

2021 Annual Report to The School Community



School Name: Belvedere Park Primary School (4902)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 16 March 2022 at 03:01 PM by Benjamin Moncrieff (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 29 March 2022 at 12:15 PM by Laura Morris (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

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

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Belvedere Park Primary School is a dynamic learning community located in Seaford, a bayside suburb of Melbourne. Our confirmed budget for the 2021 school year was derived from our enrolment of 380 students. In 2021, our school staff composed of 2 Principals, 24 Teachers and 8 Education Support Staff. A strong focus on positive, respectful and supportive relationships between all members of our school community is a high priority. At the centre of our work is the aspiration to achieve high-quality outcomes while providing a level of care, support and empathy towards our students that we believe is both supportive and productive. Our school has created an inviting and friendly culture where parents, staff and students can work together to nurture optimism and success. The school doesn't have any Aboriginal and Torres Strait Islander staff.

At Belvedere Park Primary School we have 10 students on the Program for Students with Disabilities (PSD) under the categories of Severe Behaviour Disorder, Intellectual Disability and Autism. We have seven Koorie students and eight Out of Home Care students. All these students are supported with Individual Education Plans and regular Student Support Group meetings. The school doesn't run a program for overseas students.

We have a strong focus on promoting academic rigour through the consistent implementation of a documented and resourced whole school plan. This has resulted in high-quality student work, increased student learning outcomes and enhanced student confidence. At Belvedere Park Primary School we encourage optimism, respect, responsibility, trust, empathy, initiative and resilience. Belvedere Park promotes high standards in Numeracy, Literacy, Digital Technologies and all other areas of student participation. The Physical Education, Visual Arts, Performing Arts and Languages programs are vital parts of our learning environment bringing depth, engagement and increased participation to our well-balanced curriculum and pedagogy.

Belvedere Park's STEM centre, which incorporates cooking facilities for up to 30 students, provides for the students and staff, a learning environment that we feel is second-to-none. Students and staff have worked on targeted teaching and learning activities that integrate Science, Technology, Engineering and Mathematics along with English, Nutrition and the Personal and Social Capabilities. Students are highly engaged in cooking and other STEM sessions throughout the year, which provided a great springboard for Inquiry Learning through a wide range of additional Literacy and Numeracy activities.

Whole-school team planning by our committed staff, based on high expectations for student achievement, underpins our core purpose to provide flexible, targeted learning programs to accommodate a variety of learning styles. To this end, our staff participates in ongoing professional learning directed towards improved student learning outcomes.

Belvedere Park Primary School is a positive, supportive and optimistic school with a culture that promotes successful student outcomes. We are extremely proud of our school, our students, our staff and our community.

Framework for Improving Student Outcomes (FISO)

In 2021, Belvedere Park Primary's Annual Implementation Plan (AIP) focused on the three Department of Education priority areas;

1. Learning, catch-up and extension
2. Happy, active and healthy kids
3. Connected schools

We did this by:

- Increasing staff knowledge of summative and formative assessment tasks - Curriculum Day with Philip Holmes-Smith introduction and implementation of the Student Performance Analyser (SPA) Platform
- Increasing teacher knowledge, confidence and consistent usage of SPA

- Developing teacher capacity to identify individual student's learning needs through moderation of assessment tasks
 - Developing a peer observation/coaching program for all staff to participate in
 - Identifying instructional coaches within the school to lead discussions and professional learning
 - Completing Compass Chronicles for all student wellbeing and behaviour concerns
 - Appointing a Child Behaviour Practitioner/Social Worker - student and parent support, attendance improvement and staff training
 - Introducing a student-led video recording of each newsletter to increase exposure to the school newsletters and important information
 - Surveying the community in Term 1 and Term 2 to seek feedback regarding the remote and flexible learning program offered by the school - 98.9% positive
 - Increasing email contact between parents/carers and teachers via Compass Education.
-

Achievement

REMOTE LEARNING SUMMARY

- Again pivoted to online learning using Google Classroom and Webex.
- Focused on Literacy and Numeracy development.
- Extra support was provided where identified.
- Vulnerable students were identified, supported and tracked.
- Staff engaged effectively with each other online and shared best practice.
- Staff actively participated in online Professional Learning and worked to build networks remotely.

