

2021 Annual Report to The School Community



School Name: Bellbrae Primary School (0319)



- 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 2021 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 27 April 2022 at 12:10 PM by Adrian Waters (Principal)

- This 2021 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 28 April 2022 at 04:27 PM by Mitch Barrow (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Bellbrae Primary School offers students, staff and families a strong sense of community and belonging. This enables our students to develop and grow in a unique environment that is enjoyable, supportive, relevant and able to offer challenges that empower students to be 21st Century life-long learners. In 2021 we had 472 students and in excess of 45 staff members across all facets of the school, yet are able to offer a comprehensive learning program where individuals are respected and appreciated. The school is highly committed to the mental health and well-being of all students and staff, with an active welfare program falling under the banner of school wide positive behaviours. Currently there are no Aboriginal or Torres Strait Islander staff at Bellbrae PS, and no program for overseas students. In 2021, Bellbrae PS had 33.55 FTE.

Framework for Improving Student Outcomes (FISO)

Our meeting schedule is focused on effective teaching practice including prioritising the Professional Learning Community model. In 2021, we had two Learning Specialists focusing on classroom observation to support AIP goals. Student assessment was focused on identifying points of need to inform teacher practice. Reflection and feedback formed a critical part of PDP process. Moderation practices were in place to ensure consistency of practice. Specific learning programs such as Smart Spelling was implemented on a whole school basis to ensure effective and consistent practice, however this has been reviewed and was evaluated as not being consistent with contemporary best practice. As such we will be shifting focus moving into 2022.

Collaborative planning sessions were provided for each level for a two hour duration each week, with team leaders overseeing curriculum development and unit planning. Collaboration ensured a shared vision, focus, assessment and implementation. Focus was on using student work samples to plan differentiated learning programs for all students. All PLC goals incorporated HITS to improve teacher practice. Emphasis was placed on teachers following specific unit plans that aligned with the Victorian Curriculum to ensure consistency of practice.

Due to remote learning, there were insufficient opportunities for whole staff professional learning. Leaders were unable to collaborate with their network to further develop expertise and share with staff. However, there was a concerted effort by teams to ensure the inclusion of HITS in all planning and implementation. Work programs clearly reflected evidence of HITS being utilised.

There was a whole school focus on assessment of, for and as learning. Assessment schedules had a balance of formative and summative assessments. We had a broad range of assessment strategies in place to ensure correct point of entry for teaching and learning. Assessment strategies also reflect multiple intelligences with a range of opportunities presented to students to showcase their skills and knowledge. Data was regularly reviewed and considered in an effort to target individual and group needs. There was an identification of trends taken into account to monitor and evaluate existing programs at the school and identify future areas of need. Due to Covid and the absence of some standardised data there has been a reliance on localised assessment, which in some instances might not reflect student progress and school trends accurately.

Achievement

All of the school's performance data should be viewed in the context of two years of remote learning, disrupted programs, changes to leadership teams and impact of the pandemic on students and teaching staff.

The focus was on Grade 3 and Grade 5, to allow us to compare with NAPLAN data. According to teacher judgement in Writing, over 95% of our students achieved one year or more growth. Students who did not meet a year's growth were identified as students with additional needs, and these students took part in the TLI and intervention programs.

Additionally, students who did not engage with the content of remote and flexible learning, or who did not attend live classes or hand in tasks related to the curriculum, were supported with the TLI program.

NAPLAN - Some of our students were below the state benchmark for relative growth. This illuminates the rationale and

need to focus on literacy for the future strategic plan. There is some inconsistency between our different sets of data, with a disconnect between teacher judgement and benchmark assessments - suggesting further investigation in this area is required.

Our students almost equalled the benchmark growth for the state in numeracy (21% to 22%), but exceeded the network benchmark growth. Students in Grade 3 and 5 participated in the numeracy project focusing on comprehension of questions and developing a deeper understanding of vocabulary and highlighting information - which will link closely to future directions in the new strategic plan. There was a specific focus in PLCs in this area over the course of 2020-21.

