

# 2025 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 23 February 2026 at 12:50 PM by Adrian Waters (Principal)

- As executive officer of the school council, I attest that this 2025 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 21 April 2026 at 11:58 AM by Adrian Waters (Principal)

## 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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

## About Our School

### School context

In 2025 Bellbrae PS had 492 students, predominantly from Jan Juc and the surrounding areas. 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 promotes independent and critical thought leading to life-long learning. Bellbrae Primary School utilises the School Wide Positive Behaviour Supports framework, and the Berry Street Education Model 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. In 2025, our SFOE index was 0.1408, which falls within the low SFOE band.

In 2025 the staff comprised of 2 Principal Class members, 2 Learning Specialists, 41 teaching staff (31.6 EFT), including 6 Specialist subject teachers, and an additional 15 Support Staff. The school's state of the art facilities, together 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 Visual Art, Performing Arts, Indonesian and Physical Education 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. 2025 marks the final year of the current strategic plan.

### 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, with the exception of relative growth in spelling and writing. NAPLAN and Teacher Judgements highlights of performance data include:

- Teacher Judgements Foundation to Year 6 at or above expected level of achievement sits at 90.7% for Mathematics and 94.4% for English.
- Numeracy outcomes across the school exceeded expectations as practices were consistently implemented as highlighted by 78% of students achieving high or medium relative growth from 2023 to 2025 in NAPLAN.

- Strong results across all areas in Year 3 and Year 5 NAPLAN with approximately two thirds of all students achieving in the strong and exceeding bands.
- In 2025 the school once again encouraged all students to participate in NAPLAN assessments resulting in an accurate representation of a cross section of our student population.

Our learning successes have been supported by:

- Embedding an evidence based approach to grammar and punctuation following along the Science of Reading and Writing focus over the previous four years.
- Consolidation of the professional learning conducted in the previous year with Emina Mclean, an educational Literacy consultant and expert in Science of Reading and evidence based Literacy practises.
- Peer Observation facilitated through our coaching model providing staff with support from our Learning Specialists
- Professional Learning Schedule with a focus on improvement aligned to whole school approaches
- Further developing knowledge base of team leaders to support their teams in the implementation of whole school approaches through regular "Management Day Meetings" and professional learning schedule
- Revisited the pedagogical models to ensure they aligned with VTLM2.0
- Allocation of time for collaborative planning within the timetable promoted consistency of practise
- Tutor Learning Initiative focusing on identified students in literacy and numeracy
- Professional Learning Schedule with a focus on Numeracy improvement aligned to whole school approaches including development of teacher understanding of the importance of Place Value knowledge and its relation to mathematical concepts
- Further developing knowledge base of team leaders to support their teams in the implementation of whole school approaches.
- 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

## Wellbeing

Our 2025 data indicates that over the 4 years of our strategic plan we met the targets set and have an increase the percentage of in positive endorsement in the Student Attitudes to School Survey for the factors:

- Managing Bullying - 78.9% positive endorsement

- School Connectedness - 80.8% positive endorsement (which is well above similar schools and state averages)
- Advocate at school - 87% positive endorsement
- Respect for diversity - 79% positive endorsement
- Resilience (normal and high) - 75% positive endorsement

Similarly in 2025 we increased the percentage of positive endorsement in the School Staff Survey for the factors:

- Shielding and buffering - 83% positive endorsement
- Teacher collaboration - 80% positive endorsement

#### Welfare and MHiPS

- Ongoing employment of a Mental Health in Primary Schools practitioner with the school funding additional days over and above our DET entitlement.
- Ongoing 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 this includes the establishment of a new sensory playground.
- Completion of Berry Street Education Model professional learning for all staff.
- School Values and Acknowledgement System is consistently used across the school
- Continued emphasis on SWPBS which 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 tracking student data and promoting our school values.

#### Engagement

Although Bellbrae Primary School's attendance data is below expectations it is not due to truancy or other typical factors influencing school attendance. Parent approved absences (for example, extended holidays) continued to impact on attendance levels. Additionally, a limited number of students with exceptionally high absent rates impacted our overall school data. In 2025, our attendance rate was well below similar schools, but did reflect a 0.7% improvement from the previous year. We currently track and monitor student attendance rates through the use of the *Pulse* module on the Compass platform. This data is regularly discussed and shared with staff at wellbeing meetings. Strategies that were used in 2025 to improve student attendance included:

- our ongoing work framed by BSEM
- increasing the number of ES staff at front gate to support students transitioning into school
- individualised transition programs for students
- modified education timetable programs

- sourced internal and external parent support sessions focused building student resilience and how parents can support their child/ren
- provision of programs targeting identified students such as the *Connected Kids Program*
- ran a range of lunchtime clubs and alternative activities to support student engagement at school
- promoted engagement through the continuation of activities such as Blue Earth, Critical and Creative Learning, Bike Education Program, school camps, the Edible Garden, debating and drama productions.

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.

