

# 2024 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 28 April 2025 at 12:15 PM by David Twite (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 28 April 2025 at 12:16 PM by David Twite (Principal)

# HOW TO READ THE ANNUAL REPORT

## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

## 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

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

'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.

### 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 disabilities 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').

### Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

#### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Bell Primary School is a co-educational government primary school situated in Preston, 9km north of the CBD. The school has a long history of providing quality education in the Preston community since 1928. Our essential learning focus is to ensure students are literate, numerate, curious and caring. Our philosophy encourages and supports students to operate independently and collaboratively, to be valued and value others, and to take pride and pleasure in participation and achievement. 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,' guides all decision making. It is underpinned by our school values - Resilience, Respect, Curiosity, Creativity and Collaboration, which establish the expectations for the attitudes and behaviour of all Bell Community members.

To accommodate the 456 students in 2024, there were 20 classes, comprised of 4 x Prep, 3 x Grade 1s, 3 x Grade 2s, 2 x Grade 3s, 3 x Grade 4s, 2 x Grade 5s and 3 x Grade 6. Specialist classes for Visual Arts, Music, Physical Education, Languages (Italian) and STEAM were delivered weekly to all grades. The introduction of a STEAM program enhances the inquiry approach to deliver a range of authentic learning programs integrating the subjects of Science, Technology, Engineering, Arts and Mathematics. The staffing profile was made up of 1 Principal, 1 Assistant Principal, 2 Learning Specialists (Teaching & Learning, Engagement & Wellbeing), 31 full or part time teachers (24.7 EFT) and 11 full or part time education support staff (7.5 EFT). In 2024 there were 8 students for who English is an Additional Language and 7 Aboriginal student enrolments.

The school's Student Family Occupation and Education band value was low, indicating minimal socio-educational disadvantage. The school had previously received \$7.2M in capital works funding for the construction of a gymnasium and music room. After a significant delay during the construction phase, the Sports and Performing Arts Hub was opened in August achieving a long-term goal for the school community.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

Throughout 2024, professional learning sessions focussed on the implementation of the Instructional and Explorative lesson structures to purposefully support both explicit teaching and the development of problem-solving approaches for students. Staff continue to be supported and guided during planning and coaching in selecting the most appropriate structure at focused times.

Staff familiarity and comfort with employing High impact teaching strategies (HITS), with a particular focus on differentiation and reasonable adjustments was a professional learning priority, focusing on consistency of documentation within staff weekly work programs. Reading and

Mathematics scope and sequence documents were completed and are being used consistently by staff to plan. However, the Department's new English and Mathematics 2.0 Curriculum has meant that these need to be reviewed and updated to reflect the Department's changes. These documents outline specific subject content and skills, and ensures a systematic and scaffolded approach to students' learning experiences across their primary school years. Writing and Inquiry Scope and Sequence documents continue to be a work in progress.

In 2024, staff continued to collaboratively explore problems of practice through team-based improvement cycles with specific foci including instructional practices in Reading. Data literacy skills and the use of formative assessment was a further focus, as well as the implementation of fluid groupings to support differentiation.

Timetables and meeting structures within the organisational design maximised opportunities for Learning Specialists, Primary Maths Specialists and other trained coaches to share knowledge and continue to support staff to embed best practice across key areas of Literacy, Mathematics and Wellbeing. Teacher judgments of students achieving at or above the expected level in English and Mathematics from Prep-Grade 6 were on par with similar schools and well above state averages. NAPLAN results in Reading, Writing and Numeracy were also above State averages. The 2024 and two year average results for students achieving in the Strong or Exceeding categories were slightly below similar schools, with the exception of Reading in Grade 3 which was above similar schools for both the latest year and two year average data.

