**2022 Annual Report to the School Community**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 06 March 2023 at 03:19 PM by Adrian Waters (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 14 March 2023 at 02:01 PM by Mitch Barrow (School Council President) | |

School Name: Bellbrae Primary School (0319)

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

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**

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| **School context** |
| At Bellbrae Primary School we offer students, staff and families a strong sense of community and belonging. This enabled our students to develop and grow in a unique rural environment on the Surf Coast that is enjoyable, supportive, relevant and able to offer challenges that empowered students to be critical thinkers and innovative life-long learners. In 2022, we had 469 students and in excess of 45 staff members across all facets of the school. There were 28.4 EFT teaching staff, 4.1 EFT support staff and 2 PCOs. With this staffing profile we were able to offer a strong sense of community where individuals were respected and appreciated. In 2022, our school SFOE was 0.161 compared to the state at 0.404, which had a detrimental effect on our equity funding level. However, having students from well resourced homes with educated parents had a positive impact on teaching and learning across the school. The school was once again highly committed to the mental health and well-being of all students, with an active welfare program falling under the banner of School Wide Positive Behaviours. The school employed a wellbeing officer in a 0.6 capacity but did not qualify for welfare funding or the chaplaincy program. The emotional health and resilience of students, in some instances, reflected the challenges of the pandemic and the impact of the remote learning program of the previous two years. Our values of Respect, Responsibility, Resilience and Aspire underpin decisions, actions and processes. The school also adopted a non punitive approach with restorative practices scripts underpinning responses to behaviour management. The whole school use of behaviour response flowcharts ensured that a consistent approach to behaviour management was adopted. In 2022, the capital works project continued to provide the school with state of the art facilities, however, weather events did impact negatively on learning and recreational spaces over the course of the year. The School Review provided opportunities to revisit and review approaches to literacy, numeracy, student health and wellbeing, which has resulted in the implementation of a number of initiatives. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2022 our Annual Implementation plan focused on the four areas of Literacy, Numeracy, Student Engagement and Wellbeing. Academically, our focus was on Teacher Judgement data and our Year 3 and Year 5 NAPLAN data, which allowed us the opportunity to identify discrepancies, compare and provide professional learning for staff. Throughout 2022, students who had not meet a year's growth were identified to participate in the TLI and intervention and support programs. These programs allowed us to identify and target specific areas of need and provide structure and supports for students through weekly small group participation and consolidation activities.Teacher Judgement data from 2021 indicated that 93.7 percent of students were achieving at or above age expected standards for English and 93.6 percent of student achieving at or above age expected standards for Mathematics. Our AIP focus on the implementation of a coaching, mentoring and peer observation, developing whole school approaches to Literacy and Numeracy and on building staff capacity to effectively use data to inform practices has resulted in improved data. This is evidenced by an increase in English with 94.7 percent, however there was a slight decline in Mathematics to 92.8 percent. This decline may be due to multiple factors including an extended focus on coaches supporting teachers to implement new approaches to the teaching of Literacy and a conservative approach by teachers in their judgments post COVID. This decline may also be a result of staff more effectively analysing, interpreting and reporting against student data, which resulted in greater accuracy of their assessments.    2021 NAPLAN data highlighted the need for focus on relative growth data in 2022, with the percentage of Year 5 students experiencing high growth sitting behind both similar schools and the state, particularly in the area of Literacy. This reinforced our need to focus on Literacy for the 2022-2025 School Strategic Plan. 2022 NAPLAN achievement data indicated that our Year 3 student Reading results were in line with similar schools (85.5% / 86.6%) and well above the state percentage of 76.6%. Likewise, our Year 5 Reading results were in line with similar schools (79.2% / 81.4%) and well above the state percentage of 70.2%. Year 3 Numeracy results sat higher than similar schools (79% / 76.3%) and significantly higher than the state at 64%. Year 5 Numeracy results also sat slightly higher than similar schools (63.9% / 63.3%) and again significantly higher than the state at 54.2%. As our Year 5 students did not sit NAPLAN in 2020 there is no available data to indicate relative growth for our students. In addition to our coaching focus on Literacy, our PLC cycles of Inquiry focused on Literacy and Numeracy on a rotational basis. These cycles provided opportunities for staff Professional Learning Communities to undertake an in depth exploration of student data and use this to examine, plan and share best practice to improve student learning outcomes. |
| Wellbeing |
