

2023 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 30 April 2024 at 11:26 AM by David Twite (Principal)

- This 2023 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 01 May 2024 at 09:30 AM by Charles Beaton (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 428 students there were 19 classes, comprised of 3 x Prep, 3 x Grade 1s, 2 x Grade 2s, 3 x Grade 3s, 2 x Grade 4s, 3 x Grade 5s and 3 x Grade 6. Specialist classes for Visual Arts, Music, Physical Education and Languages (Italian) were delivered weekly to all grades. 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 2023, one staff member of Aboriginal and Torres Strait Islander heritage was employed.

The school's Student Family Occupation and Education band value was low, indicating minimal socio-educational disadvantage. Five First Nations students were enrolled in 2023. English was the predominant language spoken at home, with 5 EAL (English as an Additional Language) students enrolled. The school had previously received \$7.2M in capital works funding with the commencement of a gym/hall construction in July 2022. Although expected to be completed in 2023, it is now anticipated that the gym/hall building along with other minor upgrades the main building will be completed by mid 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2023, professional learning sessions focussed on the consistent implementation of the Instructional lesson structure as well as the development of an Explorative structure to support an alternative open ended and problem-solving approach to teaching and learning. Staff were involved in the development of the second lesson structure with consistent language, timings and identification of the relevant High Impact Teaching Strategies (HITS). Student and teacher actions that fit within both lesson types were explored and presented, to assist students to learn in predictable and purposeful ways.

The two lesson types form a core component of our instructional approach, as well as the drafted vision for teaching and learning. From an educator perspective, this vision seeks to align and unify our collective values and beliefs, providing a narrative for success and ongoing improvement for both teacher practice and student outcomes.

Reading and Mathematics curriculum maps were developed by Key Improvement Teams. These documents outline specific subject content and skills, and ensures a systematic and scaffolded approach to students' learning experiences across their primary school year.

In 2023, staff continued to collaboratively explore problems of practice through a team-based improvement cycle. This approach allowed for targeted learning experiences for particular students with specific needs in identified subject areas.

To enhance consistent teaching and learning for all students, a formal coaching/mentoring approach was introduced starting with the Primary Maths Specialists sharing their knowledge and guiding best practice teaching including differentiation, engagement, rich learning tasks, and supporting the delivery of both lesson structures. In Term 4, the coaching model was expanded to incorporate Literacy. Throughout the year, peer observations and feedback were linked to coaching/mentoring cycles. Teacher judgments of students achieving at or above the expected level in English and Mathematics from Prep-Grade 6 were relatively on par with similar schools and well above state averages. NAPLAN results in Reading and Numeracy were above or marginally below when compared to similar schools in most areas, however all results remained significantly above State averages.

Wellbeing

In 2023, many of the key actions were refined to better gauge the wellbeing needs of students across the school. The Grade 4-6 school-based survey was fine tuned to better align to the Department's student survey to assist with longitudinal tracking. Staff

analysed data from both student surveys to extract themes, to then discuss at team and class meetings. The Wellbeing Key Improvement Team looked at key findings from each cohort to create specific lessons as part of the end of year transition and Start-Up programs to support students as they step up to a new year level.

A wellbeing highlight was the launch of the Social and Emotional Learning Scope and Sequence which delivered weekly lessons on topics based on Resilience, Rights and Respectful Relationships integrated with Berry Street Education Model activities. This is a key element of the mental health and wellbeing framework the school has built over the past few years to build every student's personal and social capabilities for school and beyond.

Attitudes to School data showed an increase in the positive endorsement for key factors being sense of connectedness and managing bullying. Results were 4% and 7% above similar schools respectively and above state averages. Another highlight from a whole school perspective was the re-emergence of a range special days of recognition to promote a strong sense of diversity and inclusion. After several years of disruption, Neurodiversity Week, Wear it Purple day and First Nations celebrations were great examples where parents from the Diversity and Inclusion Sub-committee worked collaboratively with student leaders such as Junior School Council to build awareness and create key actions for our community.

