

2020 Annual Report to The School Community



School Name: Bellbridge Primary School (5254)



- 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 19 April 2021 at 12:28 PM by Debra Clancy (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 28 April 2021 at 04:14 PM by Sian Smith (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

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.

Our vision is to provide a high quality education for all students which maximises outcomes in academic, social and emotional growth. School values embody the following: We value team work; We aim and we achieve; We are all individuals; We are responsible citizens.

In 2020, the student enrolment was 702.4 (Aug) and fluctuated between 685 and 704 throughout the year due to student mobility. We had 164 EAL students, 16 Koorie students and one international student. The SFOE index was 0.4529 and our socio-economic band level was Medium. The school had 72 staff which was comprised of 5 Principal Class, 39 (FTE) teachers (including two Learning Specialists) and 29 non-teaching staff, including 17 (FTE) integration aides. We continued to support a significant number of funded students in our Program for Students with Disabilities (PSD), with 19.4 students supported by individualised programs, facilitated by 22 Education Support staff.

The teaching staff worked collaboratively in Professional Learning Teams (PLCs) which were aligned to grade levels situated in single year level classrooms. The PLCs met weekly, in a dedicated/timetabled 2-hour planning block and one hour PLC meeting after school. The PLC model supported 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 had 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, speaking and listening) 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. Until the implementation of remote learning, a school-based Speech Pathologist was employed two days each week to work with selected students and a school-based Counsellor provided counselling sessions for selected students one day each week.

Our Learning Specialists also provided student-centred coaching in the area of English. They were released from their classrooms one day per week to provide coaching, as well as to support with the improvement of teaching practices in the areas of Reading and Writing.

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 well-resourced 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 implementation of the Respectful Relationships program continued throughout the year via the classroom program (remote and onsite). We began our work as a Lead School, supporting other local schools starting this initiative.

We continue our dedication to the Better Buddies program through the Alannah and Madeline Foundation. All Prep to Grade 6 classes have a buddy class and meet at least once a term. Week 6 of each term is noted as 'Buddies Week'. Our Prep classes are supported through this program and participate in 'buddy reading' each day, with their older buddies supporting them with the development of basic reading skills, as well as supporting them with morning routines in their classroom.

During 2020, we experienced a very interrupted year of teaching and learning, which was especially challenging during

Term 2 and Term 3. Microsoft Teams was used as a digital platform for planning, teaching, learning and assessment across the school. Compass and emails were used as a consistent communication tool between home and school. When school re-opened for 'learning as usual' in early Term 4, our focus was on supporting the mental health and wellbeing of students and staff, school connectedness, attendance, as well as implementing essential learning to achieve learning catch-up in a short timeframe.

Framework for Improving Student Outcomes (FISO)

FISO improvement initiatives for 2020 were:

BUILDING PRACTICE EXCELLENCE: Embed the culture of a professional learning community

- Develop a whole school understanding of collaborating in PLCs, using data to drive responsive planning that meets the needs of the learners.

- Build the capacity of PLC Leaders as 'middle leaders'

EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE: Strengthen the capacity of teachers and leaders to foster student agency in learning.

- Build the capacity of staff to provide opportunities for students to exercise agency in learning, improving the learning program for themselves and peers.

Significant progress was made in these areas, including:

- The Bellbridge Instructional Models in Reading, Writing and Maths continued to be implemented across the school, and all classroom teachers regularly engaged in peer observations of colleagues.
- Year level teams completed the Professional Learning Communities Maturity Matrix as an evaluation tool for the development of strategies within our Professional Learning Community.
- A PLC approach was maintained throughout the year, focusing on weekly planning. Each year level team developed their capacity to use student data in Reading, Writing and Maths; developed consistent assessment practices using our school-wide Assessment Schedule and effectively used the resulting data to plan according to students' point of need.
- All year level teams completed the Student Voice and Agency self evaluation matrix in preparation for focussed planning for student engagement and agency.
- All year level teams planned for specific and regular opportunities to incorporate student agency in planning and learning.
- PLC Leaders attended regular (typically weekly) meetings with the leadership team, enabling them to develop their capacity as middle leaders.

Achievement

The school's goal was 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 catered for students' individual needs. Collective accountability for planning and assessment of student learning was rigorous and data was used to inform future learning needs. Students requiring intervention or extension with their learning were identified on an ongoing basis and appropriate support and teaching strategies were provided for them, including Individual Learning Plans (ILPs).

