

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 16 April 2024 at 03:37 PM by Adrian Waters (Principal)

- This 2023 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 24 April 2024 at 12:36 PM by Emily Torney (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Bellbrae Primary School promotes independent and critical thought leading to life-long learning. The school community promotes a caring and nurturing environment that is committed to developing resilient and analytical problem solvers who reach their full potential. Bellbrae Primary School utilises the School Wide Positive Behaviour Supports framework as the basis of all practises across the school. The school's unique geographic context and location on the Surf Coast, together with a progressive curriculum, dedicated and committed staff, all help promote values that are critical to social, civic and environmental responsibility. Education has been proudly provided at Bellbrae since 1861 with 2011 marking our 150th anniversary. Currently the staff comprises of 2 Principal Class members, 41 teaching staff, including 7 Specialist classroom teachers, and an additional 12 Support Staff (EFT: 31.3 teaching, Support: 7.60). Recently completed state of the art facilities, with contemporary resources ensure fantastic learning opportunities for students that is supported by innovative teaching practises and a contextualised curriculum. A range of specialist teachers in Art, Performing Arts, Indonesian and STEM further engage our students in their learning. Our unique location and connection with the natural environment complements the communal and active learning opportunities available to our students. The school's vision is to offer students, staff and families a strong sense of community and belonging, enabling our students to develop and grow in a special setting that is enjoyable, supportive, relevant and able to offer challenges that empower students as transformational learners.

Progress towards strategic goals, student outcomes and student engagement

Learning

As our performance data indicates, Bellbrae Primary School has achieved well above the state averages in all NAPLAN categories.

NAPLAN and Teacher Judgements

Highlights of performance data include:

- Teacher Judgements in English for Foundation to Year 6 sits at 94.7% of students at or above age expected standards.
- Teacher Judgements for Mathematics for Foundation to Year 6 sits at 91.3% of students at or above age expected standards.
- Strong results across all areas in Year 5 including being above state average and similar schools average for both Reading and Numeracy.
- Strong results across all areas in Year 3 including exceeding state averages for both Reading and Numeracy.
- Change to timing and introduction of online platforms may have impacted on all NAPLAN results.

Literacy

Our successes in Literacy have been supported by:

- Ongoing work with Emina Mclean, an educational Literacy consultant and expert in Science of Reading and evidence based Literacy practises.
- Coaching model providing staff with support
- Professional Learning Schedule with a focus on Literacy improvement aligned to whole school approaches
- Resourcing of classrooms to support new and innovative approaches
- Designated whole staff curriculum days and Professional Learning days with team leaders.
- Renewed pedagogical model aligning to a structured Literacy block
- Literacy improvement a focus for Professional Learning Communities
- Allocation of time for collaborative planning within the timetable promoted consistency of practise

Numeracy

- Ongoing work with Andrew Lorimer Derham, an educational Mathematics consultant and expert in engaging students in higher order thinking and mathematical problem solving.
- Coaching model providing staff with support
- Professional Learning Schedule with a focus on Numeracy improvement aligned to whole school approaches
- Resourcing of classrooms to support new and innovative approaches
- Designated whole staff curriculum days and Professional Learning days with team leaders.
- Renewed pedagogical model aligning to a structured Numeracy sessions
- Numeracy improvement a focus for Professional Learning Communities

- Allocation of time for collaborative planning within the timetable promoted consistency of practise

High Abilities Programs

- Extended beyond Year 5 and 6 at a school level
- Number of students participating in Victorian High Abilities Program
- Project based learning for students identified through data and teacher judgements

Tutor Learning Initiative

- Students identified through data and teacher observations requiring intervention and support
- Sessions and timetables based on student need and maximising impact of program
- Additional financial resources beyond DET funding invested by the school to support the program

Wellbeing

Our commitment to student wellbeing, aligning our practises with the Departments Framework for Improved Students Outcomes 2.0, an increased level of voice and agency, has resulted in positive responses to attitudinal surveys. These include:

AtoSS

- Sense of Connectedness for Year 4 to 6 students is at 84.6% which is above both similar schools and state responses.
- Management of Bullying is at 83% positive responses, which is well above both similar schools and state responses.

