

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 March 2023 at 12:44 PM by Benjamin Moncrieff (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2023 at 09:05 AM 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 and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Belvedere Park Primary School is a school located in the beachside suburb of Seaford, Victoria. The school's vision is to provide high-quality education and prepare our students to become active, engaged and responsible citizens of the local and wider community. Belvedere Park Primary is dedicated to providing high-quality education to students from Foundation to Year 6. The school values respect, responsibility, honesty, kindness, courtesy, empathy, initiative and resilience. It has a diverse student population of 330 students and a team of dedicated and experienced teachers and staff (35 members).

At Belvedere Park Primary School we have 12 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 seven 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.

The school's mission is to foster a safe and nurturing learning environment that promotes student growth and development. The school's curriculum is designed to meet the needs of all students, with a focus on developing strong literacy and numeracy skills, as well as providing a broad range of opportunities for students to explore their interests and talents.

Belvedere Park Primary School also offers a range of extra-curricular activities and programs, including digital technologies, visual arts, sports, and performing arts. The school's facilities are modern and well-maintained, with a fully-equipped library, computer lab, and industrial kitchen.

The school strongly emphasises community involvement, encouraging parents and caregivers to be actively involved in their child's education. Belvedere Park Primary School is a proud member of the Seaford community and regularly participates in community events and initiatives.

Overall, Belvedere Park Primary School is an excellent school that provides a supportive and inclusive learning environment for all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Based on the school's results, it's evident that the school has achieved strong outcomes in literacy and numeracy. The results show that the school has implemented effective teaching strategies that have helped students to develop their skills in these key areas.

The school has clearly demonstrated that it has a supportive learning environment, with students motivated to learn and achieve. The strong Year 5 NAPLAN results can be attributed to the school's commitment to providing high-quality education, including a range of programs and activities that have supported student learning and development.

The school has a strong focus on continuous improvement, with teachers and staff regularly reviewing and refining their teaching practices to better meet the needs of students.

The school demonstrated strong growth in all PAT assessment tasks completed by all year levels. Out of the 12 assessment tasks, the school reached higher than expected growth in eleven tasks.

Wellbeing

The school regularly shared Mental Health and Wellbeing resources with students, families and staff. We also supported families in connecting with welfare and support agencies as needed.

At our school, we prioritize the wellbeing of our students and understand the importance of well-planned transitions. To ensure a smooth transition for our students, we have a comprehensive Foundation transition program that includes student familiarisation sessions throughout the year. Additionally, we have well-planned transitions within the school and between year levels to support children through the process of change.

We continued our 'Soft starts', allowing students to settle quickly in the mornings and begin their learning at 9:00am, calmly and orderly.

Engagement

Our school's success is greatly attributed to our caring and supportive staff, who create a safe, motivated and engaging learning environment for our students. Our positive school culture encourages support among students, parents, and staff, and is guided by clearly outlined values and codes of behaviour based on mutual respect and tolerance. This fosters open communication, inclusion, acceptance of diversity, and a positive school spirit. We have established a culture of high expectations for all student behaviour modes.

The 2022 Student Attitudes to School Survey results indicate a high degree of positivity towards all variables. Over a three-year period, our results have consistently been above the State average, demonstrating that our students feel a sense of belonging and connectedness to their school and peers.

Our school addresses non-attendance issues in accordance with our Student Wellbeing and Engagement Policy and the Student Attendance Guidelines. Our staff actively monitor student attendance and intervene using a variety of methods, including re-engagement processes, pro-social skill development, and ongoing communication with parents/carers.

Other highlights from the school year

Belvedere Park Primary School's positive camps program for Year 3 to Year 6 students, school production, and whole school crazy colour run day are all fantastic examples of the school's commitment to providing a well-rounded education and fostering a positive school culture. Additionally, the program provides students with opportunities to build friendships and create lasting memories, further enhancing their overall school experience.

The school production provides students with an opportunity to showcase their artistic talents and creativity, while also developing teamwork and collaboration skills. The production can also boost students' self-confidence and self-esteem, as they receive recognition for their hard work and talent.

The whole school Crazy Colour Run day is a great way to promote physical activity, while also creating a fun and engaging environment for students. This event can help to foster a strong sense of community and school pride, as students and staff work together to create a memorable experience.

In summary, these programs provide students with unique opportunities to learn important life skills, showcase their talents, and build friendships and memories that will last a lifetime.

Financial performance

Belvedere Park Primary School's financial position remained strong throughout 2022 resulting in a net operating surplus of \$127,106. Tutor Learning Initiative and Disability Inclusion Funding continued to support quality access to teaching and support staff and intervention programs. Carried over surplus funds from 2020 and 2021 unspent due to COVID-19 restrictions were able to be utilised in 2022 to provide a fully subsidised swimming program for all students.