In 2025, our contemporary facilities created additional learning and recreational opportunities. For example, the use of the gymnasium for health and physical education, further development of the nature play space, continued use of the resurfaced oval and mini soccer pitch as well as the Gaga pit, provided alternative recreational opportunities for students. Student groups such as Junior School Council, the CORE group, House Captains, the Buddies program, Yuddies Program and the Blue Earth Leadership Program 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:

- Success of Mayfair as the major fundraiser and coordinated by school council
- Successful grants applications relating to mental and physical health and sustainability
- student led drama productions expanded to Foundation to Year 6
- School pride / House pride through regular acknowledgement at assemblies
- school led athletics, swimming and cross country carnivals
- snow sports participation and success for selected students (Nationally - Third place overall)
- Grade 5 charity fundraising day
- large number of students participating in ICAS assessments
- consistently high enrolments of new foundation students reflects community trust in the school
- consistent interest in our school as a place of work as illustrated by high number of applications for job openings
- comprehensive school camping program encompassing urban, adventure and historical aspects as well as a diverse range of incursions and excursions to support the curriculum

## Financial performance

The school's overall financial position is good, however the surplus that is reflected includes an accumulation of funds from previous Mayfair events. Provided we are able to supplement our funds with future Mayfair events and gymnasium hire contracts we should be able to maintain a stable financial position.

Our low equity funding placed us in a precarious position once again in 2025 as we were unable to use it for the employment of any allied health professionals or additional support staff. Strategic management of our staffing model was necessary in order to maintain basic staffing of our teaching and learning program.

The current cleaning contract was due to expire in November 2025 but was extended to the beginning of 2026.

Grant applications were relied upon to support grounds and facilities maintenance and to supplement student wellbeing programs.

The oval required ongoing maintenance and the intervention of external trades adding to further financial stress.

The school was once again faced with a large budget allocation for casual staffing to cover leave and the individual needs of students.

**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

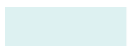
A total of 497 students were enrolled at this school in 2025, 247 female and 250 male. 1% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	81.8%	
	Similar schools	79.1%	
	State	82.0%	

### School Staff Survey


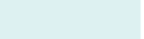


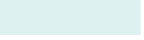

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	90.9%	
	Similar schools	78.7%	
	State	77.4%	

## LEARNING

### Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>94.4%</b>	
	Similar schools	92.8%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>90.7%</b>	
	Similar schools	91.6%	
	State	84.2%	

## NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.





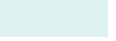

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>64.4%</b>	<b>73.7%</b>
	Similar schools	81.7%	81.0%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>79.6%</b>	<b>83.2%</b>
	Similar schools	86.2%	86.1%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>72.9%</b>	<b>75.4%</b>
	Similar schools	80.7%	79.7%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>72.2%</b>	<b>75.6%</b>
	Similar schools	80.1%	79.0%
	State	69.1%	68.1%

### NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		<b>2025</b>	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>75.5%</b>	
	Similar schools	75.8%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>78.0%</b>	
	Similar schools	71.7%	
	State	74.0%	

## WELLBEING




### 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>79.1%</b>		<b>80.8%</b>
	Similar schools	73.9%		75.4%
	State	77.1%		77.3%

### Student Attitudes to School – Managing 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).

		2025		4-year average
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>72.5%</b>		<b>78.9%</b>
	Similar schools	73.4%		74.5%
	State	76.4%		75.8%

## ENGAGEMENT








### Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
<b>Prep - 6</b>	<b>School</b>	<b>23.7</b>	<b>25.5</b>
	Similar schools	18.9	19.5
	State	21.5	21.7

### Attendance rate

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

		2025	
<b>Prep</b>	<b>School</b>	<b>90.8%</b>	
<b>Year 1</b>	<b>School</b>	<b>89.1%</b>	
<b>Year 2</b>	<b>School</b>	<b>88.2%</b>	
<b>Year 3</b>	<b>School</b>	<b>88.7%</b>	
<b>Year 4</b>	<b>School</b>	<b>87.6%</b>	
<b>Year 5</b>	<b>School</b>	<b>85.4%</b>	
<b>Year 6</b>	<b>School</b>	<b>84.7%</b>	

## FINANCIAL PERFORMANCE AND POSITION

### FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,989,694
Government Provided DET Grants	\$642,235
Government Grants Commonwealth	\$19,830
Government Grants State	\$13,142
Revenue Other	\$40,038
Locally Raised Funds	\$613,465
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,318,404</b>

Equity	Actual
Equity (Social Disadvantage)	\$13,062
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$13,062</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$4,836,526
Adjustments	\$0
Books & Publications	\$8,637
Camps/Excursions/Activities	\$276,997
Communication Costs	\$4,962
Consumables	\$129,327
Miscellaneous Expenses <sup>2</sup>	\$31,372
Agency Staff	\$27,455
Professional Development	\$20,998
Equipment/Maintenance/Hire	\$87,253
Property Services	\$210,289
Salaries & Allowances <sup>3</sup>	\$309,846
Support Services	\$30,513

Expenditure	Actual
Trading & Fundraising	\$82,862
Motor Vehicle Expenses	\$62
Travel & Subsistence	\$242
Utilities	\$37,186
<b>Total Operating Expenditure</b>	<b>\$6,094,527</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$223,878</b>
<b>Asset Acquisitions</b>	<b>\$51,850</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$525,509
Official Account	\$27,560
Other Accounts	\$24,113
<b>Total Funds Available</b>	<b>\$577,182</b>

Financial Commitments	Actual
Operating Reserve	\$209,667
Other Recurrent Expenditure	\$12,480
Provision Accounts	\$0
Funds Received in Advance	\$3,398
School Based Programs	\$15,000
Beneficiary/Memorial Accounts	\$36,700
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$288,262
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$565,507</b>

*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.*