| Student attitudinal data for Sense of Connectedness indicated that 80.1% of our Year 4-6 students had a strong connection to school, which was above both similar schools and state averages. This was a positive outcome for our school following two years of disrupted learning due to COVID. Attitudinal data also indicated that 76.6% of our students positively endorsed the school's management of bullying. This was also sitting above similar schools and state averages and continues on an upward trajectory. Throughout 2022 our focus was on embedding our School Wide Positive Behaviour framework, collecting and tracking student behaviour data and continuing to foster school and family partnerships to improve student outcomes.Through a considered approach to our professional learning and meeting schedule we were able to dedicate time for our school Wellbeing Committee to provide Professional Learning opportunities regarding a consistent approach to behaviour management, identifying motivations for behaviours and leading restorative conversations. Through our online communication portal we were able to begin the process for collecting and tracking behaviour issues across the school. This allowed for better communication and recording of incidents across the school. In 2022, there was an expectation from parents for greater involvement in the school following the effects of the pandemic. In response, we made a concerted effort to improve communication platforms, covering both organisational and learning aspects. Seesaw was adopted to showcase learning and classrooms activities; whereas Compass was used to communicate organisational and logistical aspects. There was also continued use of newsletters, assemblies, parent helpers, community nights, greater school council involvement and an upgraded website. On an extra curricular level students were able to participate in excursions, incursions, sporting events, camping programs and other interschool activities. |
| Engagement |
| Traditionally, students at Bellbrae PS have not been absent due to truancy. This trend continued in 2022 with most absenteeism being attributed to parent approved absences. Student absences for 2022 sat at 27.5 average number of days absent. This sits significantly higher than our 4 year average of 17.3, but aligns with similar schools and the state averages. Potential reasons for this sharp increase include the ability for families to travel more broadly, scepticism surrounding perceptions of health and safety in the school setting, forced isolation due to positive COVID tests and increased vigilance by families regarding illnesses and ailments.Greater levels of anxiety manifested in some student groups due to the pressures associated with transitioning back to the formal school setting. This increased levels of school refusal by some individuals and also required substantial supports from staff. In addition to our welfare worker, extra education support staff were appointed to provide health and wellbeing programs such as Theraplay, lunchtime clubs, Blue Earth, Connected Kids, Bike Education and the establishment of a dedicated Wellbeing space.The new school buildings created additional spaces for alternative activities which included a gymnasium for health and physical education, further development of the nature play space and use of the Bellbrae Reserve also provided opportunities for further student activities.Student groups such as Junior School Council, the CORE group, House Captains, the Buddies program, Yuddies Program and the Blue Earth Leadership Program all contributed to greater student engagement and general sense of school pride and ownership. Curriculum based activities such as the Starting Right Program, Respectful Relationships, SWPB and Cybersafe Presentations also played a pivotal role in promoting student safety and engagement. The reintroduction of whole school activities such as the inter-house cross country, aquatic survivor, swimming and athletics carnivals, and lightning premiership also generated opportunities for student engagement. |
| **Other highlights from the school year** |
| 2022 saw the reintroduction of school camps and whole school assemblies. The assemblies provided a platform for students Drama Performances and an opportunity to showcase various activities and sports that students were involved in. The new gymnasium allowed for a number of incursions including cultural performances, anti bullying programs, Family Maths Night and graduation celebrations. Our students continued to excel in a number of sports at a school, district, regional and state level. Sporting achievements were not limited to traditional sports but also included high levels of success in activities such as snowboarding, skiing, surfing and cycling.School Council took an active leadership role in generating grant applications and funds to improve learning and environmental spaces for our school community, some of which are still in the process of completion. A highlight to be celebrated was the Creative Arts Victoria partnership which enabled selected students to collaborate with a well known contemporary artist. Other successful grants enabled learning spaces to be vegetated, promoted safe and active travel for students to school and the installation of shade sails. The Edible Garden continued to be a popular learning resource for staff and students. |
| **Financial performance** |
| Due to SFO and SFOE levels Bellbrae PS received limited equity funding. The school received substantial support for the furnishing of new buildings and the School Council was successful in a number of grant applications. Due to the legacy of the pandemic and Capital Works Program we were unable to hold our annual Mayfair, but managed to fundraise through a number of local activities. These included regular student BBQs and discos, a trivia night, a ladies lunch, Mother's and Father's Day activities, hot cross bun sales, School Business Directory, auctions and revenue from the school canteen. Due to changes in the Parent Payment Policy the number of parents contributing to school fees declined significantly. We anticipate that this will be a continuing trend moving forward. |
| **For more detailed information regarding our school please visit our website at** [**https://www.bellbraeps.vic.edu.au/**](https://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 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 469 students were enrolled at this school in 2022, 223 female and 246 male.

