

# 2019 Annual Report to The School Community



School Name: Belgrave South Primary School (3551)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 23 July 2020 at 03:25 PM by Stuart Boyle (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 31 October 2020 at 10:49 AM by Anthony Jones (School Council President)

## About Our School

### School context

“Educating with purpose. Encouraging high achievement. Enriching the development of our children and community.” Belgrave South Primary School has been providing excellence in teaching and learning for over 100 years. Located in the Dandenong Ranges, the school provides well equipped grounds and buildings in a beautiful setting. We are an integral part of the local community and we highly value the support of our parents and community members in our school each day. We work together to facilitate excellent learning opportunities, provide state of the art technology and develop innovative learning spaces.

We encourage high achievement and our students achieve excellent results. Students enjoy rigorous teaching with enhancement from a wide range of specialist programs. We have two Music specialists on staff who lead weekly classroom based workshops for all students across the school. We have a comprehensive sporting program that promotes active participation across a broad range of school based and interschool sporting opportunities. Our Science and Inquiry Learning Centre and Maker Space supports the development of critical and creative thinking. Our Science Specialist leads weekly sessions for students exploring concepts in chemistry, physics and biology.

Construction of our environmental learning centre is almost complete with our focus now on the establishment of our 2 acre kitchen garden and community precinct. Our environmental education program delivers learning experiences in biodiversity, sustainability, permaculture and self-sufficiency. We have created our own kitchen garden program to engage our students in learning that connects plot to plate. Our aim is to support the learning of our students in both agriculture and horticulture while providing fresh home-grown produce for our school restaurant. We have an extensive Music and Performing Arts program and a dedicated Performing Arts Studio.

We have strong links with local pre-schools and offer an extensive transition program for enrolled students. We offer before and after school care, holiday care and a rich program of extra-curricular activities. The school participates in international study tours and overseas school experiences with senior students travelling overseas annually. Student wellbeing is a high priority and we are one of the first schools in the Dandenong Ranges to have taken part in the School-Wide Positive Behaviour Program. The school has 25.66 Full Time Staff: 2 Principal Class Officers, 15.83 Classroom Teachers and 7.83 Education Support Officers.

### Framework for Improving Student Outcomes (FISO)

In 2019, our Annual Implementation Plan was structured around our continued work in Building Practice Excellence and Empowering Students and Building School Pride.

We continued our work to strengthen collaborative structures focussed on student learning growth and have restructured our whole school leadership framework to support collective responsibility and shared leadership for continuous improvement of students' achievement.

Staff knowledge and understanding of the F-8 writing curriculum has continued to strengthen through our professional learning program and weekly PLT meetings. Writing moderation underpins our assessment schedule and is used by teams to measure the consistency of our curriculum, the effectiveness of teacher practice and to identify areas for extension and support. Moderated samples are being collected and used in planning meetings to determine the focus for further teaching.

We have commenced work to refocus our reading and writing block to support students working with language as both a reader and a writer. We have identified key features of our classroom environments that must be present to support this work. Visible in our classrooms are consistent areas for recording learning anchors in reading, writing and language conventions with worked examples being recording during practice and displayed visually for reinforcement. For the lead learners in this area, their use of learning anchors in their instructional practice is approaching practice excellence and has been used to influence the practice of other teachers through level team planning and sub-school PLT's.

Teacher practice in leading learning/goal setting conferences is steadily developing. Students are provided with the opportunity to engage in daily reflection about their learning progress against the criteria for success. There is greater use of co-constructed anchor charts that are produced in the early stages of each lesson in line with our instructional model. Students are increasingly using this during the independent practice phase of each lesson to articulate what they are focussing on and where they need teacher or peer support.

Strategies have been implemented to support students to self-assess by comparing their work against work samples at a higher level of performance to identify areas for improvement prior to engaging in a learning conference with their teacher. The developing classroom practices in this area is evidence of the translation of the work that we have undertaken with staff around high impact teaching strategies specifically in the area of explicit teaching, structuring lessons, the use of worked examples and now goal setting.

Regular student focus groups are conducted with student groups across Years 4 – 6 to gain an insight into student perceptions around effective teaching practice for cognitive engagement and to involve student voice in developing alternatives to improve classroom experiences. While our SATSS measures for stimulating learning and student voice and agency are above state/network/similar school outcomes, they support student focus group feedback that our new practices are still evolving towards practice excellence stage.

