

2022 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 of the previous calendar year 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 17 April 2023 at 09:07 PM by Suzanne Prendergast (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 May 2023 at 02:10 PM by Ben Craven (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 2022 there were 28 home groups across 4 learning communities, and within these learning communities there are individual year levels. We have a leadership team that consists of our Principal, two Assistant Principals (Prep -2 and 3-6) and three Learning Specialists, two working as instructional coaches in the learning communities (Prep - 2 and 3-6), that includes on-going individual coaching for every teacher and one Inclusions Learning Specialist.

LEARNING COMMUNITIES

Our communities existed of 5 Prep home groups, 4 year 1 classes, 4 year 2 classes (Junior Learning Community), 4 year 3 classes, 4 year 4 classes (Middle Learning Community), 3 year 5 classes and 3 year 6 classes (Senior Learning Community). The school also has a specialist precinct, existing of Visual Arts, 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 625 students in 2021. The school also has a strong wellbeing focus offering a range of student's wellbeing programs across all year levels.

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

By prioritising both student engagement and well-being at Bellaire Primary School, we create a positive and supportive learning environment that fosters success. As an educator, we continually 'Aim High' in our teaching and learning practices and never settle for mediocrity. Bellaire Primary School is proud of the improved student learning achieved and maintains a strong focus on improved literacy and numeracy. This is strongly linked to our AIP goals. Our school leaders undertook extensive professional learning around teaching mathematics in preparation for a whole school professional learning focus in 2023. Our Learning Specialists continued to work with our teachers to ensure consistency in practise throughout our school.

We continued to run our tutoring program, taken by three extremely experienced teachers. We also employed a Inclusion Learning Specialist who focused on ensuring our staff were able to provide the best possible opportunities for students with special needs as well as for the benefit of all in the class.

Our NAPLAN results that are above or on par with similar schools and higher than the state average. These results are a testament to the hard work and dedication of the school community, including teachers, students, parents, and support staff.

While it's important to celebrate the successes, it's also important to continue to strive for improvement. NAPLAN results provide valuable insights into areas where we are excelling and areas where we need to continue to focus our efforts. By analyzing the results and identifying trends and patterns, we continue to develop targeted strategies to address any areas for improvement and further enhance the strengths.

In addition to focusing on academic achievement, it's also essential to prioritise the well-being and development of our students. This includes promoting a positive school culture, providing opportunities for physical activity and social interaction, and supporting students' mental health and emotional well-being.

It's also important to recognize that NAPLAN results are just one measure of student achievement and should not be the sole focus. It's important to provide a well-rounded education that includes a focus on critical thinking, problem-solving, creativity, and innovation. This is what we strive to do.

Wellbeing

Wellbeing was a major focus in 2022. Undertaking a review of our Wellbeing Curriculum took place and an hour a week in every classroom was focused on teaching the Wellbeing Curriculum. In this time we also employed a Speech Therapist to undertake assessments and strengthen our Oral Language program as well as a Social Worker to assist our students and teachers. We also completed the training of two therapy dogs, through Lead the Way.

Our Behaviour Ladder was cemented throughout the school, ensuring there was consistency in expectations of behaviour for every student and teacher.

By working to empower students and build school pride, we aim to create a positive and supportive learning environment where students feel invested in their education and are motivated to participate actively in the learning process.

We continually work to build teacher capacity to activate student voice and learner agency. This is an essential step towards creating a student-centered classroom where students have a say in their learning and feel that their voices are heard and valued. By promoting intellectual engagement and self-awareness, we are working to develop critical thinking skills and self-reflection abilities that will serve students well in all areas of their lives. And by building independent, interdependent, and socially aware young people, we work to prepare students to be active and responsible members of society who can work collaboratively with others and contribute positively to their communities.

Bellaire Primary School has developed a strong transition program from kinder to Prep and Year 6 to Year 7. This is enhanced by communication and visits between teachers from both settings. All Preps participate in transition visits and benefit from liaison with Kindergarten and preschool settings. Also Pre Prep screening and transition forms are completed to assist transition.

Engagement

We have strong engagement data, evident by our excellent attendance data. Although the school does not have an attendance issue, all teachers remain diligent in addressing individual absenteeism and promote 'It's Not Okay to Be Away'.

There was also a major focus on promoting our 'Behaviours We Value' trees, which display our key values of Responsibility, Integrity, Resilience, Respect, Compassion, Confidence and Acceptance. These are also linked to our Leadership Awards that students celebrate by bringing excellent work or celebrations, displaying the key values, to our Principal Team. Additional supports were provided for students with attendance issues due to anxiety or school refusal via a range of supports, including the Social Worker.

A speech pathologist was employed one day a week to support the development of an extensive oral language program and undertake assessments. Disability Inclusion Profiles were developed in 2022 and these students were supported by Education Support Staff, our Assistant Principals, our Inclusion Learning Specialist and Program Support Group meetings. Support from the Geelong English Language Centre was also accessed for new students arriving from non-English speaking countries when available. Additional support and assessment was accessed from our Network Support Staff as required.

Other highlights from the school year

2022 was a significant year for the school as it marked a return to 'normal' schooling after several years of disruptions. This meant that students were able to attend classes in person and experience the traditional aspects of school life.

One of the most enjoyable events of the year was the school camps for students in Year 3 to Year 6. These camps were a great opportunity for students to learn new skills and participate in team-building activities while enjoying the outdoors. The students were thrilled to have the chance to go on these camps, and it was a highlight of their year.

Another aspect of the return to normality was the resumption of the school's sporting programs, including inter-school sports and incursions and excursions. Students were able to participate in a range of sports and activities, which helped them to develop their physical skills, as well as their teamwork and sportsmanship.

In Term 3, the school held its annual concert, which was a memorable event for all involved. Students and teachers worked together to create a fantastic show, and the audience was delighted with the performances. It was a great opportunity for everyone to come together and celebrate the talents and achievements of the school community.

Overall, 2022 was a fantastic year for the school, with students and staff enjoying the return to normality and the many opportunities that it brought.

Financial performance

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. We also were able to add an Inclusion Learning Specialist into our leadership team. 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 2023, in the lead up to our new school build. The school's equity funding was invested in providing part of the salary costs for our extensive tutoring program as well as Educational Support staff.

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://www.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 2.0 (FISO 2.0).

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 621 students were enrolled at this school in 2022, 306 female and 315 male.

12 percent of students had English as an additional language and 2 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).

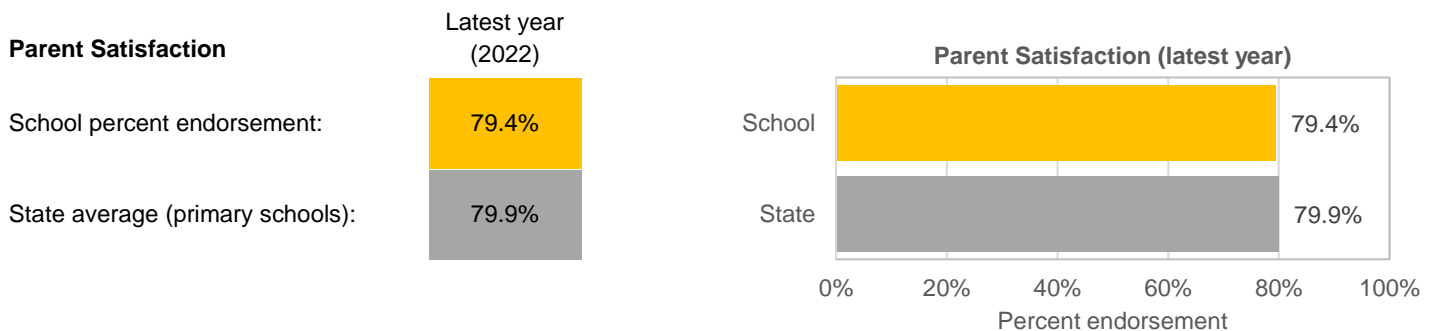
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