STUDENT OUTCOMES

- Teacher judgement in English for students achieving at or above the expected level was 84%, which is above Similar Schools.
- Teacher judgement in Mathematics for students achieving at or above the expected level was 79%, which is slightly below Similar Schools and the State average.
- In PAT Reading 71% of students were achieving at or above the expected level.
- In PAT Maths 83% of students were achieving at or above the expected level.

NAPLAN

- The learning gain outperformed Similar Schools for High Gain in all five areas of NAPLAN.
 - Year 3 and Year 5 outperformed Similar Schools in both Reading and Numeracy.
-

Engagement

We checked-in daily with all students through class WebEx video meetings, phone calls and emails.

Laptops and Dongles were provided to families to use at home to access the remote and flexible learning program. Ongoing support was provided to parents/carers requiring assistance with their own ICT skills.

Students noted as absent were followed up with phone calls to families and offers of assistance and support to help maintain engagement were offered. Students who had been disengaged at school due to irregular attendance in the past, connected strongly to WebEx video 'group chats' with classmates, hosted by their teachers.

Education Support staff joined in class WebEx meetings and provided daily additional support to a range of individual students with differing needs.

Maintaining motivation and engagement with the school was a priority- the principal provided a daily morning video message highlighting important aspects of the week and updates of the new building progress. Families were invited to attend whole school weekly assemblies and Special Events conducted via WebEx. Staff created several music videos for the students where they shared messages of support for their students.

Wellbeing

The DET resources for Mental Health and Wellbeing advice were regularly shared with the students, families and school staff.

The school supported families to engage with welfare and support agencies when required. Individual families experiencing needs were linked in promptly and effectively with the school's Social Worker.

During remote learning, the Smiling Minds App and resources for Mindfulness were shared with families. During the periods of on-site learning, Mindfulness sessions were conducted by the school's Social Worker.

Visual clues, aids and schedules developed for 'Remote Learning', 'Back to School' and 'Need to Know' were shared with families via Compass. Feedback from our families confirmed that this structure ensured connectedness and trust with the school was maintained.

As we transitioned back to on-site learning we continued "soft-starts", where students entered their classrooms as soon as they arrived at school. As a result, our students settled quickly in the mornings and were ready to begin their learning at 9:00am. This approach enabled all students to begin their day in a calm and orderly way.

When we returned to on-site learning in Term Four, the health, wellbeing and engagement of our students was a priority. To highlight this priority the whole school participated in an active kids program that culminated with a skipping Jump Off day.

Finance performance and position

In 2021, our school received approximately \$4.2m in revenue and expended approximately \$4.02m resulting in a net operating surplus of \$171,537. This occurred due to careful strategic management of the funds provided through our Student Resource Package. The school made a significant investment to improving achievement and engagement for all students, and surplus funds will be used in 2022 to continue to modernise our school library and expand ICT, English, Maths and STEM resources.

In 2021 our school council entered a contract with Outside School Hours Care Provider Team Kids, which will deliver an additional \$70,000 of funds each year for three years as well as providing a valuable resource for our school community. 2021 also saw the continuation of Tutor Learning Initiative Funding, which along with Equity Funding and Disability Inclusion Funding has been allocated to priority areas across the school to ensure quality access to additional teaching and support staff and intervention programs.

For more detailed information regarding our school please visit our website at
<https://www.belvedereparkps.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 385 students were enrolled at this school in 2021, 185 female and 200 male.