Welfare and MHIPS

- Employment of a Mental Health in Primary Schools practitioner with the school funding additional days over and above our DET entitlement.
- Employment of a welfare officer to support the mental health and wellbeing of all members of the school community.
- Students requiring support are identified and referred by both parents, caregivers and classroom teachers.
- Education support staff are utilised to provide additional assistance to students in need.
- Existence of dedicated wellbeing space and resource budget.

School Values and Acknowledgement System

- SWPBS has played a significant role as both a behavioural framework and clear set of expectations for both students and staff.
- Wellbeing focus through PLC cycles has ensured an ongoing emphasis on promoting our school values.
- All wellbeing practises align with FISO

Engagement

Although Bellbrae Primary School's attendance data is below expectations it is not due to truancy or other typical factors influencing school attendance. The legacy of COVID and parent approved absences (for example, extended holidays) continued to impact on attendance levels. However, there has been an improvement in the number of days attended by students from F-6 across the school from the previous school year. There continues to be relatively high levels of anxiety amongst students, as a result of the shift from remote learning and other COVID related issues, which is fairly typical across all school communities. Our school's SFO and SFOE suggests that our students come from well resourced families with the economic capacity to travel and take extended breaks during the school year. As a school we promote that 'it's not ok to be away' and have a range of supports in place to optimise attendance. At Bellbrae PS we contextualise our curriculum to ensure student interests are catered for and that learning is meaningful to real life experiences. We use a range of strategies like lunchtime clubs and the dedicated wellbeing space to engage students in alternative activities other than traditional recess and lunchtime play. Additionally, Blue Earth, connected kids, bike education program, school camps, the edible garden, debating and drama productions give students the opportunity to engage in alternative and diverse learning activities. The new school buildings created additional learning and recreational opportunities, including a gymnasium for health and physical education, further development of the nature play space, completion of the new oval and mini soccer pitch as well as the Gaga pit. 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, SWPBS and Cybersafe Presentations also played a pivotal role in promoting student safety and engagement. Continuation 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. Attitudinal data reflected a strong sense of inclusion and student voice and agency with scores above both state and similar school averages.

Other highlights from the school year

Additional highlights from the year include:

- completion of the capital works project
- establishment of a RAP (Reconciliation Action Plan) committee
- incorporation of indigenous perspectives across the school including smoking ceremony for opening and naming of new gymnasium
- drama productions
- large number of students participating in ICAS assessments
- positive NAPLAN results for both Year 3 and Year 5
- increased enrolment of new foundation students reflects community trust in the school
- establishment of a new and consistent leadership team including the appointment of a substantive Assistant Principal
- community event successes including students excelling in alternative activities such as snow sports, surfing, nippers, skateboarding and mountain biking.
- an energetic and passionate school council generating additional funding through grant applications and fundraising
- comprehensive school camping program encompassing urban, adventure and historical aspects
- expos and family maths nights generated further parent involvement in student learning
- reinstatement of opportunities for classroom helpers following disruptions resulting from Covid.

Financial performance

- The school managed to generate an operating surplus with the view to carry over funding for 2024. This is to ensure the provision of a program that did not compromise students from previous experiences, and that committed funding could be paid. Some of this money has already been allocated to expenses incurred from various work programs (building fund approx. \$43k, solar panels approx. \$30k, shade sail grant approx. \$11k, maintenance and minor works \$73k, outdoor learning and school ground improvements approx. \$95k, irrigation approx. \$60k etc).
- The school was also required to part-fund some of the capital works program due to the exhaustion of contingency funding.
- The new parent payment policy impacted on curriculum contributions resulting in approximately 60% of fees being paid.
- Staff absences resulting from compulsory isolation impacted on Casual Relief Teacher budgets.
- In an effort to remain abreast of technological advances a significant amount of money was allocated to digital learning and technologies as well as updating Literacy resources.

For more detailed information regarding our school please visit our website at
<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 458 students were enrolled at this school in 2023, 224 female and 234 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).