### **Achievement**

In 2019 our Student Achievement saw 87% of our students performed at or above the expected level in English and 86% of our students achieved at or above the expected level in Number and Algebra.

Student NAPLAN performance in numeracy for year 3 show 34% of students in the 2 top bands and 34% grade 5 students performed above similar schools and state results.

Naplan Relative Gain numeracy data indicates 36% of grade 5 students have achieved above similar schools.

Reading continues to be a strength with NAPLAN data indicating pleasing results across both Year 3 and 5. In Reading, the percentage of students in grade 3 and grade 5 in the top 2 bands are above similar schools and well above the state.

Relative Gain in reading in the 2 top bands for grade 5 students is above similar schools and our grade 3 results are similar to other schools. In reading 98% of our grade 5 students achieved at or above the expected level.

In Writing, students in grade 5 in the 2 top bands' performance results were the same as similar schools and Relative Gain results were above similar schools.

To ensure improved student learning growth the school will continue to focus on excellence in teaching and learning with particular emphasis on High Impact Teaching strategies (HIT's) selected strategically for sequential impact (i.e. setting goals, feedback, and teacher clarity - learning intentions and success criteria) and the inquiry cycle that ensures a relentless focus on student learning growth.

To build staff capacity, all teachers engaged in the PLC process (PLT's) that focused on student learning data, best practice teaching and learning practices that enhance the student learning data, and a common instructional model. Targeted professional development aligned to our instructional practice and Learning coaches provide coaching support to ensure a Whole School consistency curriculum delivery and teaching approach based on best practice.

In 2020 we will continue to develop a Whole School Assessment framework through moderation and evidence, to build assessment capabilities and consistency in teacher judgments, so Teacher Judgement data is more closely aligned to our NAPLAN data. This will be further supported by appointing PLC Literacy and Numeracy Leaders in 2020.

Maintaining our strong focus on Writing into 2020 including engaging Educator consultant Alan Wright will address the need to support student learning growth particularly in Writing.

We continue to aim for a greater proportion of students functioning above the expected level. Academic rigor and an explicit Assessment Schedule will promote this further. Staff engaged in highly Data-informed learning and teaching plans are developed to provide differentiated, focused teaching that supports the implementation of a response to intervention framework by tracking and monitoring the learning growth of every student. Providing a personalised learning environment for every student that is focused on maximising learning growth in Mathematics and English.

### **Engagement**

During 2019, Belgrave South Primary School has prioritised the development of student leadership opportunities. Student focus groups were formed and feedback was sought on student engagement, voice, and agency. These focus groups were facilitated by the Principal and included a cross-section of our senior students in grades five and six. As a result of these focus groups, we developed our whole school approach to classroom set up, developing shared norms, and common language. Work was undertaken with the grade five students in preparation for them running student-lead programs in 2020. Students when applying for leadership positions had to identify areas they were passionate about and would like to lead, with the support of staff. The aim of this was to lift the profile of student leadership through

increased voice and agency.

Teachers worked with senior students to create SMART learning goals, which were co-created to assist them with the direction of their learning. Grade five classes trialed Google Classrooms as a form of submitting and tracking work. This was well received by the students and they enjoyed submitting work and receiving feedback electronically. Our progressive reporting system for parents has continued. Teachers have improved their capacity to create and upload tasks to keep parents informed of learning expectations. Students have been surveyed on the way they most like to receive feedback and teachers have adjusted feedback mechanisms accordingly. Co-creating anchor charts and specifically addressing learning intentions and success criteria has had a positive impact on student engagement and outcomes.

We have continued to maintain student attendance data above state benchmarks and those of similar schools. Although extended family holidays continue to impact our attendance rates, all students with approved extended absences are provided with a detailed Absence Learning Plan to ensure they're engaged with their learning. Parents are using Compass with more confidence and are accurately supplying valid reasons for their child's absence. Implementing phone calls directly to parents if their child is absent has helped track absence data. This has been extended with parents receiving an automated text at 10 am if their child is not at school without a valid reason given on Compass. In turn, we have observed a decrease in our unapproved absences.

## Wellbeing

Building strong relationships with families, students, and our community to create a strong sense of belonging, continues to be a high priority. Nurturing the whole child and their family has had a positive effect on our students' overall well being and learning outcomes. This is indicative of our staff and parent survey results. This data shows we are above the state average, with staff and parents feeling supported, connected, and valued in the work that they do. Our parents' survey results showed a 95% satisfaction with our school overall.