Engagement

Student engagement in learning and building connectedness across the school continued as a focus. Lunchtime clubs with a range of play alternatives were offered. Some clubs became extra-curricular activities such as Victorian State Schools Spectacular, debating competition and Tournament of the Minds (TOMs).

A highlight was that one TOMs teams won the regional competition in performing arts then went on to become State champions. Their journey ended with a stellar performance in the TOMs international competition. The values of respect, creativity, curiosity, collaboration and resilience shone every time they competed. Sustainability initiatives were formally supported within the organisational design with the creation of a Key Improvement Team. This enabled a team of teachers to guide the student Sustainability club to enhance environmental practices across the school. Resource SMART modules were started with audits on waste and water. Sustainability and authentic learning within the curriculum were strengthened, creating greater engagement and a stronger sense of connectedness to the school and the world beyond the gates. The expanded Grade 6 leadership program enabled all students to take on a formal leadership position. Some highlights were the expansion of House activities with a colourful cross country event and a 'Houses have Talent' event for all ages. A high level of collaboration between leadership teams saw JSC, House Captains, Specialist and Sustainability Leaders work on projects that enhanced the school experience for all students in some way.

School attendance data continued to below State and similar school averages indicating the vast majority of students are motivated to come to school every day. All year levels showed attendance rates above 90% with the exception of Grade 6 at 89%. Parent and staff results in the identified factors of satisfaction and climate were above State averages for primary schools, indicating that many feel the school is heading in the right direction. 2024 is the final year of the strategic plan with key improvement strategies at the refinement stage in the attempt to achieve our overarching goals.

Other highlights from the school year

Financial performance

The school ended 2023 with total funds available of \$526,433, of this \$339,360 was committed (including an operating reserve of \$122,295). The school entered 2024 with a surplus above commitments and operating reserve of \$187,073.

The Gym/Hall project scheduled for completion in term 3 2023 was delayed and is now expected to be completed in term 2 2024. Funds have remained available throughout 2023 to ensure all Gym/Hall fit out objectives are achieved including additional audio-visual equipment for enhanced performance opportunities.

During the year the school extended its OSHClub provider by a further year by taking up its options for a fourth year within the current contract. Unfortunately, revenues from these services are reduced in 2024 by approximately 25% (compared to 2023) due to enrolments not yet reaching pre-COVID levels. These services will be negotiated for 2025 and beyond in Q4 2024. There were no extraordinary revenues or expenses throughout 2023.

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 428 students were enrolled at this school in 2023, 217 female and 211 male.

2 percent of students had English as an additional language and 1 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).

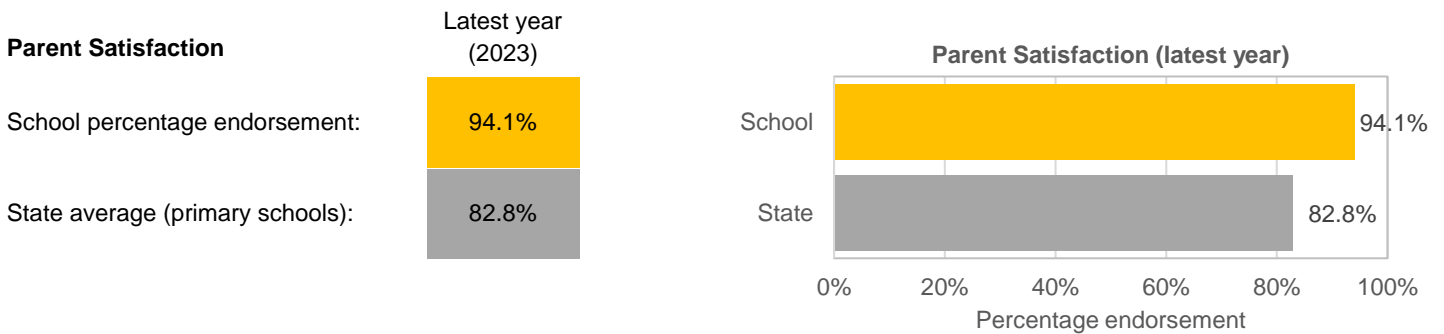
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

