2020 Annual Report to The School Community

School Name: Bellaire Primary School (4873)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 25 March 2021 at 10:02 AM by Suzanne Prendergast (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

> **School Profile**
>
> - student enrolment information
> - the school's 'Student Family Occupation and Education' category
> - a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
> - school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools
>
> **Achievement**
>
> - English and Mathematics for Teacher Judgements against the curriculum
> - English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
>   *Note: NAPLAN tests were not conducted in 2020*
>
> **Engagement**
>
> Student attendance at school
>
> **Wellbeing**
>
> Student responses to two areas in the Student Attitudes to School Survey:
>
> - Sense of Connectedness
> - Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *'Victorian Curriculum'*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

At Bellaire Primary School we 'Aim High' to provide a secure, collaborative and challenging environment that supports all students in maximising their achievements by being active participants in driving their learning in preparation for life long success as proactive, global citizens.

AT OUR SCHOOL WE VALUE:
happy and confident people who display compassion, perseverance and resilience,

developing a local and global view of the world where people have an understanding of and empathy for other cultures,

effective communication and reflection when engaging with a range of audiences,

initiative in taking action to make a positive difference to self and others,

interpersonal skills that support us in working collaboratively in a positive way,

critical and creative thinking,

safe and respectful behaviours in online and offline environments.

These values are displayed throughout the whole school by our 'Behaviours We Value' trees. The trees are used to guide feedback for students, inclusive of student behaviour awards for modelling the behaviours we value.

SCHOOL SETTING
Bellaire Primary School is located in the suburb of Highton in Geelong and students are drawn from both Highton and surrounding areas. In 2020 there were 27 home groups across 4 learning communities that work as four sub schools on the one campus. We have a leadership team that consists of our Principal, two Assistant Principals (Curriculum and Well-being) and two Leading Teachers working as instructional coaches in the learning communities, that includes on-going individual coaching for every teacher.

LEARNING COMMUNITIES
Bellaire Primary School is located in the suburb of Highton in Geelong and students are drawn from both Highton and surrounding areas. In 2020 there were 27 home groups across 4 learning communities that work as four sub schools on the one campus. We have a leadership team that consists of our Principal, two Assistant Principals (Curriculum and Well-being) and two Leading Teachers working as instructional coaches in the learning communities, that includes on-going individual coaching for every classroom teacher.

Our communities existed of 5 Prep home groups, 9 Junior home groups working across two pods, 7 Middle home groups working across two pods and 6 Senior home groups working across two pods. The school also has a specialist precinct, existing of The Arts (Visual and Drama/Music), Physical Education, French, STEAM (Science, Technology, Engineering, The Arts and Mathematics) and a well-resourced library. The school has experienced a steady enrolment over the past few years and had 602 students in 2020 with an equal gender balance of male and female students. The school also has a strong wellbeing focus offering a range of student's wellbeing programs across all year levels, supported by a part time school funded Student Wellbeing worker.

INNOVATION LEADERS
Bellaire Primary School is a leading school in the innovation of education with an 'Aim High' approach. The development of learning spaces to facilitate personalised learning, engagement of students and the creation of learning communities has been a major focus. Established is our Whole School Learning Strategy focused on assessment, planning and teaching while involving students as active participants in their learning via goal setting and reflection.

The school has also implemented a digital overlay in each learning community and specialist areas, developing professional knowledge and providing resources in a suite of technologies. This is inclusive of the BYOD Apple device program in Middles and Seniors.

Framework for Improving Student Outcomes (FISO)

Bellaire Primary School in 2020, due to Covid, we focused strongly on our main KIS, being, - our aim was to craft wellbeing processes that support students and teachers so that all feel empowered within a safe and supportive learning environment.

We introduced our Behaviour Ladder to promote positive learning behaviours. The Behaviour Ladders are visible in every classroom and area of the school and the teachers and students use the same language when discussing positive learning behaviours. During Remote Learning we were focussed on ensuring we kept in close contact with students and families using Seesaw, Webex meetings and weekly phone calls.

