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| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 April 2018 at 11:54 AM by Stuart Boyle (Principal) |  |  | | --- | | * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching. * To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * To the extent that the school council is responsible, 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 03 May 2018 at 03:48 PM by Jonno Lloyd (School Council President) | |

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The school, located in the Dandenong Ranges, provides well-equipped grounds and buildings in a beautiful setting.  The school values are: Respect Self, Respect Others and Respect the Environment.  Student wellbeing is a high priority and BSPS is one of the first schools in the Dandenong Ranges to take part in the School-Wide Positive Behaviour Framework. Students enjoy rigorous teaching with enhancement from a wide range of specialist programs. Staff are committed to providing pastoral care through student wellbeing programs whilst incorporating a range of teaching strategies to cater for multiple intelligences across the diversity of student learning needs. BSPS again received National School Chaplaincy funding and School Focussed Youth Services funding for Art Therapy to enhance our student welfare approach by working with individuals and groups.  The school community is committed to continually improve the school and striving for continued academic excellence in all curriculum areas. The explicit teaching and learning of literacy and numeracy is a high priority as well as developing student’s skills across the curriculum.  BSPS has unique facilities in Sophie’s Restaurant which operates weekly providing opportunities for students to gain skills from growing ingredients to serving a two course meal to peers and community members and our Science and Discovery Centre which supports critical and creative thinking in Science and Technology.  The school has 25.82 Effective Full Time Staff; 2 Principal Class Officers, 15.84 Classroom Teachers, 7.98 Education Support Officers. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | Collaborative structures are strongly established to support collaborative planning for instruction and analysis of learning data. Teachers are strong in their analysis of learning data to identify areas for professional growth although further work is required to expand the provision of feedback on teaching practice and additional opportunities for teachers to observe excellent practice.  Within the instructional model that has been developed and implemented in 2017, the focus for teachers was to align teaching practices across their teams with the key phases of the model. We will continue our focus on working collaboratively to incorporate the high impact teaching strategies that have been identified as our initial priorities, specifically the areas of structuring lessons to optimise learning and using feedback to focus improvements to student learning.  Teaching and Learning Coaches engage in observational visits across the school to support the implementation of the learning framework in line with our FISO focus on the effective teaching of writing. We are focusing on implementing strategies that promote increased engagement in complex tasks that involve critical and creative thinking. Teachers have high expectations of the efforts that all learners will apply to learning tasks although we are now focused on increasing the expectations that surround student achievement. Increasing the proportions of students making high relative growth is a high priority and connects with our focus on increased engagement and student agency. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | In 2017 Belgrave South Primary School continued to pursue improved student learning outcomes through research-based instruction and authentic learning opportunities.  Focusing on student learning growth, our aim was to increase the number of students performing in the top two bands of NAPLAN. Whilst remaining similar in performance to schools that are similar to Belgrave South, our NAPLAN Numeracy Data in both Years 3 and 5 was again better than State and Network outcomes.  Our Year 3 NAPLAN Reading results show that we increased the proportion of students performing in the top two bands with the next focus of our work in this area being to reduce small number of students performing in the bottom two bands. Our Year 5 Reading data is significantly better than State outcomes but remains on par with other Network schools. Our future focus in this area is to continue to reduce the small proportion of students performing in the bottom two bands.  The percentage of students achieving high relative growth between Grade 3 and Grade 5 in Numeracy was better than similar schools, Network schools and the State. The relative growth achieved between Grade 3 and Grade 5 in Reading was on par with Network schools. We will work towards improved student achievement in Reading through a targeted focus on ensuring consistent instruction in Reading across the school. The professional learning program for staff will be centred around developing a research-based, whole-school approach to the teaching of Reading. | |  | | | |  | | --- | | Engagement | | | |  | | --- | | With strong student leadership structures present across the school, student opinion is valued and there is growing opportunity for students to actively participate in school improvement. Student influence over what they are learning and how they wish to learn it is a current focus area and an area for continued growth. Extending the processes of goal setting and reflection will also assist the students to develop greater autonomy in the process of managing learning growth.  Attendance data is ‘similar’ to like school comparisons. Staff continue to work closely with families to promote the importance of attendance. Our attendance results reflect that in 2016 our school has achieved higher attendance records than our network and similar schools. Although this is an acceptable outcome, staff are working to further improve these results. It is noted that some families have taken extended periods of holiday which has significantly impacted on our data.  