pinera and Glenalta railway stations.



## 2. Student Wellbeing

### General Characteristics

Belair Primary School is a school of choice for families looking to provide for their children's education. Located in the foothills of the Adelaide Hills and not far from the Adelaide CBD we are an International Baccalaureate school which aims to develop inquiring, knowledgeable, caring young people, who achieve their personal best and actively help to create a sustainable and more peaceful world. We provide a comprehensive education, based on the Australian Curriculum and the IB - Primary Years Program (PYP). Teachers prepare students to meet the challenges of a changing world with confidence and enthusiasm. We serve a generally high socio-economic, professional community that has high expectations of the school, academically and socially.

Belair Primary School opened on the present site in 1957. Belair Junior Primary School co-located with Belair Primary School in 1997. The schools amalgamated in 2013.

### Student Management

The school implements the Department for Education Student Behaviour Management Policy.

Belair Primary School aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We focus on our Values and the IB Learner Profile & Attributes. We operate within the framework of Restorative Practice, believing that sometimes our actions may result in a relationship needing to be restored. Where consequences for behaviour are considered necessary, they need to be logical and contribute to restoring the relationship.

Site based practice is informed by the 'Belair Primary School Code of Conduct' procedures.

The wearing of school uniform is an expectation for all students and is well supported by families. It represents a commitment to the school's values.

The school updated it's 'Anti Bullying and Harassment Procedures' which includes a term 1 and term 3 bully audit in 2019.

The Child Protection Curriculum is implemented in each classroom. This work forms part of the beginning of year program – Striving for Success.

### Student Leadership

Students are actively involved in class meetings which are held on a fortnightly basis.

Student Representative Council Executive meet regularly to discuss issues, organise whole school events and support the operations of the school where appropriate e.g. coordinating discos, promoting Eco school projects and other fundraising activities. The SRC support the running of class meetings in the younger year levels.

Classes take turns to host fortnightly assemblies.

Executives meet with students from other schools in the Partnership with a focus on growth mind sets.

### Transition Program

There is a comprehensive transition process for students prior to commencing school including parent information sessions.

Strong links are formed with Blackwood High School as part of the Mitcham Hills Partnership. Programs within the Partnership form the basis of transition to high school.

### Pastoral Care Programs

The school jointly employs with SMG a Pastoral Support Worker for 15 hours a week.

Cross-age tutoring and buddy classes are an integral part of programs at Belair.

The Kids Hope program is an accredited mentoring program for children who require additional support either socially, emotionally, or academically. A mentor spends one hour per week with a child for the life of their primary schooling. This program is highly valued within the whole school community. There is a focus on well-being. Support for students is provided by all staff, leadership, Assistant Principal and the Pastoral Support Worker.



## Support Programs

Students who have been identified under the Department's Students with Disabilities policy have a documented, closely monitored Department for Education 'One Plan' document.

Students with identified special needs, ATSI and GOM have a documented, closely monitored Department for Education 'One Plan' document.

Using evidence based strategies and negotiated accommodations, quality specialised teaching supports the small numbers of learners who need ongoing, intensive instruction and support. One Plans enable teachers, parents and students to work together to create a plan for learning, ensuring Literacy is a key priority; identifying entry points and learning priorities of curriculum, writing SMARTAR goals with adjustments then finally implementing those adjustments with school based support.

Specific needs of all students are addressed through classroom and support programs aligned with our school Literacy and Numeracy agreements and supported by class teachers and SSO staff. Screening processes are used to identify learning needs. These include the Year 1 Phonics screening check, Running Reading Records, PAT Reading, PAT Maths, Bright path writing, Reading Lexiles and NAPLAN. Using evidence based, time bound intervention strategies, quality targeted teaching is provided to engage and support learners who need additional or alternative instruction.

## 3. Key School Policies

The school has a strong values centred vision, inclusive of the community. The school's Vision and Site Improvement Plan drive the direction and priorities in continuous improvement of teaching and learning along with the Department for Education's improvement agenda.

### School Vision Statement

Belair Primary School aims to develop inquiring, knowledgeable, caring young people, who achieve their personal best and actively help to create a sustainable and more peaceful world.

The school Values of

**Respect, Responsibility, Creativity, Achievement** underpin the school Vision.

Therefore we strive to develop successful learners who show **Respect**, demonstrate **Responsibility**, explore their **Creativity** and **Achieve** to the best of their ability.

Through the Australian Curriculum and the International Baccalaureate program PYP, students become internationally minded and demonstrate the **Learner Profile** attributes.