Seesaw has been used throughout the school to develop a strong link between school and home. The parents have access to samples of their child's learning on a regular basis and parents can communicate with teachers via messages in Seesaw.

Although 2020 was a challenging year for all our sense of community and connection thrived via online assemblies, video messages and ensuring we were making the best of a difficult situation,

Achievement

2020 proved to be a challenging year for all. During the period of Remote Learning our staff were able to utilised online resources to develop new and effective ways to differentiate learning for all students. Our Prep to 2 students used Seesaw to communicate and work with their teachers. Our 3-6 students utilised Google Classroom to continue their learning.

Although Remote Learning has impacted learning we were still able to see consistent growth through all areas within the school. The work undertaken by the teachers and students during Remote Learning and then the work completed when we were back on site ensured that the majority of our students continued to thrive and achieve given the difficult circumstances of 2020.

Engagement

During 2020 we had a strong emphasis on engagement. Students connecting with the school and the community. Remote Learning actually allowed us to develop this engagement in different ways, posting videos of staff doing a song and dance, hosting Webex meetings with students, undertaking well-being phone calls with parents and students as well as ensuring our media presence was high and visible.

The transition back to onsite learning was planned and staggered. We communicated as much information as possible to our families and did social stories for our students. Our main focus when the students returned was to ensure that the students were reconnecting with their friends and the teachers. This was prior to the work done on academic achievement. Our students settled in well and enjoyed the last term of school on site.

Wellbeing

The following are ways in which we progressed our student wellbeing goals and outcomes in 2020 – where our practice and priorities were continually evolving.

•   Development of school-wide approach to responding to student behaviour (both positive and inappropriate). Implemented 'Behaviour Ladders' throughout the school - outlining clear process and steps for managing student behaviour
•   Development of Tiered Response to Intervention terminology and understandings, so that staff are improving their student management practices and processes
•   Wellbeing focus included in Learning Community's weekly planning meetings
•   Wellbeing lessons explicitly taught to students in all year levels
•   Continued development of positive behaviour plans for some students, to support them and to lead them to

learning success. Implemented Attendance Improvement Plans for some students throughout the year.

•   Parent communication and support has been positive and highly responsive, using an individualised and differentiated approach for each student

•   Bellaire Parents Group and the Junior School Council have actively contributed to the Wellbeing Budget through fundraising. The group had planned for school engagement with Michael Carr-Greg, however, has been postponed due to COVID-19.

•   Wellbeing updates provided regularly in weekly Newsletters, providing tips, advice, readings, activities to families to enhance their child(s) wellbeing.

•   Buddy programs continue to run over the year with huge success and positive comments from all stakeholders

•   Child Safe Standards continue to align to policies and procedures with new process in place

•   Staff are highly responsive to student needs, in particular those requiring extra supports from external agencies and allied health professionals (Referral process embedded).

•   Regional Staff continue to provide individual support for students with specific needs.

•   Successful PSD applications held throughout the year for multiple students, including those transitioning from Kinder to Prep.

•   Respectful Relationship embedded into our practice

•   Established links with external wellbeing providers, such as BATFORCE and Barwon Health, to enhance our Wellbeing practices

Financial performance and position

Bellaire Primary School has managed to effectively plan for continual improvement while managing a stable surplus.

The school coordinates the Out of School Hours Care program, which is well utilized by families and therefore has required increasing our capacity in 2020. This program revenue is reflected in the locally raised funds surplus. The school canteen also managed to make a small profit while providing a wonderful service to the school community.

We also managed to maintain two Leading Teachers as Curriculum Coaches to support professional practice in the learning communities. Progress was also made in developing the digital overlay of the learning communities, resulting in additional mobile technology and flat screen TVs. Further work on developing interactive access to technology will continue in 2021, inclusive of robotics int eh new STEAM area. The school's equity funding was invested in providing part of the salary costs for a Literacy Support program in Juniors, Middles and Seniors by the employment of an experienced teacher 0.6 time fraction.

