

2019 Annual Report to The School Community



School Name: Bell Primary School (4309)



- 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 19 April 2020 at 09:28 PM by David Twite (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.

To be attested by School Council President

About Our School

School context

Bell Primary School is a co-educational government primary school situated in Preston, approximately 7-10 km from Melbourne CBD. The school has long history of providing education in the Preston community since its establishment in 1928.

The school vision: Bell Primary school is a caring community that fosters a love of learning in young people. At school and beyond, students are confident to think critically and empowered to thrive in a rapidly evolving world underpins all decision making and guides the future direction of the school community. The school values: Resilience, Respect, Curiosity, Creativity and Collaboration, establish the expectations for the behaviour and attitude of all members of the Bell Community.

In 2019, a total of 507 students were enrolled, 237 female and 270 male. 22 classes operated during the school year and comprised 3 x Prep, 4 x Grade 1s, 3 x Grade 2s, 3 x Grade 3s, 3 x Grade 4s, 1 x3/4, 3 x Grade 5s and 2 x Grade 6. The staffing profile was made up of 1 Principal, 1 Assistant Principal, 1 Acting Learning specialist, 35 teachers (32.2 EFT) and 8 (5.8 EFT) education support staff. The school has no Aboriginal staff members.

The school's overall Socio-Economic Profile, based on Student Family Occupation and Education index, is high. English is the predominant language spoken at home, with 4% of enrolments EAL (English as an Additional Language).

In 2019, the school underwent an upgrade to a section of the main building and, as such, now has an additional two classrooms, a shared learning space for senior school students and upgraded library and student toilet facilities.

Framework for Improving Student Outcomes (FISO)

In 2019, Bell's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Communities, Building Practice Excellence, and Building Leadership Teams.

This included:

- Year level celebrations of learning and whole school events promoting opportunities for the parent community to be involved in their child's learning and develop a shared language for learning.
- Continued focus on evaluating, reviewing and redefining modes of school communication.
- The introduction of the PLC Inquiry cycle of professional development for teachers, supporting the use of student data to drive staff planning and professional learning needs.
- A focus on building staff knowledge of the Berry St Education Model and School Wide Positive Behaviour Support framework and the implementation of agreed practices across the school.

To support implementation of these KIS, a stable Organisation Design saw significant work undertaken by the School Improvement Team (SIT) and Key Improvements Teams (KITs). A connection to SIT through members also being KIT leaders, ensured alignment between the AIP, improvement actions and staff professional learning.

Achievement

Improved NAPLAN results for percentage matched cohort high growth students for 2019 meant that the school met their 12 month AIP targets and are on track to improve the 2017-2020 average performance, compared with baseline data: 2013-2016, in the areas of Reading and Writing. At the conclusion of 2019, data suggests that the average performance of students in Numeracy from 2017-2020 (average- 22%) will not have increased from the 2013-2016 baseline (baseline = 29.3%).

A significant proportion of staff professional learning in 2019 has been dedicated to improving teacher knowledge and perceptions of Numeracy through utilising both external consultants and internal staff. Staff have improved their knowledge and practice through following the FISO improvement cycle in both Numeracy and Writing, as part of a Professional Learning Community (PLC) trial.

During 2019 an Intervention program was established to support students who are not achieving at the expected level in Literacy and/or Numeracy. Students supported through the Program for Students with a Disability all showed progress in achieving individual learning goals as identified in their Individual Learning Plans through participating in

the classroom program and through additional support provided Education Support staff.

Consultation and professional learning during Term 4 was also been undertaken to include a component on a whole school assessment schedule to achieve consistency in the implementation of assessment tools and practices across the school.

Next year, Goal 2 of the 2016-2020 Strategic Plan remains a significant focus for the school with work towards developing and implementing:

- a shared pedagogical model starting with a focus on lesson structure as part of DET's High Impact Teacher Strategies (HITS)
- Consistent team planning documents across the school with an emphasis on collaborative processes
- Internal professional learning opportunities on teaching and assessment practices through mentoring, coaching and peer observation programs.

Engagement

The school is focused on building a culture of trust and embedding a language of learning across the whole community. Building relationships with the community is a key priority in the Strategic Plan which was supported by a number of initiatives in the 2019 AIP and will continue to be developed during 2020. The school has shown improvements in the positive responses from the Parent Opinion Survey in the areas of 'School Communication', 'Parent participation and involvement' and 'General Satisfaction' having met each of the 12 month targets for the aforementioned. The 'Teacher Communication' domain has slightly increased in positive results, however is still below the 12 month target set for this domain in 2019.

Attitude to School survey results show that overall (Years 4-6) there has been an increase in positive responses in the 'School Connectedness' and 'Sense of Inclusion' domains, however a decrease in positive responses related to 'Teacher Concern', resulting in this 12 month target not being met. Further analysis shows that while there has been overall gains in 'School Connectedness' and 'Sense of Inclusion' for Years 4-6, the Year 6 cohort data has declined in percentage of positive responses for each of the domains of 'School Connectedness', 'Sense of Inclusion' and 'Teacher Concern'.