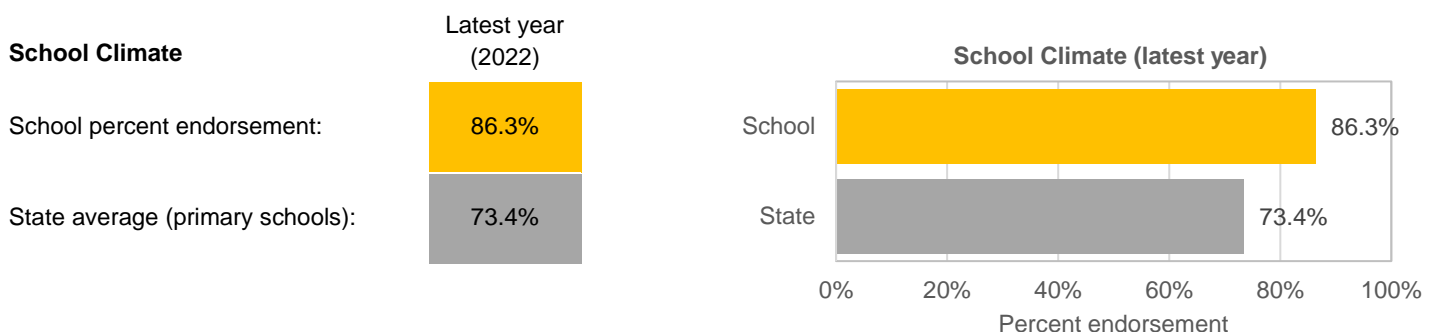


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

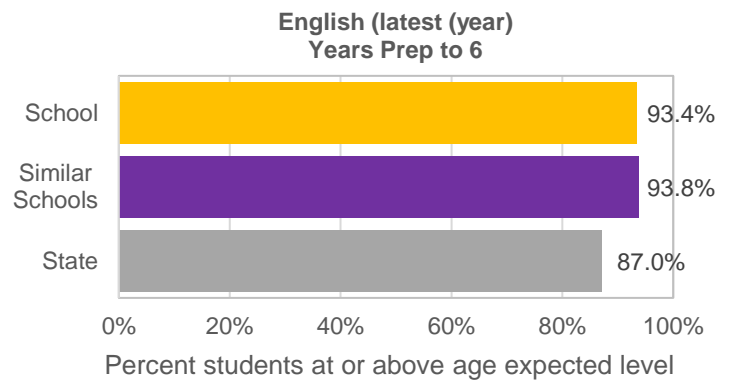
93.4%

Similar Schools average:

93.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

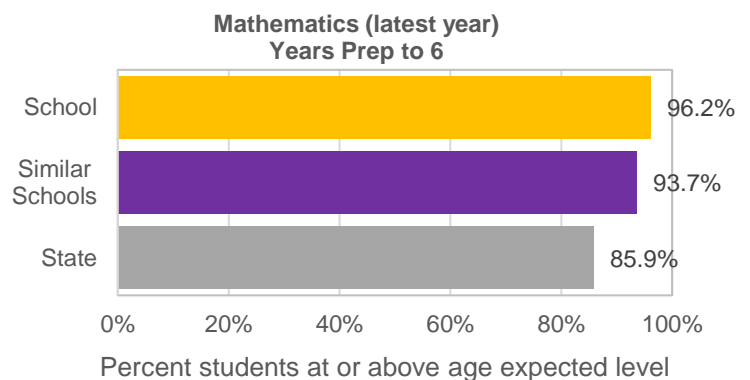
96.2%

Similar Schools average:

93.7%

State average:

85.9%



LEARNING (continued)

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.