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

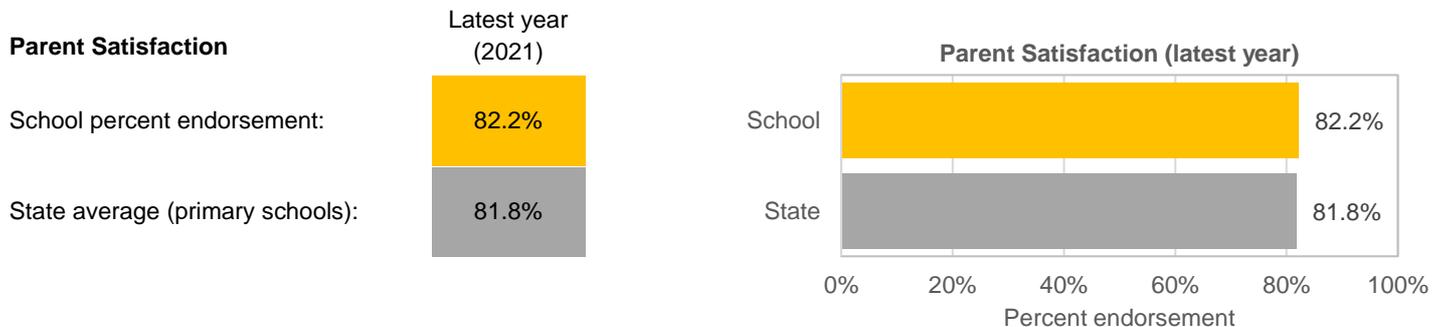
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

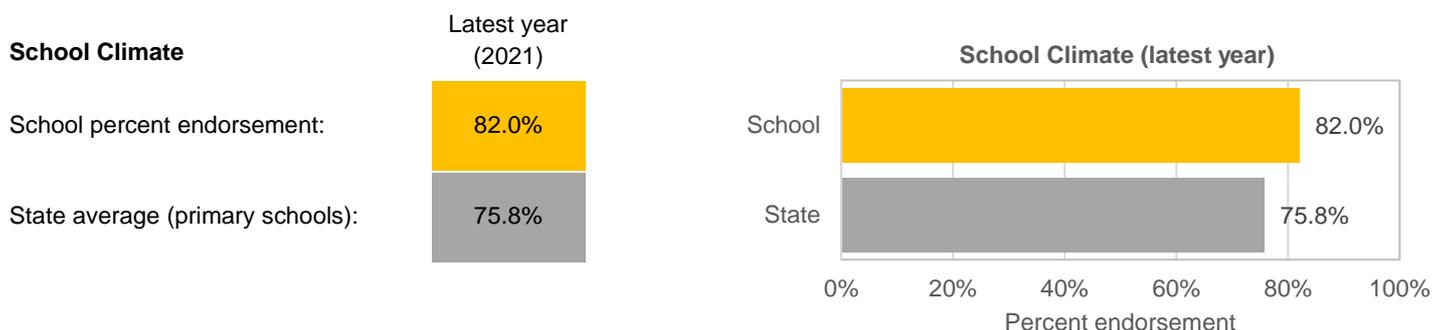


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

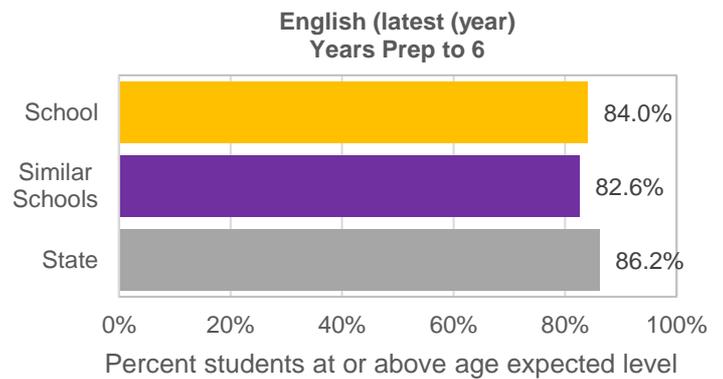
84.0%

Similar Schools average:

82.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

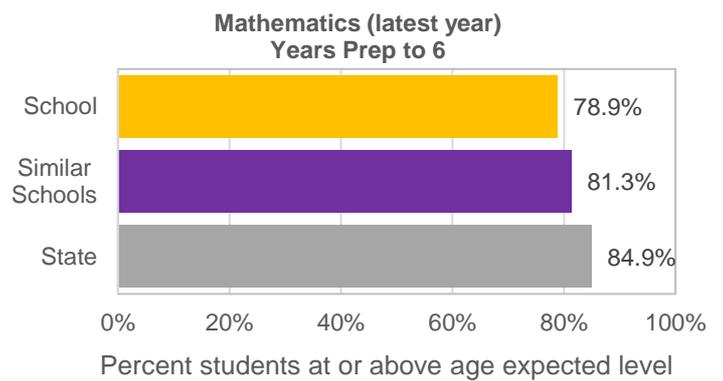
78.9%

Similar Schools average:

81.3%

State average:

84.9%



ACHIEVEMENT (continued)

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

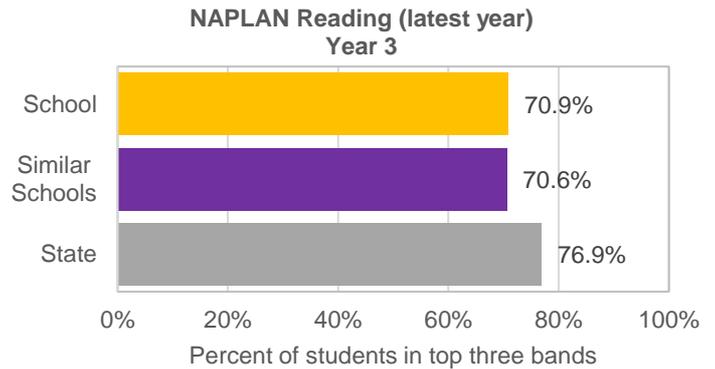
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

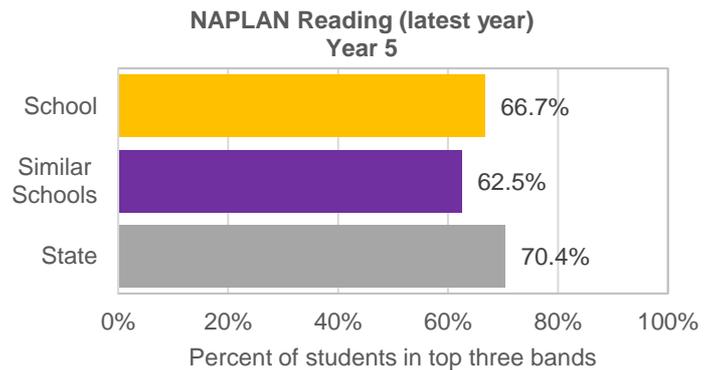
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.9%	69.1%
Similar Schools average:	70.6%	70.3%
State average:	76.9%	76.5%



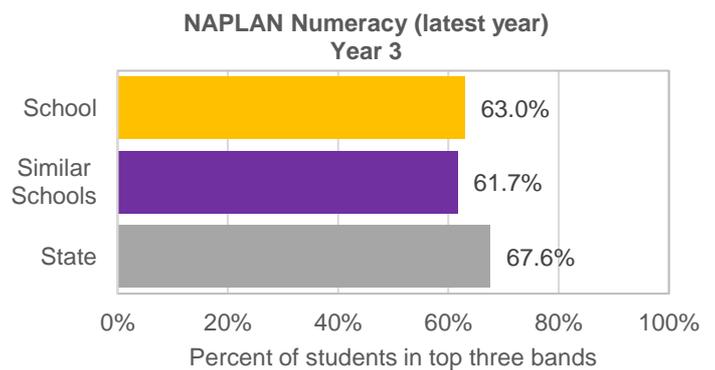
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	67.0%
Similar Schools average:	62.5%	61.5%
State average:	70.4%	67.7%