Our Grade 3 results in reading were well above both the state and similar school averages. This was also the case for Grade 3 and 5 Numeracy, which was a fantastic achievement considering the challenges posed by remote learning. A significant area of concern is however our Grade 5 reading data, which is below expectation. In comparison to similar schools, our students are not achieving high learning gain in some areas of the curriculum.

Staff School Survey

Shielding/Buffering - at or above 60.97%

We have met this goal, further investigation into why only 67% of staff responded positively toward this category is required. The leadership team is exploring ways to further support the staff to ensure they are not impacted in a negative way by parents and the associated workload of the profession.

Teacher Collaboration

We did not meet the target of 75% positive, but the neutral and positive the staff responses scored 93%, which is in essence a good outcome. This will be further investigated to ensure it does not decrease over coming years. It is anticipated that a return to 'normal' school programs will impact positively.

There has however been a significant improvement in staff trust in colleagues, which scored at 91% for 2021.

In 2021 we had 4 students funded through the PSD. One student was Level 4 funded, 2 students were Level 3, and 1 student was funded at Level 2.

Engagement

Attendance:

Over the past 4 years, there has been some inconsistencies with attendance due to remote and flexible learning, as well as the inability to travel, which is a common occurrence for our families. There is still an impact being felt throughout the school community in regard to Covid-19. Several students have had large absences from school due to illness, and caution of the virus has also played a major part in our absenteeism data. As a school we promote that it is "Not OK to be away!". The importance of attendance and engagement is also addressed in the Starting Right Program each year.

Attitudes to School Survey:

Stimulated Learning: At or above 81%

We were successful in meeting the target for this goal in 2017-2019, however it dropped by 5% in 2021. It will be interesting to compare these results to the outcomes of 2022, once we have a consistent year in the classroom without remote and flexible learning. One pleasing aspect of this data is that number of students that are 'not positive' dropped to 3% in 2021, in comparison to 5% in 2019.

School Connectedness: At or above 83%

This data is possibly skewed due to remote and flexible learning, and students may have been feeling disconnected from school due to the Covid-19 restrictions. In 2021, 77% of our students responded positive, while 17% were neutral. A small percentage of students (6%) were not positive in relation to school connectedness.

Student Voice and Agency: At or above 69%

This data is possibly skewed due to remote and flexible learning, students may have felt they had no say in their learning and activities due to being at home for a substantial part of the year. In 2021, 65% of our students responded

positive, while 25% were neutral. A relatively small percentage of students (10%) were not positive in relation to student voice and agency.

Wellbeing

Attitudes to School Survey:

Resilience - our target in our school strategic plan was to achieve at or above 80%

The leadership team indicated that 75% of our students had normal to high resilience in 2021. Considering the challenges associated with the pandemic throughout the past two years, it is completely understandable that students have felt heavily impacted by remote and flexible learning, as well as the lockdowns. Throughout the coming year we will continue to provide a range of supports to students who demonstrate anxiety and reluctance to come to school.

Teacher Concern - our target for our school strategic plan was to achieve at or above 70%

We met this goal, with 70% of students having a positive endorsement towards teacher concern.

With a number of students being identified on the NCCD - we need to ensure we are meeting their needs, whether through our intervention programs, speech and language support, tutoring, mental health activities. As such, we invested significantly in human resources to support students.

Wellbeing support staff - We had a school counsellor 3 days a week primarily focusing on senior students, and another for 2 days to support the junior students.

BEST Group - Bellbrae Environmental and Sustainability Team. This group have been working collaboratively over the past 5 years at Bellbrae PS. Students are elected to become part of the team, and take on their role with enthusiasm and pride. This boosts the confidence of students who may not have been successful in other leadership roles. They gain confidence in speaking at assembly and implementing projects that are undertaken by the whole school community.

Lunchtime clubs - Our lunchtime clubs provided an opportunity for students who may have some anxiety in social situations, to thrive. They are provided with a safe space in which they can have a quiet chat with a staff member, play some games, or do some crafts. Students are encouraged to try new things and explore a range of activities.

In 2021, SWPBS was fully implemented across the school. This whole school wellbeing and behaviour management approach has seen a consistent message being received by all students, staff and families across the school.