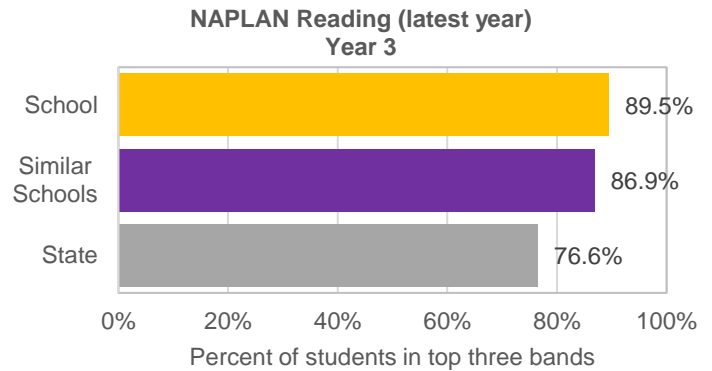
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

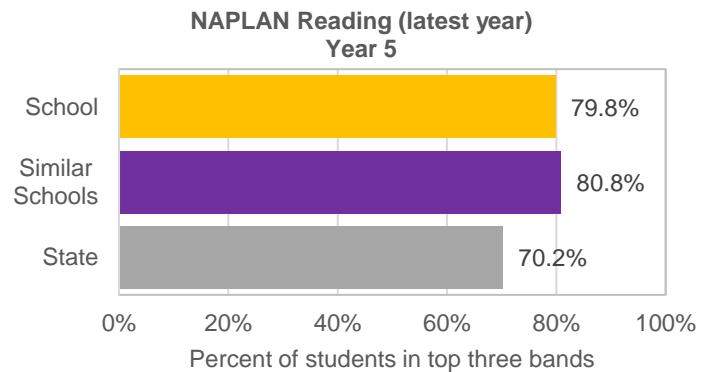
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.5%	86.3%
Similar Schools average:	86.9%	87.1%
State average:	76.6%	76.6%



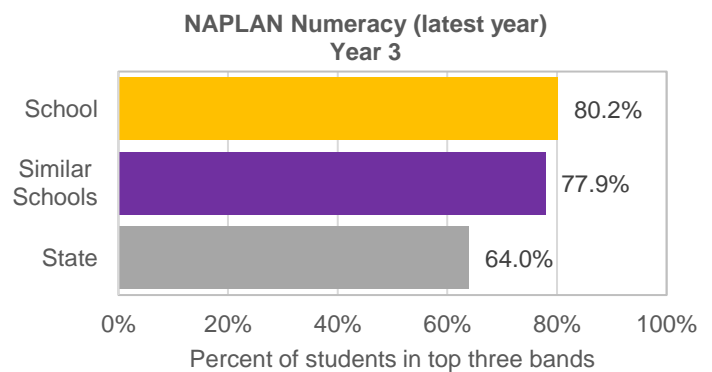
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.8%	80.0%
Similar Schools average:	80.8%	80.2%
State average:	70.2%	69.5%



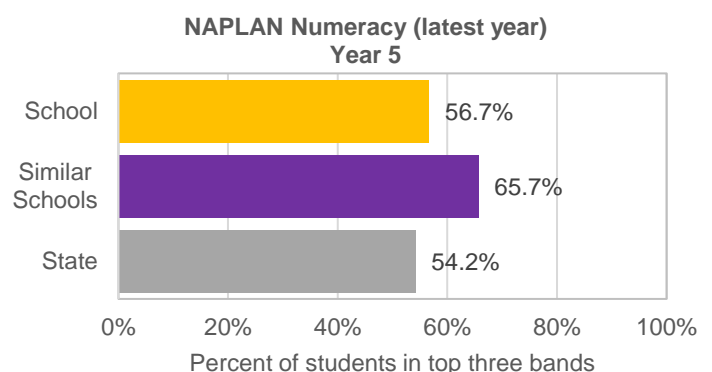
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.2%	79.0%
Similar Schools average:	77.9%	79.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.7%	68.1%
Similar Schools average:	65.7%	70.9%
State average:	54.2%	58.8%



