

2024 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 04 March 2025 at 01:16 PM by Adrian Waters (Principal)

- As executive officer of the school council, I attest that this 2024 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 01 April 2025 at 01:22 PM 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
- 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



About Our School

School context

Bellbrae Primary School promotes independent and critical thought leading to life-long learning. In 2024 Bellbrae PS had 478 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 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. Education has been proudly provided at Bellbrae since 1861 with 2011 marking our 150th anniversary. Currently the staff comprises of 2 Principal Class members, 2 Learning Specialists, 29.2 teaching staff, including 6 Specialist subject teachers, and an additional 12 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.

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 94.4% of students at or above age expected standards. (State - 86.4%)*
- *Teacher Judgements for Mathematics for Foundation to Year 6 sits at 93.2% of students at or above age expected standards. (State - 85.9%)*
- *Strong results across all areas in Year 5 including being above state average for both Reading and Numeracy.*
- *Strong results across all areas in Year 3 including exceeding state averages for both Reading and Numeracy.*
- In 2024 the school encouraged all students to participate in NAPLAN assessments resulting in an accurate representation of a cross section of our student population.

Literacy

Our successes in Literacy have been supported by:

- Consolidation of the professional learning conducted earlier 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
- Professional Learning Schedule with a focus on Literacy improvement aligned to whole school approaches
- Resourcing of classrooms to support new and innovative approaches
- Further developing knowledge base of team leaders to support their teams in the implementation of whole school approaches.
- Revisited the pedagogical model to ensure it aligned with 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
- Tutor Learning Initiative focusing on identified students

Numeracy

- Peer Observation / Coaching model providing staff with support
- 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
- Resourcing of classrooms to support new and innovative approaches
- Further developing knowledge base of team leaders to support their teams in the implementation of whole school approaches.
- 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

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 81.6% which is above both similar

schools and state responses.

- Management of Bullying is at 82.9% positive responses, which is well above both similar schools and state responses.

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.
- Introduction and first two days of Berry Street Education Model professional learning for all staff.

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. 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. An improvement from 24.9 to 23.9 absent days from 2023 to 2024. This is still a significant number of days that students are away from school and we are hoping that our ongoing work framed by BSEM will improve attendance figures.

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, Critical and Creative Learning, Bike Education Program, school camps, the Edible Garden, debating and drama productions give students the opportunity to engage in alternative and diverse learning activities. Our modern facilities create additional learning and recreational opportunities. The use of the 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, all provide 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:

- Ongoing work of the RAP (Reconciliation Action Plan) committee
- Reinstatement of the annual Mayfair that raised over \$60 000 for the school
- incorporation of indigenous perspectives across the school including a Welcome to Country for the opening of Mayfair.
- student led drama productions and talent shows performed at whole school assemblies
- Grade 5 charity fundraising day
- large number of students participating in ICAS assessments
- positive NAPLAN results for both Year 3 and Year 5
- consistently high enrolments of new foundation students reflects community trust in the school
- 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
- Irrespective of challenging events such as the flooding of the admin building and foundation classrooms the learning program continued to provide consistent learning opportunities for our students.

Financial performance

- The school managed to generate an operating surplus at the end of 2024. This surplus was complemented by locally raised revenue, specifically the Mayfair, which generated in excess of \$60 000. The intention is to use these funds to improve recreation spaces. The building fund supported the installation of 52kw solar panels on the gymnasium roof, which generates sufficient electricity for the school's daily needs.
- Disability Inclusion Profile meetings have generated funding allowing additional classroom support, professional learning and student support group meetings to provide the education adjustments required for students.
- There has been an increase in the number of families paying the voluntary levies and contributions.

- Staff absences impacted on Casual Relief Teacher budgets with a total expenditure of \$189 000. Unfortunately this exceeded the allocated funding originally budgeted for CRTs.
- 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 which included decodable readers, iPads and relevant learning apps.

**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 478 students were enrolled at this school in 2024, 239 female and 239 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).

