

2020 Annual Report to The School Community



School Name: Belle Vue Primary School (4733)



- 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 2020 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 12 March 2021 at 09:51 AM by Catherine Caminiti (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 02:50 PM by Andrew Olsen (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Belle Vue Primary offers a caring learning environment for 178 students in spacious school grounds in North Balwyn. The school's Student Family Occupation and Education index (SFOE) takes into account parents' occupations and education is ranked low, identifying a community which is culturally diverse, has high educational expectations and is supportive of its neighbourhood school.

The school is structured in levels: Prep, Grades 1/2, 3/4 and 5/6. The school has 1 principal class, 8 full time teaching staff, 3 part time specialist staff and 4 Education Support staff.

The school vision is to "create lifelong global learners who are prepared for their future and who will strive to continually improve themselves, their community and the world". In order to achieve this vision our mission is to "foster a safe and stimulating learning environment where all students are supported to achieve their full potential academically, socially and emotionally".

We believe children learn best when they are actively involved in, and take responsibility for their learning, when there is clear demonstration and high expectations, where there are positive links between home and school and where students have positive self-esteem.

At Belle Vue we provide an effective and engaging learning environment which promotes individual excellence academically and which develops social competencies. Lifelong learning skills are developed through child centred, meaningful and challenging programs. We offer a quality curriculum based on the Victorian curriculum in all areas including the Performing and visual arts, LOTE (Italian), Music and Physical Education. Our teaching programs are designed to cater for a diverse range of student needs, including extension and support programs, both within and beyond the classrooms. A range of extra-curricular programs are offered and an out of school hours program is available.

There is a strong sense of partnership between parents and the school and an evident community atmosphere. During 2020 the school benefitted strongly from this strong partnership through the support shown by the school community during the COVID crisis and the introduction of online learning. Parent partnerships were greatly enhanced around student learning in a way not possible previously and the school is actively seeking to maintain that level of partnership based around student learning through continuing many of the strategies used during remote learning. Parental knowledge of curriculum and pedagogy was enhanced enormously during this period and the school views maintaining this high level of parent contact and involvement as a priority.

Framework for Improving Student Outcomes (FISO)

During 2020 our focus on student achievement through excellence in teaching remained central to the schools focus albeit through a vastly different context of online and remote learning.

The ongoing use of the High Impact Teaching Strategies (HITS) was central to driving teachers planning and presentation of lessons remotely.

The HITS focusing on explicit teaching, worked examples and feedback took on new levels of significance through discussions with staff and in planning sessions.

Evidence of the impact of the teaching program became more problematic due to issues around the giving and use of timely feedback.

In terms of the FISO model it was the community engagement in learning through parents and carers as partners, and the positive climate for learning that took on unprecedented importance during 2020.

Student's health and wellbeing issues due to the impact of social isolation became crucial and drove arrangements for the transition back to school as restrictions lessened over time.

Achievement

The School Review which took place in term 1 2020 identified the school as a high performing school based on student performance data. Achievement 'measures' obtained during 2020 were impacted significantly by the COVID crisis. NAPLAN was cancelled. Midyear reports were modified, returning to full reporting in term 4. The priority for term 4 2020 was to catch up students in English and Mathematics - along with increased physical activity. Assessments were carried out to determine exactly where students were at - in order to plan and cater for accordingly. Students have been identified for catch up during the first semester in 2021 based on school assessments and teacher judgement data obtained during term 4 2020.

Engagement

Engaging students in their learning outside the usual context of the classroom was an ongoing challenge that teachers responded to with a range of innovative approaches. The building of a positive learning environment became crucial to the extent that the school could influence the home environments where remote learning was occurring. Student leadership through the school leaders was crucial to providing some semblance of normality, using on line challenges for all students to enjoy. This approach was extremely successful as a means of helping maintain our student's levels of engagement and connectedness to the school. Once students could return to school there was a huge effort made to welcoming them back and through the provision of enjoyable and stimulating activities across the school. The school had two priorities returning to school during term 4

1. to find out where each students learning was at and
2. re-establishing each student's connectedness to the classroom and their peer group.

