

2022 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 of the previous calendar year 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 03 April 2023 at 04:50 PM by David Warren (Principal)

- This 2022 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 2023 at 12:15 PM by Peta Asaad (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

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 300 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 and are explicitly taught and modelled through our School Wide Positive Behaviour Framework. A comprehensive curriculum is offered to all students from Foundation to Year Six 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, and a Spanish Language program taught from Foundation – Year Six. Other specialist programs include Physical Education, The Arts and Music.

Progress towards strategic goals, student outcomes and student engagement

Learning

With a new Principal, Assistant Principal, Learning Specialist and Leading Teacher, 2022 represented a considerable transition in the leadership profile at Bethal Primary School. Through this time, significant work has been implemented to measure progress against our Strategic Plan goals and to develop a coherent and narrow focus to drive our 2023 Annual Improvement Plan. Through this analysis, as evidenced within both our Teacher Judgement and NAPLAN learning data, there is a demonstrated need to improve the level of learning and student achievement in mathematics. Through this lens, all of our staff have engaged in extensive mathematics professional learning at a network (CoP), leadership (SIT) and school (PLC) level.

Throughout 2022, professional learning in mathematics saw a significant change in both practice and student engagement, with a greater emphasis being placed on the level of rigour PLC teams were engaging in when developing maths lessons for their students. Exposing staff to extensive learning around evidence-based mathematics practices has revealed lessons with higher fidelity being observed in Learning Walks during the later stage of 2022. Ultimately, this work culminated in the development of our new mathematics instructional model, which has served as the framework for classroom observations, coaching and professional development opportunities in early 2023, as supported by our dedicated curriculum-focused Learning Specialist.

Though we understand the embedding of a new instructional model is a long term process, we are enthused by the early success we have seen thus far. With greater opportunities for learning evident in mathematics across every classroom, we expect to see progress in the coming years towards key metrics in our Strategic Plan, such as increasing the percentage of students achieving at or above expected levels across our teacher judgements and NAPLAN and improving our students' sense of 'Stimulated Learning' and 'Differentiated Learning Challenge' within the Attitudes to School Survey.

Wellbeing

Bethal Primary School also provides considerable resources to meet the complex needs of the families within our community. In 2022, this portfolio was expanded further to include a dedicated Wellbeing Leading Teacher, Speech Pathologist and a School Chaplain. In the latter stages of 2022, a clear improvement strategy was established, with specific milestones being set to embed our School Wide Positive Behaviour framework into the future. This work will be further supported in 2023 through the appointment of a dedicated school psychologist, further supporting the wellbeing needs of our students.

In the second half of 2022, within the School Wide Positive Behaviour framework, the School Improvement Team developed a student acknowledgement system to affirm demonstrations of our school values.

As defined within our Strategic Plan, we are also striving to reduce the percentage of students exceeding 20 days of absence to below 25% across our school. In late 2022, a key strategy and accompanying process was developed to address this issue. In 2023, this will be introduced across the school and staff will engage in data analysis to contextualise the need for greater vigilance in this area.

Engagement

Throughout 2022, the school made significant progress in the community engagement space, particularly in the latter stages of the year. Valuing the link between wellbeing and connection, the school placed a major focus on this in 2022. To support this, another area of emphasis was auditing and expanding the opportunities for community engagement offered throughout the school. This has included noticeable improvements in family engagement, through events such as Harmony Day and initiatives such as the Fathering Project. Supported by our growing Community Hub and our Multicultural Aide, we have been able to achieve a 4% higher than State average result in the 'Sense of Connectedness' metric within the Attitudes to School Survey. This work will continue in 2023 as we look to build further social capital to best serve our community.

At a classroom level, the development of our new mathematics instructional model has seen an improvement in student engagement, particularly in the latter stages of 2022. Through greater differentiation and the use of evidence-based strategies, we are anticipating ongoing improvements in student achievement. Alongside academic data such as Teacher Judgement and NAPLAN, we expect to see growth in various other metrics, particularly in the Strategic Plan goal of 'Self Regulation and Goal Setting' within the Attitudes to School Survey and the 'Use of High Impact Teaching Strategies' in the School Staff Survey.

Other highlights from the school year

A significant source of excitement within our community in 2022 was the announcement of \$10.46 million upcoming allocation to upgrade and modernise our school. With further information to come in the later stages of 2023, we feel as though the scope of improvement that can take place within our school throughout this Strategic Plan has been vastly expanded.