Performance Summary for 2020:

- Overall parent satisfaction level was 87.6% (State average was 81.2%)
- Staff endorsement of the School Climate was 83.8% (State average was 77.8%)
- Teacher judgement of students achieving at or above the expected level of achievement was 78.8% in English and 83.8% in Mathematics

The school worked actively to embed the culture of a professional learning community, especially in the areas of

meeting structures, responsive planning based on relevant data and work samples, and a strong focus on essential learning in conjunction with authentic assessment.

Despite interruptions to the school year due to COVID-19 restrictions, where possible, our school continued to use 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. This data was reviewed and analysed by all teachers via a whole school data booklet at the end of each semester.

Teachers gained a deeper understanding of how student agency could be included in planning and teaching, with some evidence of students contributing their voice and choice in self-selecting areas of their learning, as well as contributing to their personal learning goals, learning intentions and success criteria. Data from the Parent Opinion Survey indicated a satisfaction level of 82% in the area of Student Voice and Agency.

The majority of our identified students with disabilities (PSD) achieved good to excellent progress in achieving their individual goals and these achievements were discussed and celebrated with families at regular SSG meetings.

In 2021, teachers will continue to work within a new Professional Learning Communities (PLC) structure as part of DET's PLC Initiative, to refine their planning for essential learning using an inquiry cycle approach. PLC Leaders will also be supported via regular leadership development meetings that focus on a consistent school-wide approach to PLC models in teams.

Engagement

Our focus on student attendance was maintained throughout the year, especially due to ongoing welfare issues associated with the period of remote learning. The 'Every Day Counts' program continued to be a focus, as well as regular home school communication for students with significant attendance issues, and occasional, formal support was sought from regional health and wellbeing staff when critical issues arose. Regular student attendance was acknowledged and celebrated in newsletters and at assemblies.

Our data showed that we had maintained an average of 92% attendance rate across P – 6 and which was 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.

Feedback from parents via the 2020 Parent Opinion Survey re Transitions:

- Framework Factor: Positive Transitions = 93%
- My child has been supported this year to adjust to his/her new year level (92%)
- I feel confident that this school prepares students for the next phase of their life/schooling (94%)

Due to restrictions in Term 4, we implemented a modified approach to support the transition of students in Kindergarten to Prep and Year 6 - 7 in preparation for 2021. The transition from K – P was supported by a virtual tour of the school and a short video depicting 'A Day in the Life of a Prep Student' on our web page. Modified transition sessions on-site (smaller groups, less often), online parent information sessions (Webex) and a K - P social story were also provided to support the transition to school for K - P students and their families.

During the periods of remote learning that took place in 2020, regular engagement data was maintained. This included information such as: students attending school for on-site supervision, the number of students engaging in Microsoft Teams class meetings and hard copy learning packs collected by families.

In 2021, we will continue to provide transition experiences for all students that support and prepare them for the next year level/phase of their learning at Bellbridge Primary School and beyond.

Wellbeing

Bellbridge Primary School maintained a strong, student-focused approach to student wellbeing, especially throughout the period of remote learning. On-site supervision was provided for well over 100 students per day at the height of the COVID-19 restrictions. Welfare Officers maintained regular communication with families in special circumstances, and on a few occasions, referrals were made to the Police Assistance hotline. Our school also provided over 100 families with loaned laptops and several dongles to support students with online learning.

The School Wide Positive Behaviour Support program continued to provide a framework for maintaining a safe, orderly and supportive culture within classrooms and across the school. It was in its ninth year of implementation and continued to provide a set of explicit, school-wide understandings regarding values and expectations that promoted a positive approach to behaviour management strategies.

Students and their families continued to embrace a Wyndham Council Initiative that promotes 'Active Travel' to and from school, and our Bike Education Program continued to be developed further and was embedded in the Grade 5 teaching and learning program.

We maintained our recognition 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. Students participated in regular online forum and webinars to support their knowledge of cyber-safe strategies.

The Respectful Relationships program was incorporated into our teaching and learning program, and our school shared resources and planning documentation with other local schools in the initial stages of implementation, as part of our role as a Lead School in this program.

Bellbridge Primary 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 2021, we will implement The Resilience Project as part of a partnership project that involves support the mental health and wellbeing of all members of our school community. This program aims to support students, staff and families in developing positive wellbeing strategies through the application of gratitude, empathy, mindfulness and emotional literacy practices.