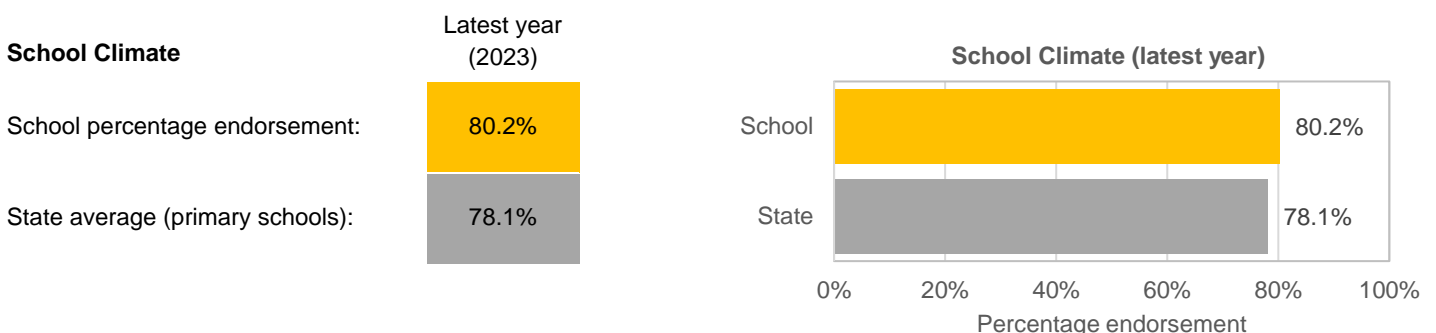


School Staff Survey

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.



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
(2023)

School percentage of students at or above age expected standards:

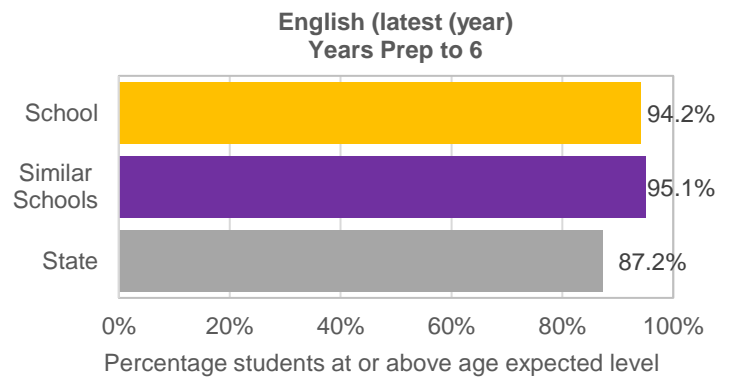
94.2%

Similar Schools average:

95.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

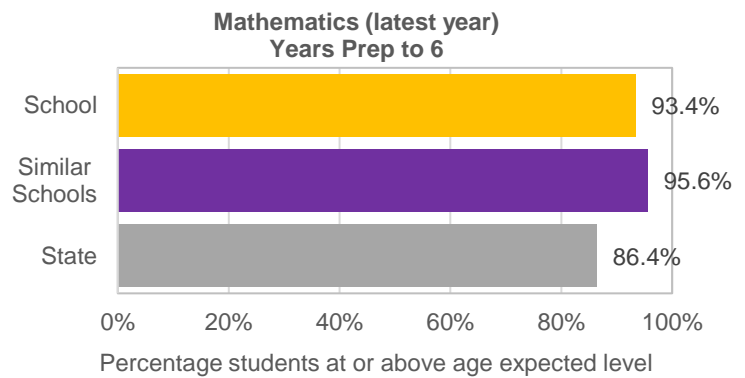
93.4%

Similar Schools average:

95.6%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

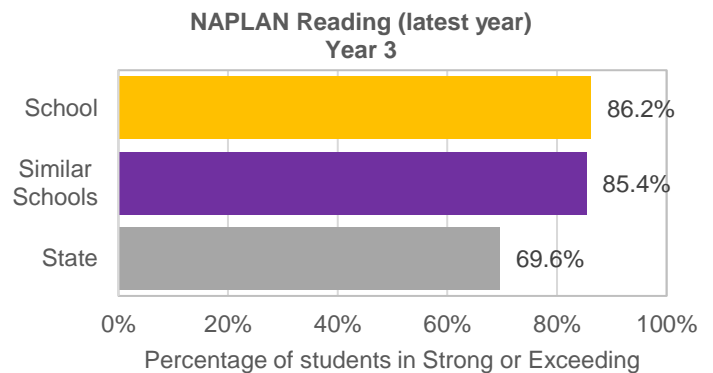
86.2%

Similar Schools average:

85.4%

State average:

69.6%



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

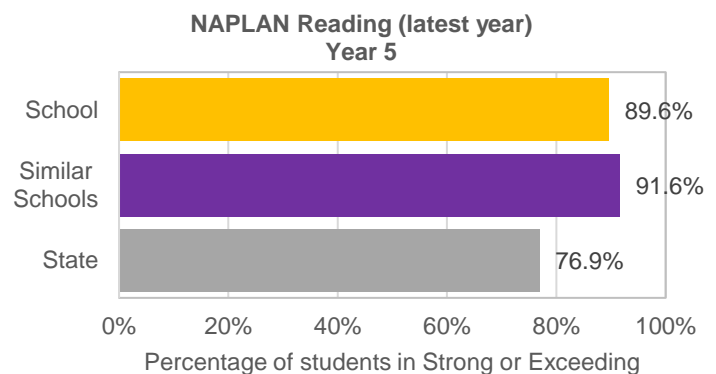
89.6%

Similar Schools average:

91.6%

State average:

76.9%



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

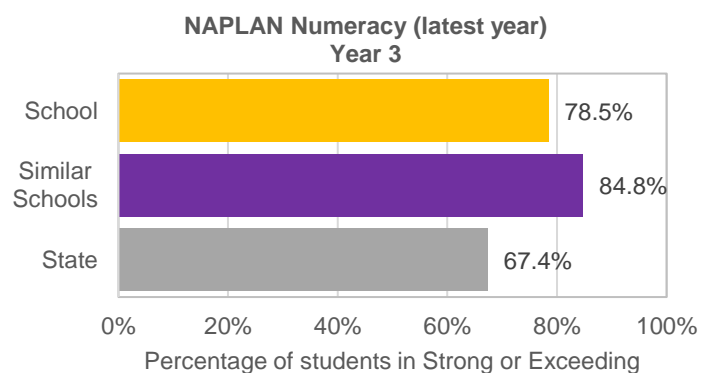
78.5%

Similar Schools average:

84.8%

State average:

67.4%



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

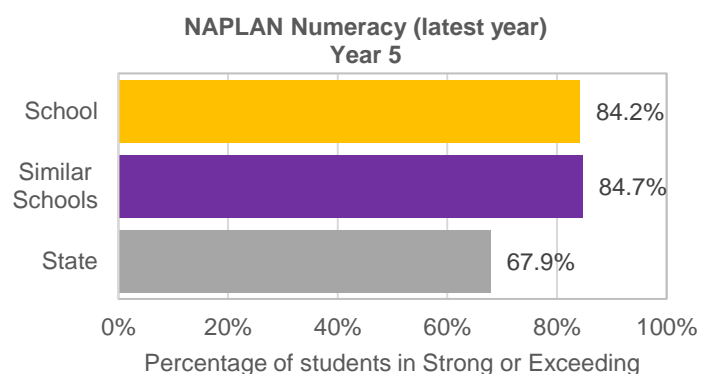
84.2%

Similar Schools average:

84.7%

State average:

67.9%



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

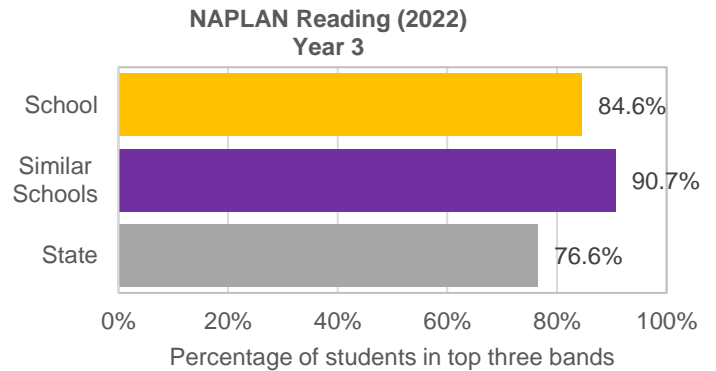
84.6%

Similar Schools average:

90.7%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

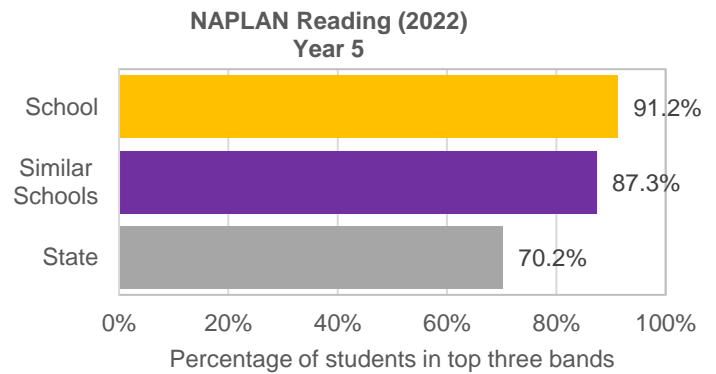
91.2%

Similar Schools average:

87.3%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

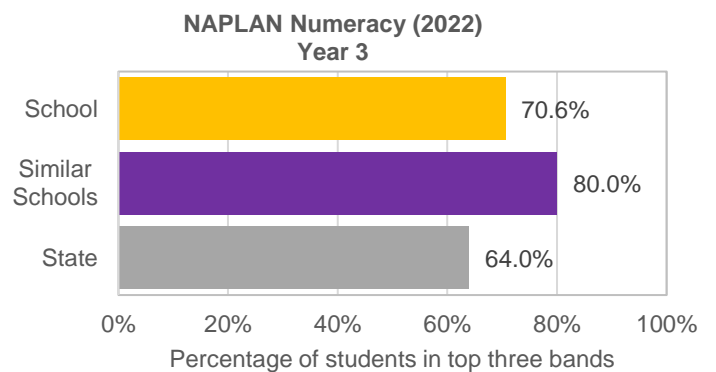
70.6%

Similar Schools average:

80.0%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

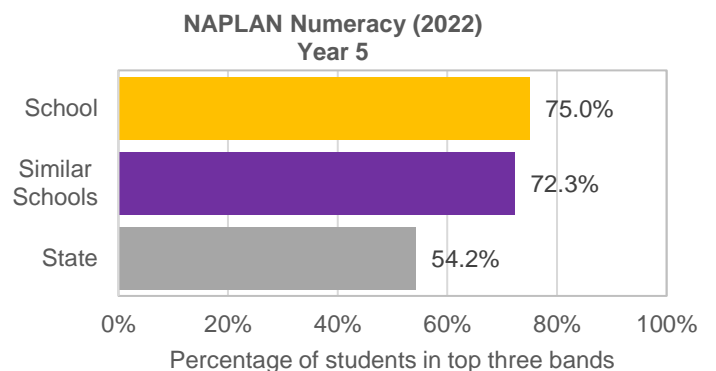
75.0%

Similar Schools average:

72.3%

State average:

54.2%



WELLBEING

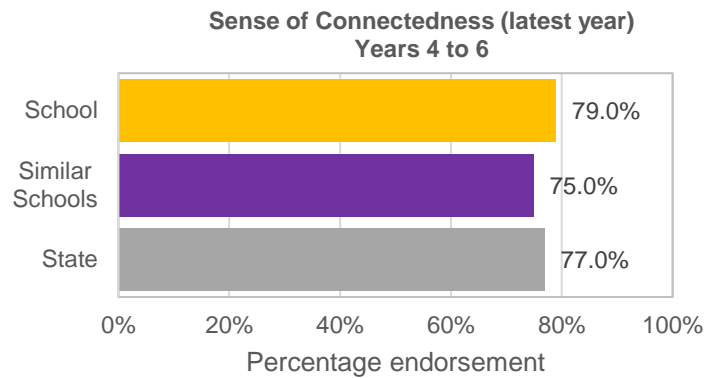
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School percentage endorsement:	79.0%	73.2%
Similar Schools average:	75.0%	76.4%
State average:	77.0%	78.5%

