2019 Annual Report to
The School Community

THE **EDUCATION STATE**

School Name: Bellbridge Primary School (5254)

Bellbridge Primary School
Individual Paths, United Journey

- 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 2019 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 24 March 2020 at 09:41 AM by Debra Clancy (Principal)

The 2019 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 24 March 2020 at 10:46 AM by Sian Smith (School Council President)

VICTORIA State Government | Education and Training

About Our School

School context

Bellbridge Primary School is located in the outer western suburb of Hoppers Crossing approximately 35km from the Melbourne CBD. The school is set in attractive, well-maintained grounds that provide students with a variety of play/sporting areas including basketball courts, an oval and soccer field, and passive areas.

In 2019, the student enrolment was 681 (Feb 28) and fluctuated between 685 and 700+ throughout the year due to student mobility. The school had 72 staff which included 4 Principal Class, one Leading Teacher, 39 (FTE) teachers which included two Learning Specialists and 29 non-teaching staff, including 17.8 (FTE) integration aides.

We continued to support a significant number of funded students in our Program for Students with Disabilities (PSD), with 26 students supported by individualised programs, facilitated by 19 Education Support staff.

The teaching staff worked collaboratively in Professional Learning Teams (PLTs) which were aligned to grade levels situated in single year level classrooms. The PLTs met regularly to support a strategic and consistent approach to assessment, curriculum planning and personalised teaching and learning that focused on individual student needs. Our ongoing commitment to school based instructional models for teaching and learning provided the platform for program delivery and consistent teaching practice across the school.

The school ensured that all students have effective, needs-based programs in English and Mathematics. All teachers maintained a commitment to a weekly program that included a minimum of ten hours of learning in the area of English (reading, writing, viewing, listening and speaking) and seven hours of mathematics. The ES staff provided personalised learning for students with special needs and for students with a language background other than English. In addition, a school-based Speech Pathologist was employed two days each week to work with selected students and a school-based Counsellor provides counselling sessions for selected students one day each week.

The school is certified as an eSmart School. It is highly committed to ensuring all students are competent in using technology in a productive and safe manner, and has a well-planned and supported program to provide students with regular access to a range of ICT programs and tools. ALL students in Grades 4—6 have a personal netbook to use as a learning tool at school every day.

The Respectful Relationships program was effectively and efficiently implemented and our work in this area was acknowledged with our school being accredited as a Lead School. Our practices and resources are now being used to support other schools in the early stage of implementation of this program.

During 2019, Bellbridge PS was very proud to have completed a successful School Review, embedded the school's Annual Implementation Plan with a high level of success, as well as using the AIP to drive professional learning as a whole staff and within teams.

Framework for Improving Student Outcomes (FISO)

FISO improvement initiatives for 2019 were:
EXCELLENCE IN TEACHING AND LEARNING: Curriculum Planning and Assessment
- Implement a consistent school-wide approach to planning, teaching and assessing Writing.
- Implement a consistent school-wide approach to the differentiation of mathematics programs to maximise progress for all learners.
POSITIVE CLIMATE FOR LEARNING: Empowering students and building school pride.
- Student voice, leadership and agency in their own learning will be developed so they have positive experiences and can act as partners in school improvement.
- Student attendance will be rigorously monitored and proactively supported.

Significant progress was made in these areas, including:
- The Bellbridge Instructional Writing Model was implemented across the school, and all classroom teachers received coaching in teaching strategies and practices to support the assessment, moderation and planning of student centred writing sessions.
- A working party was established to explore the implementation of 'Bump It Up' walls in classrooms.
- PLTs were maintained throughout, focusing on High Impact Teaching Strategies; consistent assessment practices

using our school-wide Assessment Schedule and effectively using the resulting data to plan according to students' point of need.
- All PLTs planned for specific and regular opportunities to receive feedback from students so that student voice and agency was incorporated in planning and learning.
- Intervention was provided for students via the LLI (Levelled Literacy Intervention) and GRIN (Getting Ready in Numeracy) programs.
- A successful School Review deemed the school-wide approach to SWPBS was clearly embedded in all facets of the school culture and contributed to a safe and supportive learning environment that supported inclusion and connectedness.