Finance performance and position

At the end of 2021, we had a significant surplus which was factored into the planning for 2022, which will see a potential deficit. The surplus was due to a number of factors, including the lack of requirement for CRTS for a portion of the year, as well as DET initiatives. The support from the Department in regard to Inclusion Funding and the Tutor Learning Initiative provided the school with additional funds for programs that were already running, allowing the school to strategically plan for 2022. This has allowed the school to invest a significant amount of money into support and intervention programs for 2022, as well as employ a Speech Pathologist on a limited time fraction. The school is currently going through major capital works, which has impacted on play spaces and outdoor learning environments for the children. There is a significant amount of money the school has been saving from fund raising, of which a portion has been allocated to re-establish outdoor learning spaces and playgrounds, to make the school a welcoming place for students and families.

For more detailed information regarding our school please visit our website at
www.bellbraeps.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 468 students were enrolled at this school in 2021, 229 female and 239 male.

2 percent of students had English as an additional language and 0 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).

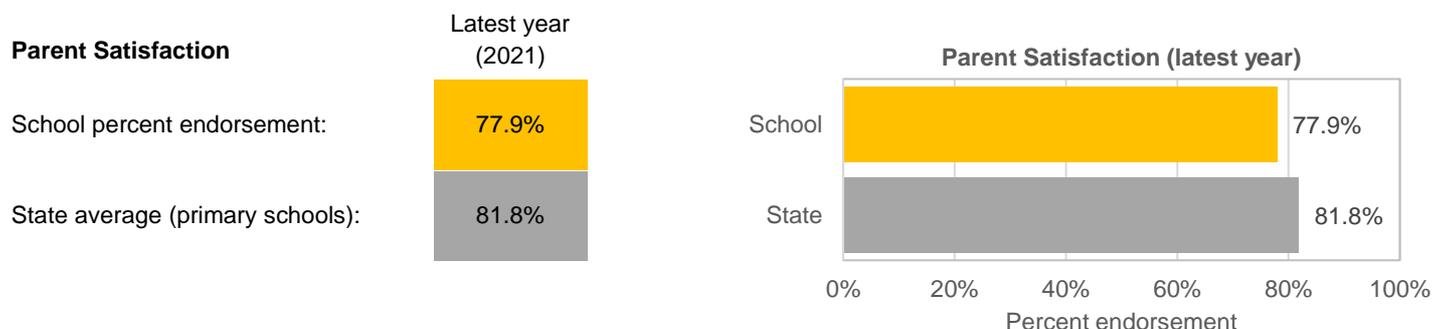
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