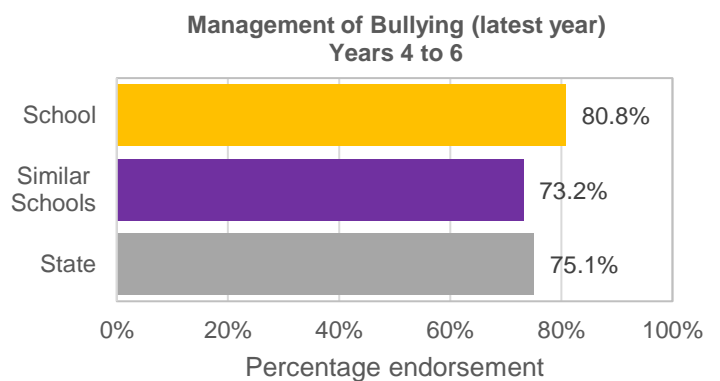


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	80.8%	77.7%
Similar Schools average:	73.2%	75.4%
State average:	75.1%	76.9%



ENGAGEMENT

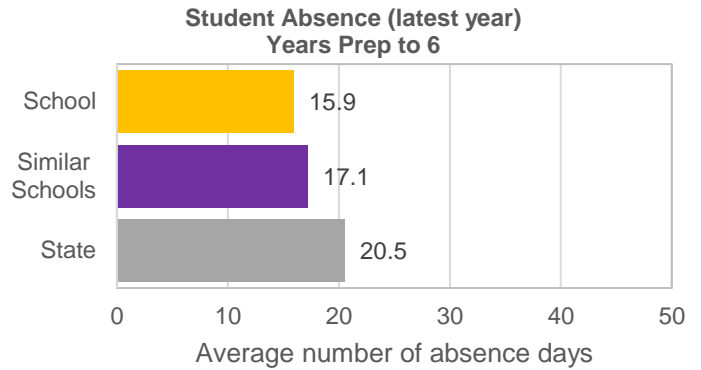
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	15.9	13.1
Similar Schools average:	17.1	13.7
State average:	20.5	18.1



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 (2023):	94%	93%	93%	92%	90%	92%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,039,013
Government Provided DET Grants	\$407,591
Government Grants Commonwealth	\$5,500
Government Grants State	\$0
Revenue Other	\$38,514
Locally Raised Funds	\$450,928
Capital Grants	\$0
Total Operating Revenue	\$4,941,547

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,286
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,286

Expenditure	Actual
Student Resource Package ²	\$3,907,402
Adjustments	\$0
Books & Publications	\$3,050
Camps/Excursions/Activities	\$169,077
Communication Costs	\$2,201
Consumables	\$49,792
Miscellaneous Expense ³	\$28,733
Professional Development	\$9,845
Equipment/Maintenance/Hire	\$87,341
Property Services	\$131,994
Salaries & Allowances ⁴	\$150,874
Support Services	\$157,724
Trading & Fundraising	\$12,579
Motor Vehicle Expenses	\$58
Travel & Subsistence	\$0
Utilities	\$40,296
Total Operating Expenditure	\$4,750,967
Net Operating Surplus/-Deficit	\$190,579
Asset Acquisitions	\$6,427

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$443,278
Official Account	\$40,319
Other Accounts	\$42,837
Total Funds Available	\$526,433

Financial Commitments	Actual
Operating Reserve	\$122,295
Other Recurrent Expenditure	\$3,099
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$16,020
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$476
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$75,719
Capital - Buildings/Grounds < 12 months	\$46,963
Maintenance - Buildings/Grounds < 12 months	\$74,788
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$339,360

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.