

2022 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 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 08 March 2023 at 11:31 AM by Andrew Wood (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 04 April 2023 at 03:51 PM by Andrew Olsen (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

Belle Vue offers a caring, supportive and community centered environment for 159 students, 73 female and 86 male. 25% of students had English and an additional language and NDP percent were Aboriginal or Torres Straight Islander. Enrolments are taken based on a neighbourhood entry policy and are primarily drawn from the surrounding suburbs of Balwyn, Bulleen and Kew. 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. Belle Vue Primary School is a highly effective learning community providing learning opportunities for all. It is our goal that individual talents, interests and skills are identified, nurtured and developed so that all children achieve success engendering a high sense of self confidence and a love of learning. 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". The school is structured in levels: Prep, Grades 1/2, 3/4 and 5/6. The school has 1 principal class, 7 full time teaching staff, 3 part time specialist staff and 4 Education Support staff. Our facilities include:

- 12 well-resourced classrooms
- Specialist rooms for the teaching of LOTE (Italian) and the Performing and Visual Arts
- Library resource centre
- Designated areas for the teaching of Physical Education
- Four class sets of notebook computers
- Interactive whiteboards in every classroom
- The Out of School Hours Care run by an external provider. The program offers before and after school care
- Access to Koonung Creek Reserve
- Synthetic grass courts
- Colourful playground equipment suited to all primary age groups
- A vegetable garden
- A full sized oval
- Indoor Hall/gymnasium

Having completed the Victorian Government's 'Building the Education Revolution' program in 2012, we now have state of the art facilities to further enhance our learning and teaching programs. This building includes:

- 6 classrooms
- Central open learning area/assembly area
- Breakaway spaces for group learning
- 4 Teacher Resource/Office areas

The school offers a variety of intervention, enrichment and extension programs to support and enhance student learning. These include:

- You Can Do It! Program (P – 6)
- Respectful relationships Program (P-6)
- Annual Whole School Production
- State School Spectacular (4 – 6)
- Instrumental tuition
- Junior School Council
- Camps (Level 3 – 6)
- Excursions and in-school workshops and performances for (P – 6)
- Inter-school sport and sports' clinics
- Prep & Year 5 Buddy Program
- Swimming P – 6
- Book Week, Education Week, Harmony Week, Sustainability (Enviro) Day

Information and communication technology is successfully integrated into learning programs at all year levels. Each classroom is equipped with an interactive whiteboard and has access to a class set of laptops. These provide all children with access to a broad variety of challenging educational software programs and learning support equipment (e.g. multimedia projectors, digital cameras, flip cameras) The teaching staff work collaboratively in curriculum planning and delivery, reflecting a strong commitment to teamwork. Equally, parents and teachers work in partnership to provide each child with rich learning experiences, optimising their potential and promoting a friendly, safe and secure learning environment over the seven years of their schooling. At Belle Vue Primary we believe our school values ensure our children learn best when:

- They are actively involved and take PRIDE in their school.
- They take RESPONSIBILITY for their learning.
- They have RESPECT for themselves and others.
- There is a COMMITMENT to maintaining positive links between home and school.

Belle Vue Primary School also values INTEGRITY from students, staff and parents. At Belle Vue Primary School we believe:

- Children, parents and teachers work in strong supportive partnership within the school community
- Children work in a safe, secure learning environment and are actively encouraged to be self-motivated, independent life-long learners
- Children work and play cooperatively
- Children make responsible decisions for their behaviour and actions
- Children are challenged, extended, motivated and supported in their learning through high quality instruction

Belle Vue Primary School is committed to promoting a highly effective learning community. Energy, enthusiasm, team spirit and effective teamwork between children, parents and all staff members are key features of life at our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