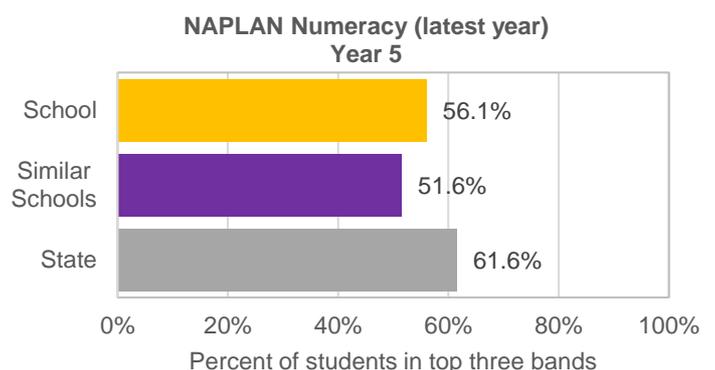
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.0%	62.1%
Similar Schools average:	61.7%	63.2%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.1%	57.7%
Similar Schools average:	51.6%	50.2%
State average:	61.6%	60.0%



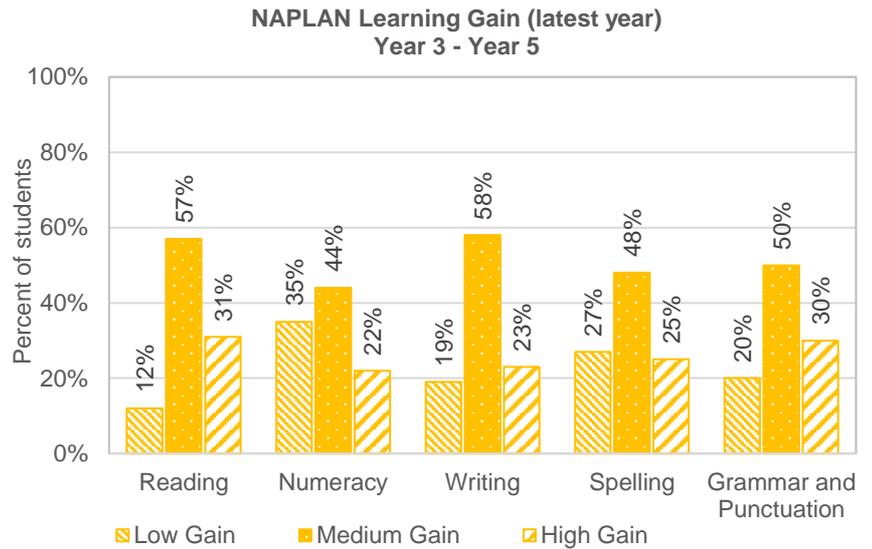
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	12%	57%	31%	21%
Numeracy:	35%	44%	22%	20%
Writing:	19%	58%	23%	18%
Spelling:	27%	48%	25%	18%
Grammar and Punctuation:	20%	50%	30%	19%



ENGAGEMENT

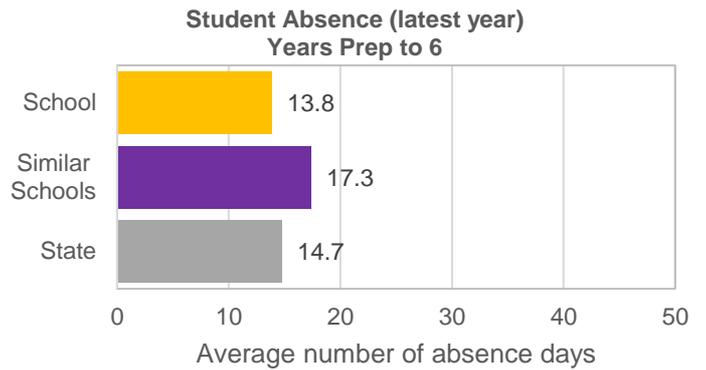
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.8	16.1
Similar Schools average:	17.3	16.5
State average:	14.7	15.0