Another area of significant improvement has been a greater alignment of practice evident within our school leadership team, PLC Teams and support services. The formation of the new school leadership team involved significant performance analysis to determine future direction. With clarity of focus established, and all staff members working collaboratively towards clearly communicated goals, we are excited for the improvement we expected to see in 2023 and beyond.

Financial performance

All equity funds were expended to give students access to additional educational experiences, such as our fully funded swimming program. 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
<https://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 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 298 students were enrolled at this school in 2022, 148 female and 150 male.

65 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.

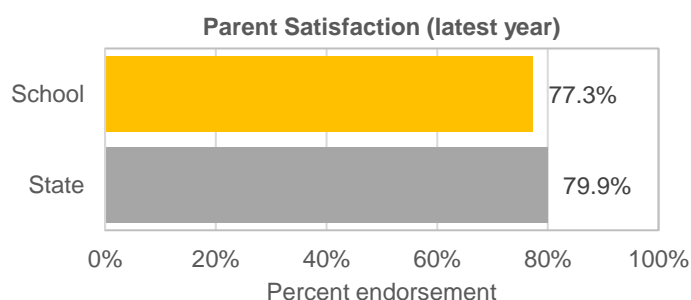
This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	Latest year (2022)
School percent endorsement:	77.3%
State average (primary schools):	79.9%



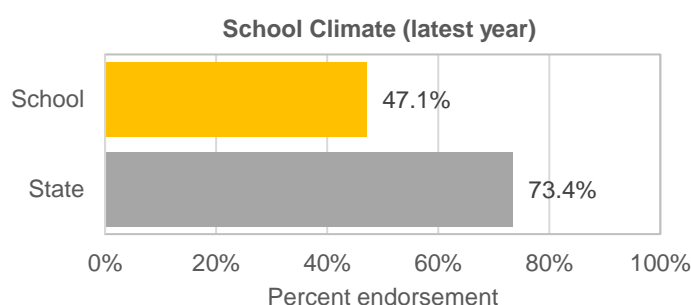
School Staff Survey

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 (2022)
School percent endorsement:	47.1%
State average (primary schools):	73.4%



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

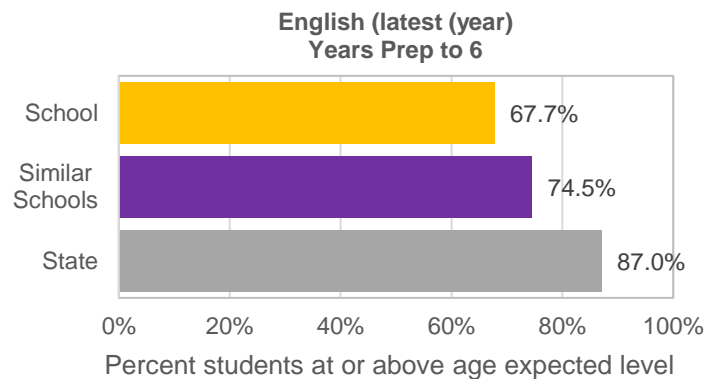
67.7%

Similar Schools average:

74.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

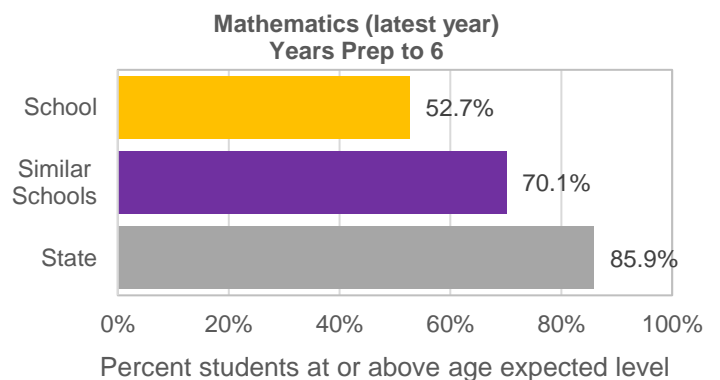
52.7%

Similar Schools average:

70.1%

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.