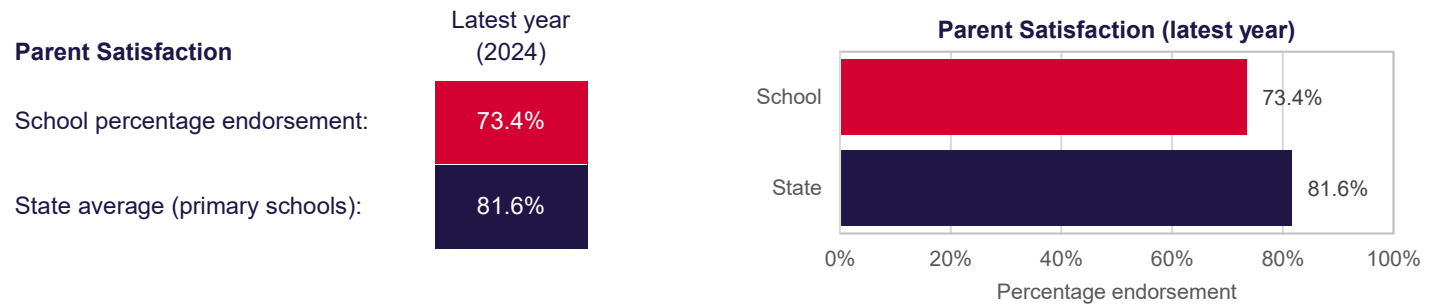
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

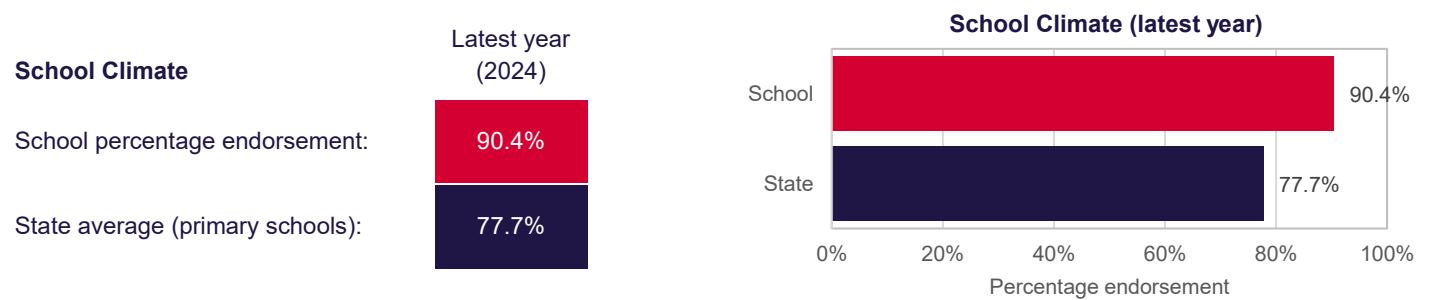


School Staff Survey

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.



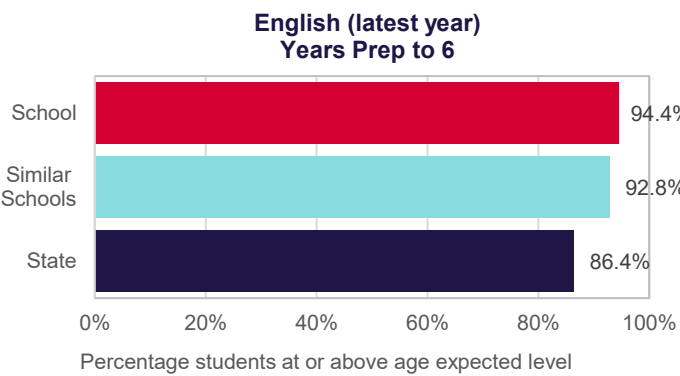
LEARNING

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.

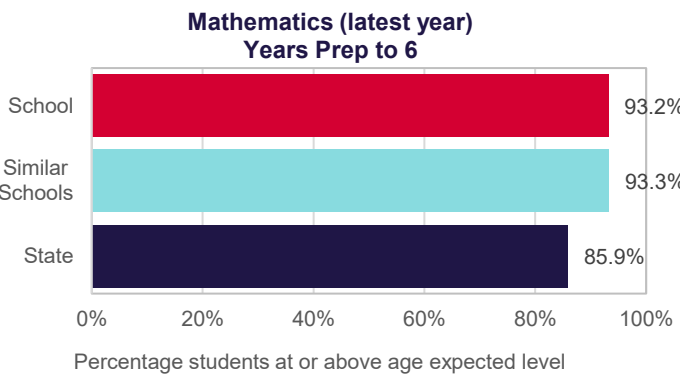
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.4%
Similar Schools average:	92.8%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	93.2%
Similar Schools average:	93.3%
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.