The Bellaire School Council has been very proactive, supporting the continual improvements to enhance our learning spaces and the development of school grounds.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school consistent with Departmental policies, School Council approvals and the intent or purpose for which the funding was approved or raised.

**For more detailed information regarding our school please visit our website at
https://bellaireps.vic.edu.au**

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 602 students were enrolled at this school in 2020, 296 female and 306 male.

9 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.
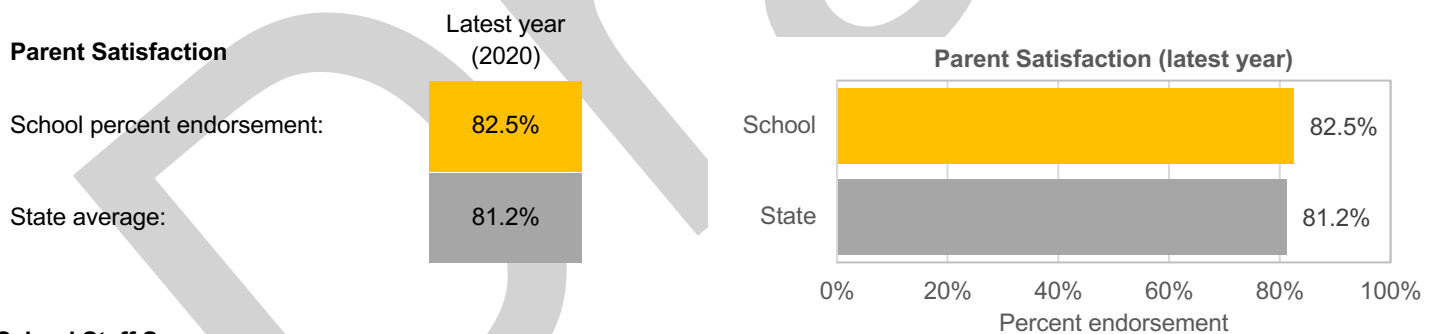
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
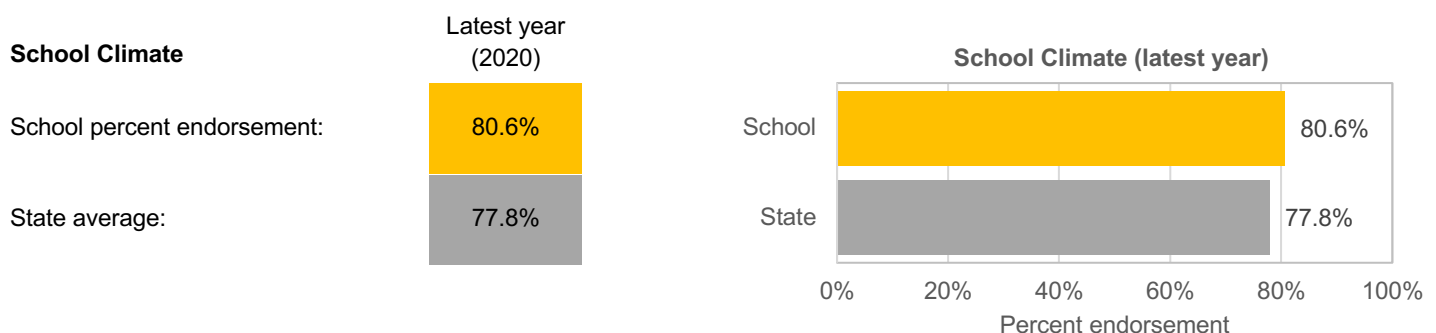
Parent Satisfaction	Latest year (2020)
School percent endorsement:	82.5%
State average:	81.2%