A grant of \$25,000 was received from the School Shade Sail Fund and new shade sails were installed on the school grounds to help maximise the use of shaded outdoor learning spaces. Further upgrades such as maintenance in the hall, improved outdoor lighting as well as equipment upgrades were also achieved through the funds provided by the school's OSHC contract.

Fundraising activities remain vital to continuous improvement at the school, and 2022 was an outstanding year with funds raised largely going towards playground improvements such as the installation of new goalposts on the junior oval.

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 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 338 students were enrolled at this school in 2022, 167 female and 171 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).

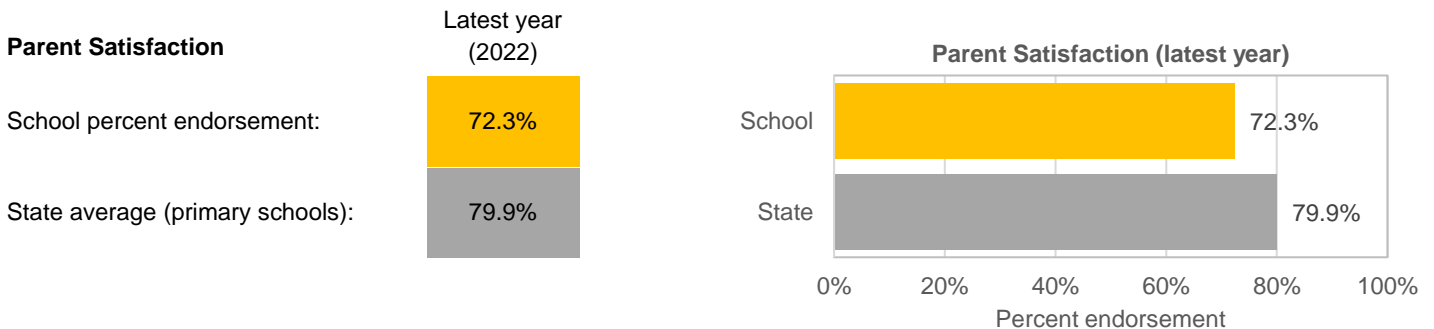
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

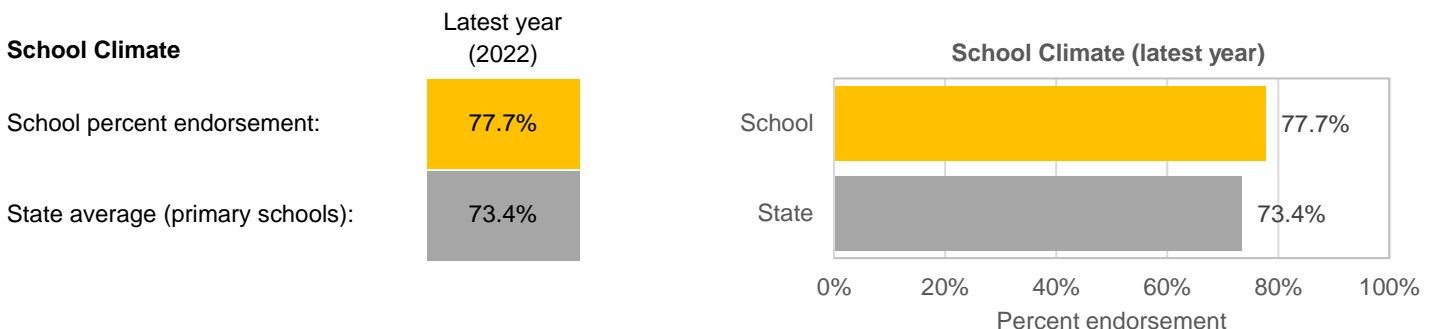


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

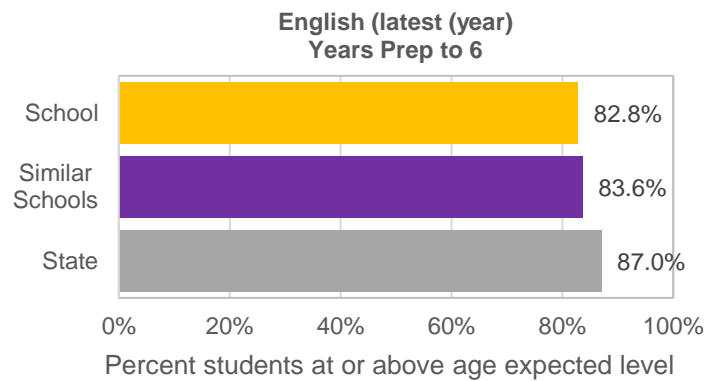
82.8%

Similar Schools average:

83.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

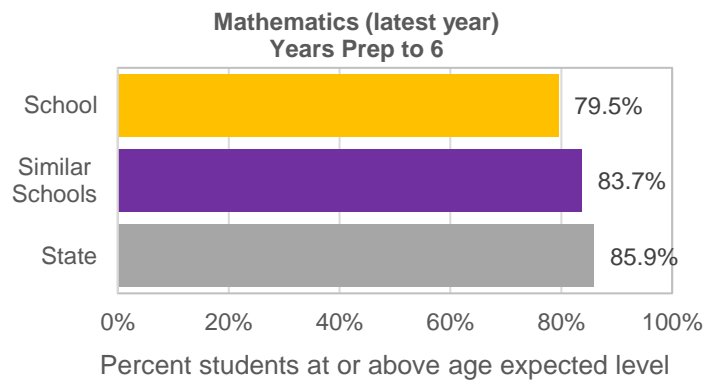
79.5%

Similar Schools average:

83.7%

State average:

85.9%



LEARNING (continued)

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

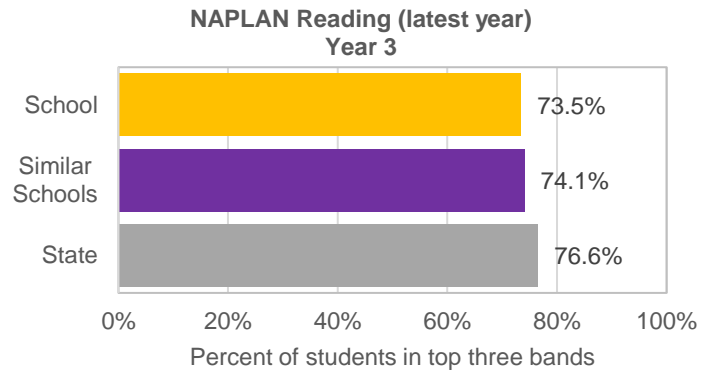
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

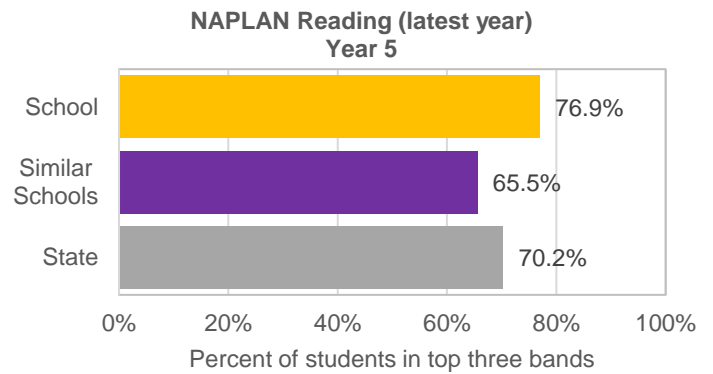
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.5%	70.4%
Similar Schools average:	74.1%	71.5%
State average:	76.6%	76.6%



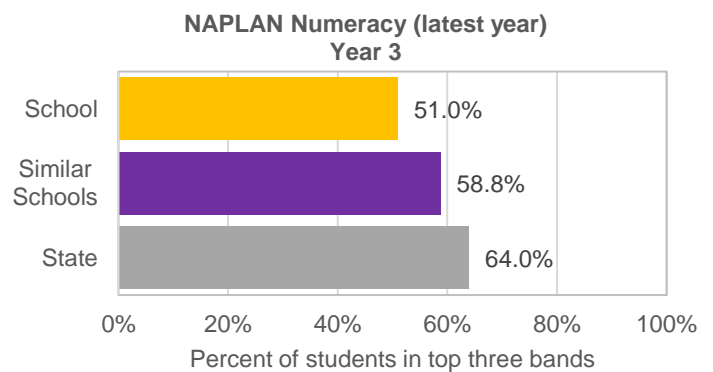
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	67.7%
Similar Schools average:	65.5%	63.7%
State average:	70.2%	69.5%



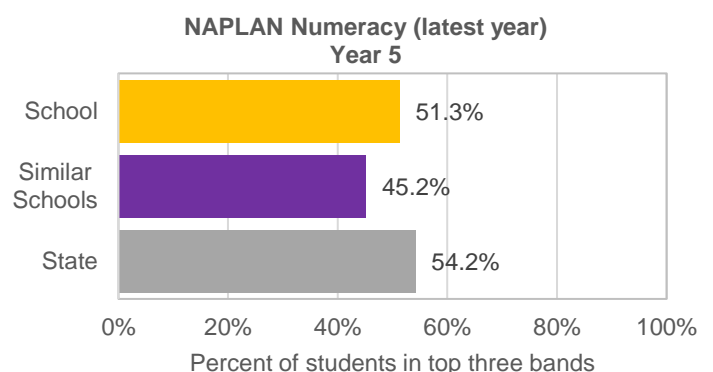
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.0%	59.5%
Similar Schools average:	58.8%	60.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.3%	55.3%
Similar Schools average:	45.2%	49.9%
State average:	54.2%	58.8%