By the end of the school year the school was confident it had achieved both goals. This is no data on student attitudes for 2020 due to the disruption to normal schooling arrangements.

Wellbeing

The area of student wellbeing took on a totally new perspective as it became increasingly obvious over that many students were not that many children were were not coping with with Remote and Flexible Learning. Indeed many families were finding it difficult to balance working at home, employment and income issues along with home schooling. Issues with ICT at home were not generally a problem and isolated to a few families. The school sought feedback from all members of the community at the end of the first lock down period in term 2. As a result of this feedback significant changes were made to how we were delivering remote learning. This included:

- Whole class WebEx meetings were now held each morning (20 - 30 min - role/check in and learning to be undertaken that day); followed by a range of small cohort meetings during the day and/or a reflection session at the end of the day.
- Hard copy learning packs with new drop off and collection arrangements supported the online activities.

The second lock down period (term 3) was subsequently less stressful and productive for parents and students alike. Even so by the end of term 3 attitudes and motivation were starting to wan, and planning was undertaken to ensure student's transition back to school mid-October was enjoyable and fun filled. A special week of activity based learning was implemented with considerable success across the school, this underpinning a rigorous return to literacy and numeracy for the remainder of the term. By the end of 2020 the school was dealing with very few COVID related wellbeing issues.

Health and Wellbeing was also prioritised for staff - with scheduled fortnightly (wellbeing) staff check ins and individual check ins held on a more regular basis. Staff 'secret kindness buddy's' took on a whole new perspective, with staff checking in on each other within and across teams; sending each other 'kindness' packages and, upon their return receiving a welcome back/care package.

Financial performance and position

Belle Vue Primary School is in a sound financial position. There is a strategic approach to program budgets, revenue and expenditure – which is closely monitored and regularly scrutinised to ensure funds are being used for maximum impact on student learning, as well as maintaining a safe educational setting for all students.

All fundraising initiatives normally carried out through the P&F were put on hold in 2020 due to the COVID – 19 pandemic.

Despite the pandemic and the impact of the Remote and Flexible Learning period, we are fortunate to have a supportive community with:

- 86% of families paying student contributions for classroom supplies, computer leasing and curriculum materials;
- 44.06% contributing to the Building Fund
- 45.02% contributing to the Library Fund and
- 47.76% contributing to the Grounds Donation.

Equity Funding received in 2020 was used for Staff Professional Learning, which in turn benefits all students in all year levels.

Continued strategic financial management in 2021 will allow Belle Vue to continue to maintain and improve the school grounds, continue to support our I.C.T program and fully fund approved program budgets.

For more detailed information regarding our school please visit our website at
<http://www.bellevueps.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 178 students were enrolled at this school in 2020, 77 female and 101 male.

24 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) which takes into account parents' occupations and education.

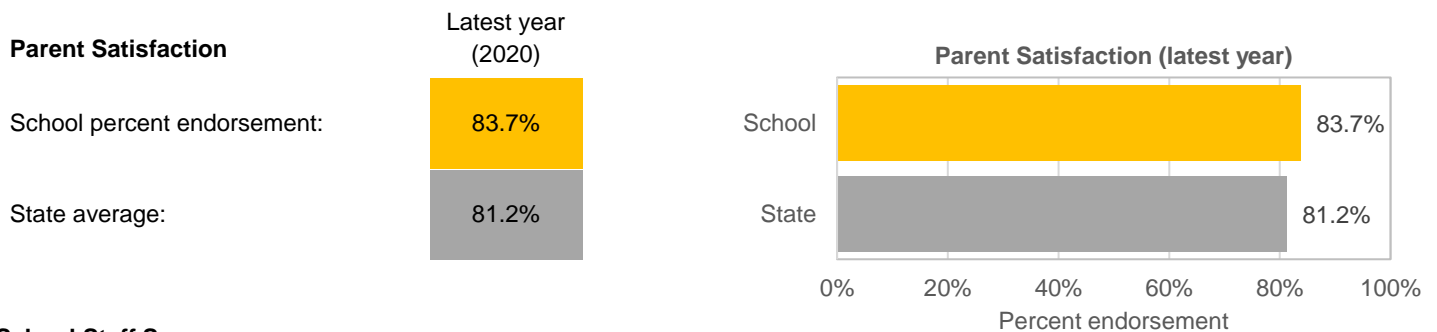
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