We will also 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

In 2020, Bellbridge Primary School managed funds in a fiscally responsible manner ensuring compliance with financial controls and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994.

DET's Framework for Improving Student Learning Outcomes informed the development of the budget and the allocation of funds to particular program budgets.

In 2020, revenue included:

- DET Quarterly Cash Grant SRP Cash Component (including Equity Social Disadvantage funding)
- Overseas Fee Paying Student receipts
- DET Targeted Initiatives
- Commonwealth Government Initiatives

Fundraising did not contribute to revenue in 2020 due to COVID-19 restrictions.

The COVID-19 pandemic in 2020 resulted in a substantial interruption to our school year and provided us with many challenges. Our budgeted expenditure, although reduced, was focused on the items listed below.

These included:

- Additional supplies to support students learning during remote learning
- Special payments to support regular CRTs
- COVID-19 sanitation supplies and information signage
- Internal/External painting (cyclic)
- Upgrade of Interactive whiteboards (cyclic)
- Upgrade of air conditioning (cyclic)
- Upgrade of Art Room
- Upgrade to Whole School PA System
- Storage Container

For more detailed information regarding our school please visit our website at

<https://www.bellbridgeps.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 693 students were enrolled at this school in 2020, 347 female and 346 male.

31 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.

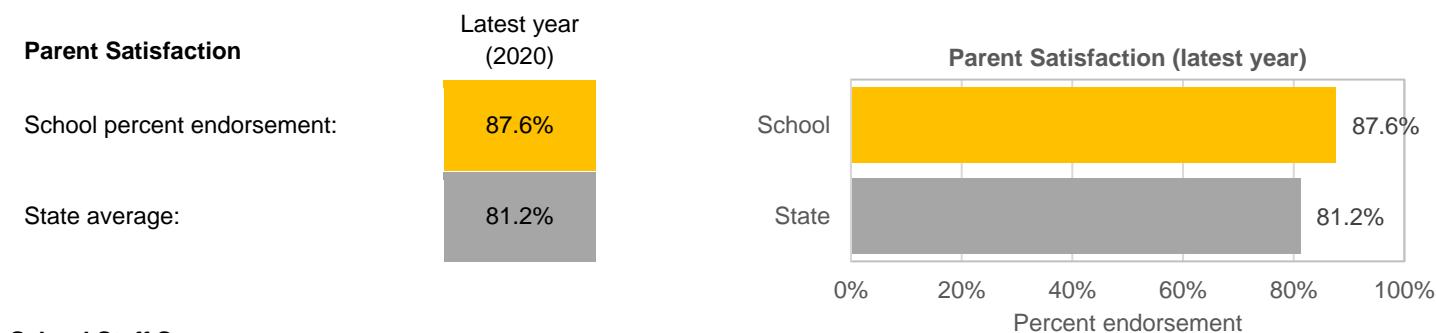
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

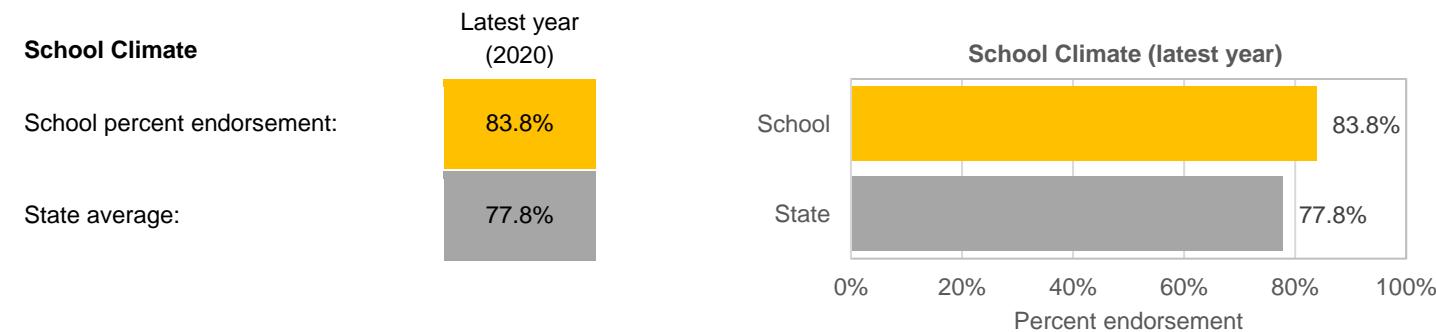


School Staff Survey

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.