WELLBEING

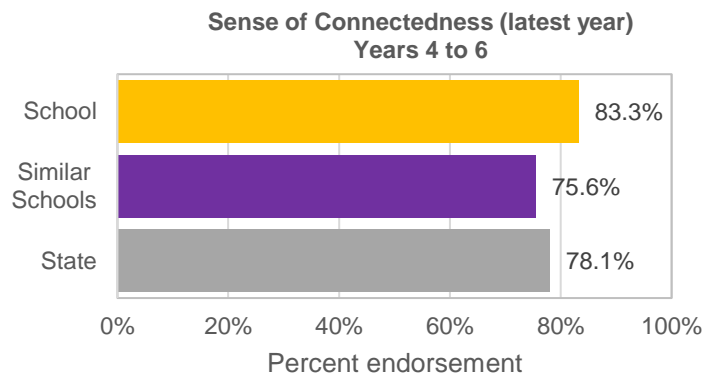
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	83.3%	89.2%
Similar Schools average:	75.6%	77.8%
State average:	78.1%	79.5%

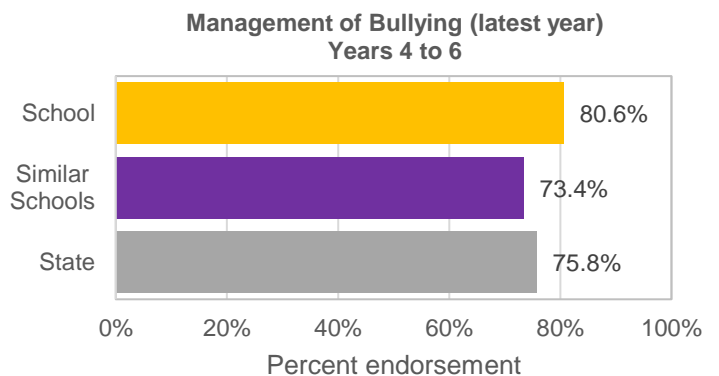


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	80.6%	89.2%
Similar Schools average:	73.4%	77.5%
State average:	75.8%	78.3%



ENGAGEMENT

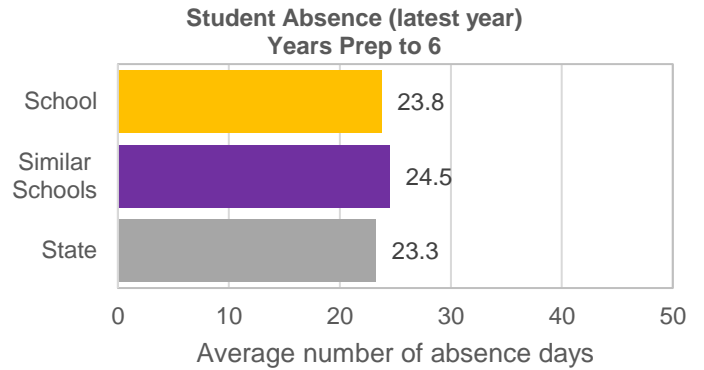
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.8	18.2
Similar Schools average:	24.5	18.5
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	89%	87%	87%	87%	88%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,501,572
Government Provided DET Grants	\$603,158
Government Grants Commonwealth	\$35,905
Government Grants State	\$6,600
Revenue Other	\$8,030
Locally Raised Funds	\$179,357
Capital Grants	\$25,000
Total Operating Revenue	\$4,359,622

Equity ¹	Actual
Equity (Social Disadvantage)	\$256,363
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$256,363

Expenditure	Actual
Student Resource Package ²	\$3,455,102
Adjustments	\$0
Books & Publications	\$2,257
Camps/Excursions/Activities	\$91,061
Communication Costs	\$5,496
Consumables	\$165,670
Miscellaneous Expense ³	\$9,878
Professional Development	\$16,243
Equipment/Maintenance/Hire	\$65,336
Property Services	\$65,826
Salaries & Allowances ⁴	\$64,775
Support Services	\$216,154
Trading & Fundraising	\$24,895
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,823
Total Operating Expenditure	\$4,207,516
Net Operating Surplus/-Deficit	\$127,106
Asset Acquisitions	\$13,818

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$386,719
Official Account	\$31,907
Other Accounts	\$600
Total Funds Available	\$419,226

Financial Commitments	Actual
Operating Reserve	\$115,830
Other Recurrent Expenditure	(\$270)
Provision Accounts	\$0
Funds Received in Advance	\$39,084
School Based Programs	\$600
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$75,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$65,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$71,117
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$366,361

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.