<b>Learner Profile:</b>	Inquirers	Thinkers	Communicators	Risk-takers	Principled
	Open Minded	Caring	Reflective	Knowledgeable	

Balanced

It is through the combination of the Values and Learner Profile that we seek to provide a safe, healthy and diverse environment where students, staff and families:

- collaborate to progress students learning
- find enjoyment and challenge in learning
- develop learning habits and skills for independent learning
- continuously seek to improve the diverse life of the school and are committed to the local and global community



# Site Improvement Plan 2020

## Priorities:

### Student Agency

#### Goal

Increase student agency - students plan, assess and reflect on their learning.

#### Challenge of Practice

If we embed common expectations and understanding of student agency within the inquiry process, and facilitate student action, reflection and feedback, then we will see improvement in motivation, engagement and A-E achievement.

#### Targets

1. 5% improvement in percentage grade distribution above SEA in Humanities and Social Science.
2. 5% improvement in percentage of high well being in learning readiness - year 4-7 well being and engagement survey.

#### Success Criteria

Students have a common understanding and clarity of what student agency is and how it improves their learning.

Students can articulate the schools language of learning.

Students are engaged through the effective teaching practices of feedback, learning intentions and success criteria.

### Numeracy

#### Goal

Increase student achievement in Mathematics.

#### Challenge of Practice

If we collaboratively plan with a focus on learning design, which promotes working mathematically, reflects the content and encompasses the proficiencies we will see improvement in higher bands attainment in NAPLAN, PAT M and A-E assessment.

#### Targets

1. 5% improvement in percentage grade distribution above SEA in Mathematics
2. 50% of year 3 students achieve the higher bands of NAPLAN Numeracy
3. 55% of year 5 students are retained in the higher bands of NAPLAN Numeracy
4. 70% of year 7 students are retained in the higher bands of NAPLAN Numeracy
5. All Aboriginal learners have a numeracy learning goal in their one plans

#### Success Criteria

Students have a richer exposure to the 4 proficiencies of Mathematics.

Students are meeting or exceeding the annual targets of the site improvement plan.

Student work in mathematics is collaboratively planned, assessed and moderated.

### Literacy - Writing

#### Goal

Increase student achievement in Writing.

#### Challenge of Practice

If we work collaboratively to embed consistent learning design, assessment and moderation into our approach to writing R-7, then we will see an improvement in higher band attainment in NAPLAN, SEA and A-E results.

#### Targets

1. 5% improvement in percentage grade distribution above SEA in school assessed writing tasks
2. 5% improvement in percentage of students achieving SEA in NAPLAN Writing
3. 43% year 3 students achieve the higher bands of NAPLAN Writing
4. All Aboriginal learners have a writing learning goal in their one plans

#### Success Criteria

Student work is collaboratively planned, assessed and moderated.

Assessment and moderation of writing tasks allows students to identify their next steps in learning and improve learning outcomes.

Students are demonstrating or exceeding the targets identified in the Site Improvement Plan.



## 4. Curriculum

The Australian Curriculum is the mandatory curriculum. Teachers plan, teach, assess and report using the Australian Curriculum in all areas.

All teaching teams work collaboratively to plan, reflect and refine the teaching and learning that takes place at Belair Primary School. All learning programmes are designed to enable students to develop the attributes of the Learner Profile and meet the requirements of the Department for Education and the International Baccalaureate Organisation.

The PYP is based on the principle that structured, purposeful inquiry is a powerful vehicle for real learning that promotes genuine understanding and which challenges the students to engage with important global ideas. This process moves students from their current level of understanding to a new and deeper level of understanding. This includes: exploring, wondering and questioning, making predictions and acting purposefully to see what happens, taking and defending a position and solving problems in a variety of ways. Curriculum taught at each year level is outlined in a Programme of Inquiry which builds on prior learning and provides continuity of learning in the primary years.

Teachers identify big ideas or concepts that help students to make sense of information and topics being taught. Students develop a deep understanding of a broad range of topics within subject disciplines and which are related to their lives.

Students are supported to develop the capacity to think with these big ideas to explain phenomena, develop products, solve problems or raise new questions in informed ways.

Teachers are required to report on each student's development according to the attributes of the Learner Profile. The attributes are not scored or graded.

**Belair Primary School is proud to be an IB World School, offering the Primary Years Program (PYP) to students in Reception to year 7.**



Teaching and learning in global contexts support the IB's mission to develop 'inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect'. Using these global contexts helps teachers to plan and provide relevance and meaning to content that is aligned with the Australian Curriculum.



### Primary Years Program (PYP)

The Program of Inquiry fosters the development of the whole child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP is organized into three pillars; The Learner, Learning and Teaching and The Learning Community, with the central principle of agency woven through all three. Our understanding of the learner reflects the IB's stance that 'the learner is the foundation of our approach to learning and teaching'.

### Student Agency

Student Agency supports students to have voice, choice and ownership over their learning. Teachers and students work as a partnership within the learning environment to plan learning. The learning community supports student self-efficacy and capacity to engage with and direct their learning.