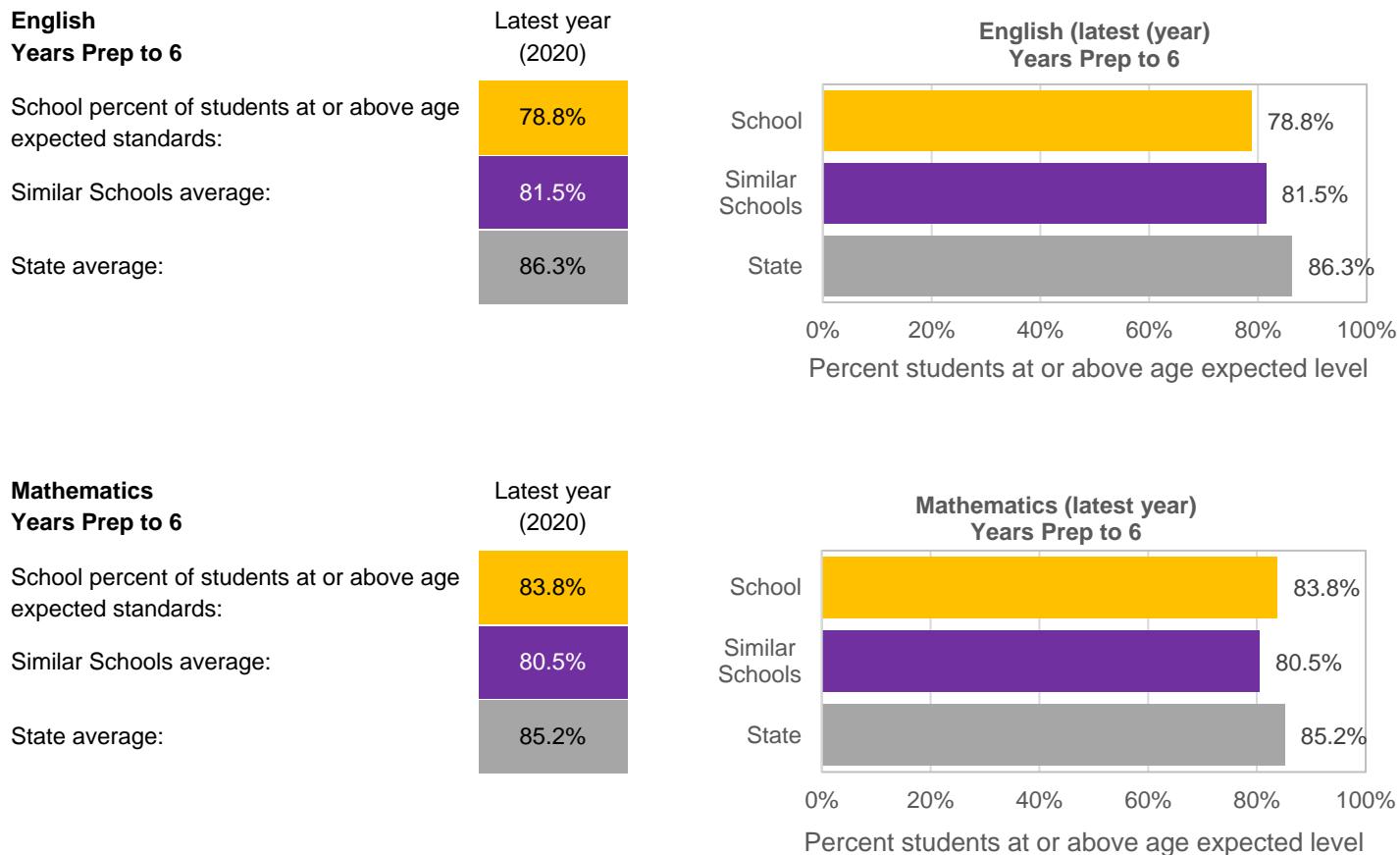


ACHIEVEMENT

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.



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.

