

2023 Annual Report to the School Community

School Name: Belvedere Park Primary School (4902)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 February 2024 at 03:02 PM by Benjamin Moncrieff (Principal)

- This 2023 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 26 March 2024 at 03:03 PM by Laura Morris (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Belvedere Park Primary School, situated in the bayside suburb of Seaford, Victoria, is committed to delivering high-quality education and shaping students into proactive, engaged, and responsible members of both the local and broader communities. Catering to students from Foundation to Year 6, the school holds core values such as respect, responsibility, honesty, kindness, courtesy, empathy, initiative, and resilience. With a student body comprising 320 individuals and a dedicated staff of 35 members, Belvedere Park Primary School strives for excellence.

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

Belvedere Park Primary School enriches the educational experience with a variety of extra-curricular activities and programs, encompassing Digital Technologies, Visual Arts, Physical Education, and Performing Arts. The school boasts modern and well-maintained facilities, including a fully-equipped library, computer lab, and industrial kitchen classroom.

Community involvement is a key focus, with the school actively encouraging parents and caregivers to engage in their child's education. Proudly embedded in the Seaford community, Belvedere Park Primary School consistently participates in community events and initiatives.

In summary, Belvedere Park Primary School stands as an outstanding school, providing an inclusive and supportive learning environment that caters to the diverse needs of all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school's commendable results underscore its proficiency in fostering positive outcomes in Literacy and Numeracy, reflecting the successful implementation of effective teaching strategies that have bolstered students' skills in these fundamental areas.

The school's commitment to continuous improvement is palpable, with teachers and staff engaging in regular professional development, reviews and enhancements of their teaching practices to better cater to the evolving needs of students.

The evident support for a conducive learning environment, coupled with students' motivation to excel, is evident in the NAPLAN results where we outperformed "Similar Schools" in three of the four measurements. The students in Year 3 also outperformed the State average in both Reading and Numeracy. This affirmed the school's dedication to delivering high-quality education through diverse programs and activities.

The implementation of the Little Learner Love Literacy (LLLL) program in Foundation and Year 1 is anticipated to contribute to additional NAPLAN growth in the upcoming years.

Wellbeing

The school consistently disseminated Mental Health and Wellbeing resources to students, families, and staff, offering additional assistance by facilitating connections with welfare and support agencies when necessary.

The findings from the Student Attitudes to School survey suggests that students experience a stronger sense of connection to their school compared to the State average. Additionally, the findings suggest that students express confidence that our school excels in managing bullying more effectively than the majority.

Emphasising the well-being of our students, we recognise the significance of thoughtfully planned transitions. To facilitate a seamless experience, our school has established a comprehensive Foundation transition program, incorporating student familiarisation sessions throughout the year. Also, we have carefully designed transitions within the school and between year levels to support children in navigating the process of change.

Maintaining our 'Soft Start' approach, we enable students to settle quickly in the mornings, fostering a calm and orderly beginning to their learning at 9:00 am.

Engagement

The success of our school is largely credited to our compassionate and supportive staff, who cultivate a secure, motivated, and immersive learning environment for our students. Our positive school culture promotes collaboration among students, parents, and staff, guided by clearly defined values and codes of behaviour rooted in mutual respect and tolerance. This culture fosters open communication, inclusivity, acceptance of diversity, a positive school spirit and establishes a framework of high expectations for all student behaviour.

The 2023 Student Attitudes to School survey results reveal a consistently high degree of positivity across all variables. Over four years, our results have consistently surpassed the State average, showcasing that our students experience a profound sense of belonging and connectedness to both their school and peers.

Our school effectively addresses non-attendance concerns in alignment with our Student Wellbeing and Engagement Policy and the Student Attendance Guidelines. Proactive monitoring of student attendance by our staff involves intervention through various methods, including re-engagement processes, pro-social skill development, and continuous communication with parents/carers.

Other highlights from the school year

Belvedere Park Primary School's dedication to a comprehensive education and the promotion of a positive and inclusive school culture is evident through successful events such as the Year 3 to Year 6 camps program, the school concert, the lively Fun (Colour) Run and Silent Disco. These initiatives exemplify the school's commitment to nurturing well-rounded individuals.