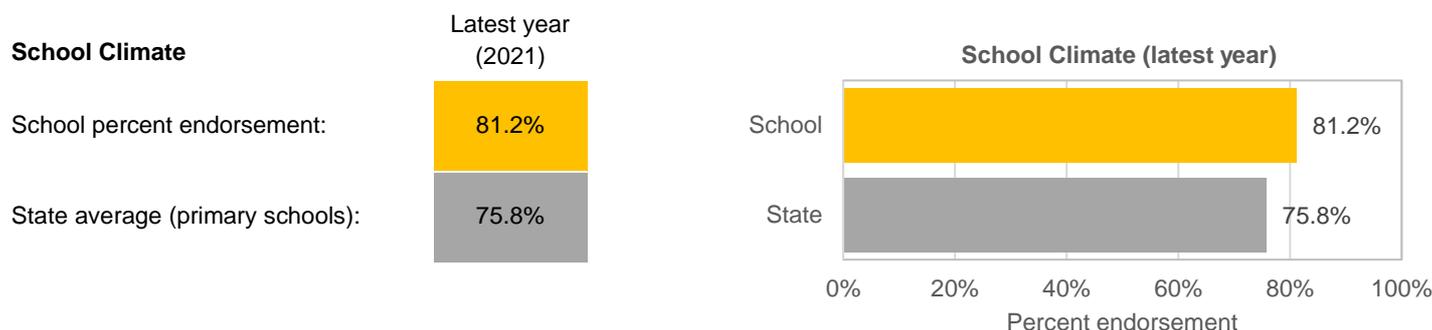


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

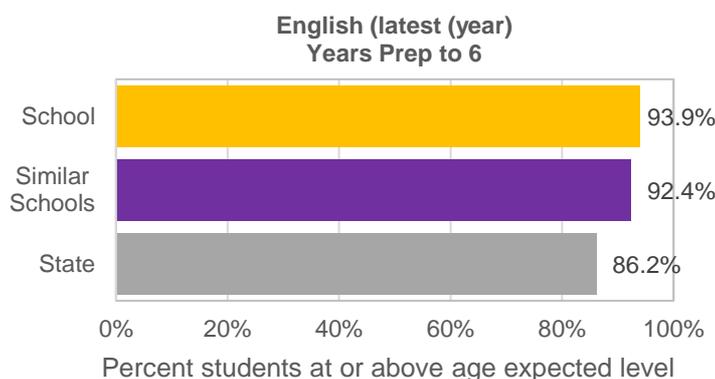
93.9%

Similar Schools average:

92.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

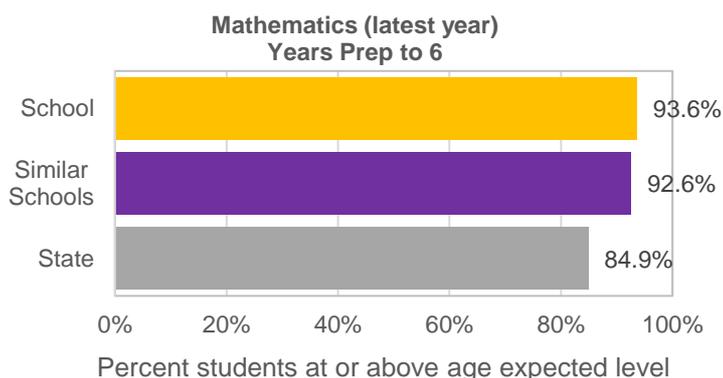
93.6%

Similar Schools average:

92.6%

State average:

84.9%



ACHIEVEMENT (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.

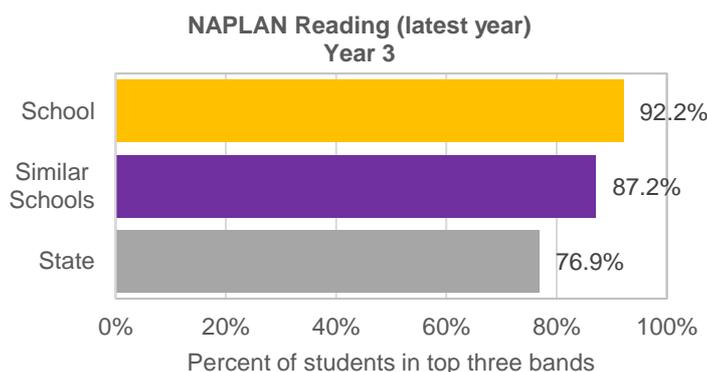
NAPLAN

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 2018, 2019 and 2021 data.

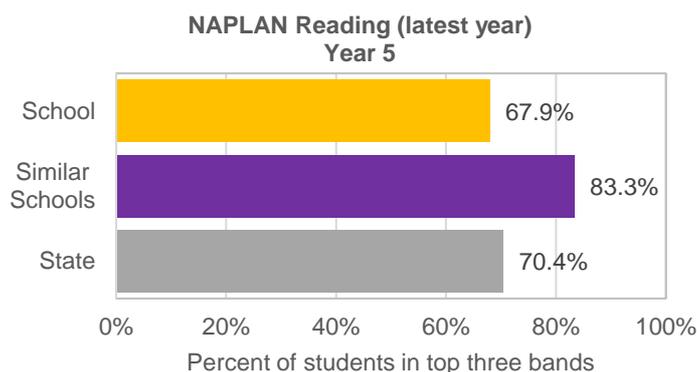
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.2%	89.9%
Similar Schools average:	87.2%	86.4%
State average:	76.9%	76.5%



