

2016 Annual Report to the School Community



School Name: **Belle Vue Primary School**

School Number: **4733**



Name of School Principal:	Catherine Caminiti
Name of School Council President:	Kim McCormick
Date of Endorsement:	22nd March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Belle Vue Primary offers a caring learning environment for 170 students in spacious school grounds in Balwyn North. The school is structured in levels: Prep, Grades 1/ 2, 3 /4 and 5/6. We believe children learn best when they are **actively** involved in their learning, they take **responsibility** for their learning, there is **clear demonstration** and **expectation**, they have a **positive self esteem**, there are positive **links** between home and school and learning fulfils their own needs, **purpose** and interests.

At Belle Vue, we provide an effective and engaging learning environment which promotes individual excellence and develops social competencies. We foster life long learning through child-centred, meaningful and challenging programs. We offer a quality curriculum based on the Victorian Curriculum in all areas including Performing Arts, LOTE (Italian) and Physical Education. Our learning programs are designed to cater for the individual needs of a diverse range of students. These include extension and support programs, both within and beyond classrooms. A range of extra-curricular programs are provided and the school offers an outside of school hours care program.

There is a strong partnership between parents and the school and an evident community atmosphere. Parents participate in our reading program, school council, as classroom helpers; and in student-led conferences, open days, information nights, working bees and various social and fund raising activities.

This school has 1 Principal class, 8 fulltime teaching staff, 4 specialist staff and 3 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

The evaluation of NAPLAN and AusVELS/Victorian Curriculum data indicates a need for continued improvement in Writing, while curriculum planning and assessment continues to highlight the need for teachers to use student data more consistently during planning in order to cater for individual student needs and learning outcomes. Continued implementation of VCOP and a focus on writing *evaluation* will develop teacher capacity in the area of Writing. Building teacher capacity, skills and knowledge in teaching and learning will build best practice. The whole school initiative of VCOP will be utilized to develop consistency in teacher judgements in the evaluation of writing across the school. The whole school initiative of VCOP will be utilized to develop consistency in teacher judgements in the evaluation of writing across the school.

Attitudes to School Survey data demonstrates a majority of our students are connected to school and have high motivation and connectedness to peers, however data does indicate a need for improvement in the area of Student Morale, Learning Confidence and Stimulating Learning. These areas will be addressed through our whole school social and emotional health and wellbeing program (You Can Do It! incorporating the schools values and Habits of the Mind) focusing on building socially and emotionally resilient students.

Achievement

Belle Vue continues to be recognised as a high performing school as evidence by the AusVELS/Victorian Curriculum and NAPLAN data. Comprehensive planning and programs in the teaching of Literacy and Numeracy and incorporating the use of ICT will continue to be the focus of targeted improvement in 2017.

NAPLAN data indicates that the school is high performing and results in Reading indicate that 81% of Year 3 students and 83% of Year 5 students are performing in the top two NAPLAN bands. Results in Numeracy indicate that 54% of our Year 3 and 72 % of Year 5 students performed in the top two NAPLAN bands.

High quality, meticulously planned and challenging programs extend the potential of each individual child. It is our aim to provide high quality instructional practice and further develop teacher capacity. Teachers work in collaborative teams to ensure high levels of program delivery and student achievement. Ongoing improvement in staff capacity is enhanced by weekly Professional Learning, mentoring, coaching and feedback, as well as a strong focus on reflection and assessment. The school takes pride in its student learning outcomes

Teachers write individual learning plans to differentiate the curriculum and cater for student learning needs. Teachers use Professional Learning Logs and meet regularly to develop these in teams. Reading Support and Extension programs support and extend learning opportunities. Sporting, Cultural, LOTE (Italian) and Arts programs continue to be valued, as do performance assemblies and an authentic student leadership program.

In 2017 we will continue to provide children with rich learning experiences and assessment tasks in accordance with the Victorian Curriculum. All staff will undertake further professional development on the 'VCOP Big Write', whole school writing program through our FISO team and there will continue to be a whole school approach to an agreed instructional framework in the teaching of Writing.

Student social and emotional health and wellbeing, including resilience will continue to be a high priority focus in 2017.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework

AusVELS

Victorian Curriculum

A Combination of these



Engagement

Student attendance at Belle Vue is similar to other like schools however, there is room for improvement. We need to communicate more effectively with our highly supportive parent body who value education. Our attendance rates and punctuality should provide a platform from which to build greater levels of engagement for all students. Average attendance rates for 2016 P-6 are between 92% and 94%.

Over recent years students have been well connected to their school. The school will continue to promote self esteem, health and well being for students through programs that promote engagement such as **You Can Do It** –focussing on the key behaviours of Getting Along, Resilience, Persistence, Organisation and Confidence and the Habits of the Mind that work alongside these behaviours.

Following involvement in **ResourceSmart Schools**, our student leadership program will align with our sustainability program and initiatives in 2017. Student achievement and behaviour is recognised and recorded in the Roll of Honour. Having all staff on duty every day after school is regarded as a key initiative in improving parent-teacher access and relationships.

The school maintains that learning is most effective when there is shared responsibility between students, school and community. As there is a strong relationship between attendance and school connectedness, we will continue to develop implement improvement strategies to emphasise every day, punctual attendance.

Wellbeing

Belle Vue continues to provide a comprehensive approach to student wellbeing through effective transitions into, through and out of the school.

Belle Vue Play Group continues to provide opportunities for pre-schoolers and younger children to familiarise themselves with the school.

Prep transition consists of a comprehensive series of orientation sessions. Parents are involved in supporting the transition process through a variety of well-advertised opportunities over the 12 months preceding enrolment.

In 2016 we strengthened links with our feeder kindergartens. Teachers and students conduct two-way visits with kindergartens, running focused activities. This program is well-received and will continue in 2017.

Grade 6 Leaders, House Captains and Junior School Councillors have leadership opportunities. The 'Buddy System' similarly contributes to developing social confidence which prepares and supports transition. Incoming Prep students have grade 5 buddies and maintain these relationships over two years.

Straight Prep classes ensure a strong grounding in the first year. Following that, multi-age classes reflect the AusVELS/Victorian Curriculum planning and provide flexibility, extension and support in all areas of learning. We have specialists in LOTE (Italian), Physical Education, Art, Dance, Library, Music and extension. Reading Support continues to be resourced for Grade One students who may need additional literacy support.

Each year the school implements a successful transition program for students moving through the school to the next level, and those enrolling from other schools.

Through the social and emotional health and wellbeing program (You Can Do It! incorporating the schools values of Pride, Respect, Responsibility, Integrity and Commitment) Belle Vue is committed to nurturing healthy, happy, resilient individuals from Prep to 6.

Our Year 6 students enrol at a range of local government and independent schools. The majority attending Balwyn or Kew High School after graduating from Belle Vue Primary. The Year 6 -7 transition program, with an emphasis on Personal Development, assists with movement into secondary school.

The high level of communication and support ensures a smooth transition from Kinder to school and from Grade 6 to Secondary College/High School.

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



Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

<p>Enrolment Profile</p> <p>A total of 176 students were enrolled at this school in 2016, 74 female and 102 male. There were 18% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>56%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>6%</td> <td>61%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>41%</td> <td>41%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>47%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>6%</td> <td>41%</td> <td>53%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	56%	28%	Numeracy	6%	61%	33%	Writing	18%	41%	41%	Spelling	12%	47%	41%	Grammar and Punctuation	6%	41%	53%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="557 817 1046 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	94 %	93 %	93 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	94 %	93 %	93 %	92 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

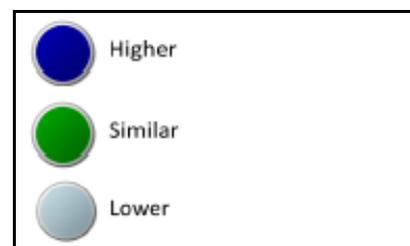
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,219,883
Government Provided DET Grants	\$167,335
Revenue Other	\$79,722
Locally Raised Funds	\$271,273
Total Operating Revenue	\$1,738,214

Expenditure	
Student Resource Package	\$1,108,102
Books & Publications	\$1,997
Communication Costs	\$5,641
Consumables	\$41,966
Miscellaneous Expense	\$222,942
Professional Development	\$28,705
Property and Equipment Services	\$124,148
Salaries & Allowances	\$69,840
Trading & Fundraising	\$48,923
Utilities	\$12,817
Total Operating Expenditure	\$1,665,081

Net Operating Surplus/-Deficit **\$73,133**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$65,295
Official Account	\$9,587
Other Accounts	\$30,677
Total Funds Available	\$105,559

Financial Commitments	
Operating Reserve	\$86,465
Maintenance -Buildings/Grounds incl SMS>12 months	\$19,095
Total Financial Commitments	\$105,559

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

The school is in a sound financial position. There is a strategic approach to program budgets, revenue and expenditure which are closely monitored and regularly scrutinized to ensure funds are being used for maximum impact on student learning and maintaining a safe educational setting.