Parent Satisfaction (latest year)

	Percent endorsement
School	82.5%
State	81.2%

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2020)
School percent endorsement:	80.6%
State average:	77.8%

School Climate (latest year)

	Percent endorsement
School	80.6%
State	77.8%

ACHIEVEMENT

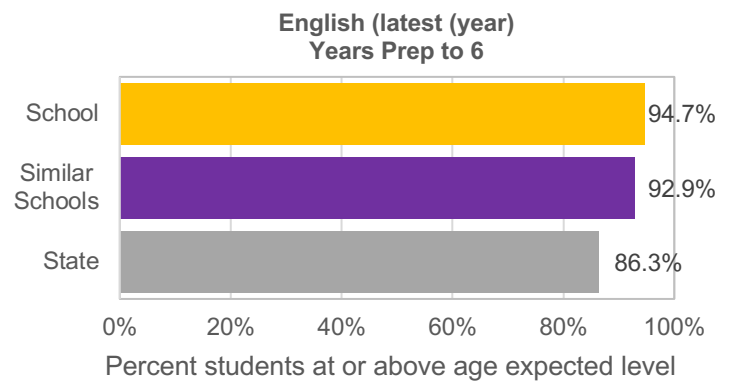*Key:* ***'Similar Schools'*** *are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.
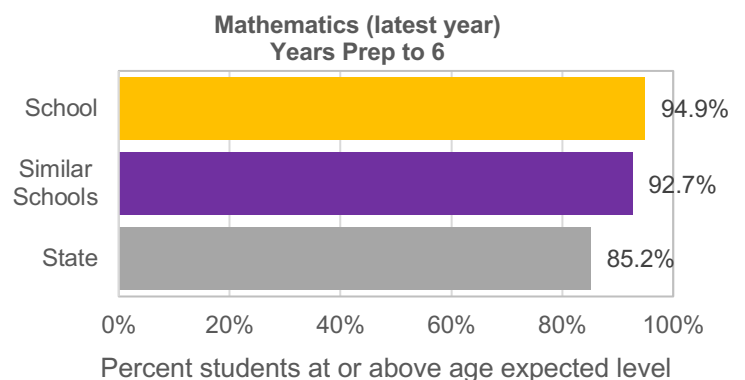
English **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	94.7%
Similar Schools average:	92.9%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	94.7%
Similar Schools	92.9%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	94.9%
Similar Schools average:	92.7%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	94.9%
Similar Schools	92.7%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).
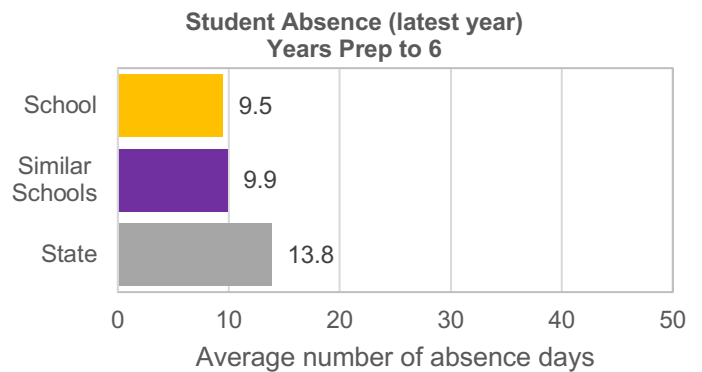
NAPLAN tests were not conducted in 2020.

ENGAGEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	9.5	11.6
Similar Schools average:	9.9	13.0
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	9.5
Similar Schools	9.9
State	13.8

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	94%	95%	95%	96%	96%	95%

WELLBEING

*Key:* ***'Similar Schools'** are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| **Sense of Connectedness Years 4 to 6**	Latest year (2020)	4-year average
School percent endorsement:	NDA	71.8%
Similar Schools average:	82.3%	82.2%
State average:	79.2%	81.0%
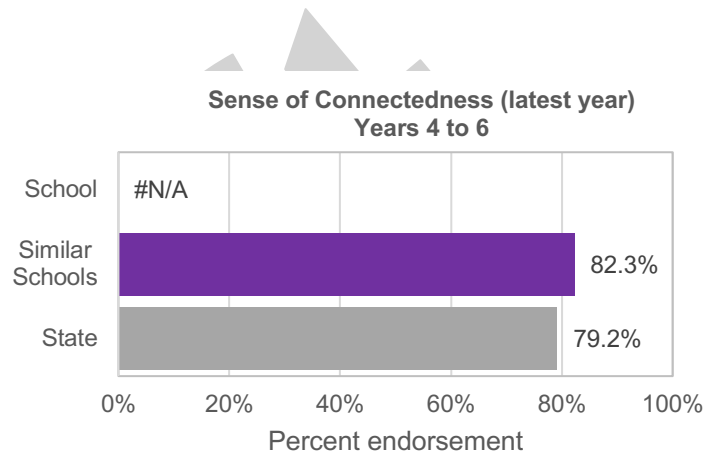
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	#N/A
Similar Schools	82.3%
State	79.2%

Percent endorsement

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	70.5%
Similar Schools average:	80.7%	81.8%
State average:	78.0%	80.4%
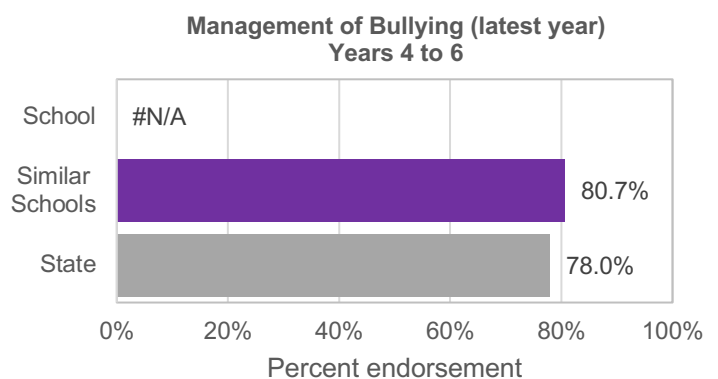
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School	#N/A
Similar Schools	80.7%
State	78.0%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$4,478,651
Government Provided DET Grants	$667,025
Government Grants Commonwealth	$184,669
Government Grants State	$0
Revenue Other	$9,322
Locally Raised Funds	$287,836
Capital Grants	NDA
Total Operating Revenue	**$5,627,503**

Equity [1]	Actual
Equity (Social Disadvantage)	$41,265
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$41,265**

Expenditure	Actual
Student Resource Package [2]	$4,387,486
Adjustments	NDA
Books & Publications	$10,472
Camps/Excursions/Activities	$16,946
Communication Costs	$3,430
Consumables	$68,163
Miscellaneous Expense [3]	$15,700
Professional Development	$9,335
Equipment/Maintenance/Hire	$137,873
Property Services	$285,928
Salaries & Allowances [4]	$433,074
Support Services	$7,610
Trading & Fundraising	$56,897
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$43,804
Total Operating Expenditure	**$5,476,718**
Net Operating Surplus/-Deficit	**$150,785**
Asset Acquisitions	**$10,587**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$627,199
Official Account	$19,607
Other Accounts	$28,580
Total Funds Available	**$675,386**

Financial Commitments	Actual
Operating Reserve	$156,195
Other Recurrent Expenditure	$1,747
Provision Accounts	$6,500
Funds Received in Advance	$12,784
School Based Programs	NDA
Beneficiary/Memorial Accounts	$100
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$849
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	$123,592
Capital - Buildings/Grounds < 12 months	$528,700
Maintenance - Buildings/Grounds < 12 months	$23,221
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$853,688**

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.