We also aimed to provide high quality specialist programs in Phys Ed, Art, Italian and Robotics/Coding during the Remote and Flexible Learning period, enabling every child with the opportunity to experience success. Belle Vue is a highly effective learning community providing challenging and varied learning opportunities. It is our goal that individual talents, interests and skills are identified, nurtured and developed so that all students achieve success, engendering a high sense of self confidence and a love of learning. Belle Vue continues to be a high performing school as evidenced by the particularly strong results in the Victorian Curriculum Data, 2022. Both the English and Maths data were above the State and Similar School averages across Prep – Year 6 in the percentage of students achieving at or above the age expected level. NAPLAN data for 2022 also indicates continued strong outcomes for our students, with Reading for Year 3 and Year 5 well above Stage and Similar School averages. Numeracy for Year 5 was above Similar School and State averages with Year 3 numeracy just below Similar Schools, but above State average results. Belle Vue has also achieved higher percentages of students in the top 3 bands across numeracy reading for both year 3 and 5, compared to similar schools and state averages, across a four-year average. A contributing factor towards continued improvement of our Strategic Plan Goals was the establishment of Professional Action Learning Teams (PALT). The core of this work was to support teams to reconnect and build staff capacity to work as an effective collaborative team, both within levels and as a whole staff. This was an important initiative after the challenges of 2020 and 2021, of almost two years teaching in isolation. A further element of this initiative was to continue a strong focus on staff health and wellbeing and looking after each other. Staff were engaged in professional learning to strengthen their understanding of formative assessment practices and how this can better identify students learning need. A further initiative that contributed positively towards the Strategic Goals was through a more targeted and refined effort to ensure our School Improvement Team has been focused on ensuring our school strategic plan goals and initiatives are successfully implemented. Curriculum leader roles have been strengthened and become more strategic. The team has become quite proficient with this role and we have received very positive feedback from our SEIL (Senior Education Improvement Leader) who frequently sat in on our meetings.

Wellbeing

After 2020 and 2021, student wellbeing was a high priority and focus for Belle Vue in 2022. Staff were engaged in professional learning at different points of the year, specifically around Trauma Informed practice and how this can impact students' development and health.

Staff took a more focussed approach to understanding students and the background factors which influence their wellbeing, for example; What is happening for them at home and how we can better respond to their needs? After the 2 years our students have endured, we wanted to ensure we were able to cater for them socially, emotionally and academically. One of the processes we implemented was a system for tracking behaviours in the playground to better understand what supports were needed for our students after being relatively isolated from their peers.

Students in Year 4-6 completed the Attitudes to School Survey and the percentage of positive responses to the elements of 'Sense of Connectedness' and 'Management of Bullying' were higher than both the Similar Schools and Stage averages.

Staff at Belle Vue work incredibly hard to build strong and positive relationships with all students across the school and whole school events such as Athletics and Cross Country where every student is involved and participates. This deliberate approach is a strength of Belle Vue and reflects the inclusive culture of the school.

Engagement

COVID transmission and required period of isolation amongst positive cases in 2022 was a challenge for Belle Vue. Student absence rates were less than Similar Schools and State averages. However, this is an increase from previous years. At the same time, students attendance last year for all year levels were all in the 90-95% range, consistent with previous years. The strong connection and high levels of trust between students and the school and the relationships staff have built with their students is a contributing factor in these high attendance rates. Several highlights that across 2022 that were enablers for increased engagement and strong home-school partnerships This included the Belle Vue Art Exhibition, displaying pieces of art from all students across the school for the community view and appreciate. The return of the community picnic/BBQ at the start of the school year was a highlight and again, provided a time and space for families and members of the community to re-connect. Students are provided with multiple platforms through which Student Voice and Agency are supported and encouraged through a strong Yr 6 Leadership program and an active Junior School Council. The Junior School council consistently initiate and organise whole school events such as the Rainbow Sports Day, the MND Big Freeze day and the JSC Theme day in Term 1. These established rituals at Belle Vue have not only prevailed after post COVID, but have become an even more significant part of Belle Vue that recognises Student Voice and Agency.

Financial performance

Belle Vue Primary School remains 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. The recommencement of some fundraising initiatives, including the mothers and father's day stalls and the Trivia night were all very successful and more important, an opportunity for increased community engagement and reconnection after 2020 and 2021. In 2022, Belle Vue continued to have a supportive parent community with 86.53% families paying student contributions for classroom supplies, 43.12% contributing to the Building Fund, 62.77% contributing to the library Fund and 63.77% contributing to the Grounds Donation. Equity Funding received in 2021 was used for Staff Professional Learning, which in turn benefits all students in all year levels. Continued strategic financial management in 2023 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 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 159 students were enrolled at this school in 2022, 73 female and 86 male.

25 percent of students had English as an additional language and NDP 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).