Achievement

The school's goal is to improve learning outcomes for all students from Prep to Year 6 by providing every student with the opportunity to reach their learning potential through a comprehensive and sequential curriculum that caters for students' individual needs. Collective accountability for planning and assessment of student learning is rigorous and data is used to inform future learning needs. Students requiring intervention or extension with their learning are identified on an ongoing basis and appropriate programs and teaching strategies are provided for them, including intervention programs in reading (LLI – Levelled Literacy Intervention) and maths (GRIN – Getting Reading In Numeracy), as well as Individual Learning Plans (ILPs).
The school works actively to build the capacity of teachers with a strong focus on excellence in teaching and learning, especially in the areas of curriculum planning and assessment through the development of agreed school-wide practices and whole school moderation.
In 2019, NAPLAN assessment indicated that overall student achievement in Year 3 Numeracy and Year 5 Reading and Numeracy was above similar schools.
In all NAPLAN areas of Reading, Writing, Spelling, Numeracy and Grammar and Punctuation, the learning gain made by the school's Grade 5 cohort from 2017-2019 was significantly higher than state performance, and the percentage of students achieving in the top two bands in Reading and Numeracy increased significantly.
The school used numerous assessment tools to validate teacher assessment according to the Victorian Curriculum, and continued to identify and monitor students performing significantly above or below expected levels in Reading, Writing and Number, which was reviewed and analysed by all teachers via a whole school data booklet at the end of each semester. The use of a school-wide developmental continuum of student data proves to be a powerful tool to improve instructional practice, as this process supports teachers in developing Individual Learning Plans (ILPs) as well as implementing personalised planning and teaching. The majority of our identified students with disabilities achieved good to excellent progress in achieving their individual goals and these achievements were discussed and celebrated with families at regular SSG meetings.
In 2020, teachers will continue to work within a new Professional Learning Communities (PLCs) structure as part of DET's PLC Initiative - to refine their planning, assessment and instructional practices, and analyse data to cater for students' needs, as well as focus on moderation and consistent teacher judgement.

Engagement

We continue to focus our attention on student attendance through the active promotion of the 'Every Day Counts" program. Regular student attendance was acknowledged and celebrated in newsletters and at assemblies, with awards and certificates for individuals and classes. Our data showed that we have maintained an average of 92% attendance rate across P – 6 and we are similar to schools with the same background characteristics. Classroom teachers, office staff and leadership maintained regular contact with parents, DHHS, the Department of Education and other agencies in relation to regular absentees and school refusers.
We maintained a proactive approach to support the transition of students in Kindergarten to Prep, and Grade 6 to Year 7. Our strong reciprocal partnerships with local schools and kindergartens have contributed to school readiness for many students entering Prep and Year 7. The transition from K – P and Year 6 - 7 is supported by transition sessions, orientation programs, school visits, school expos and information sessions.
Feedback from parents via an annual school-based transition survey indicated that parents felt that:
- their child enjoyed the transition program (99%)

- it helped prepare their child for the school year (99%)
- their child had a good start to the year (97%)
- their child was well supported by the teacher (99%)
- they were satisfied overall with the transition process (98%)
- their child was generally happy at school. (97%)

Wellbeing

Bellbridge Primary School has maintained a strategic approach to student wellbeing which involves maintaining a safe, orderly and supportive culture within classrooms and across the school.

The School Wide Positive Behaviour Support program provides a set of explicit, school wide understandings regarding values and expectations and promotes a positive approach to behaviour management strategies. It has now been implemented for eight years.

The Student Attitudes Towards School Survey (Grades 4-6) indicated results that were slightly below similar schools. Grade 4-6 students indicated that they felt teaching time was used effectively (85%) and differentiated learning was provided (84%). Student Voice and Agency is in the initial stages of development and received an approval rating of 65% by students.

Students and their families have continued to embrace a Wyndham Council Initiative that promotes 'Active Travel' to and from school. A Bike Education Program continued to be developed further and is embedded in the Grade 5 program.

We are recognised as an eSmart School and as such, maintained an ongoing commitment to teaching our students how to be cyber-safe whilst using a range of ICT tools, devices and programs.

We have also been recognised as a Lead School in the Respectful Relationships program which will involve our school sharing resources and planning documentation with schools in the initial stages of implementation. Our school maintained a 'Gold Level' status with the Active Schools state wide program which acknowledged our consistent and ongoing commitment to Active Travel and Healthy Initiatives.

In 2020, we will continue to maintain all of the aforementioned programs and initiatives, and all staff and students will continue to implement the SWPBS strategies in conjunction with our commitment to the Better Buddies program and the eSmart philosophy.