In 2019 the school continued to promote the importance of school attendance and continued to send SMS messages to parents notifying them of any unexplained absence.

During 2020, the school will focus on key aspects from Goal 1 of the 2016-2020 Strategic Plan by:

- Identifying an attendance officer as an administration role. This will ensuring reports with unexplained absences are regularly sent to parents and phone calls made after an extended period of absence.
- Implementing new methods of activating student voice, through school developed student surveys, as part of the Assessment Schedule in Terms 1 & 3. This aims to empower students through greater opportunities for voice, agency and leadership.

Wellbeing

This year the school focused its work in student wellbeing around the Key Improvement Strategy of working with the school community to promote student health, wellbeing, inclusion and engagement by utilising the School-Wide Positive Behaviour Framework in conjunction with Berry Street Educational Model (BSEM).

Staff attended two days of professional learning to further their knowledge and understandings of the Berry Street Education Model components, initially focusing on the Body and Relationship domains. As a result of this, staff have implemented strategies that support safe and predictable structures in the classroom, build relationships with students and provide opportunities for students to understand themselves and how they learn.

Phase 1 of the School-Wide Positive Behaviour Support (SWPBS) framework supported a consistent and transparent approach to student behaviour management as a complimentary basis for a whole school approach to Wellbeing. The SWPBS behaviour matrix is visible in classrooms and outlines our shared school values and how these are demonstrated through observable behaviours. Work was undertaken with staff in defining levels of student behaviour and utilising the matrix as a reference point for addressing instances where students are not demonstrating behaviours that are consistent with school values.

In 2020, the continued focus within Goal 1 of the 2016-2020 Strategic Plan will be:

- Embedding the additional strategies from the final two days of professional learning within the domains of

Engagement, Stamina and Character (including a focus on building resilience).

- To support staff in understanding the links between BSEM and SWPBS by utilising external consultants providing professional learning and advice to the school wellbeing team.
- Continuation and celebration of our current inclusion, diversity and cultural awareness events; Neurodiversity Week, Reconciliation Week/NAIDOC, Wear it Purple Day and International Day of Persons with Disabilities.

Financial performance and position

Bell Primary School improved its overall position in 2019 as a result of stable student enrolments, strong fundraising results, targeted expenditure in identified areas related to AIP goals and improvements to facilities. A balanced staffing profile enabled the Student Resource Package to be utilised effectively to deliver comprehension teaching and learning programs.

In 2019, the school underwent upgrades in areas of the main building as a result of a \$2 million dollar capital works grant managed by the VSBA. A \$200,000 grant also resulted in an upgrade to the South Oval.

The 2016-2020 Strategic Plan and 2019 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$ 460 519. The school received a small amount of equity funding which contributed to the provision of an intervention program for 'at risk' students in the areas of Literacy and Numeracy.

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

<http://www.bellps.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 507 students were enrolled at this school in 2019, 237 female and 270 male.

4 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: High

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)	77.3	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)	64.4	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	93.8	89.7	81.7	95.0	Below
Mathematics	93.4	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)	84.1	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	82.7	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	89.5	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	75.0	59.3	41.2	76.4	Below

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)	85.6	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	82.9	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	80.5	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	70.7	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	13.0	56.5	30.4
Numeracy	26.4	45.8	27.8
Writing	23.9	47.9	28.2
Spelling	37.1	41.4	21.4
Grammar and Punctuation	20.0	57.1	22.9

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)	13.5	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	13.4	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)	94	93	93	93	93	93	94

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)	69.6	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	70.2	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)	67.8	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	67.7	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	\$3,803,379
Government Provided DET Grants	\$375,143
Government Grants Commonwealth	\$9,609
Government Grants State	\$196,078
Revenue Other	\$13,973
Locally Raised Funds	\$392,973
Capital Grants	\$56,505
Total Operating Revenue	\$4,847,659
Equity ¹	Actual
Equity (Social Disadvantage)	\$6,072
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,072
Expenditure	Actual
Student Resource Package ²	\$3,604,818
Adjustments	\$0
Books & Publications	\$628
Communication Costs	\$4,506
Consumables	\$67,007
Miscellaneous Expense ³	\$330,158
Professional Development	\$9,274
Property and Equipment Services	\$210,003
Salaries & Allowances ⁴	\$93,934
Trading & Fundraising	\$30,752
Travel & Subsistence	\$10
Utilities	\$36,050
Total Operating Expenditure	\$4,387,141
Net Operating Surplus/-Deficit	\$404,014
Asset Acquisitions	\$261,959

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$270,503
Official Account	\$4,486
Other Accounts	\$14,500
Total Funds Available	\$289,489

Financial Commitments	Actual
Operating Reserve	\$120,971
Other Recurrent Expenditure	\$5,570
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$18,660
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,227
Capital - Buildings/Grounds < 12 months	\$40,091
Maintenance - Buildings/Grounds < 12 months	\$14,469
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$279,987

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').