Balancing the child's social-emotional well being as well as their academic progress is a focus for all staff. As a result of this, we have re-evaluated our SWPB supports. We have had a high turn over of staff over the past few years and many have not had SWPB training so we have continued to utilise the expertise of a regional representative, who has regular contact as we re-educate staff and implement our program. During 2019 our staff completed the final Berry Street module. This has seen the efficacy of staff improve when it comes to managing challenging behaviour. Student well being has been considered in the set up of classrooms to maximise the well being and transition of our students. Our attitudes to school survey results demonstrate that our students are strongly connected to the school. This is indicated by our three-year trend data, which shows we are above state benchmarks. Overall we have maintained similar standards in our student attitude to schools survey to 2018. Since students have had a voice in creating their own goals, their attitude to school results shows our learners are more stimulated and motivated than in 2018. Our school continues to be proactive in providing students with support on a variety of levels. Our Chaplaincy and Kid's Hope mentor programs provided support in addition to the school resourced; visiting teachers, psychologists, counsellors, art therapist, neuropsychologist, and two intern social workers, for our most vulnerable students and families.

We have begun to plan for a Well-being coordinator to be appointed in 2020, whose role it will be is to continue to work on increasing student well-being and engagement, working with teachers in their classrooms and developing programs to further engage students outside the classroom.

## Financial performance and position

Belgrave South Primary School remains in a strong financial position at the end of 2019. Through effective management, the school continues to enhance its educational programs and facilities through the purchase of additional equipment, and resources to increase and support student learning and engagement.

The schools financial position allows us to employ additional staff to provide further support to our students, in particular the areas of Literacy, Numeracy, ICT and Science. We are in the fortunate position where our parent community strongly supports and contribute to the financial goals of the school.

State funding was provided to support our role as the coordinating school for School Sport Victoria. Additional Commonwealth funding was received to continue the Chaplains in School program. Our net operating surplus was \$31,874.90.

\$21,819.96 was received from parents paying for 2020 student requisites and Grade 6 camp and the balance of \$10,055.04 is still required for the Building Works project due to be completed in 2020.

**For more detailed information regarding our school please visit our website at**  
<http://www.belgravesouthps.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.

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

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 307 students were enrolled at this school in 2019, 135 female and 172 male.

np percent of students had English as an additional language and np 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	92.8	85.8	79.2	92.0

### 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.9	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	85.4	89.7	81.7	95.0	Below
Mathematics	88.9	90.3	81.8	95.8	Below

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	77.5	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	68.3	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	75.0	67.6	50.0	83.1	Similar
Year 5	Numeracy (latest year)	61.4	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	74.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	65.4	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	75.6	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	69.6	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	16.7	58.3	25.0
Numeracy	24.3	40.5	35.1
Writing	25.0	44.4	30.6
Spelling	19.4	61.1	19.4
Grammar and Punctuation	33.3	47.2	19.4

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.2	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	14.1	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	93	92	92	94	92	90	93

**WELLBEING**

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	81.4	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	86.7	81.4	73.9	88.1	-

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.6	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	83.5	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$2,624,361
Government Provided DET Grants	\$340,170
Government Grants Commonwealth	\$1,080
Government Grants State	\$0
Revenue Other	\$30,123
Locally Raised Funds	\$308,172
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,303,906</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$16,181
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$16,181</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,357,219
Adjustments	\$0
Books & Publications	\$184
Communication Costs	\$4,675
Consumables	\$53,740
Miscellaneous Expense <sup>3</sup>	\$243,977
Professional Development	\$7,972
Property and Equipment Services	\$136,463
Salaries & Allowances <sup>4</sup>	\$146,693
Trading & Fundraising	\$46,903
Travel & Subsistence	\$0
Utilities	\$25,786
<b>Total Operating Expenditure</b>	<b>\$3,023,612</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$280,294</b>
<b>Asset Acquisitions</b>	<b>\$142,672</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$10,243
Official Account	\$21,632
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$31,875</b>

Financial Commitments	Actual
Operating Reserve	\$31,875
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$21,820
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$10,055
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$63,750</b>

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 26 Feb 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, including:
  - 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) factors:
  - 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).

## WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, 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 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').