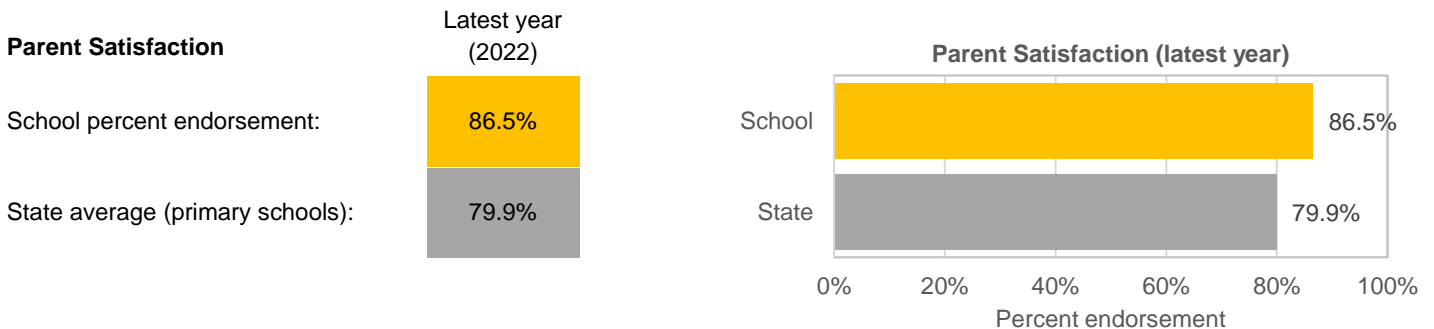
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

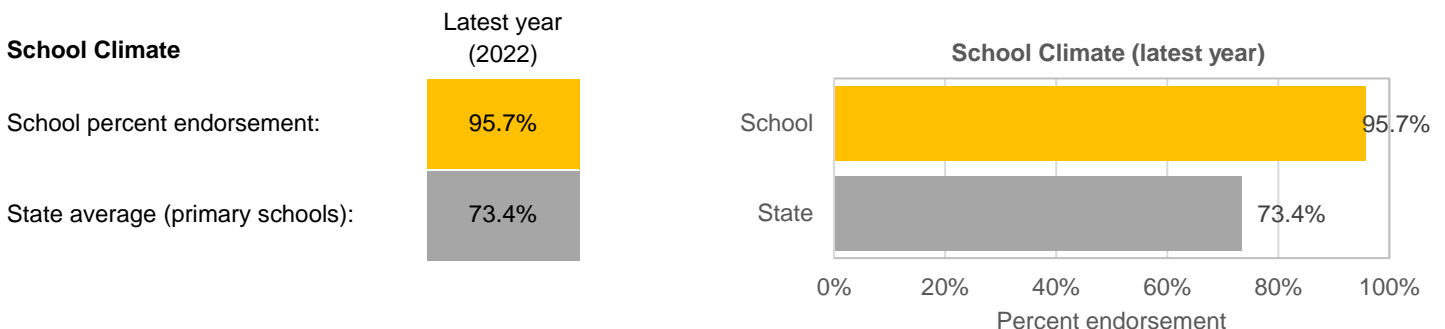


School Staff Survey

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:

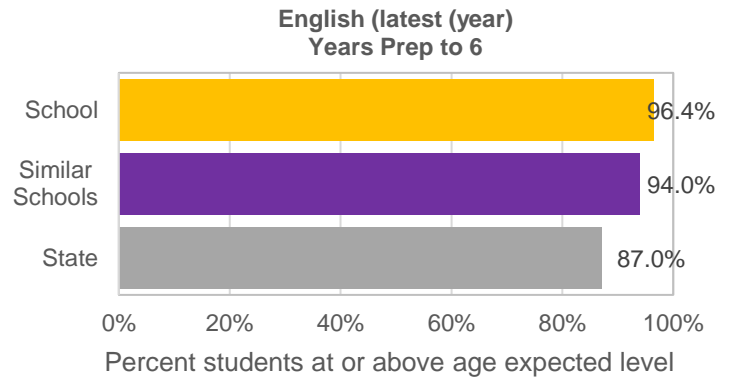
96.4%

Similar Schools average:

94.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

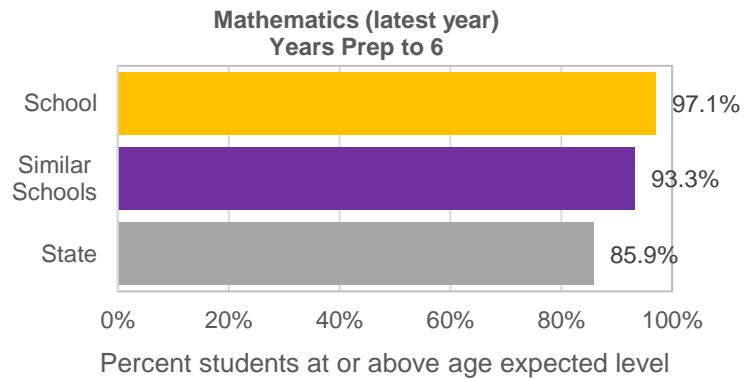
97.1%

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.