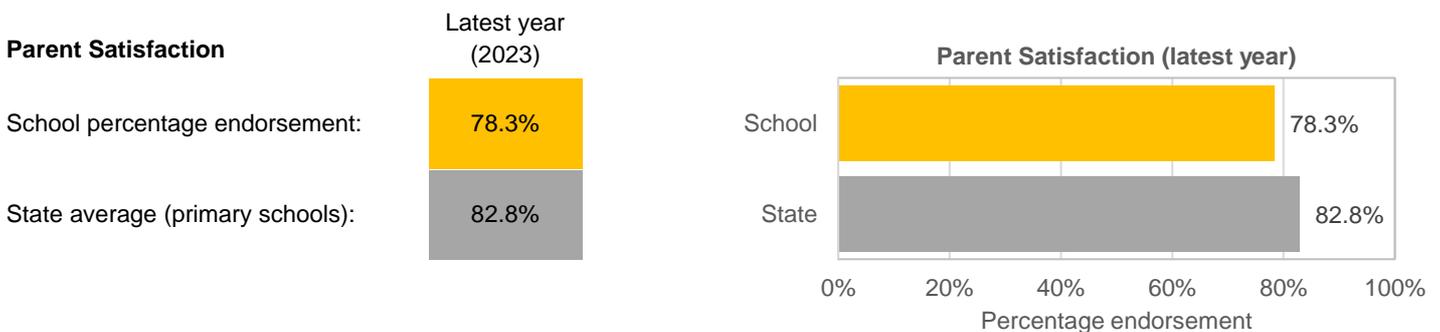
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

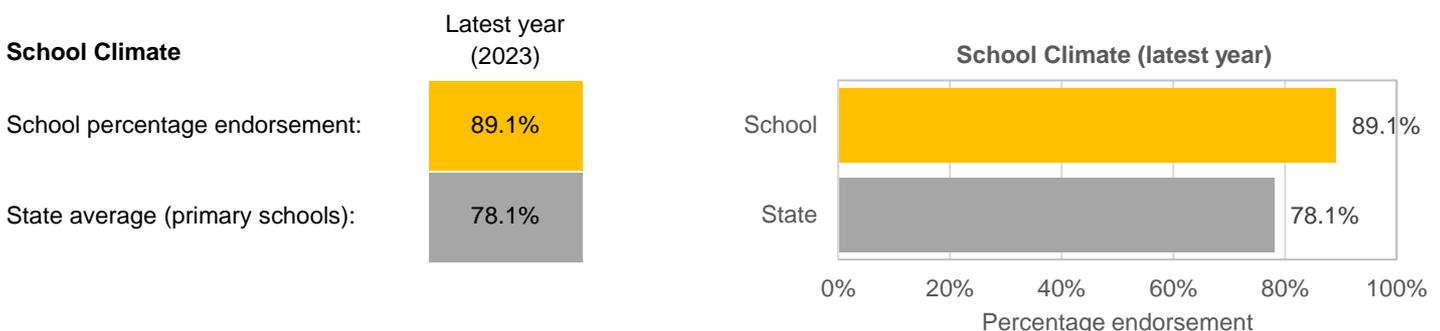


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

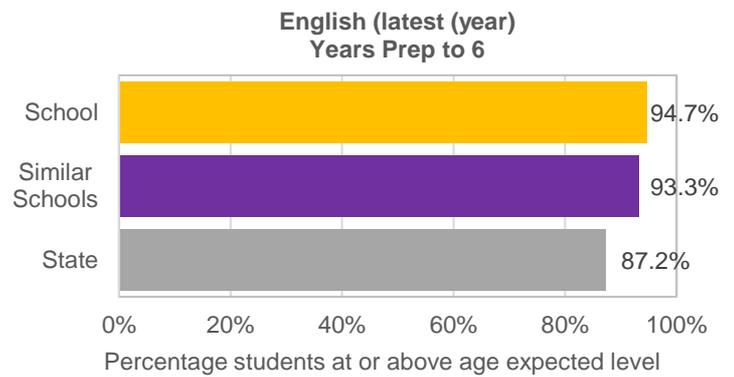
94.7%

Similar Schools average:

93.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

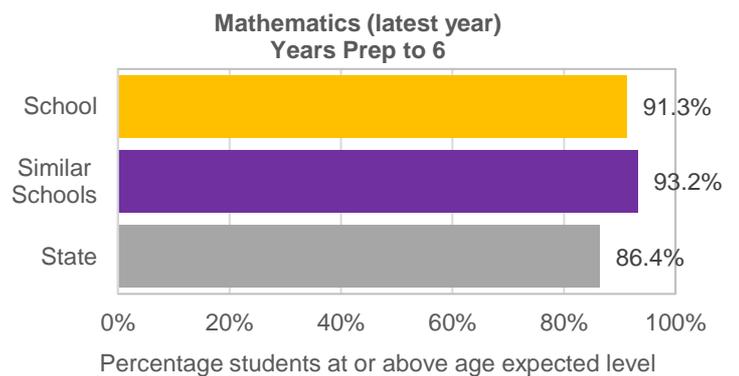
91.3%

Similar Schools average:

93.2%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.8%

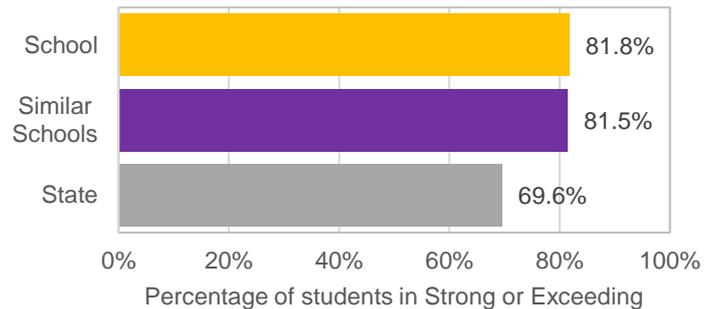
Similar Schools average:

81.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.6%

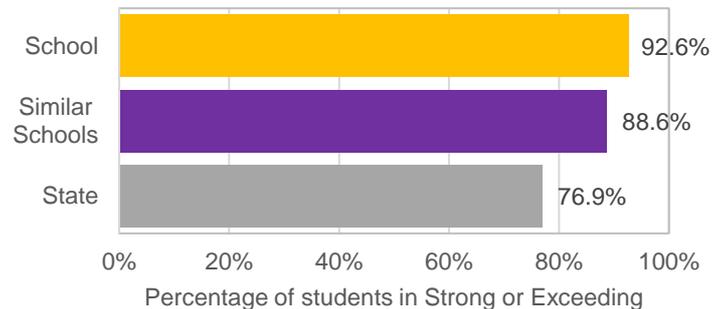
Similar Schools average:

88.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

71.4%

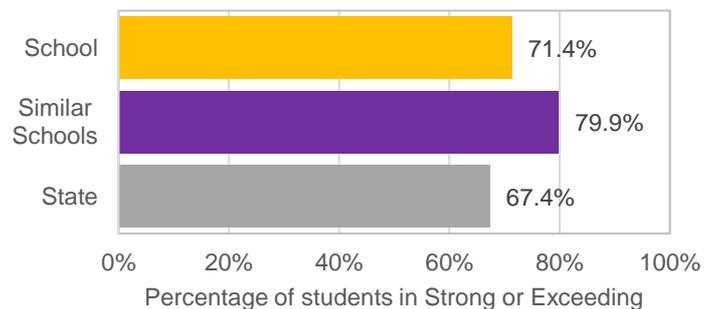
Similar Schools average:

79.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.6%

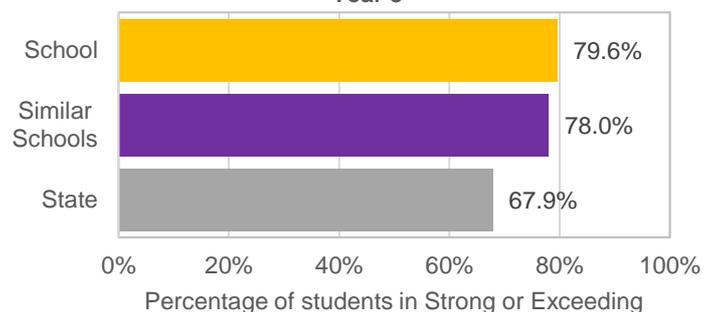
Similar Schools average:

78.0%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

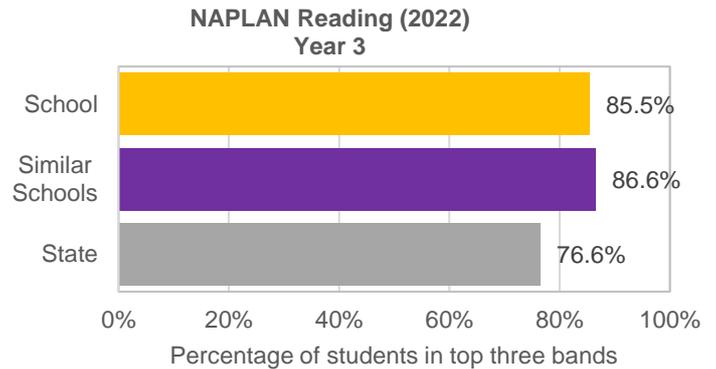
85.5%

Similar Schools average:

86.6%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

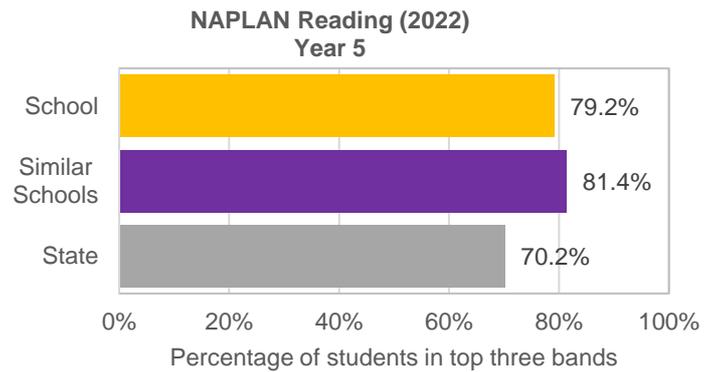
79.2%

Similar Schools average:

81.4%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

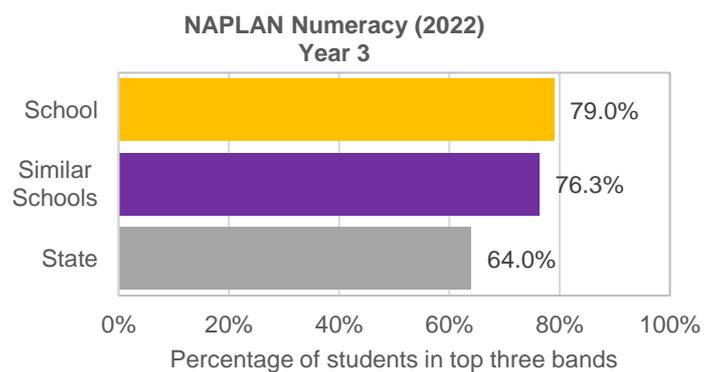
79.0%

Similar Schools average:

76.3%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

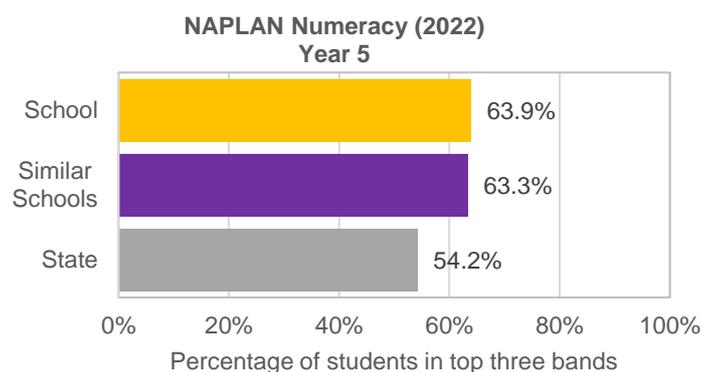
63.9%

Similar Schools average:

63.3%

State average:

54.2%



WELLBEING

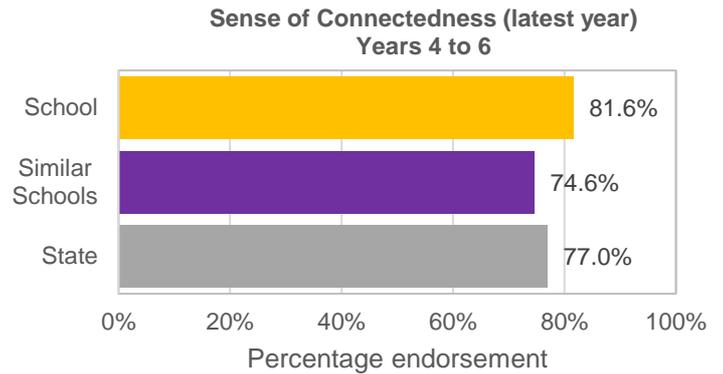
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	81.6%	79.9%
Similar Schools average:	74.6%	77.1%
State average:	77.0%	78.5%