The concert serves as a platform for students to display their artistic flair and creativity, fostering teamwork and collaboration. This event not only showcases talents but also plays a role in enhancing students' self-confidence and self-esteem, acknowledging their dedication and abilities.

The Fun (Colour) Run is a vibrant occasion promoting physical activity and creates a joyful and interactive atmosphere. Beyond its health benefits, this event contributes to building a strong sense of community and school pride, as students, staff and families unite to craft a memorable experience.

The atmosphere during the Silent Disco is electric as students immerse themselves in the rhythmic beats through wireless headphones, creating a unique and vibrant shared experience. This event not only showcases the school's creativity but also brings students together in a celebration of music and unity.

In essence, these programs offer all students distinctive opportunities to acquire valuable life skills, exhibit their talents, and forge friendships and memories that will endure throughout their lives.

Financial performance

Belvedere Park Primary School maintained financial stability throughout 2023, leading to an anticipated net operating deficit of \$212,460.

The Tutor Learning Initiative and Disability Inclusion Funding continues to support quality access to teaching, support staff and intervention programs.

The school received our second instalment of the Out of School Hours Care Establishment Grant. All the funds were expended within the time frame.

The school underwent various enhancements, encompassing painting, the installation of carpet in crEATe, the construction of a concrete retaining wall, and the acquisition of 26 laptops. Our fundraising endeavours contributed to the realisation of the first stage of the Wildspace play area.

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

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 320 students were enrolled at this school in 2023, 159 female and 161 male.

4 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

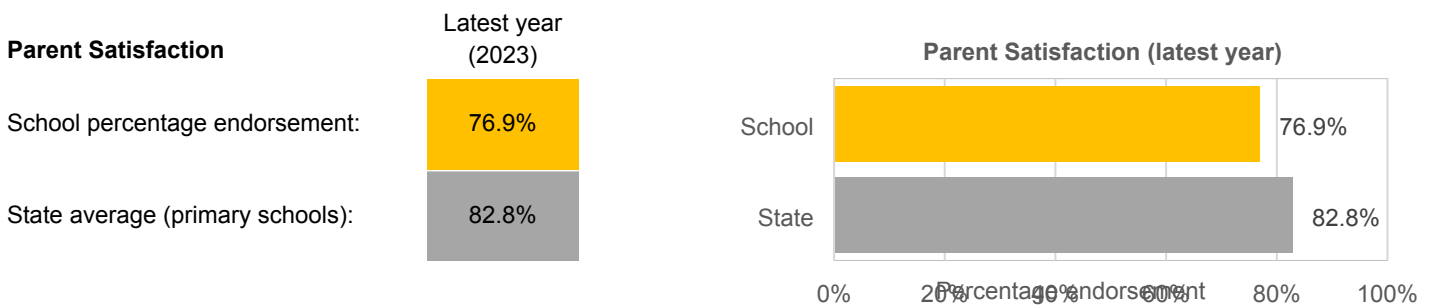
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