## Wellbeing

During 2024, key actions from the 4-year strategic plan were embedded into team planning flowing onto daily practice within each classroom. This provided a balance of proactive and intervention strategies for all students. The school designed Social and Emotional Learning (SEL) Scope and Sequence was fully delivered as a proactive approach, whereas Berry Street Educational Model (BSEM) strategies were used primarily for daily intervention and support. Data from P-6 school-based survey was correlated with the Department's student survey to assist with the identification of both cohort and grade level themes. This analysis initiated specific lessons at Start-Up and at weekly SEL times, as well as discussions at regular class meetings.

Compared to the previous year, the Attitudes to School data showed a slightly higher positive endorsement for Sense of Connectedness at 80% and a similar result for Managing Bullying also at 80%. Both maintained scores above similar schools by 4% and 6% respectively, and above state averages by 4% and 5% respectively. Congruently, parent views on how we manage bullying stayed above both similar schools and State results.

A highlight from a whole school perspective was the establishment of a 2-year plan for special days of recognition to continue building our sense of diversity and inclusion. Collaboration between the parent group, the teacher led Wellbeing team and Junior School Council were the key drivers for these whole school events.

## Engagement

During 2024, the school continued to offer a range of special events and extra-curricular activities

that complimented core learning. Building connectedness across the school was still a focus with many cross-age House events and lunchtime clubs providing alternatives play options. Environmental initiatives were enhanced with the introduction of sustainability representatives from Grade 2-6 to support the combined work of the teacher led sustainability improvement team and the ongoing sustainability club. Resource SMART modules continued integrating authentic learning within the core curriculum. The Grade 6 leadership program was consolidated with a high level of collaboration within the various teams working on projects that enhanced the school experience for students in some way.

Once again school attendance data was better than State and similar school averages with all year levels showing attendance 90% or above with the exception of Grade 5 at 89%. The school average for absences was once again 2% less than similar schools and 4% better than State averages. Parent survey results for general satisfaction remained higher than key benchmarks for the third year at 87% positive endorsement compared to 79% (similar schools) and 82% (State averages). Parent community engagement was at 90%, remaining well above similar schools at 79% and State result at 78%.

Congruently, staff survey results for parent/carer involvement increased from the previous year to 86% which was above both similar schools and state averages. These positive results indicate that many feel the school's key stakeholders are working well together to improve student learning, wellbeing and engagement outcomes.

## Other highlights from the school year

There were many positive actions and outcomes during 2024 ranging from upgrades to facilities, celebrations of learning and community events, and other core learning and wellbeing initiatives. However, the following are considered significant highlights:

1. The completion of the gym/hall now officially named the Sports and Performing Arts Hub was a momentous milestone for the Bell community. With the vision starting back in 2014, the community advocacy and considered planning over the preceding 10 years, the facility was finally opened in August. With planned audio, visual and lighting upgrades to be completed in 2025, the sporting, performing arts and community benefits will be enormous for the school.
2. The first school fete in 7 years was another highlight that was a whole of community effort raising \$32 000 profit and bringing the entire Bell community together. The Fete team rallied many parents and carers to deliver an engaging range of activities that showcased the school as a community that works together to achieve amazing results.
3. The introduction of a STEAM specialist subject was an exciting program that students found stimulating, with opportunities to be curious and explorative every week. The move upstairs into the main building from Term 4 has enabled the room to evolve into a fascinating learning space where the areas of Science, Technology, Engineering, Art and Maths can be delivered via authentic units of work across all 7 years of schooling.

## Financial performance

The school ended 2024 with total funds available of \$706,877, of which \$440,718 was committed (including an Operating Reserve of \$181,917). The school entered 2025 with a surplus above commitments and Operating Reserve of \$266,159.

The gym hall project was completed in Term 3. There was an additional \$95,772 recently spent on audio visual equipment and an expected amount of \$50,000-\$60,000 to be spent on lighting equipment later in 2025, all of which will enhance the school's performing arts opportunities.

In the latter part of the year, the school reviewed it's Outside School Hours Care provider. The decision was made to move away from OSH Club and successfully negotiated with Team Kids, starting in Term 1 2025. This has the expectation of increasing locally raised funds from the new contract payments.