### Learner Profile



Respect

Responsibility

Creativity

Achievement



The learner profile is a set of personal qualities that IB learners strive to develop in themselves. It is at the heart of the PYP, aiming to develop internationally minded people who, by recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Our community of learners, including students, staff and adults strive to be:

- Inquirers
- Thinkers
- Communicators
- Risk-takers
- Principled
- Open-minded
- Caring
- Balanced
- Reflective
- Knowledgeable

Students engage in 6 Units of Inquiry each year in Years 1 - 7 and at least 4 Units of Inquiry in Reception. These inquiries cover each of the Transdisciplinary Themes, being - Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organise ourselves and Sharing the planet. The central idea and lines of inquiry are developed collaboratively by teachers in year level teams with the IB Coordinator. Specialist teachers also connect with and make authentic links to units of inquiry with their area of study.

At the conclusion of each Unit of Inquiry, staff and students reflect, evaluate and celebrate their learning. Successful inquiry leads to responsible action, initiated by the student as a result of the learning process. Student action can occur during or after a unit of inquiry.

Belair Primary School Primary Years Program of Inquiry may also be viewed on our school website <http://belairps.sa.edu.au> and throughout the school. Teachers also provide copies of this program at Parent Information Sessions and in their class communication.

### **Approaches to Learning and Concepts**

Approaches to learning and concepts are key components of the PYP. Approaches to learning are essential skills to allow students to become self-directed learners. They include five categories of interrelated skills which are research skills, self-management skills, social skills, thinking skills and communication skills. Opportunities to develop approaches to learning and their associated sub skills are planned by teachers.

Concepts provide a lens through which to focus inquiries and support understandings across, between and beyond subject areas. The concepts are;

Form – What is it like?

Function – How does it work?

Causation – Why is it as it is?

Change – How is it transforming?

Connection – How is it linked to other things?

Perspective – What are the points of view?

Responsibility – What are our obligations?

### **Evaluation**

To offer the PYP program and to gain accreditation as an IB World School, we are evaluated against the international standards and practices set by the IB every five years.



## **PYP Exhibition**

All students in Year 7 participate in a PYP exhibition to showcase their learning to the school community. Students, parents, teachers, carers and invited guests are welcome to attend. Details are provided in school newsletters and on the website.

## **Reporting**

Parents are issued with reports at mid-year and at the end of year as per federal requirements. Portfolios are sent home twice per term with a parent information night and three-way conferences held in Term 1 and student led conferences held in term 3.

A Parent Information evening for PYP Exhibition is held for parents annually.

School assemblies provide a venue to showcase the work of students, actions they choose as a result of their learning and to demonstrate the Learner Profile skills and attributes.

## **Special programs**

Specialist programs are offered in Physical Education, Japanese, Science and Music from Reception to Year 7.

### **Momoyama Exchange Program**

In 1999, Belair Schools and Momoyama Elementary School in Kyoto, Japan, signed a sister school agreement. The main aim was to promote an international friendship between Belair students and staff and Momoyama students and staff through an exchange program. Every two years a group of Middle School students and staff travel to Kyoto for approximately 12 days. In the alternate year, Momoyama students and staff visit Belair. The program has become an integral part of the Japanese language and cultural program at Belair and receives strong support from the school community.

### **Choir**

The school provides opportunity for year 5, 6, and 7 students to participate in the annual Public Schools' Festival of Music at the Festival Theatre each year. The Choir performs at assemblies and in the community when invited. Students in other years have the opportunity to participate in singing as part of the regular curriculum.

### **Instrumental Music Focus School**

Belair is an Instrumental Music Focus School and we are the base for 7 instrumental music teachers who teach the variety of instrumental music disciplines in 19 other schools. At Belair **Violin, viola and cello** are taught by these Music teachers to students in small groups and our school 'Stings Ensemble'. Students involved in our music program are given opportunities to perform to an audience throughout the year.

Students can learn other musical instruments through a private provider. Lessons are held during school times. Parents pay private providers directly. Lessons are currently on offer in recorder, piano, percussion, guitar, keyboard, flute, trumpet, clarinet and saxophone, although other instruments can be provided by negotiation with the appropriate provider.

### **Developmental play**

Developmental play is a vital component of Early Childhood education. Belair Primary School supports developmental play in the curriculum.

### **Eco School**

Belair is an accredited and well recognised Eco School with a strong focus on the management of natural resources. Students are active in recycling and energy conservation programs. Students work with teachers to develop aspects of the school grounds with a focus on native flora and fauna as well as continual development of a sustainable environment.





## Mitcham Hills Partnership

We work collaboratively with local schools forming the Mitcham Hills Partnership. The Partnership offers additional programs for year 6/7 students.