WELLBEING

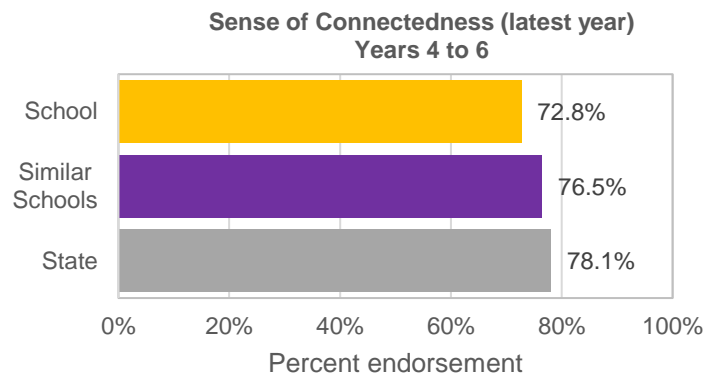
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.8%	70.4%
Similar Schools average:	76.5%	79.0%
State average:	78.1%	79.5%

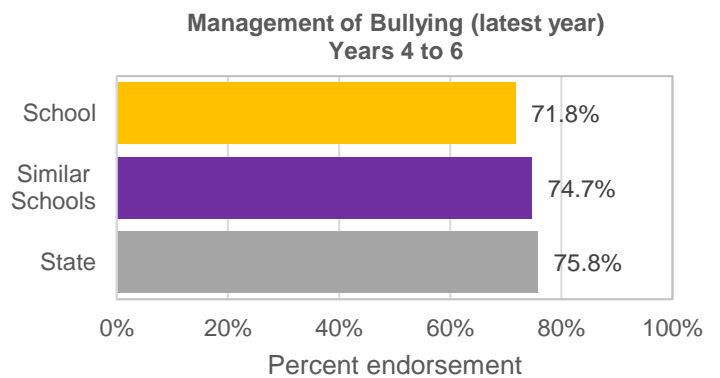


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	71.8%	68.4%
Similar Schools average:	74.7%	78.0%
State average:	75.8%	78.3%



ENGAGEMENT

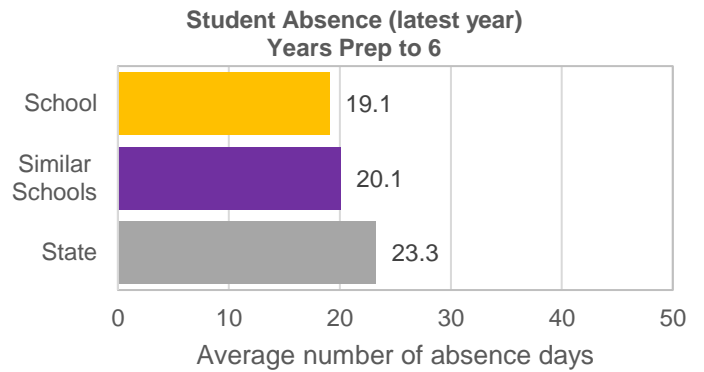
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.1	12.8
Similar Schools average:	20.1	13.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	91%	91%	90%	89%	90%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,497,341
Government Provided DET Grants	\$782,317
Government Grants Commonwealth	\$178,391
Government Grants State	\$0
Revenue Other	\$10,262
Locally Raised Funds	\$556,350
Capital Grants	\$0
Total Operating Revenue	\$7,024,661

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,980
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,980

Expenditure	Actual
Student Resource Package ²	\$5,254,726
Adjustments	\$0
Books & Publications	\$7,171
Camps/Excursions/Activities	\$128,614
Communication Costs	\$4,493
Consumables	\$132,370
Miscellaneous Expense ³	\$16,537
Professional Development	\$25,260
Equipment/Maintenance/Hire	\$92,994
Property Services	\$234,018
Salaries & Allowances ⁴	\$776,463
Support Services	\$9,291
Trading & Fundraising	\$110,965
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,088
Utilities	\$42,914
Total Operating Expenditure	\$6,836,904
Net Operating Surplus/-Deficit	\$187,757
Asset Acquisitions	\$120,032

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$506,342
Official Account	\$11,354
Other Accounts	\$39,932
Total Funds Available	\$557,628

Financial Commitments	Actual
Operating Reserve	\$245,187
Other Recurrent Expenditure	\$28
Provision Accounts	\$9,602
Funds Received in Advance	\$3,731
School Based Programs	\$50,080
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,282
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$241,629
Maintenance - Buildings/Grounds < 12 months	\$36,742
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$592,282

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.