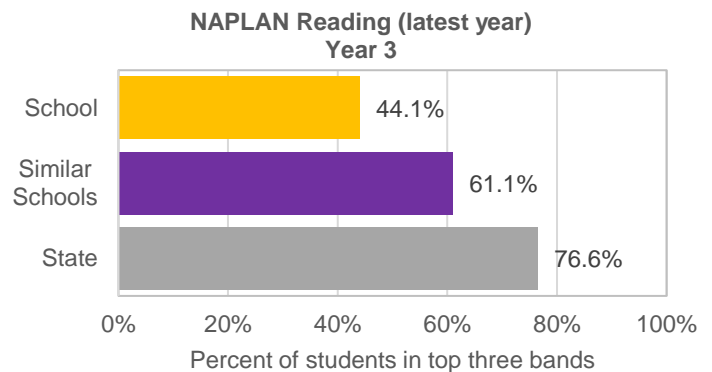
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

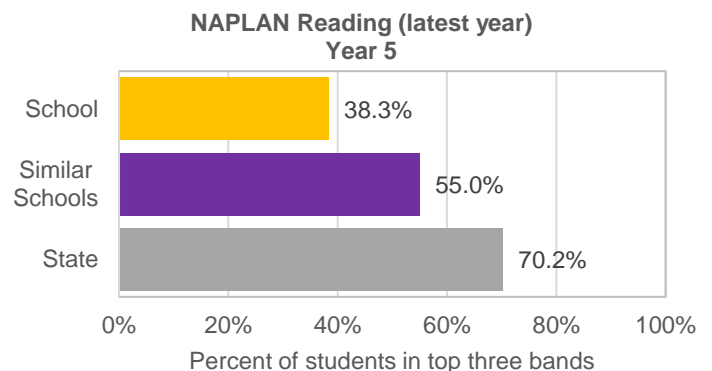
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.1%	39.4%
Similar Schools average:	61.1%	62.2%
State average:	76.6%	76.6%



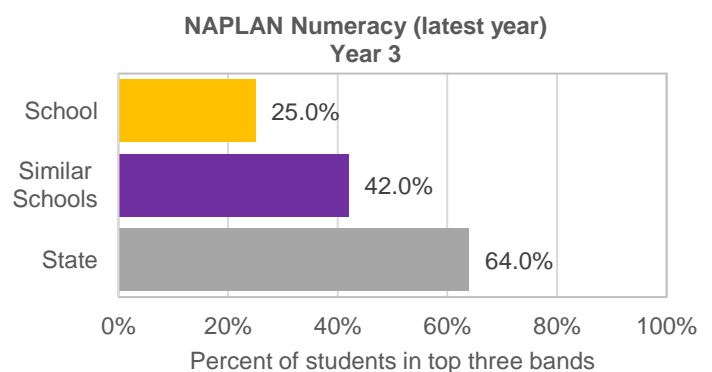
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.3%	42.9%
Similar Schools average:	55.0%	52.9%
State average:	70.2%	69.5%



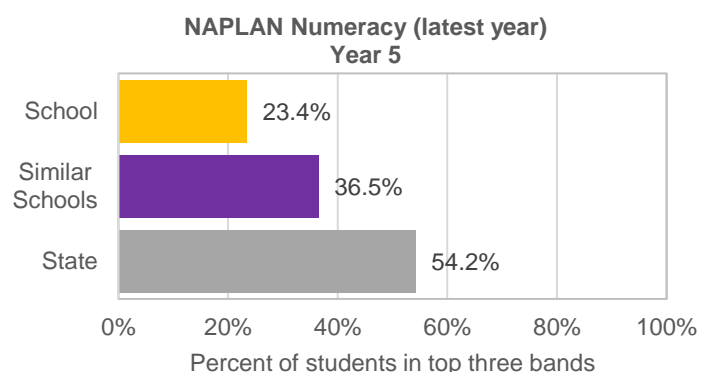
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	25.0%	24.3%
Similar Schools average:	42.0%	46.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	23.4%	26.5%
Similar Schools average:	36.5%	40.4%
State average:	54.2%	58.8%



WELLBEING

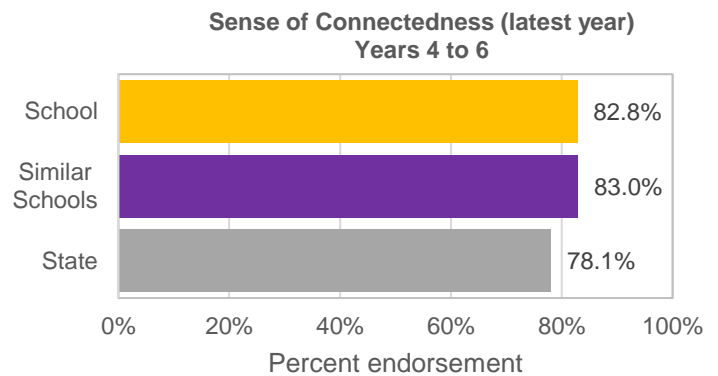
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	82.8%	77.8%
Similar Schools average:	83.0%	83.3%
State average:	78.1%	79.5%

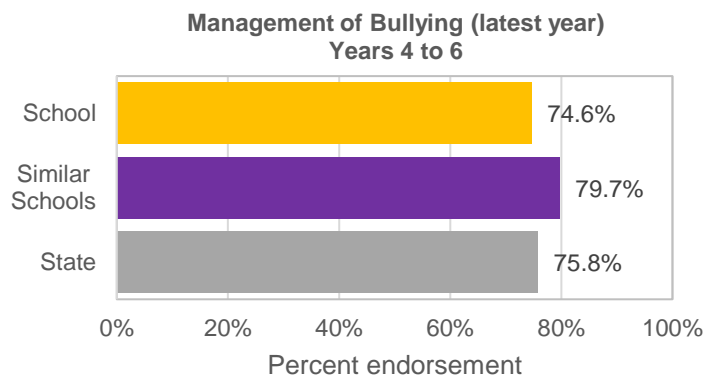


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.6%	77.4%
Similar Schools average:	79.7%	81.3%
State average:	75.8%	78.3%



ENGAGEMENT

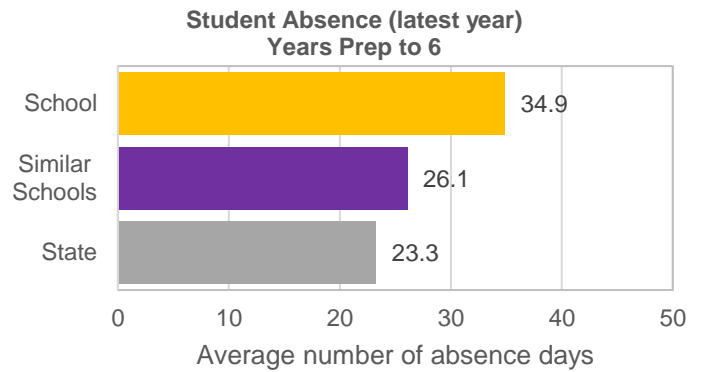
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	34.9	27.1
Similar Schools average:	26.1	20.5
State average:	23.3	17.0



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 (2022):	82%	83%	80%	79%	85%	85%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,953,028
Government Provided DET Grants	\$783,307
Government Grants Commonwealth	\$15,172
Government Grants State	\$0
Revenue Other	\$98,204
Locally Raised Funds	\$70,157
Capital Grants	\$0
Total Operating Revenue	\$4,919,868

Equity ¹	Actual
Equity (Social Disadvantage)	\$901,417
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$901,417

Expenditure	Actual
Student Resource Package ²	\$3,680,768
Adjustments	\$0
Books & Publications	\$5,772
Camps/Excursions/Activities	\$74,342
Communication Costs	\$3,638
Consumables	\$135,401
Miscellaneous Expense ³	\$34,380
Professional Development	\$17,837
Equipment/Maintenance/Hire	\$116,714
Property Services	\$103,153
Salaries & Allowances ⁴	\$142,346
Support Services	\$219,964
Trading & Fundraising	\$34,284
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,759
Total Operating Expenditure	\$4,599,357
Net Operating Surplus/-Deficit	\$320,511
Asset Acquisitions	\$25,182

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,374,092
Official Account	\$51,540
Other Accounts	\$0
Total Funds Available	\$1,425,632

Financial Commitments	Actual
Operating Reserve	\$137,790
Other Recurrent Expenditure	\$34
Provision Accounts	\$3,000
Funds Received in Advance	\$59,291
School Based Programs	\$622,144
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,760
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$717,711
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,544,730

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.