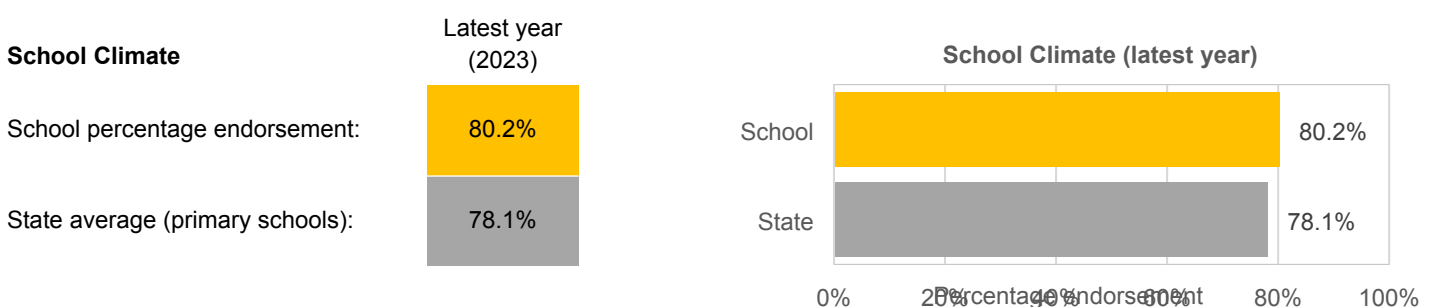


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

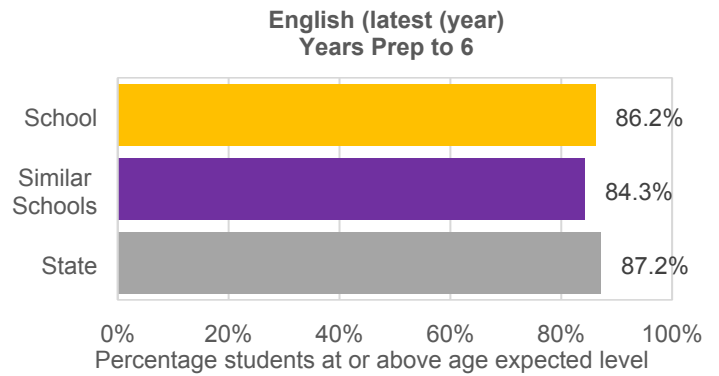
86.2%

Similar Schools average:

84.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

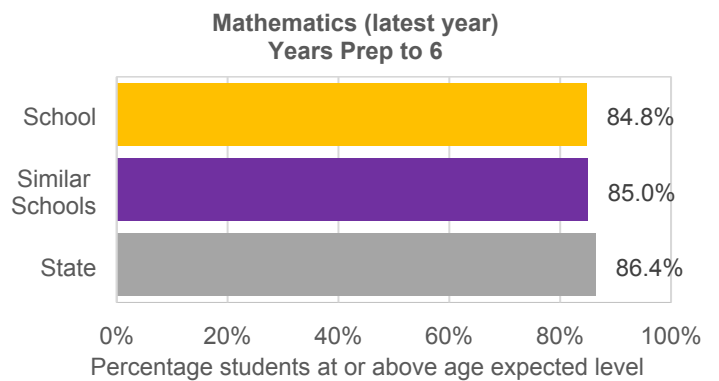
84.8%

Similar Schools average:

85.0%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

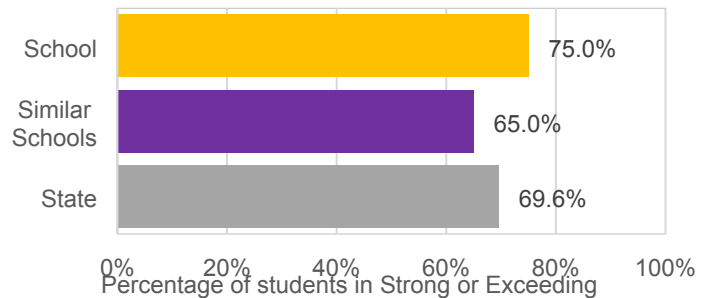
Similar Schools average:

65.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.9%

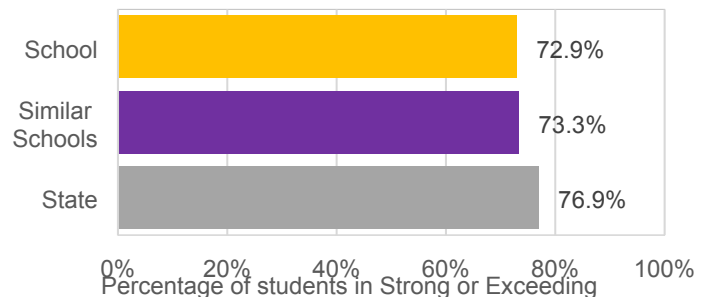
Similar Schools average:

73.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.4%

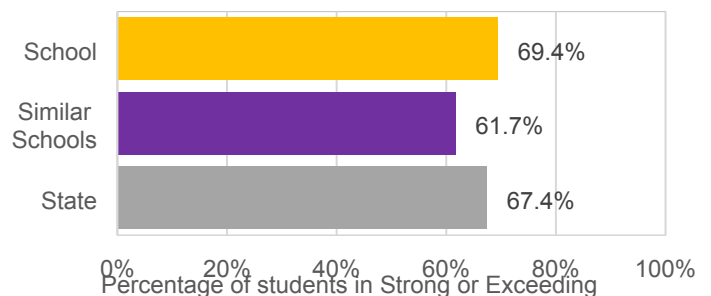
Similar Schools average:

61.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.7%

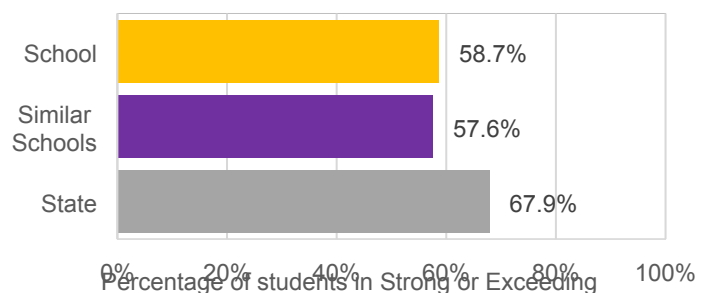
Similar Schools average:

57.6%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

73.5%

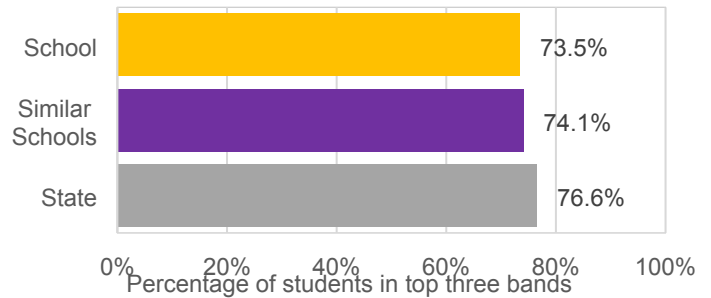
Similar Schools average:

74.1%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

76.9%

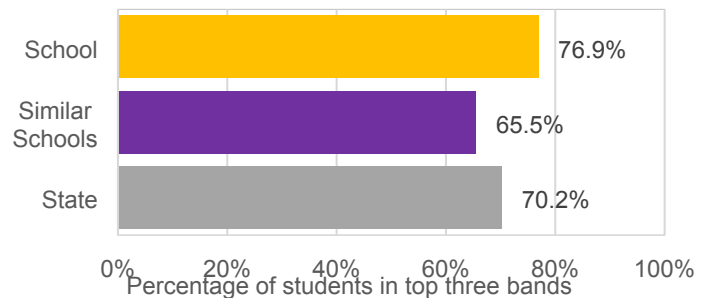
Similar Schools average:

65.5%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

51.0%

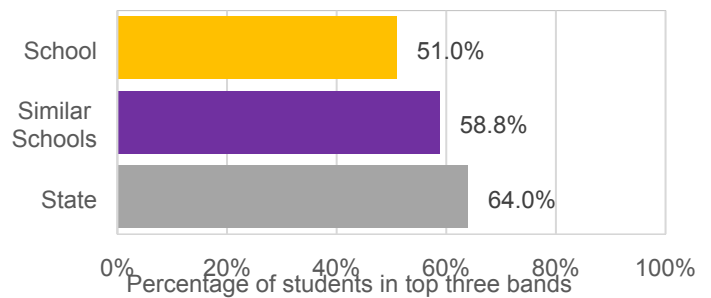
Similar Schools average:

58.8%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

51.3%

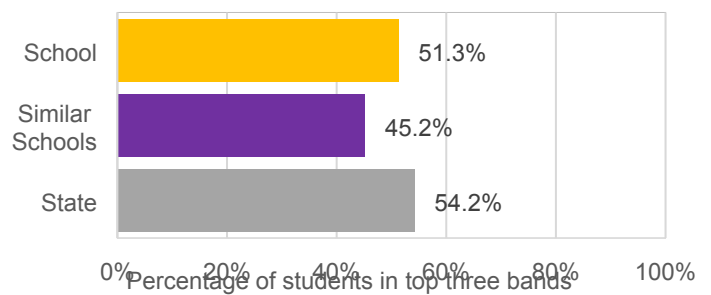
Similar Schools average:

45.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

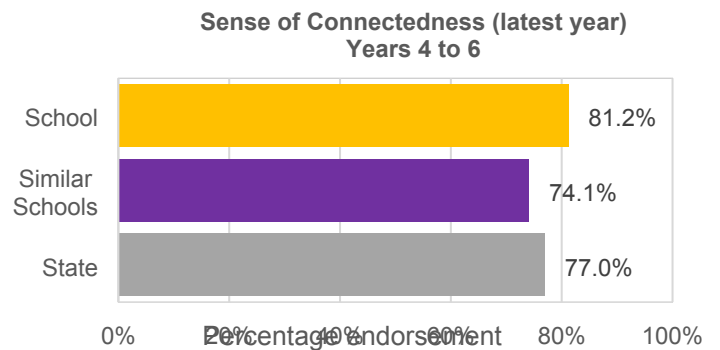
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	81.2%	88.0%
Similar Schools average:	74.1%	76.3%
State average:	77.0%	78.5%

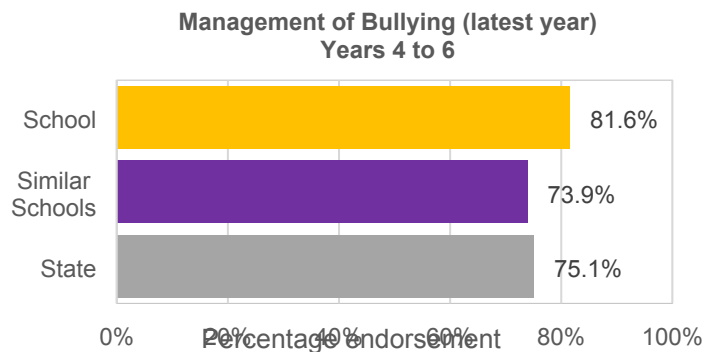


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	81.6%	87.2%
Similar Schools average:	73.9%	75.5%
State average:	75.1%	76.9%



ENGAGEMENT

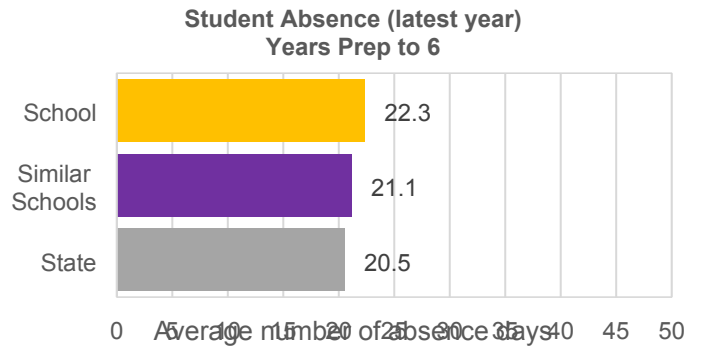
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	22.3	19.7
Similar Schools average:	21.1	19.5
State average:	20.5	18.1



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 (2023):	91%	91%	88%	90%	88%	86%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,370,568
Government Provided DET Grants	\$508,262
Government Grants Commonwealth	(\$38,572)
Government Grants State	\$0
Revenue Other	\$74,850
Locally Raised Funds	\$179,383
Capital Grants	\$0
Total Operating Revenue	\$4,094,491

Equity ¹	Actual
Equity (Social Disadvantage)	\$225,362
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$225,362

Expenditure	Actual
Student Resource Package ²	\$3,432,411
Adjustments	\$0
Books & Publications	\$1,927
Camps/Excursions/Activities	\$85,965
Communication Costs	\$6,599
Consumables	\$146,221
Miscellaneous Expense ³	\$9,362
Professional Development	\$9,054
Equipment/Maintenance/Hire	\$82,570
Property Services	\$124,232
Salaries & Allowances ⁴	\$78,961
Support Services	\$277,351
Trading & Fundraising	\$25,331
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,969
Total Operating Expenditure	\$4,306,951
Net Operating Surplus/-Deficit	(\$212,460)
Asset Acquisitions	\$7,871

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$284,976
Official Account	\$38,096
Other Accounts	\$5,604
Total Funds Available	\$328,676

Financial Commitments	Actual
Operating Reserve	\$127,134
Other Recurrent Expenditure	\$8,658
Provision Accounts	\$0
Funds Received in Advance	\$34,965
School Based Programs	\$5,601
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$75,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$45,000
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	\$326,358

All funds received from the Department of Education, 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.