1 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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 76.5% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 85.8% |
| State average (primary schools): | 73.4% |

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.

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| **English**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 94.7% |
| Similar Schools average: | 93.6% |
| State average: | 87.0% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 92.8% |
| Similar Schools average: | 93.2% |
| 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.

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| **Reading**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 85.5% | 89.5% |
| Similar Schools average: | 86.6% | 87.3% |
| State average: | 76.6% | 76.6% |

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| **Reading**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 79.2% | 76.6% |
| Similar Schools average: | 81.4% | 81.6% |
| State average: | 70.2% | 69.5% |

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| **Numeracy**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 79.0% | 85.2% |
| Similar Schools average: | 76.3% | 79.2% |
| State average: | 64.0% | 66.6% |

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| **Numeracy**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 63.9% | 69.7% |
| Similar Schools average: | 63.3% | 69.7% |
| 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).

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 80.1% | 78.1% |
| Similar Schools average: | 76.5% | 78.5% |
| 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).

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 76.6% | 77.0% |
| Similar Schools average: | 75.1% | 78.4% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 27.5 | 17.3 |
| Similar Schools average: | 21.4 | 14.6 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 86% | 85% | 88% | 85% | 85% | 88% | 86% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $4,016,827 |
| Government Provided DET Grants | $572,088 |
| Government Grants Commonwealth | $11,100 |
| Government Grants State | $47,079 |
| Revenue Other | $39,369 |
| Locally Raised Funds | $420,245 |
| Capital Grants | $0 |
| Total Operating Revenue | **$5,106,708** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $9,580 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$9,580** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $3,808,028 |
| Adjustments | $0 |
| Books & Publications | $4,322 |
| Camps/Excursions/Activities | $230,845 |
| Communication Costs | $3,669 |
| Consumables | $145,851 |
| Miscellaneous Expense 3 | $20,428 |
| Professional Development | $15,713 |
| Equipment/Maintenance/Hire | $51,294 |
| Property Services | $164,088 |
| Salaries & Allowances 4 | $319,233 |
| Support Services | $35,128 |
| Trading & Fundraising | $71,235 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $54,663 |
| Total Operating Expenditure | **$4,924,498** |
| Net Operating Surplus/-Deficit | **$182,210** |
| Asset Acquisitions | **$42,279** |

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 | $310,112 |
| Official Account | $3,915 |
| Other Accounts | $35,204 |
| Total Funds Available | **$349,231** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $172,694 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $7,700 |
| School Based Programs | $53,733 |
| Beneficiary/Memorial Accounts | $35,204 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $5,475 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $11,161 |
| Asset/Equipment Replacement > 12 months | $7,489 |
| Capital - Buildings/Grounds > 12 months | $30,451 |
| Maintenance - Buildings/Grounds > 12 months | $65,000 |
| Total Financial Commitments | **$388,907** |

*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.*