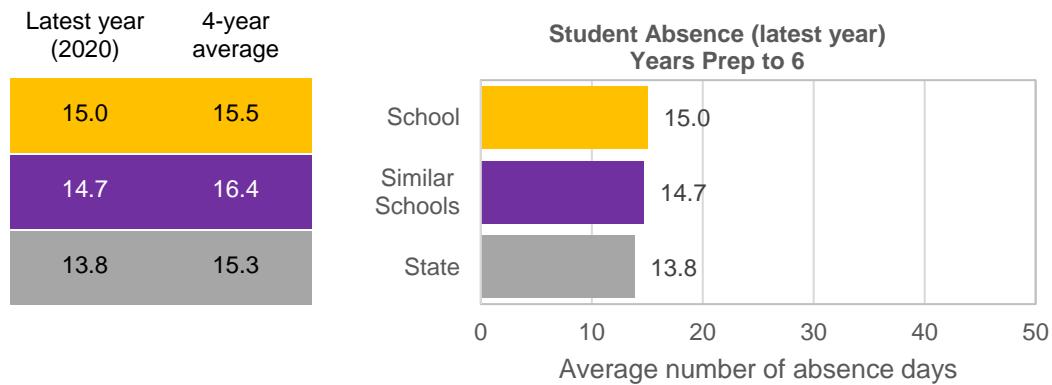
ENGAGEMENT

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:	15.0	15.5
Similar Schools average:	14.7	16.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	91%	91%	93%	91%	93%	93%

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

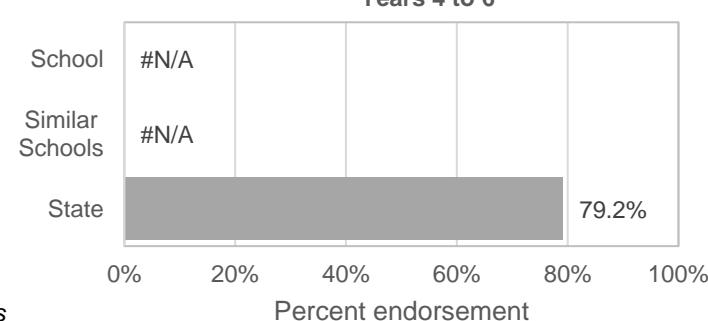
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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:	NDA	79.1%
Similar Schools average:	NDP	78.6%
State average:	79.2%	81.0%

Sense of Connectedness (latest year) Years 4 to 6



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.

Student Attitudes to School – Management of Bullying

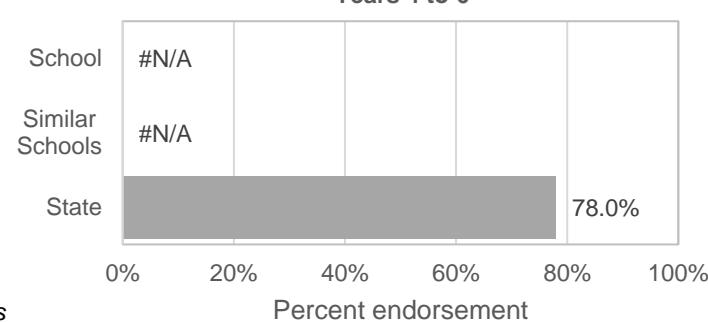
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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:	NDA	78.4%
Similar Schools average:	NDP	77.8%
State average:	78.0%	80.4%

Management of Bullying (latest year) Years 4 to 6



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.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,047,320
Government Provided DET Grants	\$776,595
Government Grants Commonwealth	\$3,806
Government Grants State	\$814
Revenue Other	\$9,612
Locally Raised Funds	\$239,734
Capital Grants	NDA
Total Operating Revenue	\$7,077,881

Equity ¹	Actual
Equity (Social Disadvantage)	\$350,305
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$350,305

Expenditure	Actual
Student Resource Package ²	\$5,989,383
Adjustments	NDA
Books & Publications	\$2,356
Camps/Excursions/Activities	\$9,199
Communication Costs	\$8,531
Consumables	\$129,921
Miscellaneous Expense ³	\$10,748
Professional Development	\$7,658
Equipment/Maintenance/Hire	\$201,309
Property Services	\$51,707
Salaries & Allowances ⁴	\$350,136
Support Services	\$64,768
Trading & Fundraising	\$11,374
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$60,229
Total Operating Expenditure	\$6,897,319
Net Operating Surplus/-Deficit	\$180,563
Asset Acquisitions	\$218,351

- (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	\$263,171
Official Account	\$27,795
Other Accounts	NDA
Total Funds Available	\$290,966

Financial Commitments	Actual
Operating Reserve	\$145,485
Other Recurrent Expenditure	NDA
Provision Accounts	\$863
Funds Received in Advance	\$199,151
School Based Programs	\$44,696
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$353
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$45,903
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$436,451

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.