

2020 Annual Report to The School Community



School Name: Bethal Primary School (5186)



- 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 2020 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 29 March 2021 at 02:57 PM by Teresa De Mercurio (Principal)

The 2020 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.

Attested on 30 March 2021 at 09:05 AM by Peta Asaad (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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 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 a disability 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').

About Our School

School context

Bethal Primary School is situated in Meadow Heights in the northern suburbs of Melbourne. Our school population is made up of approximately 350 students from diverse multicultural backgrounds, which we embrace and celebrate. Our caring and inclusive school community takes pride in offering a child centred education. Our core values of Respect, Collaboration and Perseverance are fundamental to our school's programs and expectations. A comprehensive curriculum is offered to all students from Foundation to Year 6 and is based on the Victorian Curriculum. Emphasis is placed on developing a differentiated program for all students. We have developed a culture of continuous improvement at the school where professional development and ongoing learning is important to the school community.

Some unique features of our school are; an on-site Kindergarten, a Spanish Language program taught from Foundation – Year 6, and an instrumental music program. Other specialist programs include physical education, performing arts and visual arts.

Framework for Improving Student Outcomes (FISO)

The FISO improvement initiatives for 2020 were:

- Building practice excellence in teaching and learning.
- Building professional leadership

At Bethal we continued to develop teacher pedagogical knowledge and practice. Through our work in Professional Learning Communities we used a planning model that was based on data analysis to plan differentiated programs for literacy and numeracy. Professional development sessions and coaching sessions were provided to our instructional leaders and professional learning team leaders to develop individual and collective leadership skills. As we moved into remote teaching and learning some of the AIP actions and professional development plans were modified to suit remote learning. We did this mainly through WebEx meetings. Teachers continued to work collaboratively, even though they were working from home. They had daily contact with their teams and with the majority of students.

Achievement

During remote learning, staff and students improved their technological skills. Staff were able to utilise online resources for content delivery and assessment to develop new ways of differentiating for students. The school used the 'Students At Risk Planning Tool' to develop a plan to track and monitor students and to be able to support students in a coordinated school approach. Individual Education Plans were developed with specific goals and student support group meetings were facilitated online to review and update goals.

Some students responded well to self-directed and project based learning during the remote learning period.

In Mathematics, students complete an annual Progress Achievement Test (PAT) to assess their knowledge and understanding, as well as providing supportive data for teachers to assess against the Victorian Achievement Standards. Almost half of assessed students are meeting the expected level of achievement, with 10% of students performing above age-expected achievement.

In Reading, all students complete a bi-annual reading assessment, which assesses their reading accuracy and comprehension strategies. Students in Grade 2-6 also complete an annual PAT. These data sets are used to plan for future learning and to assess against the Victorian Curriculum. As demonstrated through PAT, 32% of students are achieving expected level, with 20% performing above level.

Engagement

There was a bigger focus on digital technologies and supporting the school community with remote learning. Health, wellbeing and engagement of students became a priority. Staff were checking up on students' wellbeing before starting lessons. For those students not engaging in remote learning, staff were following up with a phone call. Letters were

sent to families when children weren't engaging in remote learning for extended periods of time. Some students found remote learning quite challenging, while others connected strongly with the opportunities for working independently during remote learning. In 2021 our PLCs will focus on opportunities to continue building student agency in the classroom.

To support student engagement during the transition back to onsite learning, our school discussed activities to engage students in their learning again.

Wellbeing

Bethal Primary School continues to make significant progress in student wellbeing. Our students generally feel connected to the school and enjoy being at school with their teachers and peers. We believe that students who feel happy, safe and connected to school will engage better with their learning and develop the motivation to be successful at school.

We implemented the Fresh Start program which revolves around the School Values and establishing classroom behaviors and expectations. The Berry Street Trauma Informed Practices and Respectful Relationships Models were used as a positive approach to wellbeing throughout the school. In 2020 we also introduced the Zones of Regulation across the school. Health and wellbeing supports such as regular check ins with students and families during remote learning has been a strength in 2020. We monitored student engagement during the remote learning period very carefully with a structured approach as teachers and education support staff ensured students were engaged during this time as much as possible. Our school made modifications to the delivery of health and wellbeing services to students and their families by continuing to have meetings online and provide the necessary support and connectedness. As a school we committed to celebrating Harmony Day, Are You Ok Day, National Action Against bullying Day to continue our focus on wellbeing. Our School website has also been updated with many wellbeing supports for our school community to ensure they feel supported and may gain access to a variety of services.

Financial performance and position

All equity funds were expended to give students access to additional educational experiences, such as swimming and instrumental music tuition. The school receives funding from other sources and therefore any surplus funds are carried forward from year to year. The funds in the high yield and official accounts include community hub funds, funds committed to various programs and to building and maintenance works. The community hubs funding is paid to the school and used for family engagement activities. The community hub staff salaries are paid through the credit component of the SRP and this amount is then retained by the school from the cash component.

