2020 Annual Report to The School Community

THE **EDUCATION STATE**

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 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 15 March 2021 at 12:52 PM by Benjamin Moncrieff (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 01 April 2021 at 09:37 AM by Karen Armfield (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

Belvedere Park Primary School is a dynamic learning community located in Seaford, a bayside suburb of Melbourne. Our confirmed budget for the 2020 school year was derived from our enrolment of 376 students. In 2020, our school staff composed of 2 Principal Class, 24 Teachers and 8 Education Support Staff. A strong focus on positive, respectful and supportive relationships between all members of our school community is a high priority. At the centre of our work is the aspiration to achieve high-quality outcomes while providing a level of care, support and empathy towards our students that we believe is both supportive and productive. Our school has created an inviting and friendly culture where parents, staff and students can work together to nurture optimism and success.

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

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

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

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

Framework for Improving Student Outcomes (FISO)

In 2020, Belvedere Parks Primary's Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Curriculum Planning and Assessment, Evaluating Impact on Learning and Building Practice Excellence. This included:
- writing moderation Professional Learning sessions undertaken by all staff.
- use of one scoring guide across the whole school to assess student writing (Australian, Victorian Writing Criterion Scale - both teacher and student versions).
- use of Network Writing Continuum and Writing Moderation Annotations document.
- further Professional Learning in Top 10 - The Power and Joy of Hands-on Mathematics program, focused on open-ended questions.
- Jolly Grammar and Spelling Professional Learning for all staff.
- work on re-designing and implementing a new assessment schedule and using the Student Performance Analyser data tracking system.
- designed an easy to read, informative student reporting system.

To support the implementation of these KIS, three Learning Specialists have been appointed as professional practice coaches.

Achievement

REMOTE LEARNING SUMMARY
- Pivoted to online learning using Google Classroom and Webex.
- Focused on Literacy and Numeracy development.
- Extra support was provided where identified.
- Vulnerable students were identified, supported and tracked.
- Staff engaged and shared best practice.
- Staff actively participated in online Professional Learning and worked to build networks remotely.
STUDENT OUTCOMES
- Teacher judgement in English for students working at or above the expected level was 89.3%, which is above like schools and the state average.
- Teacher judgement in Mathematics for students working at or above the expected level was 83%, which is above like schools and just below the state average.
- 62% of students working at or above in PAT Reading.
- 69% of students working at or above in PAT Mathematics.

Engagement

We regularly touched base with all students and monitored attendance in the morning and afternoon class WebEx video conferences and completion of work set in the Google classroom. Any student noted as absent was followed up with phone calls to families and offers of assistance and support to help maintain engagement. Students who had been disengaged at school due to irregular attendance in the past, connected strongly to WebEx video 'group chats' with classmates, hosted by their teachers.

ES staff joined in class WebEx conferences with individual students who required support to participate and were able to encourage student voice in these situations.

Maintaining motivation and engagement with the school was a priority- the principal provided a daily morning video message highlighting important aspects of the week and updates of the new building progress. Staff created a music video for the students where they shared messages of support for their students and whole school events such as themed dress-up days were held.

Wellbeing

Our focus was on supporting students already identified as at-risk or needing extra support. The Student Health and Wellbeing Team compiled a list of these students and regularly monitored their progress during this period. We focused on our Program for Students with Disabilities, Out of Home Care, Koorie, vulnerable families and students with a history of irregular attendance. We deployed the Education Support staff to have daily check-ins with those students who required regular contact and to support parents/carers during remote and flexible learning. Sessions involved individual video conferences via WebEx with the students and parents/carers and assisting the students to navigate their Google classroom, complete tasks and upload work for their teachers.

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

As we transitioned back to on-site learning we introduced "soft-starts", where students entered their classrooms as soon as they arrived at school. As a result, our students settled quickly in the mornings and were ready to begin their learning at 9:00am. This approach enabled all students to begin their day in a calm and orderly way. The feedback from parents/carers was extremely positive and indicated they would like this to continue. We have continued this is 2021.

Financial performance and position

Our school finished with a surplus in 2020. This occurred as a result of careful strategic management of the funds provided through our Student Resource Package. Surplus funds from the 2020 school year will be used in 2021 to assist with the Tutor Learning Initiative Program, fund resource replacement, and provide additional Digital Technology equipment. In 2019, our school received an additional $1.4m. This was a State Government fund to refurbish the existing facilities by modernising four of our existing classrooms. The modernisation project reinvigorated the middle school facilities and provided a more contemporary environment. We also receive substantial Equity Funding which we allocated to priority areas across the school to ensure quality access to additional and intervention programs.

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

Performance Summary

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

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

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

SCHOOL PROFILE

Enrolment Profile

A total of 376 students were enrolled at this school in 2020, 189 female and 187 male.