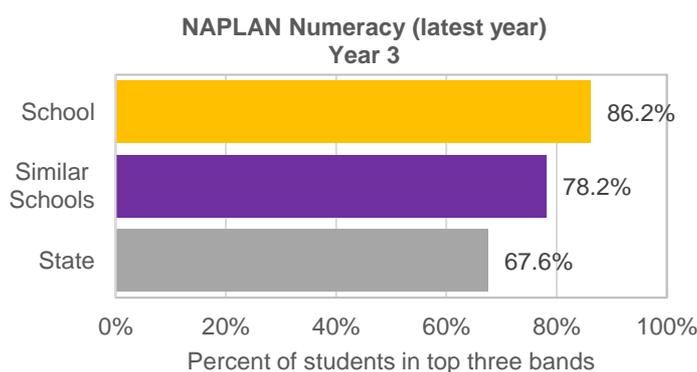
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.9%	76.8%
Similar Schools average:	83.3%	79.9%
State average:	70.4%	67.7%



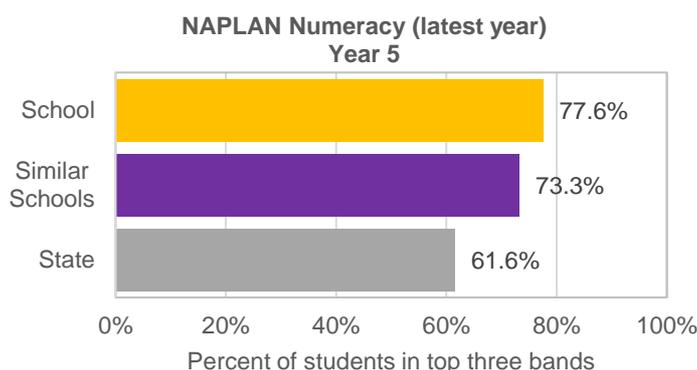
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.2%	85.6%
Similar Schools average:	78.2%	81.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.6%	71.8%
Similar Schools average:	73.3%	71.1%
State average:	61.6%	60.0%



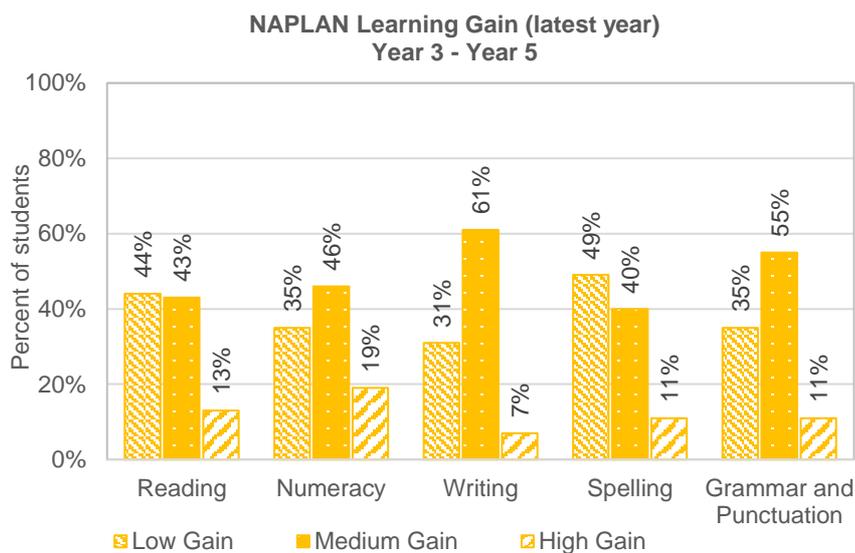
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	44%	43%	13%	27%
Numeracy:	35%	46%	19%	23%
Writing:	31%	61%	7%	26%
Spelling:	49%	40%	11%	22%
Grammar and Punctuation:	35%	55%	11%	22%