For the minimal number of students with significant attendance issues, individual attendance plans are developed and the intervention of wellbeing staff or DET Visiting Teachers is actioned. These plans involve setting targets with the students in consultation with parents. Our high attendance rates can also be attributed to the stimulating and engaging curriculum offered at BSPS with students in line with our above state Student Attitude to School measure of ‘Sense of Connectedness’. | | | |  | | --- | | Wellbeing | | | |  | | --- | | Extensive wellbeing programs have been introduced across the school to support positive and proactive approaches to student wellbeing. Further work will centre around frontline responses in the classroom to assist teachers to best address the health and wellbeing needs of their students specifically in the identified areas of social skills and emotional regulation and management.  The school promotes the all-round personal development and self-esteem of each student. To strengthen our student’s sense of social connectedness and belonging we have implemented Resilience, Rights and Respectful Relationships from Prep - Grade 6. There has been a strong focus on ensuring supportive classroom environments, which aligns with the implementation of School Wide Positive Behaviour Support and the review of the tiered fidelity model.  The implementation of School Wide Positive Behaviour Support provides a consistent whole school framework for behaviour. It is explicitly taught in association with our weekly social skills curriculum in each classroom.  This year we are fortunate to have the opportunity for all staff to be participating in four days of training in the *Berry Street Model*. The positive education framework builds the school’s capacity to engage our students so that they all can achieve their personal and social potential through educational achievement.  We provide a wide range of extra-curricular activities encompassing music, visual art, dance, drama, digital technologies, camps and sport. Our Professional Engagement and Wellbeing Team meet regularly to review the implemented strategies and identify areas of need to support student wellbeing. The chaplaincy programme and Kids Hope mentors complement other support services in the school such as those offered by the School Psychologist, Paediatric Counsellor and Art Therapist. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  www.belgravesouthps.vic.edu.au | | |  | | |  | | | |  | | --- | |  | | |

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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. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 291 students were enrolled at this school in 2017, 130 female and 161 male.  2 percent were EAL (English as an Additional Language) students and 0 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. | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | 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). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | 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. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **School Comparison**  A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.  Average 2017 attendance rate by year level: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 93 % | | |  | | --- | | 92 % | | |  | | --- | | 93 % | | |  | | --- | | 92 % | | |  | | --- | | 94 % | | |  | | --- | | 93 % | | |  | | --- | | 92 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | 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). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | More information on School Comparison performance  measures can be found at:  [http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) | | | | |  |  |  |  |  | |  | |  | | --- | | **What does ‘*Data not available’* 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | | **What does *School Comparison* referto?**  TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.  The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | **Financial Performance and Position** | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  | |  | | --- | | **Financial performance and position commentary** | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Belgrave South Primary School remains in a strong financial position at the end of 2017. 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. We are committed to improving the capacity of our teachers in the focus areas of literacy and numeracy and continue our work with a Literacy Coach/Consultant. | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $1,639 | | Official Account | $28,409 | | Other Accounts | $4,437 | | **Total Funds Available** | **$34,485** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $2,211,474 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $363,841 | | Government Grants Commonwealth | $5,816 | | Revenue Other | $41,094 | | Locally Raised Funds | $321,461 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$2,943,686** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $17,641 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$17,641** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $34,485 | | **Total Financial Commitments** | **$34,485** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $2,080,046 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $6,038 | | Communication Costs | $5,206 | | Consumables | $76,160 | | Miscellaneous Expense³ | $206,128 | | Professional Development | $12,627 | | Property and Equipment Services | $168,639 | | Salaries & Allowances⁴ | $229,674 | | Trading & Fundraising | $71,867 | | Utilities | $27,467 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$2,883,853** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **$59,833** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$0** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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 05 March 2018 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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |