

2023 Annual Report to the School Community

School Name: Belgrave South Primary School (3551)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 17 April 2024 at 11:58 AM by Stuart Boyle (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 26 April 2024 at 09:52 AM by Lesley Wiadrowski (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

“Educating with purpose. Encouraging high achievement. Enriching the development of our children and community.” Belgrave South Primary School has been providing excellence in teaching and learning for over 100 years. Located in the Dandenong Ranges, the school provides well equipped grounds and buildings in a beautiful setting. We are an integral part of the local community and we highly value the support of our parents and community members in our school each day. We work together to facilitate excellent learning opportunities, provide state of the art technology and develop innovative learning spaces. We encourage high achievement and our students achieve excellent results. Students enjoy rigorous teaching in literacy and numeracy with enhancement from a wide range of specialist programs. Our Music specialists lead weekly classroom based workshops for all students across the school. We have a comprehensive sporting program that promotes active participation across a broad range of school based and interschool sporting opportunities. Our Science and Inquiry Learning Centre and Maker Space supports the development of critical and creative thinking. Our Science Specialist leads weekly sessions for students exploring concepts in chemistry, physics and biology. Our environmental learning centre is complete and our students are now working with our environmental educator to develop the kitchen garden and community precinct which is well underway. Our environmental education program delivers learning experiences in biodiversity, sustainability, permaculture and self-sufficiency. We have created our own kitchen garden program to engage our students in learning that connects plot to plate. Our aim is to support the learning of our students in both agriculture and horticulture while providing fresh home-grown produce for our school restaurant. We have an extensive Music and Performing Arts program and a dedicated Performing Arts Studio. We have strong links with local pre-schools and offer an extensive transition program for enrolled students. We offer before and after school care, holiday care and a rich program of extra-curricular activities. Student wellbeing is a high priority and we are one of the first schools in the Dandenong Ranges to have taken part in the School-Wide Positive Behaviour Program. The school has 29.18 Equivalent Full Time Staff: 2 Principal Class Officers, 19.11 Classroom Teachers and 8.1 Education Support Officers

Progress towards strategic goals, student outcomes and student engagement

Learning

We maintain a strong focus on enhancing student writing skills through ongoing analysis of their writing data. Our 2023 NAPLAN results indicate that both our Year 3 and Year 5 student cohorts performing in the top two proficiency scales exceeds similar school, network benchmarks, and state averages. We continue to strengthen instructional practice around the craft of writing between these year levels to effect a positive impact on each students individual relative growth. Notably, we continue to observe a decrease in the number of students requiring additional support, underscoring the effectiveness of our targeted intervention strategies. Reading remains a notable strength at our school, with our 2023 NAPLAN outcomes reflecting very strong growth among both Year 3 and Year 5 students, surpassing benchmarks set by similar schools, network standards, and state averages. The results also indicate a very small number of students requiring additional support which they receive in targeted one-to-one intervention programs.

In mathematics, our 2023 NAPLAN results for Year 3 and Year 5 students demonstrate substantial progress, well surpassing benchmarks set by similar schools, network standards, and state averages. Our continued focus on excellence in mathematics instructional practice and student-centred instructional practices through our Professional Learning Communities (PLCs) has further enhanced our already strong outcomes. We have extended the work undertaken in relation to Peter Sullivan's (Monash University) educational framework to incorporate applied learning activities. We remain committed to this professional development, as evidenced by the positive impact on student learning outcomes throughout our school community.

Wellbeing

Our ongoing tracking of data towards our goals for enhancing the social and emotional development of all students shows overall positive progress across a range of measures connected to the Student Attitude to School Survey despite the percentage of positive endorsement for the Sense of Connectedness in 2023 decreasing. There was a corresponding increase in the neutral responses and a continued decline in the proportion of students recording not-positive responses to this measure. Our result is above network outcome but slightly below similar school and state outcomes indicating possible geographic or socio-economic impacts on student experience. Our current focus is strengthening student and community engagement in learning and social and emotional learning

programs, with new curriculum initiatives around relationships and resilience ready to be implemented.

Furthermore, our data on responding to bullying management indicates a similar trend in an increase in neutral responses with no change to the percentage of not-positive responses compared to the previous year and the 4-year average. Work is being undertaken to capture student voice in these areas through focus groups from the Students Attitude to School Survey, prioritizing student wellbeing and mental health, particularly for vulnerable individuals in order to determine the change in experience for our students and what can be changed to increase their experience at school. Specific funding from School Focused Youth Services in the Dandenong Ranges supports targeted programs to address individual student needs.

The establishment of a school wide approach to a positive learning culture is a current priority in this area and involves a key focus on promoting positive learning behaviours and effective classroom practices that promote learning relationships and systems of care and support for all students. Key leadership roles have been created to support this work with two leaders promoting the creation of supportive and inclusive classroom environments. The Resilience Project has also been introduced as a pilot program with professional learning underpinning its implementation for 2023/2024.

Overall, our wellbeing initiatives remain community-driven, addressing the unique needs of our school and community context in a meaningful and effective manner.

Engagement

The strength of relationships and communication between families and our school has cultivated high levels of student participation and engagement across all facets of our school program and community.

Our student attendance data remains consistent with the previous year and reveals the impact of illness and family choice on school attendance at this point in time. Our goal remains to positively impact on attendance rates by reducing the proportion of students with 20 or more days of absenteeism. Our average attendance rate across the school sits just below 90%.

Our focus on student inclusion programs has facilitated individualized support and fostered a strong sense of school connection. Students engage in whole-school academic challenges and assume leadership roles within classrooms, strengthening their ties to the school community. We regularly celebrate and acknowledge individual achievements and contributions to the school community during our fortnightly assemblies. New teacher leadership roles have been created to support the extension of learning strategies that increase learner agency across all year levels.

Belgrave South Primary School actively seeks opportunities for students to take on meaningful responsibilities within the school and broader community, promoting a sense of ownership and pride.

Communication channels between parents and teaching staff, including Compass notifications, email, phone calls, and face-to-face conversations, ensure regular and open dialogue. Our parent survey records an incredibly strong percentage endorsement for their overall satisfaction with our school. School attendance and academic progress is reported formally to parents each semester, with teachers following up on unexplained absences according to established procedures.

Parents are encouraged to engage both formally and informally with their child's teacher to collaborate on goal setting and learning program planning. Discussions about absenteeism due to medical reasons or parental requests are welcomed and supported. The school embraces the 'Everyday Counts' approach, actively promoting it through school activities and newsletters to emphasize the importance of regular attendance for student success.

Financial performance

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 school's financial position allows us to employ additional staff to provide further support to our students in the areas of Literacy, Numeracy, ICT, Science and Student Wellbeing. State funding was provided to support our role as the coordinating school for School Sport Victoria. Additional Commonwealth funding was received to continue the Chaplain's in School program. Drawing on locally raised funds and funds carried forward from the previous year, our planned operating deficit was \$19,412. This is the result of the school contributing extensive funds to continuing buildings and grounds improvements and the investment in our digital learning technologies throughout the year.

For more detailed information regarding our school please visit our website at
<https://www.belgravesouthps.vic.edu.au/>

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 347 students were enrolled at this school in 2023, 158 female and 189 male.

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

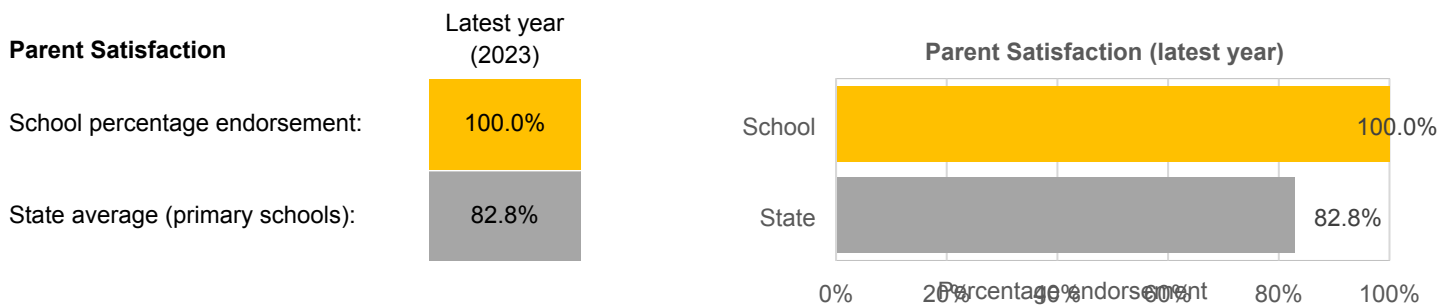
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