Grounds upgrades and maintenance works were above budgeted expectations, which was due to painting and repairs undertaken in addition to the Victorian School Building Authority (VSBA)'s maintenance program funding. There were no other extraordinary revenues or expenses in 2024

## 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 2.0 (FISO 2.0).

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 449 students were enrolled at this school in 2024, 222 female and 226 male.

3 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).

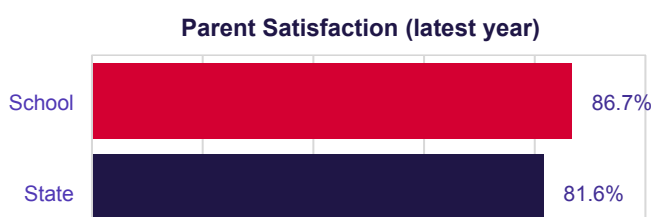
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.





Parent Satisfaction	Latest year (2024)
School percentage endorsement:	86.7%
State average (primary schools):	81.6%

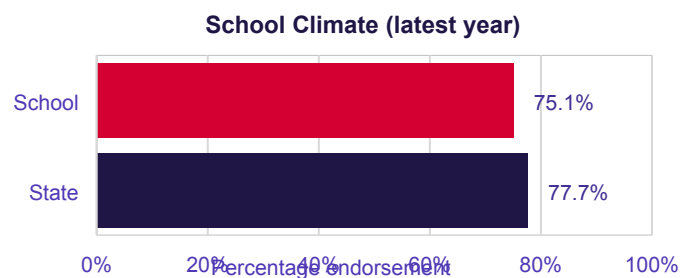
### School Staff Survey

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	Latest year (2024)
School percentage endorsement:	75.1%
State average (primary schools):	77.7%



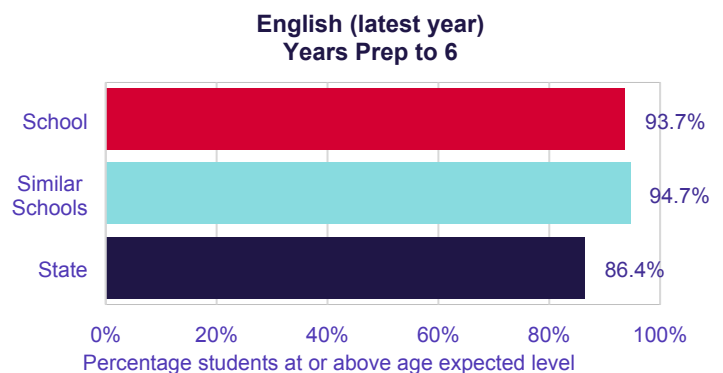
## LEARNING

**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.*

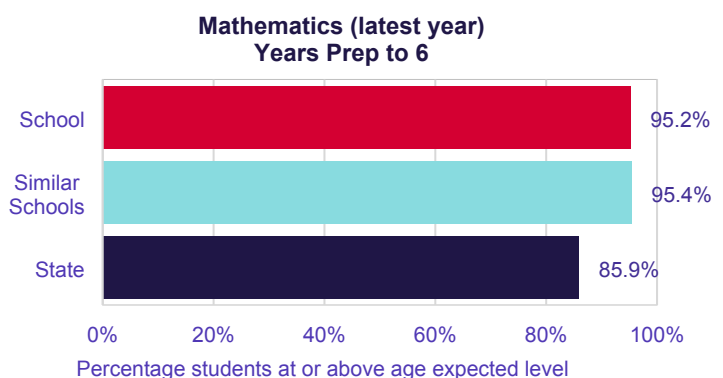
### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	93.7%
Similar Schools average:	94.7%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	95.2%
Similar Schools average:	95.4%





State average:

85.9%

## LEARNING (continued)

**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.

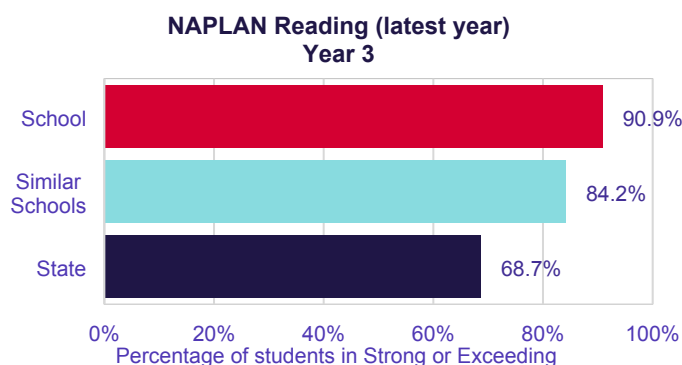
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

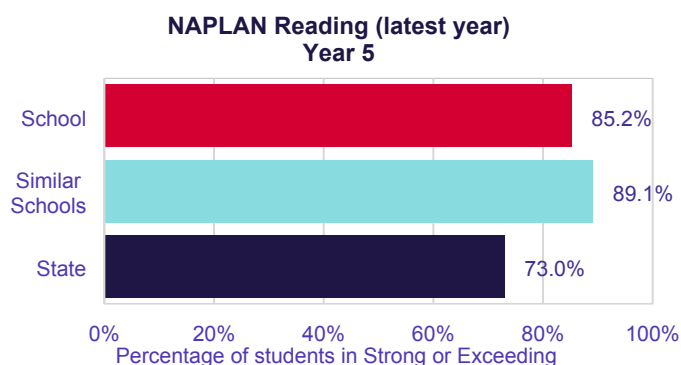
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.9%	88.1%
Similar Schools average:	84.2%	84.8%
State average:	68.7%	69.2%



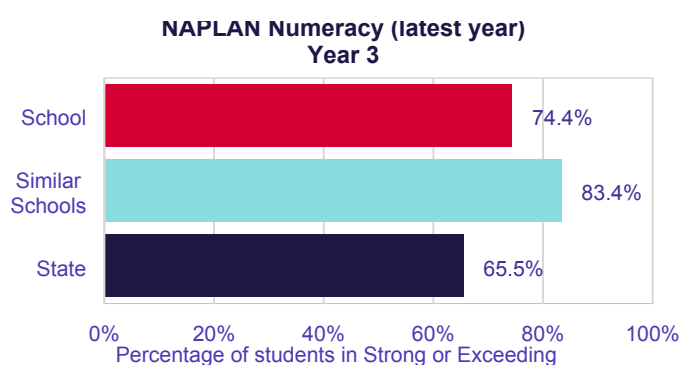
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.2%	87.8%
Similar Schools average:	89.1%	90.5%
State average:	73.0%	75.0%



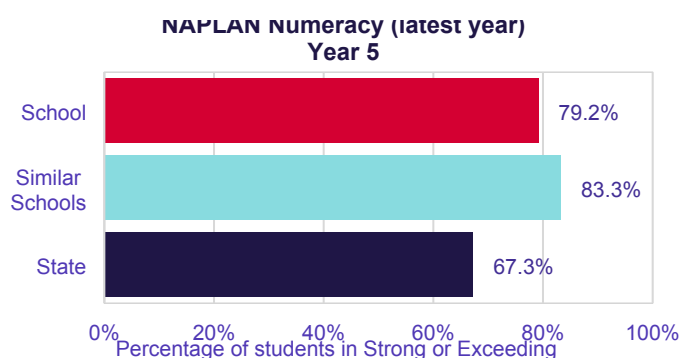
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	74.4%	76.9%
Similar Schools average:	83.4%	83.8%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.2%	82.2%
Similar Schools average:	83.3%	83.9%
State average:	67.3%	67.6%



## LEARNING (continued)

**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.

### NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

84.6%

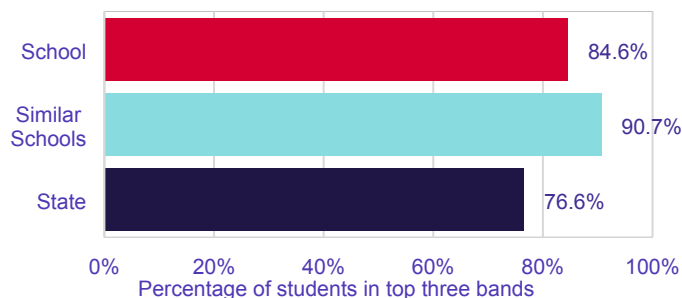
Similar Schools average:

90.7%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

91.2%

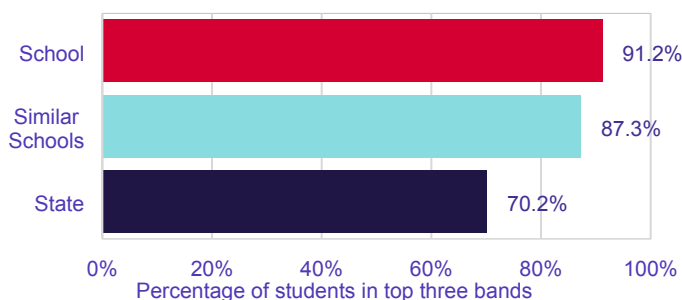
Similar Schools average:

87.3%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

70.6%

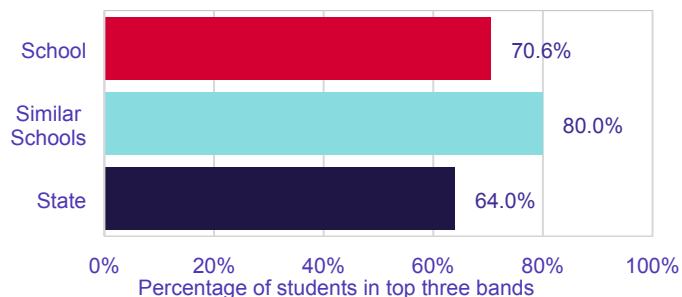
Similar Schools average:

80.0%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

75.0%

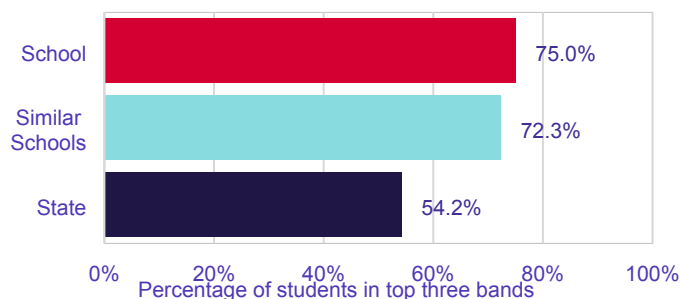
Similar Schools average:

72.3%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

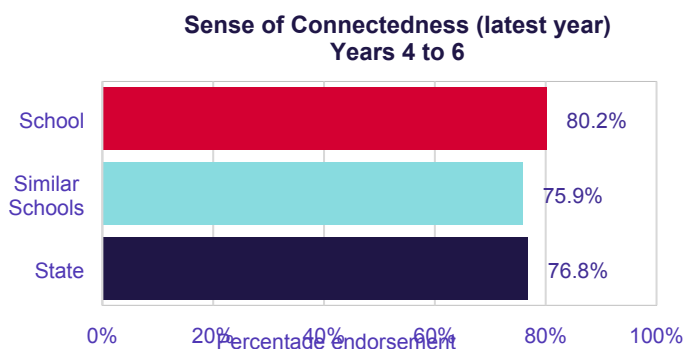
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percentage 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	80.2%	76.5%
Similar Schools average:	75.9%	76.1%
State average:	76.8%	77.9%