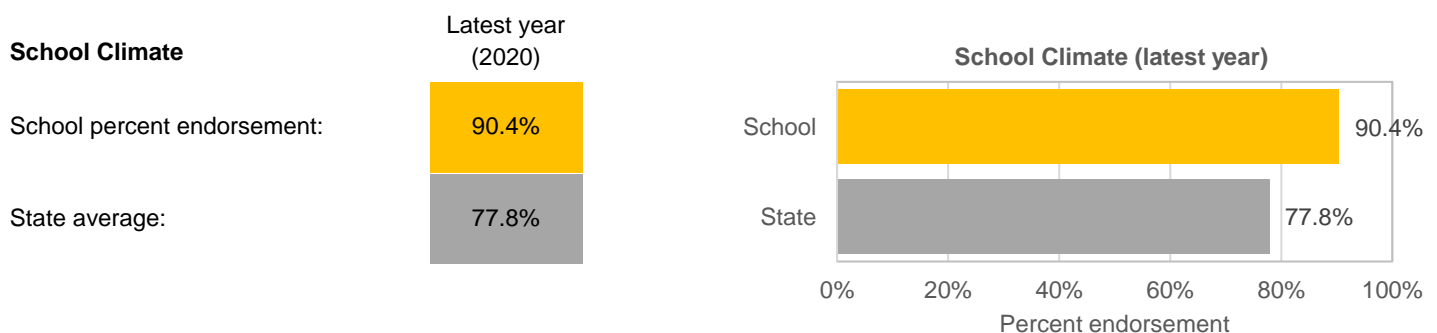


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

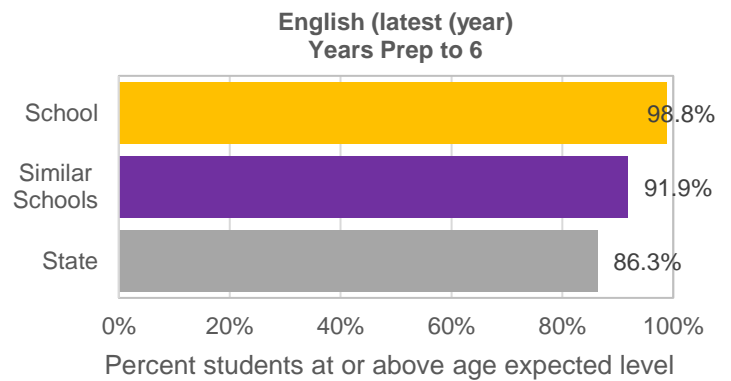
98.8%

Similar Schools average:

91.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

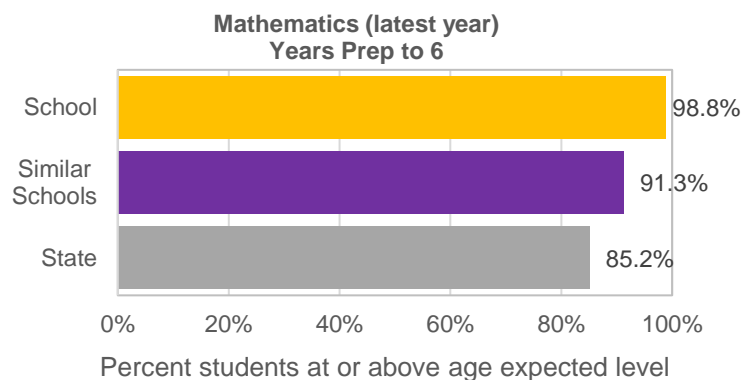
98.8%

Similar Schools average:

91.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

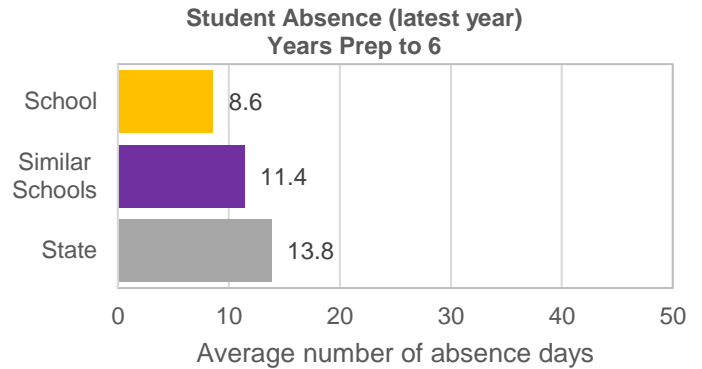
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.6	10.8
Similar Schools average:	11.4	13.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	96%	96%	96%	96%	95%	96%

WELLBEING

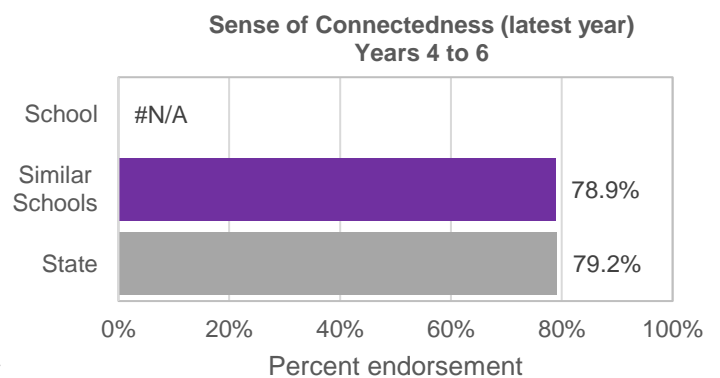
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.0%
Similar Schools average:	78.9%	80.3%
State average:	79.2%	81.0%



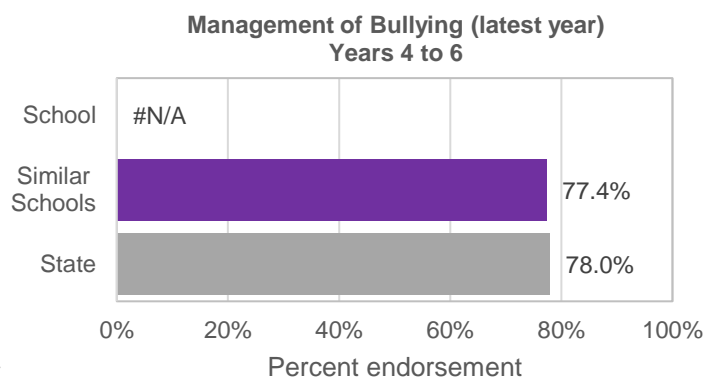
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.6%
Similar Schools average:	77.4%	79.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$1,555,091
Government Provided DET Grants	\$167,347
Government Grants Commonwealth	NDA
Government Grants State	\$10,000
Revenue Other	\$3,336
Locally Raised Funds	\$133,208
Capital Grants	\$84,736
Total Operating Revenue	\$1,953,718

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,435,824
Adjustments	NDA
Books & Publications	\$3,813
Camps/Excursions/Activities	\$4,901
Communication Costs	\$5,125
Consumables	\$39,971
Miscellaneous Expense ³	\$20,194
Professional Development	\$8,256
Equipment/Maintenance/Hire	\$46,800
Property Services	\$83,299
Salaries & Allowances ⁴	\$53,784
Support Services	\$89,474
Trading & Fundraising	\$11,122
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$16,099
Total Operating Expenditure	\$1,818,664
Net Operating Surplus/-Deficit	\$50,318
Asset Acquisitions	\$82,000

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$61,266
Official Account	\$10,900
Other Accounts	\$60,807
Total Funds Available	\$132,973

Financial Commitments	Actual
Operating Reserve	\$50,632
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$50,632
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$101,263

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.