Attendance Rate (latest year)

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

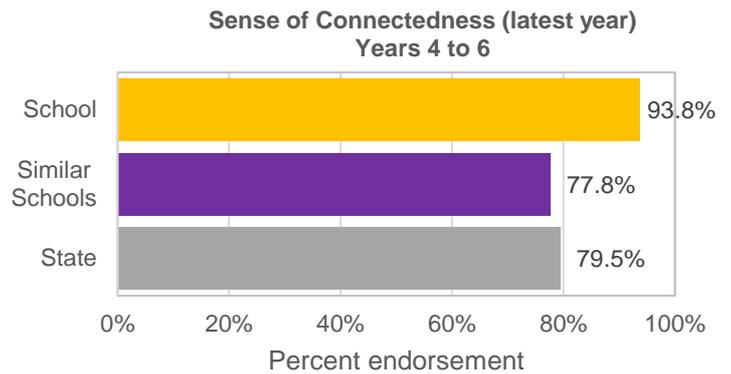
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	93.8%	90.5%
Similar Schools average:	77.8%	78.6%
State average:	79.5%	80.4%

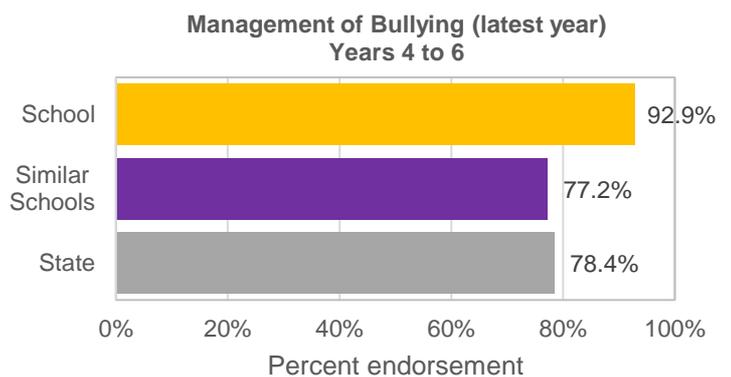


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	92.9%	89.9%
Similar Schools average:	77.2%	78.7%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,658,704
Government Provided DET Grants	\$404,295
Government Grants Commonwealth	\$5,527
Government Grants State	\$0
Revenue Other	\$8,896
Locally Raised Funds	\$114,426
Capital Grants	\$0
Total Operating Revenue	\$4,191,848

Equity ¹	Actual
Equity (Social Disadvantage)	\$240,307
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$240,307

Expenditure	Actual
Student Resource Package ²	\$3,511,429
Adjustments	\$1,540
Books & Publications	\$863
Camps/Excursions/Activities	\$45,589
Communication Costs	\$6,042
Consumables	\$80,347
Miscellaneous Expense ³	\$6,750
Professional Development	\$9,979
Equipment/Maintenance/Hire	\$88,258
Property Services	\$59,980
Salaries & Allowances ⁴	\$117,348
Support Services	\$59,752
Trading & Fundraising	\$8,900
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,534
Total Operating Expenditure	\$4,020,311
Net Operating Surplus/-Deficit	\$171,537
Asset Acquisitions	\$47,658

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$314,716
Official Account	\$25,107
Other Accounts	\$0
Total Funds Available	\$339,823

Financial Commitments	Actual
Operating Reserve	\$75,300
Other Recurrent Expenditure	\$1,200
Provision Accounts	\$0
Funds Received in Advance	\$53,206
School Based Programs	\$20,238
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,490
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$85,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$265,433

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.