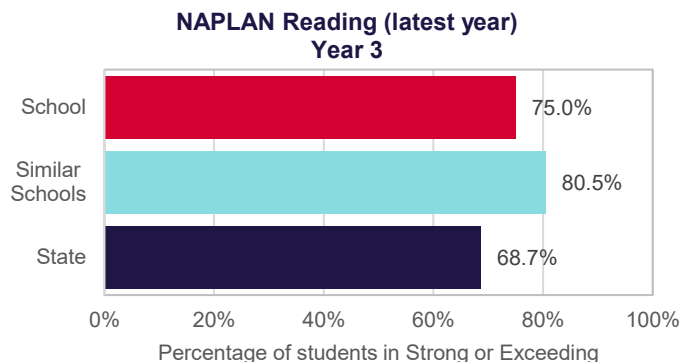
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

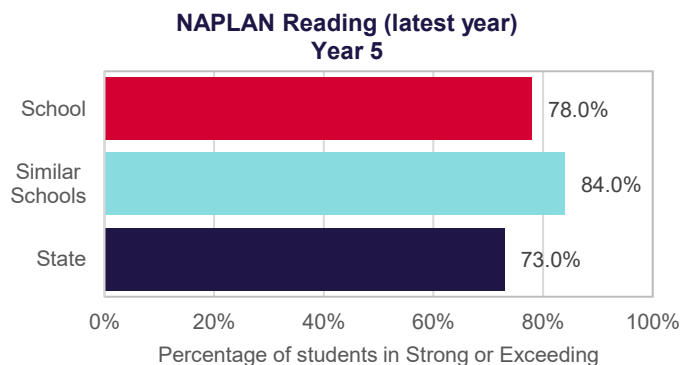
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	77.9%
Similar Schools average:	80.5%	80.6%
State average:	68.7%	69.2%



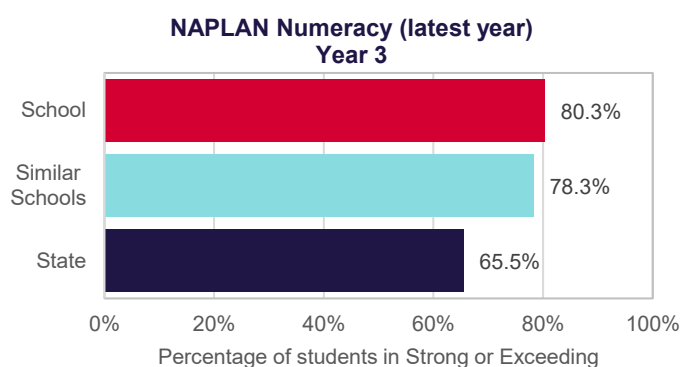
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.0%	85.0%
Similar Schools average:	84.0%	86.0%
State average:	73.0%	75.0%



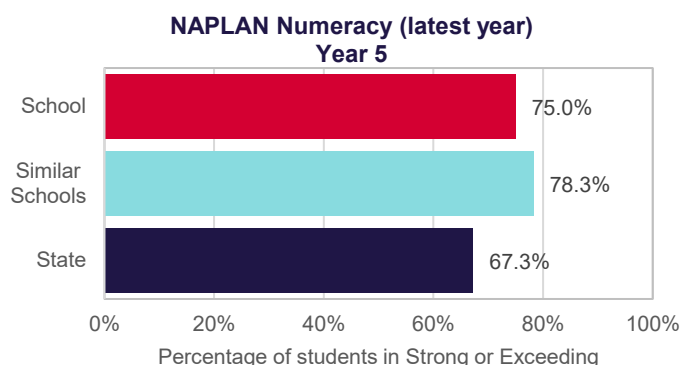
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.3%	76.5%
Similar Schools average:	78.3%	79.2%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	77.2%
Similar Schools average:	78.3%	78.5%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

85.5%

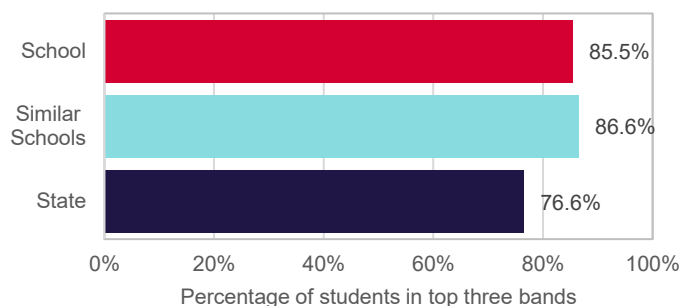
Similar Schools average:

86.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

79.2%

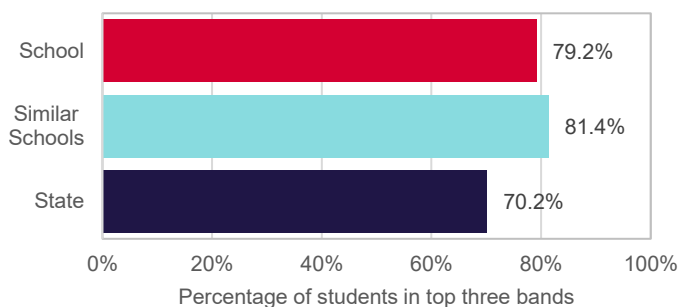
Similar Schools average:

81.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

79.0%

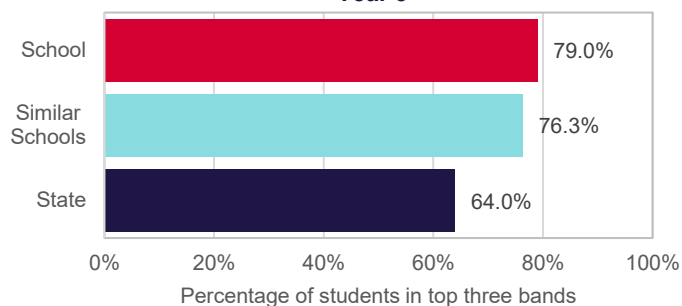
Similar Schools average:

76.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

63.9%

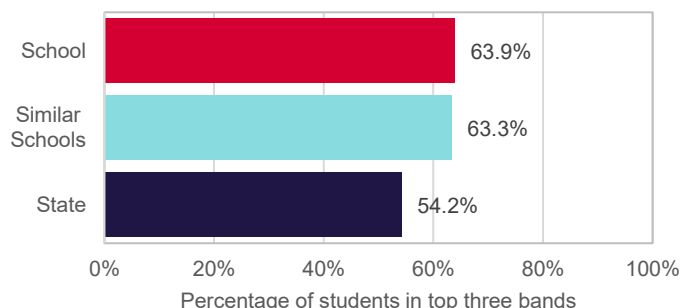
Similar Schools average:

63.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

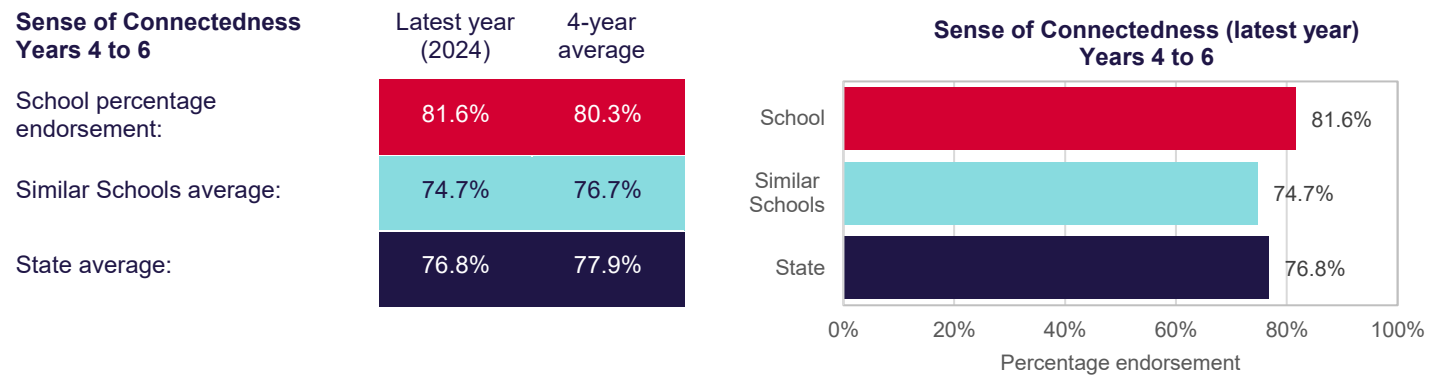


WELLBEING

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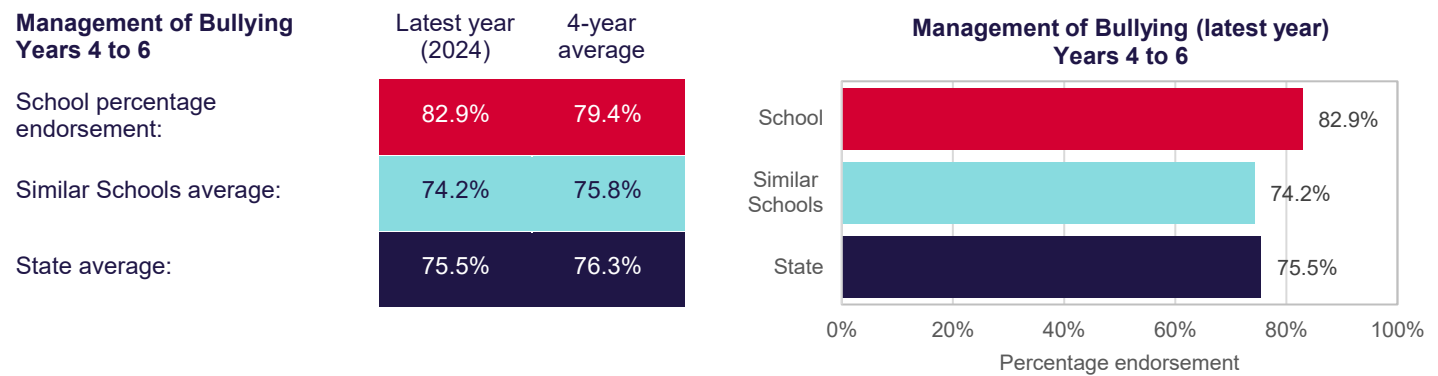
Student Attitudes to School – Sense of Connectedness

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).



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).

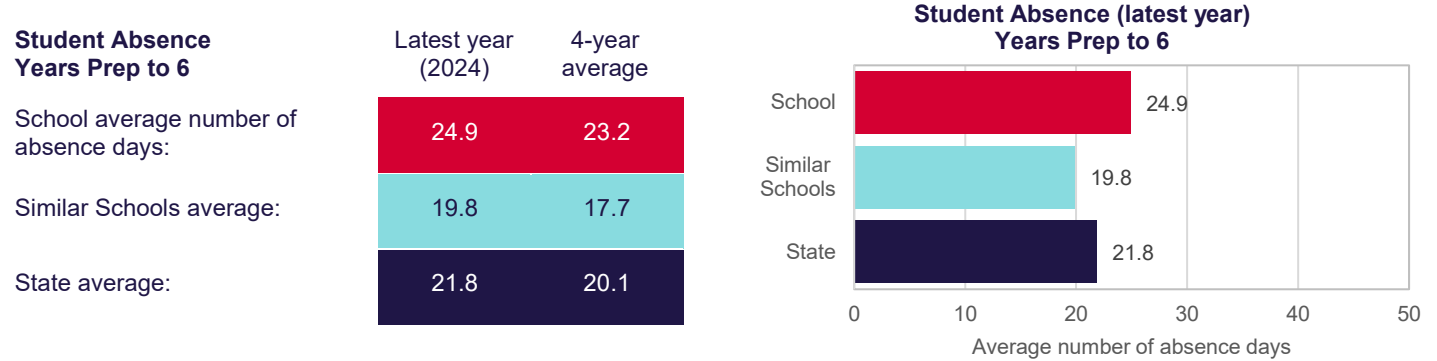


ENGAGEMENT

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.



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 (2024):	89%	87%	87%	88%	89%	87%	85%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,612,910
Government Provided DET Grants	\$571,384
Government Grants Commonwealth	\$5,550
Government Grants State	\$53,699
Revenue Other	\$55,044
Locally Raised Funds	\$646,632
Capital Grants	\$0
Total Operating Revenue	\$5,945,219

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,822
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$12,822

Expenditure	Actual
Student Resource Package ²	\$4,703,594
Adjustments	\$0
Books & Publications	\$8,682
Camps/Excursions/Activities	\$247,749
Communication Costs	\$4,795
Consumables	\$173,796
Miscellaneous Expense ³	\$28,581
Professional Development	\$12,458
Equipment/Maintenance/Hire	\$20,827
Property Services	\$239,878
Salaries & Allowances ⁴	\$257,652
Support Services	\$21,792
Trading & Fundraising	\$107,233
Motor Vehicle Expenses	\$67
Travel & Subsistence	\$162
Utilities	\$41,468
Total Operating Expenditure	\$5,868,734
Net Operating Surplus/-Deficit	\$76,485
Asset Acquisitions	\$40,745

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$621,787
Official Account	\$27,718
Other Accounts	\$55,478
Total Funds Available	\$704,984

Financial Commitments	Actual
Operating Reserve	\$196,405
Other Recurrent Expenditure	\$4,594
Provision Accounts	\$0
Funds Received in Advance	\$206,599
School Based Programs	\$35,288
Beneficiary/Memorial Accounts	\$55,478
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,365
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$201,175
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$40,000
Asset/Equipment Replacement > 12 months	\$8,431
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$753,335

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.