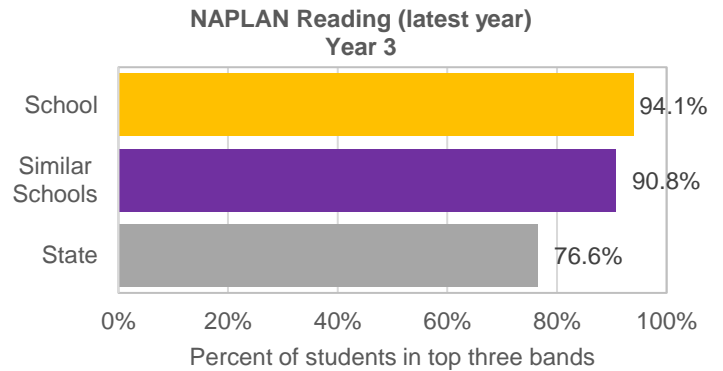
NAPLAN

Percentage of students in the 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.

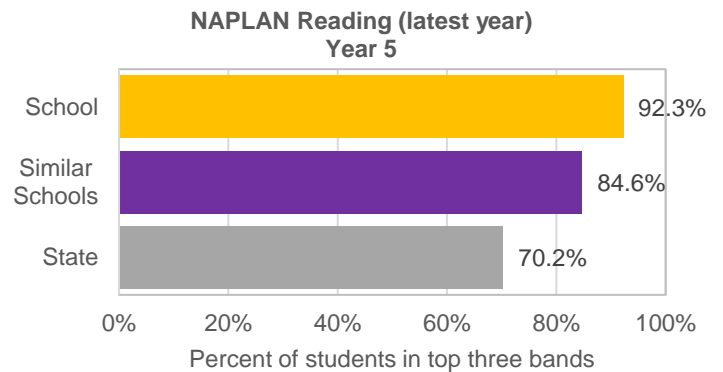
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.1%	87.1%
Similar Schools average:	90.8%	88.6%
State average:	76.6%	76.6%



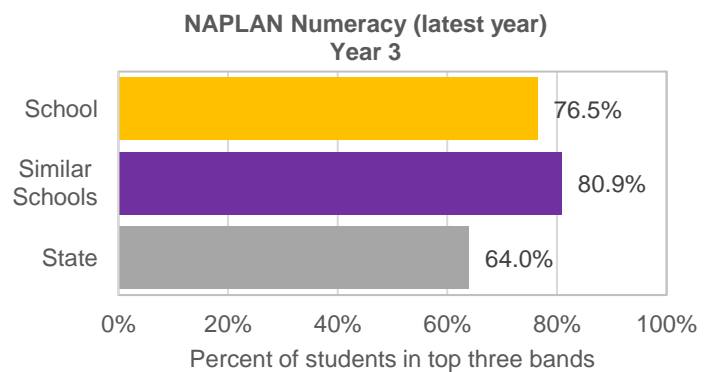
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.3%	88.0%
Similar Schools average:	84.6%	83.3%
State average:	70.2%	69.5%



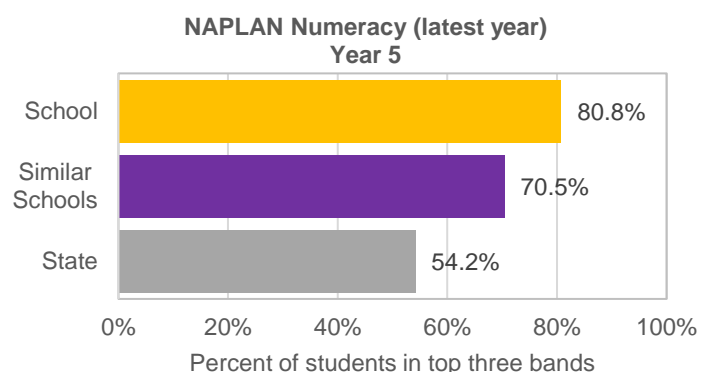
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.5%	75.0%
Similar Schools average:	80.9%	81.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.8%	82.1%
Similar Schools average:	70.5%	75.1%
State average:	54.2%	58.8%



WELLBEING

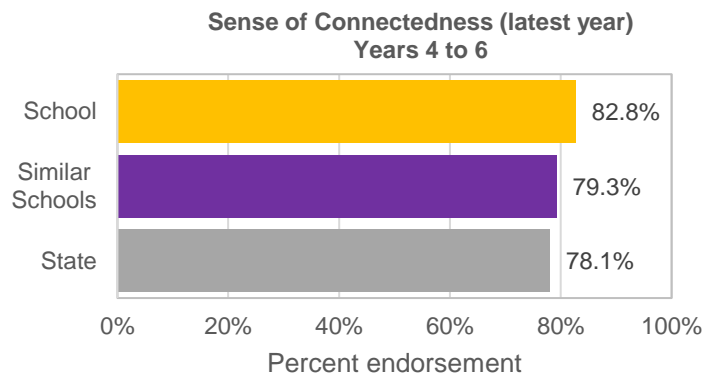
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	82.8%	87.6%
Similar Schools average:	79.3%	79.2%
State average:	78.1%	79.5%

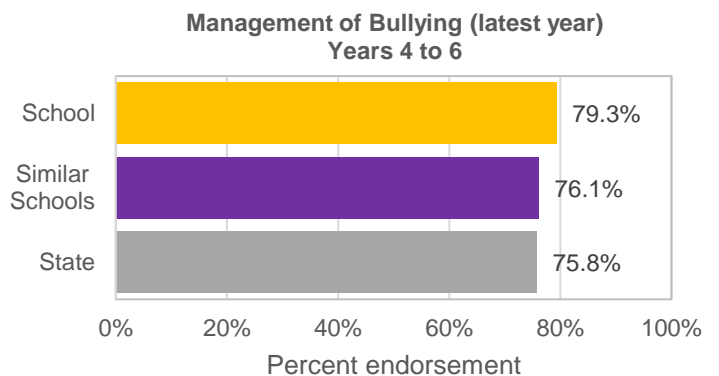


Student Attitudes to School – Management of Bullying

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:	79.3%	86.6%
Similar Schools average:	76.1%	77.5%
State average:	75.8%	78.3%



ENGAGEMENT

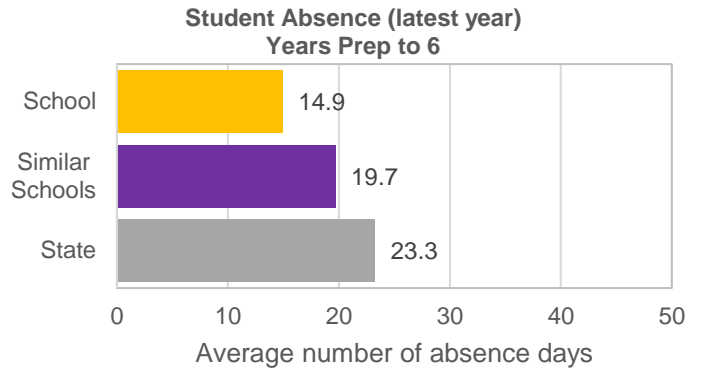
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.9	10.8
Similar Schools average:	19.7	13.8
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):	93%	92%	90%	94%	92%	95%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,337,464
Government Provided DET Grants	\$197,403
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$3,008
Locally Raised Funds	\$222,049
Capital Grants	\$18,036
Total Operating Revenue	\$1,777,960

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$1,334,317
Adjustments	\$0
Books & Publications	\$2,506
Camps/Excursions/Activities	\$72,827
Communication Costs	\$2,157
Consumables	\$35,281
Miscellaneous Expense ³	\$6,208
Professional Development	\$10,064
Equipment/Maintenance/Hire	\$39,849
Property Services	\$96,844
Salaries & Allowances ⁴	\$82,328
Support Services	\$9,428
Trading & Fundraising	\$21,083
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,805
Total Operating Expenditure	\$1,731,697
Net Operating Surplus/-Deficit	\$28,227
Asset Acquisitions	\$47,609

- (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	\$93,380
Official Account	\$12,757
Other Accounts	\$60,452
Total Funds Available	\$166,589

Financial Commitments	Actual
Operating Reserve	\$51,666
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$62,589
School Based Programs	\$32,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$30,000
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$218,255

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.