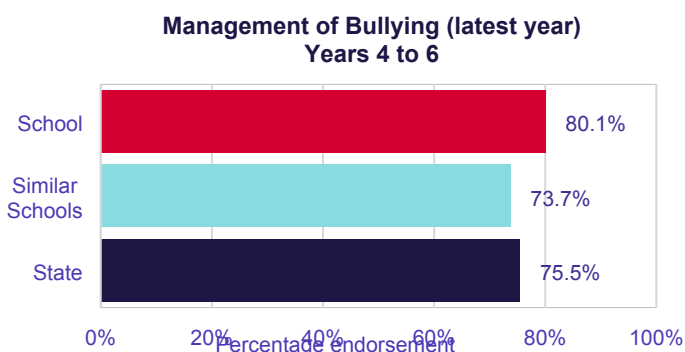


### Student Attitudes to School – Management of Bullying

The percentage 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).

#### Management of Bullying Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	80.1%	79.5%
Similar Schools average:	73.7%	74.5%
State average:	75.5%	76.3%

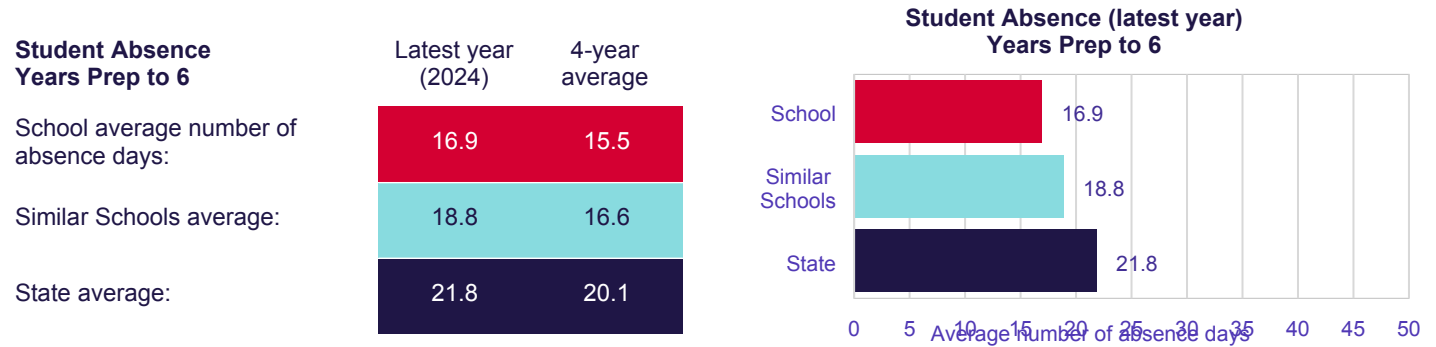


ENGAGEMENT

**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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	93%	92%	93%	93%	90%	89%	91%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,177,786
Government Provided DET Grants	\$403,420
Government Grants Commonwealth	\$7,221
Government Grants State	\$4,139
Revenue Other	\$79,185
Locally Raised Funds	\$587,263
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,259,015</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$8,700
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,700</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,180,284
Adjustments	\$0
Books & Publications	\$4,205
Camps/Excursions/Activities	\$212,632
Communication Costs	\$1,294
Consumables	\$55,578
Miscellaneous Expense <sup>3</sup>	\$47,786
Professional Development	\$13,935
Equipment/Maintenance/Hire	\$102,790
Property Services	\$272,093
Salaries & Allowances <sup>4</sup>	\$144,032
Support Services	\$141,356
Trading & Fundraising	\$45,574
Motor Vehicle Expenses	\$66
Travel & Subsistence	\$0
Utilities	\$49,130
<b>Total Operating Expenditure</b>	<b>\$5,270,755</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$11,740)</b>
<b>Asset Acquisitions</b>	<b>\$12,703</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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$571,282
Official Account	\$73,235
Other Accounts	\$62,760
<b>Total Funds Available</b>	<b>\$707,277</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$181,917
Other Recurrent Expenditure	\$43,756
Provision Accounts	\$0
Funds Received in Advance	\$177,200
School Based Programs	\$28,453
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,823
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$36,522
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$107,975
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$596,646</b>

*All funds received from the Department of Education, 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.*