3 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) which takes into account parents' occupations and education.
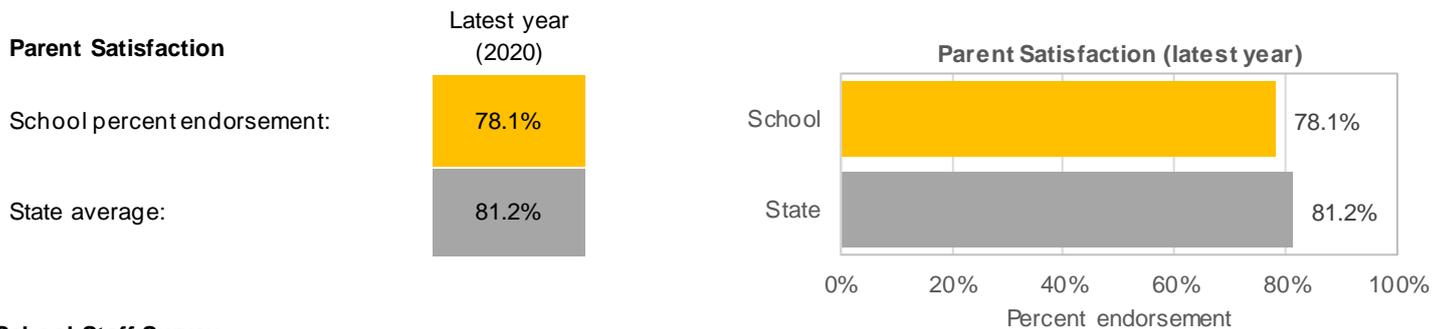
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.
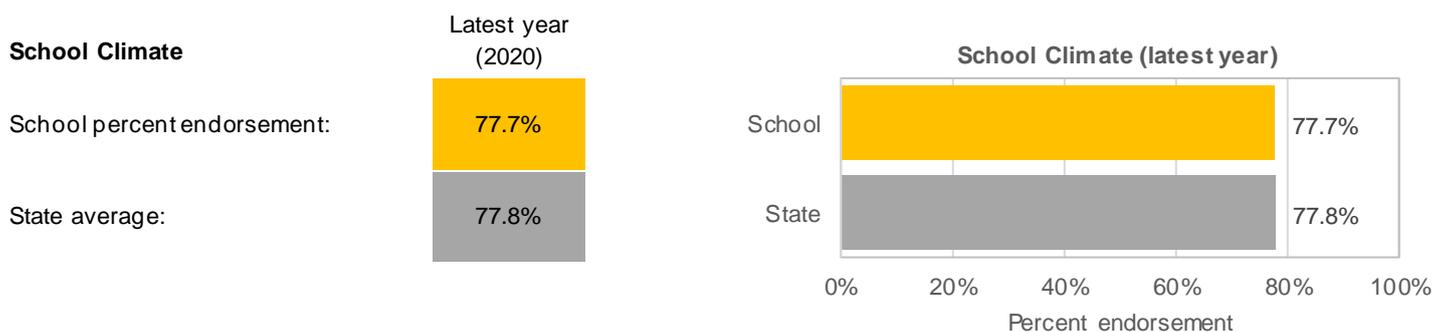
Parent Satisfaction	Latest year (2020)
School percent endorsement:	78.1%
State average:	81.2%

Parent Satisfaction (latest year)

School: 78.1%
State: 81.2%

Percent endorsement

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.

School Climate	Latest year (2020)
School percent endorsement:	77.7%
State average:	77.8%

School Climate (latest year)

School: 77.7%
State: 77.8%

Percent endorsement

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:	89.3%
Similar Schools average:	82.5%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	89.3%
Similar Schools	82.5%
State	86.3%

Percent students at or above age expected level
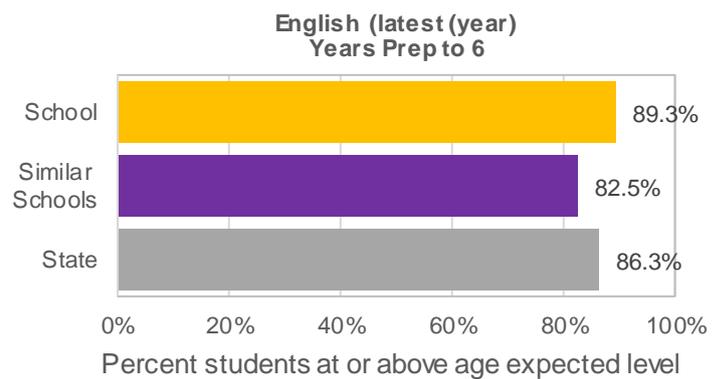
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	83.0%
Similar Schools average:	81.5%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	83.0%
Similar Schools	81.5%
State	85.2%

Percent students at or above age expected level
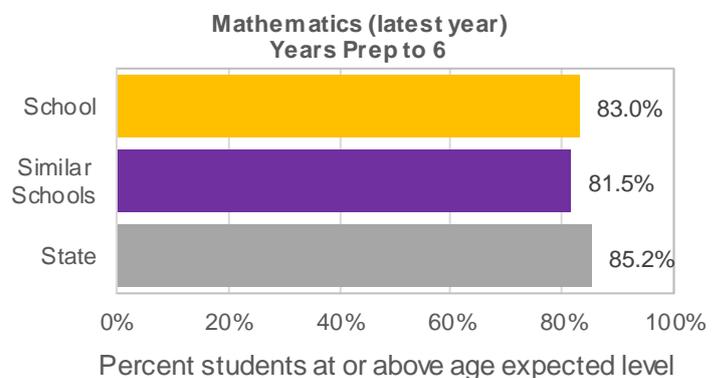
NAPLAN

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).
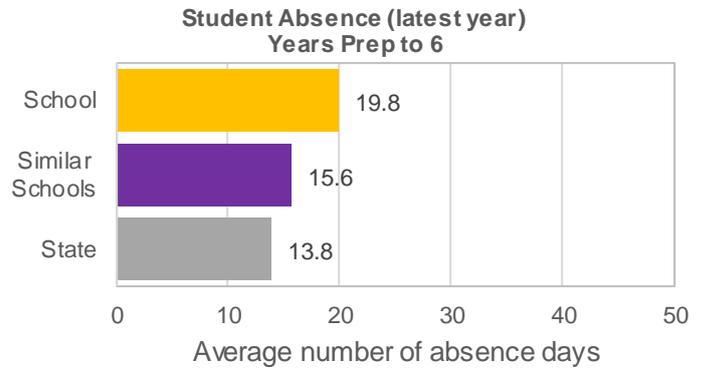
NAPLAN tests were not conducted in 2020.

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:	19.8	17.1
Similar Schools average:	15.6	16.3
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	19.8
Similar Schools	15.6
State	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	89%	91%	89%	90%	88%	89%

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:	90.9%	89.9%
Similar Schools average:	77.3%	79.0%
State average:	79.2%	81.0%
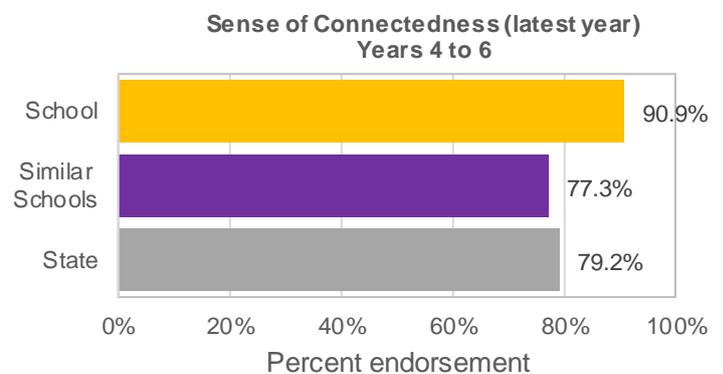
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 90.9%
Similar Schools 77.3%
State 79.2%

Percent endorsement

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:	90.7%	89.1%
Similar Schools average:	76.5%	79.4%
State average:	78.0%	80.4%
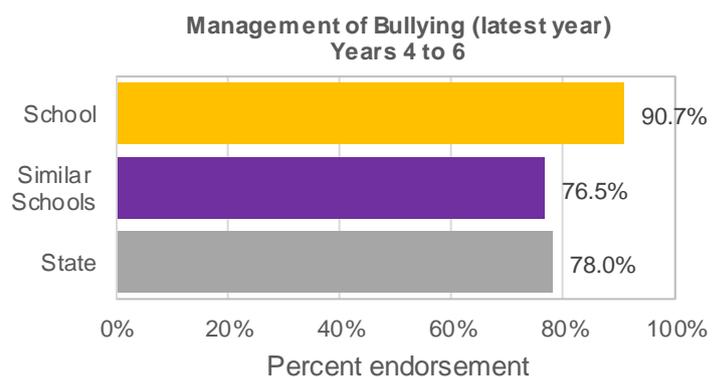
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School 90.7%
Similar Schools 76.5%
State 78.0%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$3,216,526
Government Provided DET Grants	$474,546
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	$13,363
Locally Raised Funds	$44,742
Capital Grants	NDA
Total Operating Revenue	**$3,749,177**

Equity [1]	Actual
Equity (Social Disadvantage)	$244,972
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$244,972**

Expenditure	Actual
Student Resource Package [2]	$3,097,016
Adjustments	NDA
Books & Publications	$783
Camps/Excursions/Activities	$11,165
Communication Costs	$6,160
Consumables	$84,006
Miscellaneous Expense [3]	$7,903
Professional Development	$4,469
Equipment/Maintenance/Hire	$97,289
Property Services	$115,764
Salaries & Allowances [4]	$66,344
Support Services	$82,011
Trading & Fundraising	$7,841
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$27,389
Total Operating Expenditure	**$3,608,142**
Net Operating Surplus/-Deficit	**$141,035**
Asset Acquisitions	**$1,540**

(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	$343,497
Official Account	$29,675
Other Accounts	NDA
Total Funds Available	**$373,172**

Financial Commitments	Actual
Operating Reserve	$72,773
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
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	$84,400
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	$23,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$180,173**

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.