ENGAGEMENT

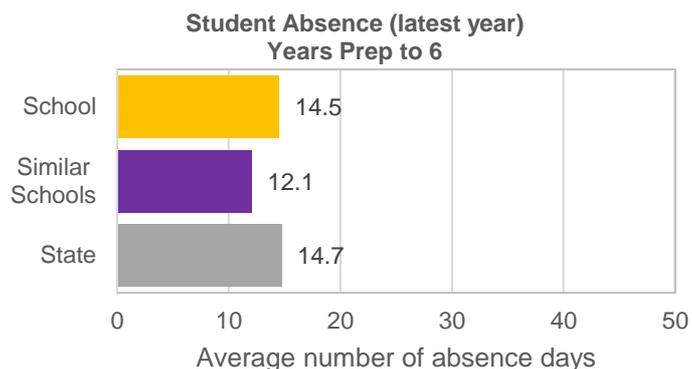
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.5	14.6
Similar Schools average:	12.1	12.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	95%	92%	92%	93%	94%	92%

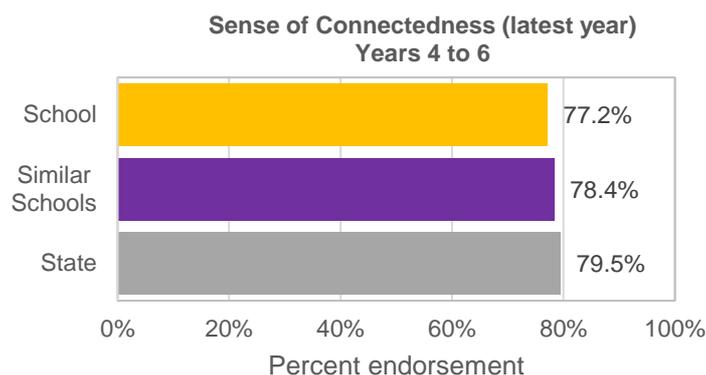
WELLBEING

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 (2021)	4-year average
School percent endorsement:	77.2%	77.8%
Similar Schools average:	78.4%	79.6%
State average:	79.5%	80.4%

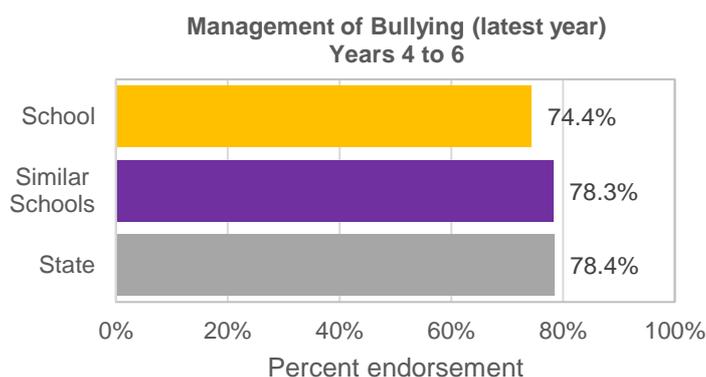


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	74.4%	79.3%
Similar Schools average:	78.3%	80.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,788,515
Government Provided DET Grants	\$677,092
Government Grants Commonwealth	\$8,410
Government Grants State	\$9,765
Revenue Other	\$46,855
Locally Raised Funds	\$435,263
Capital Grants	\$0
Total Operating Revenue	\$4,965,901

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,309
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,309

Expenditure	Actual
Student Resource Package ²	\$3,626,686
Adjustments	\$0
Books & Publications	\$7,752
Camps/Excursions/Activities	\$205,777
Communication Costs	\$4,850
Consumables	\$126,015
Miscellaneous Expense ³	\$22,709
Professional Development	\$8,901
Equipment/Maintenance/Hire	\$178,421
Property Services	\$154,106
Salaries & Allowances ⁴	\$287,154
Support Services	\$32,786
Trading & Fundraising	\$41,939
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$81,124
Total Operating Expenditure	\$4,778,218
Net Operating Surplus/-Deficit	\$187,682
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$369,454
Official Account	\$7,776
Other Accounts	\$31,375
Total Funds Available	\$408,605

Financial Commitments	Actual
Operating Reserve	\$181,321
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$62,447
Beneficiary/Memorial Accounts	\$31,375
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,693
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$33,156
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,512
Asset/Equipment Replacement > 12 months	\$25,532
Capital - Buildings/Grounds > 12 months	\$130,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$492,035

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.