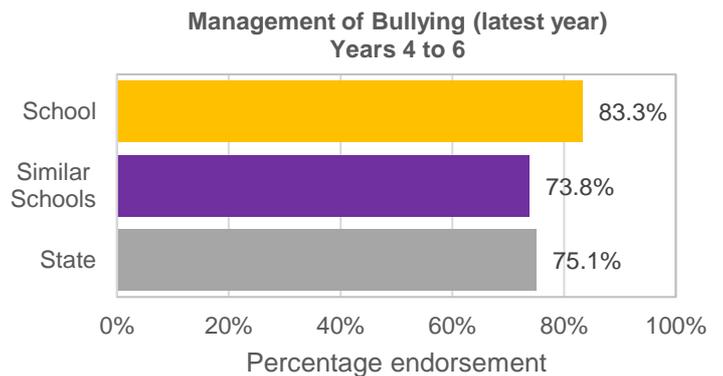


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	83.3%	78.4%
Similar Schools average:	73.8%	76.4%
State average:	75.1%	76.9%



ENGAGEMENT

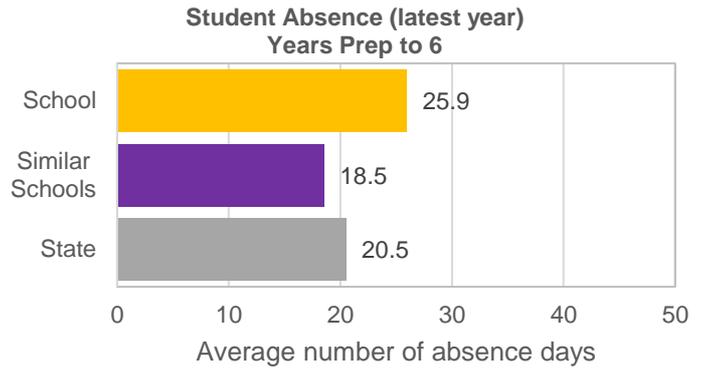
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	25.9	19.8
Similar Schools average:	18.5	15.5
State average:	20.5	18.1



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 (2023):	89%	90%	85%	89%	84%	86%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,363,627
Government Provided DET Grants	\$623,774
Government Grants Commonwealth	\$5,800
Government Grants State	\$26,228
Revenue Other	\$30,691
Locally Raised Funds	\$501,368
Capital Grants	\$0
Total Operating Revenue	\$5,551,488

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,771
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,771

Expenditure	Actual
Student Resource Package ²	\$4,157,144
Adjustments	\$0
Books & Publications	\$6,475
Camps/Excursions/Activities	\$226,517
Communication Costs	\$3,362
Consumables	\$153,328
Miscellaneous Expense ³	\$26,670
Professional Development	\$11,951
Equipment/Maintenance/Hire	\$55,122
Property Services	\$174,641
Salaries & Allowances ⁴	\$333,782
Support Services	\$36,061
Trading & Fundraising	\$84,490
Motor Vehicle Expenses	\$59
Travel & Subsistence	\$0
Utilities	\$30,646
Total Operating Expenditure	\$5,300,249
Net Operating Surplus/-Deficit	\$251,239
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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$325,693
Official Account	\$30,807
Other Accounts	\$43,539
Total Funds Available	\$400,039

Financial Commitments	Actual
Operating Reserve	\$180,036
Other Recurrent Expenditure	\$6,726
Provision Accounts	\$0
Funds Received in Advance	\$8,250
School Based Programs	\$18,200
Beneficiary/Memorial Accounts	\$43,539
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,602
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$11,250
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$73,465
Asset/Equipment Replacement > 12 months	\$30,933
Capital - Buildings/Grounds > 12 months	\$30,451
Maintenance - Buildings/Grounds > 12 months	\$65,000
Total Financial Commitments	\$473,451

All funds received from the Department of Education, 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.