For more detailed information regarding our school please visit our website at
www.bethalps.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.

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 343 students were enrolled at this school in 2020, 175 female and 168 male.

66 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) which takes into account parents' occupations and education.

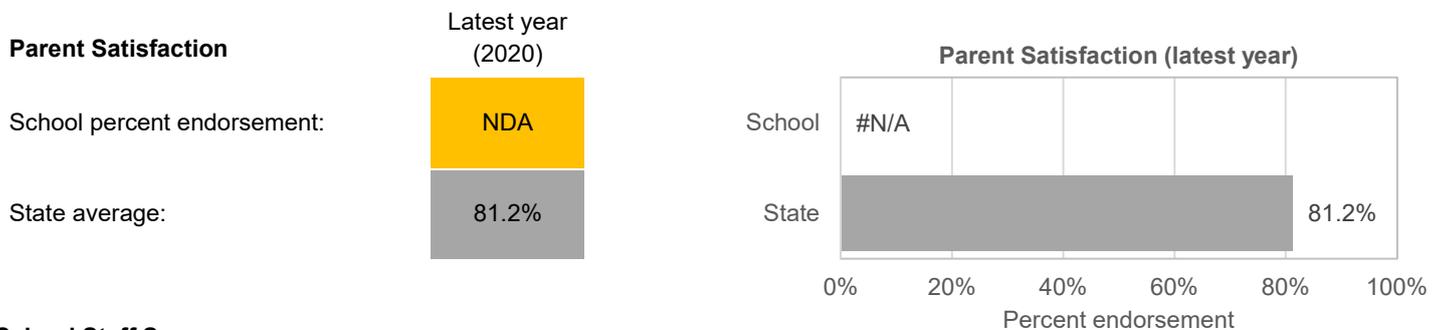
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

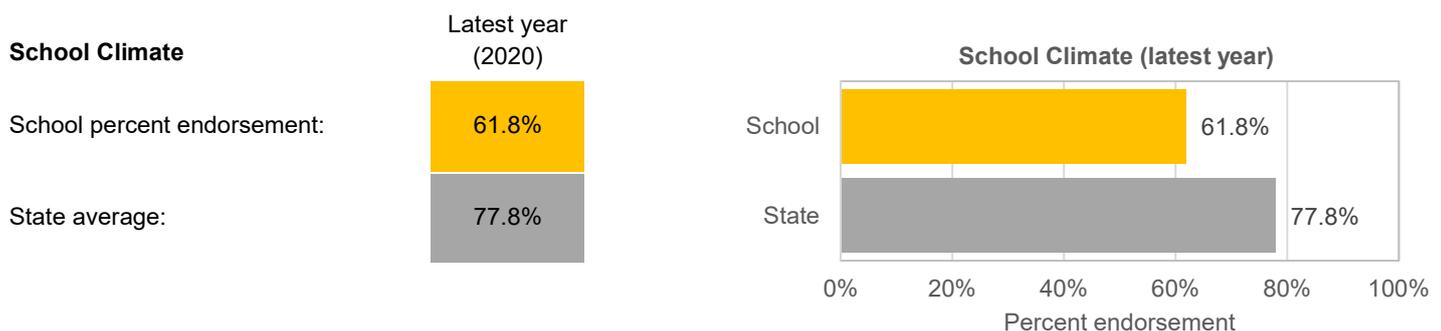


School Staff Survey

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.



ACHIEVEMENT

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

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

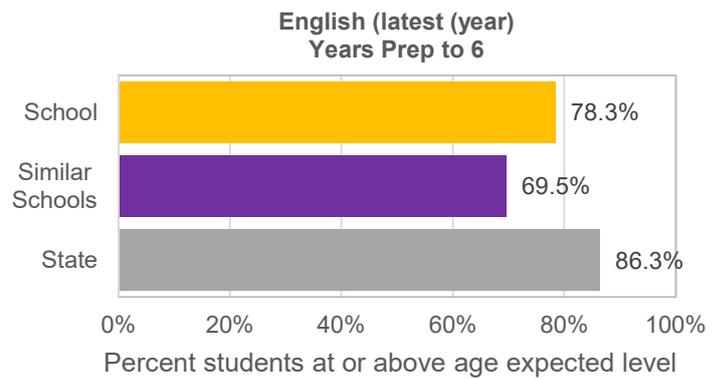
78.3%

Similar Schools average:

69.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

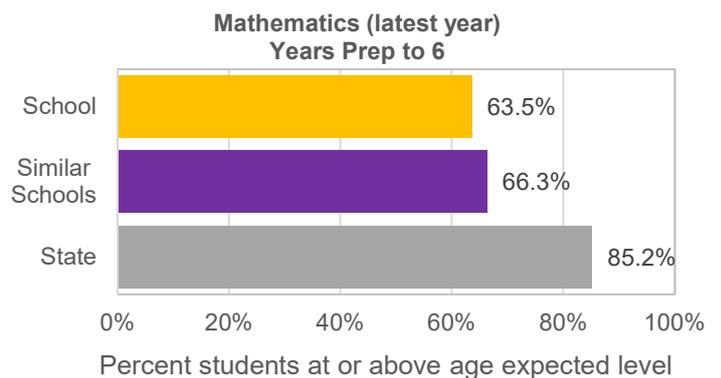
63.5%

Similar Schools average:

66.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

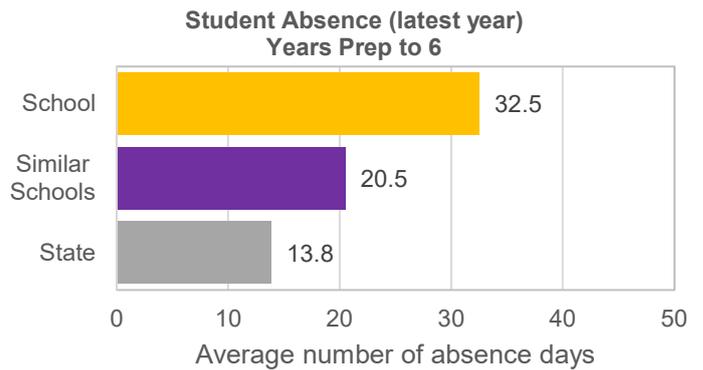
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	32.5	22.8
Similar Schools average:	20.5	18.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	83%	85%	80%	83%	81%	84%	87%

WELLBEING

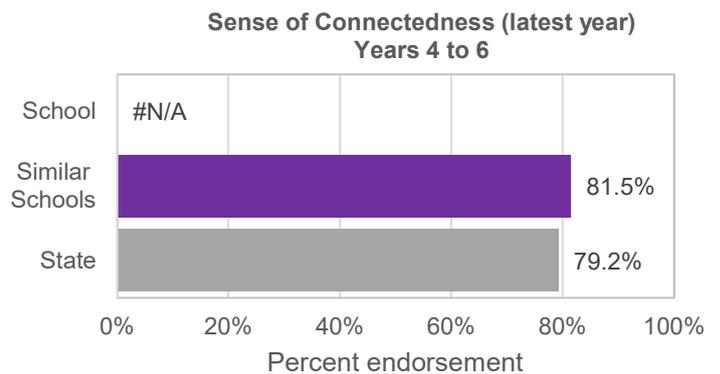
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.7%
Similar Schools average:	81.5%	83.2%
State average:	79.2%	81.0%



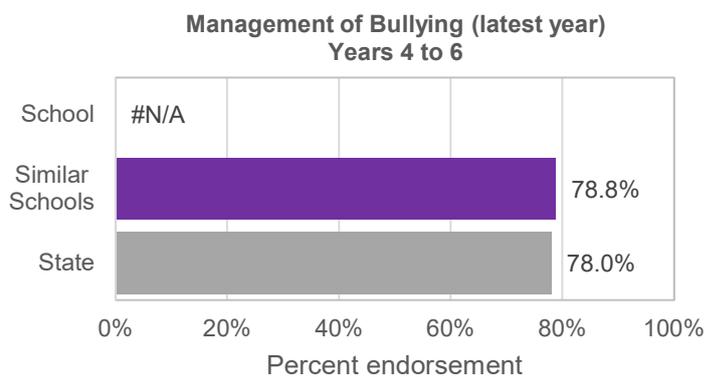
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	85.2%
Similar Schools average:	78.8%	80.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,722,035
Government Provided DET Grants	\$789,852
Government Grants Commonwealth	\$4,480
Government Grants State	NDA
Revenue Other	\$57,615
Locally Raised Funds	\$31,162
Capital Grants	NDA
Total Operating Revenue	\$4,605,143

Equity ¹	Actual
Equity (Social Disadvantage)	\$898,655
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$898,655

Expenditure	Actual
Student Resource Package ²	\$3,541,888
Adjustments	NDA
Books & Publications	\$10,809
Camps/Excursions/Activities	\$3,377
Communication Costs	\$8,942
Consumables	\$79,858
Miscellaneous Expense ³	\$32,171
Professional Development	\$7,208
Equipment/Maintenance/Hire	\$192,504
Property Services	\$96,118
Salaries & Allowances ⁴	\$146,557
Support Services	\$90,800
Trading & Fundraising	\$23,815
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$20,740
Total Operating Expenditure	\$4,254,788
Net Operating Surplus/-Deficit	\$350,355
Asset Acquisitions	\$64,132

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$1,183,547
Official Account	\$36,207
Other Accounts	NDA
Total Funds Available	\$1,219,754

Financial Commitments	Actual
Operating Reserve	\$106,153
Other Recurrent Expenditure	\$8,830
Provision Accounts	\$3,000
Funds Received in Advance	\$74,802
School Based Programs	\$327,195
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$346
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$360,917
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$881,243

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.