Financial performance and position

Throughout 2019, Bellbridge Primary School continued to manage both the Student Resource Package Funding and Other Locally Raised funds in a responsible manner ensuring all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed.

Resources were allocated to program budgets in line with the DET FISO mantra – Framework for Improving Student Learning Outcomes.

The resultant operating cash/credit surplus of $189,700 as at 31st December 2019 was planned and will be carried forward to 2020 to further support the provision of quality programs.

In 2019, revenue included:
>	Equity (Social Disadvantage) funding
>	DET Quarterly Cash Grant SRP Cash Component
>	DET Vic Curriculum F-10 CRT Grant – expended to assist with CRT costs of implementing training of new curriculum
>	DET Targeted Initiatives

Fundraising once again contributed to our revenue in 2019, with funds carried forward to 2020 for School Council special projects.

In 2019, major expenditure included:

Internal painting & carpet upgrades (cyclic)
External painting (cyclic)
Internal building works including staff room upgrade
Resurfacing the Gymnasium Floor
New outdoor seating
Upgrading of Interactive whiteboards
Upgrading of air conditioning

In summation, 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.

For more detailed information regarding our school please visit our website at
http://www.bellbridgeps.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.
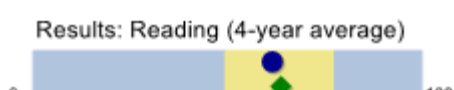
Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
      Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 686 students were enrolled at this school in 2019, 339 female and 347 male.

31 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ●◆ 100 Results: Mathematics 0 ●◆ 100	Below ● Below ●

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 16% Low / 51% Medium / 34% High **Numeracy** 13% Low / 54% Medium / 33% High **Writing** 18% Low / 54% Medium / 28% High **Spelling** 11% Low / 54% Medium / 35% High **Grammar and Punctuation** 13% Low / 52% Medium / 35% High	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% Low / 50% Medium / 25% High Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) Few absences <------> Many absences	Similar

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	91 %	91 %	91 %	91 %	93 %	93 %	91 %	

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 0 ——————— 100 Results: 2017 - 2019 (3-year average) 0 ——————— 100	**Below** ●
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 0 ——————— 100 Results: 2017 - 2019 (3-year average) 0 ——————— 100	**Below** ●

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$5,774,022
Government Provided DET Grants	$988,607
Government Grants Commonwealth	$5,300
Revenue Other	$14,111
Locally Raised Funds	$372,886
Total Operating Revenue	**$7,154,927**

Equity[1]	
Equity (Social Disadvantage)	$305,763
Equity Total	**$305,763**

Expenditure	
Student Resource Package[2]	$5,586,620
Books & Publications	$4,187
Communication Costs	$10,704
Consumables	$151,788
Miscellaneous Expense[3]	$248,301
Professional Development	$14,537
Property and Equipment Services	$268,251
Salaries & Allowances[4]	$310,037
Trading & Fundraising	$50,442
Utilities	$65,658
Total Operating Expenditure	**$6,710,525**
Net Operating Surplus/-Deficit	**$444,402**
Asset Acquisitions	**$30,357**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$327,641
Official Account	$22,780
Total Funds Available	**$350,421**

Financial Commitments	
Operating Reserve	$176,665
Provision Accounts	$863
Funds Received in Advance	$82,864
School Based Programs	$27,928
Maintenance - Buildings/Grounds < 12 months	$61,238
Total Financial Commitments	**$349,558**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement
- student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for teacher judgements against the curriculum
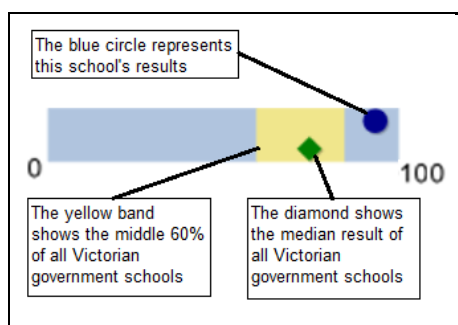   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
    - Sense of connectedness
    - Management of Bullying

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

The blue circle represents this school's results

0   100

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below
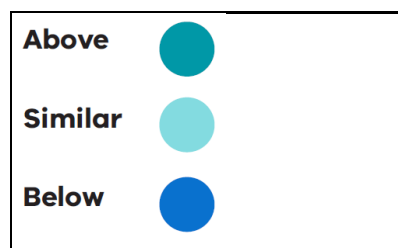
What does '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').