There are strong links with the local kindergartens and preschools within the Mitcham Hills Partnership.

## 5. Sporting Activities

All children participate in daily fitness activities. A number of sporting clinics are also organised for students during school time.

Swimming lessons are provided for R-5 classes and the Middle School students take part in an aquatics program.

Students are able to participate in weekend sports from Year 3 or if they turn 8 during the season. Sporting teams (soccer, netball, cricket, football, softball, basketball) are coached and managed by our parent volunteers. The school is affiliated with the South Australian Primary Schools Amateur Sports Association (SAPSASA) with strong representation.

## 6. Other Co-Curricula Activities

The school offers a large number of co-curricular activities some of which include:

- Academic Competitions
- Buddy Classes
- Eco Club
- Choir
- Debating
- Gardening Club
- Tournament of Minds
- Lego League
- Coding Club
- Lunch time Performing Arts

## 7. Staff (and their welfare)

Leaders work collaboratively sharing responsibilities across the school.

Collaboration is valued and staff work as a whole group as well as in specific learning teams.

Professional learning occurs on different levels:

- Whole-school
- Team
- Individual

Performance Development links to the Site Improvement Plan

- includes supportive, developmental processes
- involves meetings with the provision of written feedback
- ongoing acknowledgements
- personal planning.
- and celebrations

## 8. School Facilities

Receptions are located in Carawartha. Years 1-5 occupy both floors of the two-storey building Minno and Peroomba. This building also contains a multimedia suite and five wet areas.

Middle School Year 6-7 classes are located in Wirra, the original brick building. The Japanese room, the uniform shop and the Pastoral Support Worker office are also located in Wirra.

A hall provides a venue for school wide assemblies and extra curricula activities.  
A double transportable is used by the Belair Primary School Out of School Hours Care.

Other facilities include a gymnasium and resource centre, canteen, an oval, lawn and asphalt play areas. There are three playgrounds specifically designed to cater for the needs of students in each sector of the school.

The grounds are beautifully planted and maintained, highlighting our strong environmental ties. Students have been involved in the extensive development of the grounds. This includes the native bush setting Rokewood Scrub, a Japanese garden, butterfly garden and many small gardens that students maintain.

The school has a fully operational canteen. The canteen has a strong focus on nutritional food and complies with the Government's Right Bite Guidelines.

## 9. School Operations

Our education system aspires to become the very best in Australia by seeking growth for every student, in every class, and in every school. To achieve this, as an Education Department school we use a shared school improvement plan template and participate in the improvement cycle model. The improvement cycle provides a common process for continuous improvement across the system and ensures that our school is informed by evidence of student learning and best practice strategies for achieving student growth. Our Site Improvement Plan identifies our improvement focus for the next 3 years.

### Decision making structures

- Decisions are made by consensus, voting or through consultation.
- The staff meeting is the forum for whole staff decision making although relevant decisions can be made at a committee or team level.
- Committees include: WHS, PAC, curriculum committees, leadership and year level teams.
- Governing Council meets twice per term and has the following sub-committees; Finance, Education, Canteen, OSHC, Sport, Grounds and Parent Association.
- Student Representative Council make suggestions direct to staff or Leaders whichever is most relevant.

### Regular publications

- Five times a term online newsletter to parents
- Online 'Sentral' for staff notices
- Weekly Bulletin for staff
- Friday Fanfare

### Other communication

- Class newsletters to parents
- Email
- See Saw
- Updated website
- Facebook page
- School policies available on the website
- Yearly calendar accessed via the website



## 10. Local Community

Belair Primary School is located in Mitcham City Council in the state electorate of Waite.

The Belair community is a close knit supportive community with local businesses supporting the school. Blackwood Shopping Centre is 3 km south of the school. The majority of students live locally. Local housing is tightly held and rental properties are in high demand.

Parents and other volunteers are involved extensively within the school. This involvement takes many forms including helping with classroom activities e.g. crafts, excursions and camps, working in the canteen, assisting in the resource centre and supporting students through Kids Hope a Mentor Program.

- ❖ Belair Out of School Hours Care program is on the campus.
- ❖ Belair Jean Bonython Kindergarten is the main feeder kindergarten. It is located in Arizona Terrace within walking distance of the school allowing for close links.
- ❖ Goodstart Early Learning Centre is approximately 500 metres along Main Road from the school.

## 11. Further Comments

Belair is a unique and highly driven school. The community respect and value the education of their children. Staff and parents work in collaboration to ensure optimum opportunities are in place for student learning.

Students like their school and are proud of their learning environment. They demonstrate the school values and learner profile on a daily basis. Students are polite, caring, optimistic, motivated and collaborative.

Belair Primary School is part of the Southern Adelaide Region and a member of the Mitcham Hills Partnership.