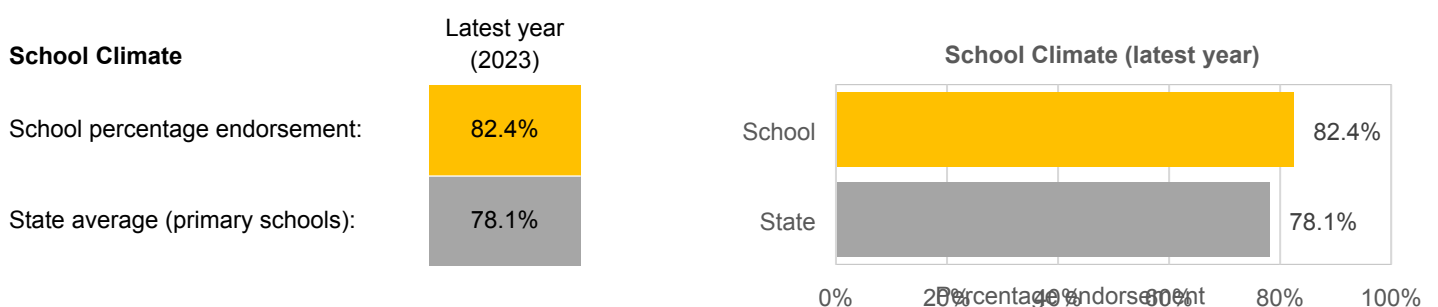


School Staff Survey

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.

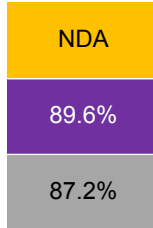
English Years Prep to 6

School percentage of students at or above age expected standards:

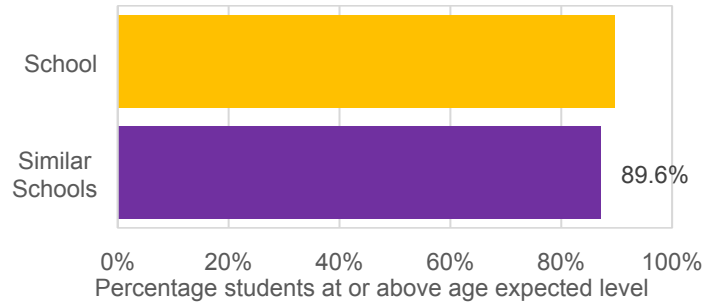
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



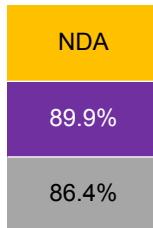
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

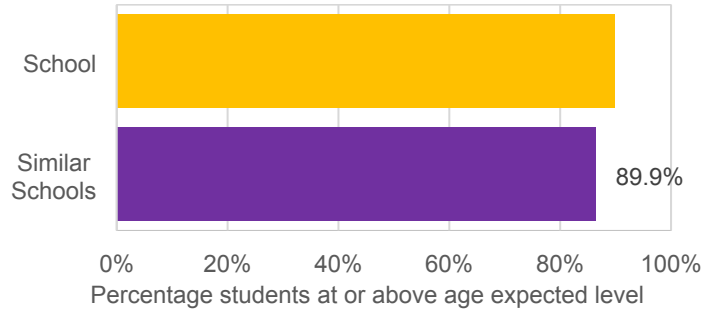
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 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

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:

77.5%

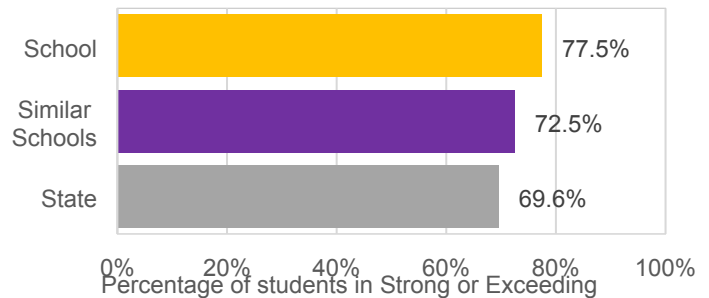
Similar Schools average:

72.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.5%

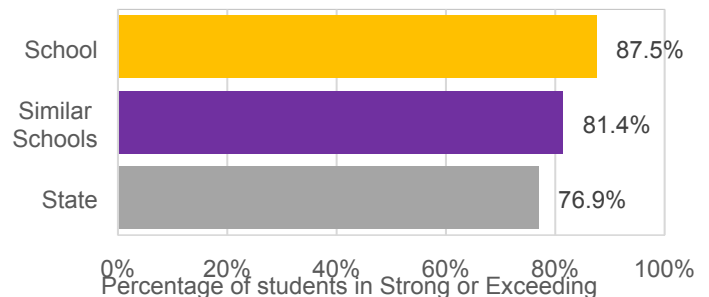
Similar Schools average:

81.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

85.0%

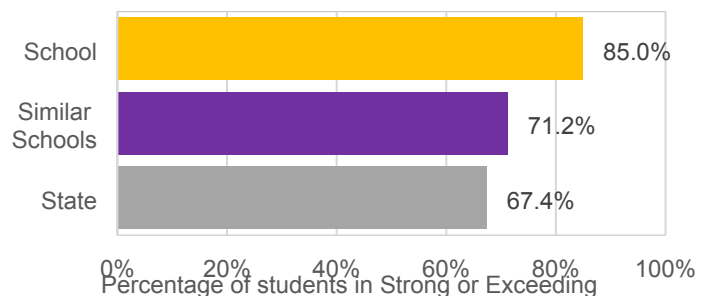
Similar Schools average:

71.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.3%

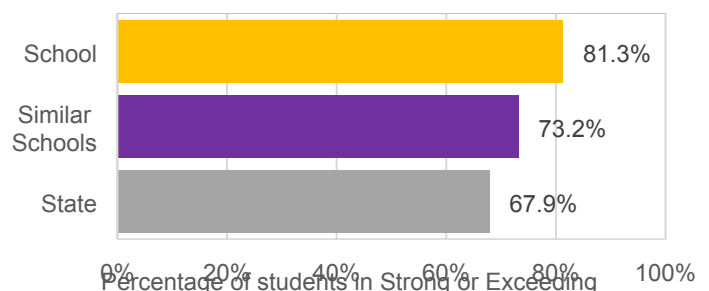
Similar Schools average:

73.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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:

85.4%

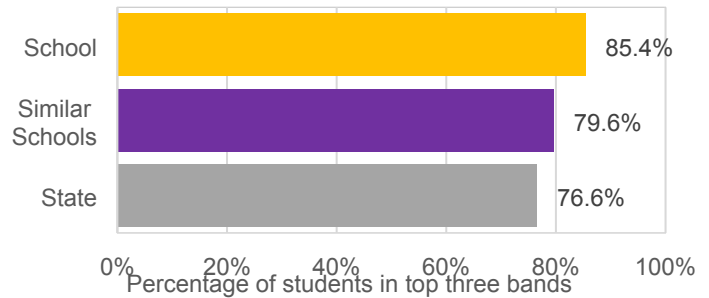
Similar Schools average:

79.6%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

62.8%

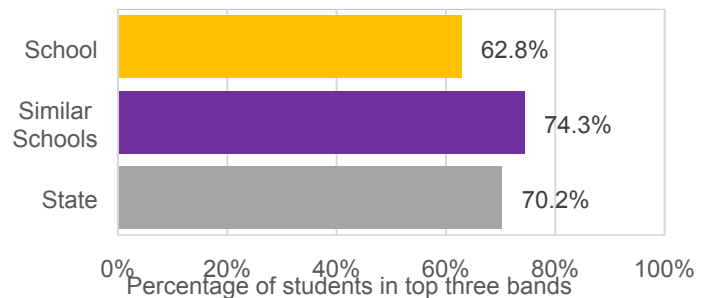
Similar Schools average:

74.3%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

78.0%

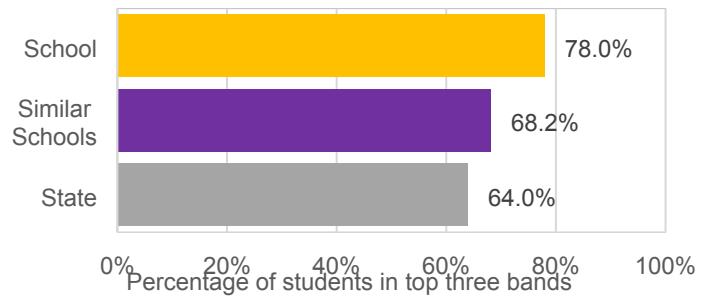
Similar Schools average:

68.2%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

71.4%

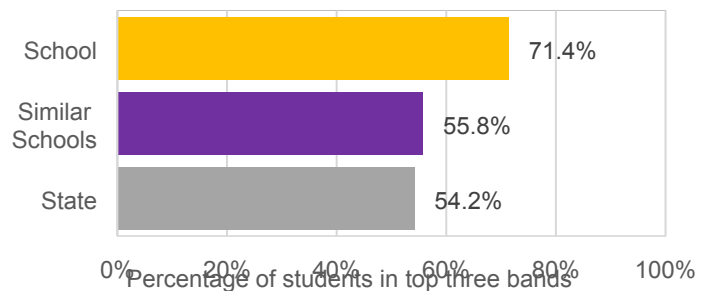
Similar Schools average:

55.8%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

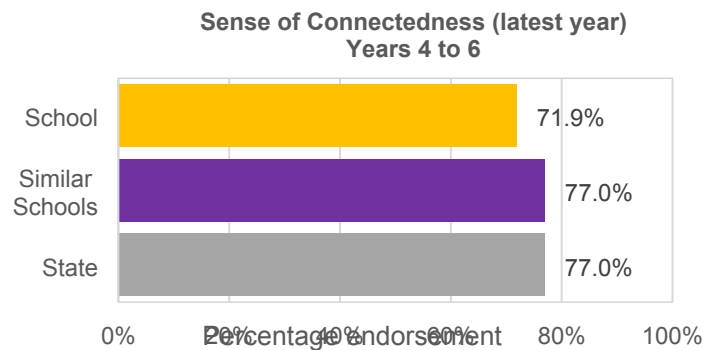
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School percentage endorsement:	71.9%	78.7%
Similar Schools average:	77.0%	77.7%
State average:	77.0%	78.5%

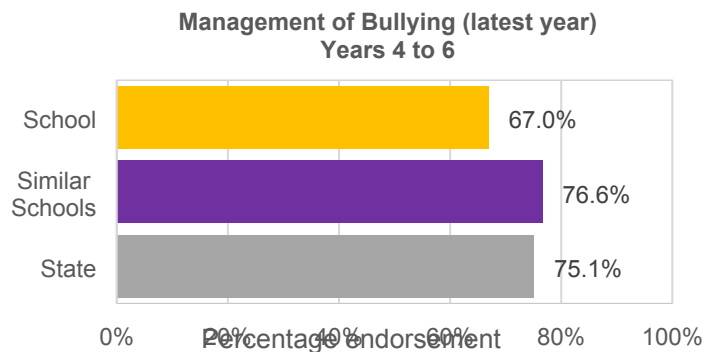


Student Attitudes to School – Management of Bullying

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:	67.0%	76.2%
Similar Schools average:	76.6%	77.4%
State average:	75.1%	76.9%



ENGAGEMENT

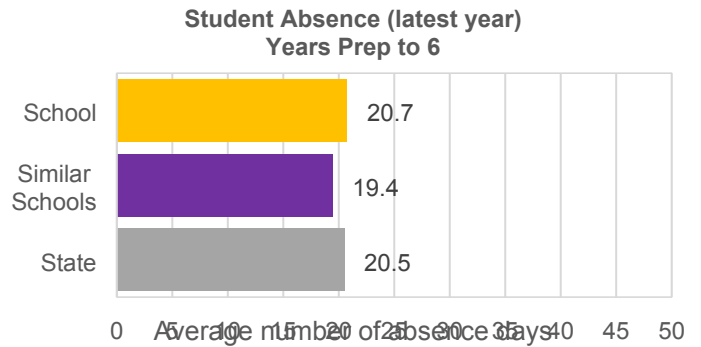
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.7	15.1
Similar Schools average:	19.4	17.1
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):	91%	92%	91%	89%	87%	88%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,512,405
Government Provided DET Grants	\$392,250
Government Grants Commonwealth	\$5,222
Government Grants State	\$0
Revenue Other	\$37,121
Locally Raised Funds	\$268,223
Capital Grants	\$0
Total Operating Revenue	\$4,215,221

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,536
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,536

Expenditure	Actual
Student Resource Package ²	\$3,312,770
Adjustments	\$0
Books & Publications	\$1,673
Camps/Excursions/Activities	\$83,055
Communication Costs	\$5,478
Consumables	\$57,566
Miscellaneous Expense ³	\$42,116
Professional Development	\$19,011
Equipment/Maintenance/Hire	\$70,436
Property Services	\$162,720
Salaries & Allowances ⁴	\$80,314
Support Services	\$150,971
Trading & Fundraising	\$17,365
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,522
Total Operating Expenditure	\$4,034,997
Net Operating Surplus/-Deficit	\$180,224
Asset Acquisitions	\$0

- (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	\$27,185
Official Account	\$42,973
Other Accounts	\$10
Total Funds Available	\$70,168

Financial Commitments	Actual
Operating Reserve	\$96,128
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$22,484
School Based Programs	\$15,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$32,685
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$166,296

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.