

2024 Annual Report to the School Community

School Name: Bell Park North Primary School (4962)



- 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 14 March 2025 at 11:04 AM by Christopher Cox (Principal)

- This 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

To be attested by the Principal

HOW TO READ THE ANNUAL REPORT

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

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

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

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

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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

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

NAPLAN

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

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

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

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

About Our School

School context

Bell Park North is a well-established and growing school of choice with year levels from Foundation through to Year 6. The teaching and learning philosophy of all staff is aligned to the individual needs of each student using multi-disciplinary approaches and preferred learning styles which reflect current educational and technological trends. Our staff are strongly committed to implementing whole school developed and consistent instructional models which strongly emphasises high expectations.

- SFOE: **0.5277**
- SFO: **0.6149**
- FTE Staff: **29.4**

The staffing profile is made up of 1 Principal, 1 Assistant Principal, 1 Learning Specialist, 1 Disability Inclusion Coordinator, **17** teachers, **7** education support staff, a school based Welfare Officer, an Office Manager and a Business Manager.

Enrolments: 280 comprising 3 classes of Foundation students, 5 classes of Year 1/2 students, 3 classes of Year 3/4 students and 3 classes of Year 5/6 students.

Every student has an Individual Education Plan (IEP) in which they are encouraged and guided to set their own learning goals. This helps students develop into self-disciplined, self-regulated, knowledgeable and independent learners.

An innovative STEM program allows children across the whole school to focus on a common goal through participating in activities within the curriculum areas of Science, Technology, English, Maths, Health & Physical Education, Arts and Humanities. This program is highly beneficial in developing student engagement, innovation, problem solving and inquiry.

A strong focus on student voice and agency and rich educational programs provide children with a vast array of learning and leadership opportunities which assist students in becoming resilient, engaged and effective team members who are confident to integrate and deal with all situations. These include programs such as:

- The ARTS
- Physical Education
- LOTE- Japanese

Further supporting programs include:

- Intervention
- High Abilities program
- A Year 2-6 Camping program
- A rich Transition program
- Puberty in Primary Schools program

- Bike Education
- eSmart to develop and promote safe and responsible digital citizenship
- iPads available as educational tools for all students

We support the mental and physical health and wellbeing of every member of our school community through programs/frameworks such as:

- Respectful Relationships
- Social Emotional Awareness Learning (SEAL)
- Peer Support
- Buddies (Yr 5s with Foundation students)
- The Resilience Project

These programs support our work around our school vision and values.

Bell Park North's Vision and Values Statement: Together we achieve to support the social, emotional and academic learning of all students in our care.

Values which form the basis of our actions are: **Friendship Respect Integrity Equality Never Give Up Do Your Best Safety.**

A Community Hub runs in our school which has been made possible with the support of Community Hubs Australia and the Smith Family. The Hub provides many opportunities to our immediate school families and local community members such as Play Group, English Lessons, Parent Support and Citizenship Support Sessions and One Box-food support boxes.

Our school has always had a significant multi-cultural component and our families represent a vast array of different nationalities. We embrace and promote these relationships and partnerships positively, through special events and days.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, the AIP Learning Key Improvement Strategy was:

- To support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

Supporting work included:

- Implementing the BPNPS school wide Numeracy Improvement Strategy.
- Designing and delivering a numeracy coaching program through an external consultant.

- Scheduling and organising professional learning around the new Mathematics curriculum, on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.
- Developing a Numeracy Sustain and Maintain Team across the school.

To support the implementation of this Key Improvement Strategy a Learning Specialist and a Disability Inclusion Coordinator were appointed. Time was also allocated in the meeting schedules and a healthy budget was provided for Professional Learning and Coaching by external and internal personnel.

Positive gains in the School Staff Survey, Student's Attitudes to School Survey showed clear evidence of their impact, with additional evidence gathered through peer observations and learning walks. This showed positive changes in teacher practice and student learning outcomes:

- Students continued to improve in the areas of both English and Mathematics
- As the school implemented the new Mathematics Curriculum 2.0, we were unable to assess our success against our 12-month target (to increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics – Number and Algebra by 5%)
- The school did not achieve the 12-month target (to increase the overall School mean score – PAT Maths for each cohort (Yr 3-6) by 3.0)
- The school did not achieve the 12-month target (to achieve the 'Exceeding or Strong students %' in Numeracy to be at least 50% for Years 3 & 5), however the Year 3s improved from 31% in 2023 to 46% in 2024 and the Year 5s remained the same at 48%

A range of additional English and Mathematics supports in the classrooms and withdrawal groups were provided with some great success. These interventions will continue throughout 2025. Several students were identified as suitable for accessing the High Abilities Learning Program in selected curriculum areas.

Students supported through the Program for Students with a Disability/Disability Inclusion were all supported and showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Wellbeing

In 2024, the AIP Wellbeing Key Improvement Strategy was:

- To effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Supporting work included:

- Identifying and scheduling appropriate professional learning for teachers implementing wellbeing programs.
- Implementing wellbeing programs to create classroom environments that promote positive mental health.

- Having each student to nominate a staff member as a key contact/mentor as a support, scheduling to meet each term or as required (may include special lunch days or events).

Family welfare needs remained a high priority for the school's social worker. We continued to provide a daily Breakfast program which was regularly used and attended by numerous students of all year levels. This program gave our students the fuel/energy and best possible start to a busy, engaging and educational day that they needed. It relied heavily on donations supplied by Foodbank Australia, members of the community, staff and parents. Our Fruit Program was another extremely beneficial program that re-fuelled our students, giving them 'brain food' helps the students to remain attentive, creative, inquisitive and engaged during class.

We continued to run the Community Hub which provided many families with the opportunity for English Classes, Child minding, Playgroup, Art classes, Cooking, Toy Library etc. Having the Hub provide these programs amongst others has given the community an increased confidence and engagement, which we are seeing filter throughout the school. We continued to participate in the 'one box initiative' which provided an increased number of our families with a box of essential food items weekly for the 2024 school year. The Hub provided the school with many professional relationships with outside agencies such as the ongoing relationship with MELI-the 'Connect Up' Program. This has enabled us to have a caseworker onsite one day per week to further support our vulnerable families. This will continue in the 2025 school year.

Health and wellbeing supports such as the above mentioned and regular check-ins were prioritised for staff, students and their families. At Bell Park North we continued to embed a check-in/students at risk tool and found this was an effective method for identifying and monitoring our students wellbeing needs and the supports needed. We will continue to embed this monitoring tool in 2025.

Engagement

Students were engaged and connected to their school and we were proud of the programs which supported the students in building resilience, persistence, engagement, and social & emotional awareness. Staff maintained a solid emphasis on further developing the student's independent and personal skills and building practices that supported the personalisation of their learning. Students were guided by their teachers in analysing their own data sets, identifying their learning entry skills and from there developing their own learning goals for English and Mathematics and the actions needed to achieve those goals. As a result, children further developed their confidence, taking ownership and responsibility for their learning.

The importance of regular attendance and punctuality was continuously promoted within the community, through regular newsletter articles as well as follow up phone calls on any unexplained absences and COMPASS morning sweeps of the attendance rolls. Regular references to DoE documents around "Every Minute Counts" were made. Despite constantly aiming to reduce absences and improve attendance, our average number of days absent for 2024 was 30.0 and our attendance rate was 84.9%.

- The school did not achieve the 12-month target (to reduce the average number of unapproved absence days (unexplained, truancy and parent choice unauthorised) by 5 days), however, there was a reduction by 1.3 days going from 12.3 in 2023 to 11.0 in 2024

- The school achieved the 12-month target (to sustain or increase the overall percentage of Sense of Confidence by 4%), going from 74% in 2023 to 78% in 2024
- The school achieved the 12-month target (to sustain or increase the overall percentage of Student voice and agency by 4%), going from 67% in 2023 to 72% in 2024
- The school did not achieve the 12-month target (to increase the overall percentage of Resilience by at least 5%), remaining the same at 66% in 2023 and 66% in 2024

Other highlights from the school year

- The annual school concert was a success. It was held on site and great numbers were in attendance.
- Bell Park North's Family Fun nights were once again a hit for the community, where staff, students, families and other members of the community came together to strengthen partnerships
- The school's sporting teams represented the school positively and had some successes
- The school had many representatives in cross-country and athletics progress to further rounds
- There were many community events and activities such as, Book week, Easter Hat parade, Author visits, Important people afternoons, and other dress-up days and fundraising events
- Environmental programs, such as the Green Team have had a positive impact on the school's environment and surrounds
- Student voice and agency was well supported throughout the school with having a strong SRC presence and representation across all cohorts
- Staff and student mentors were assigned and special lunch days were had together

Financial performance

Bell Park North Primary School, we continue to strategically apply our funds to ensure that our priority areas are effectively resourced in a fashion to assist in achieving not only student learning and welfare goals but in ensuring the physical aspects of the school are well maintained. We have been successful in doing this through effective financial management and sound budgeting.

We were fortunate to be successful with the following grant applications:

- We received equity funding of \$435,008 in credit and cash which was used for School Improvement-staffing allocation and programs. These funds were also used for staff professional learning and hiring of consultants, around improving school goals and best teaching practice.
- The school received a Sporting Schools Grant of \$4650

The school had no extraordinary revenue items to note.

A major expenditure item to the school was the installation of some automatic gates at a cost of \$27,725

School Council contracts/agreements:

- Brighton Services Australia Cleaning
- Their Care - 3 year extension to contract

The net operating statement for 2024 indicates the school year ended with a surplus of \$132,768

**For more detailed information regarding our school please visit our website at
<https://www.bpnps.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

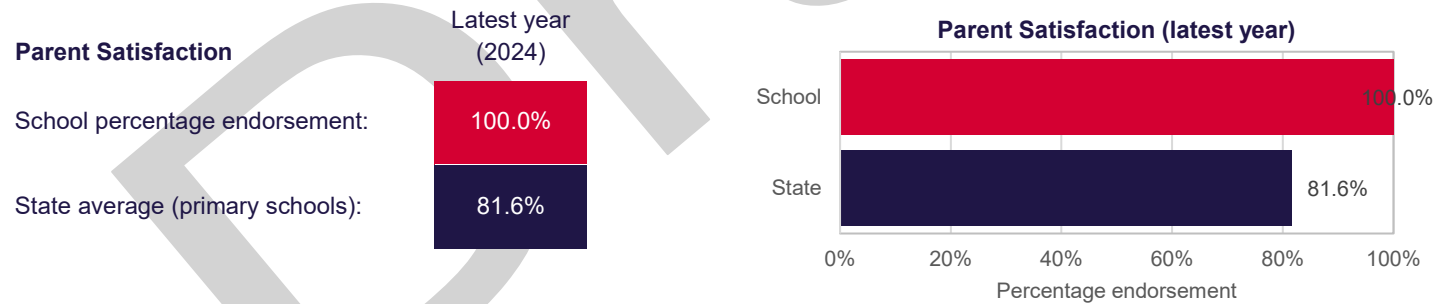
A total of 283 students were enrolled at this school in 2024, 153 female and 130 male.
24 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

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**

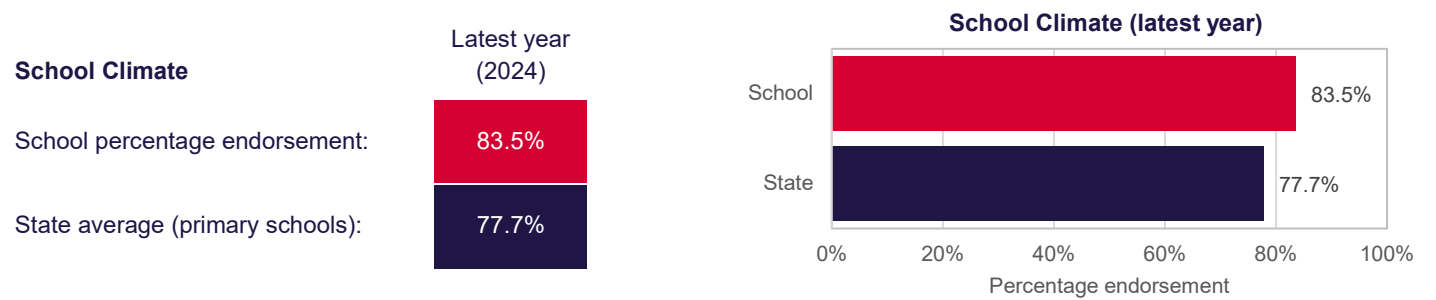
Parent Satisfaction Summary

The 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.

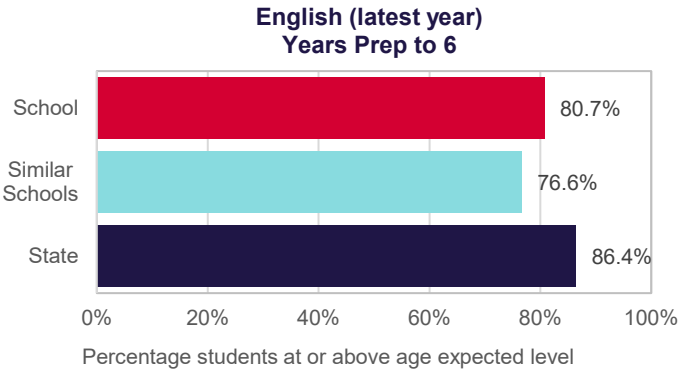
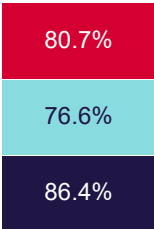
English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



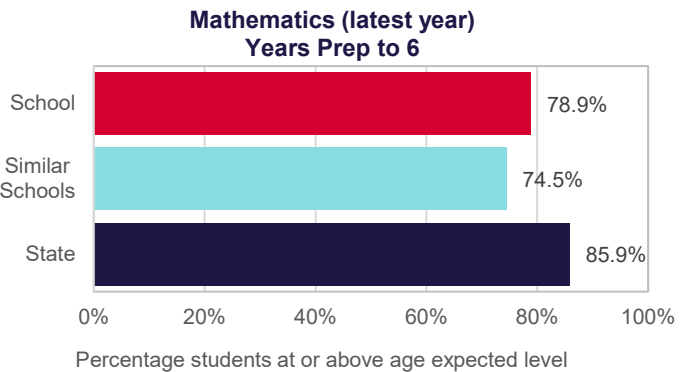
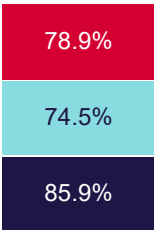
Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



LEARNING (continued)

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

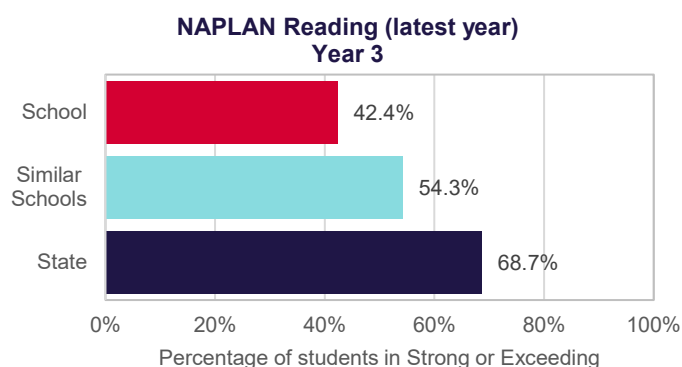
NAPLAN

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

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

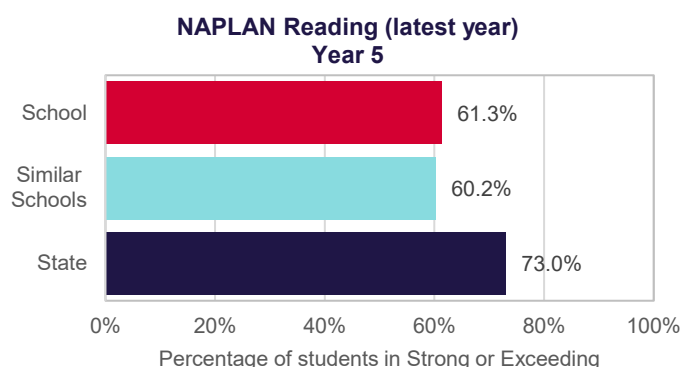
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.4%	48.3%
Similar Schools average:	54.3%	55.6%
State average:	68.7%	69.2%



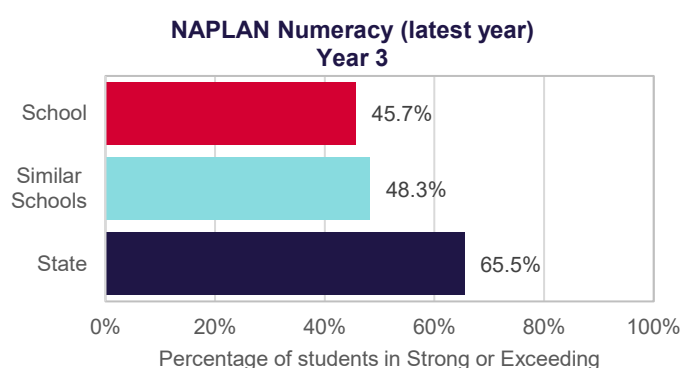
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	61.3%	65.0%
Similar Schools average:	60.2%	63.9%
State average:	73.0%	75.0%



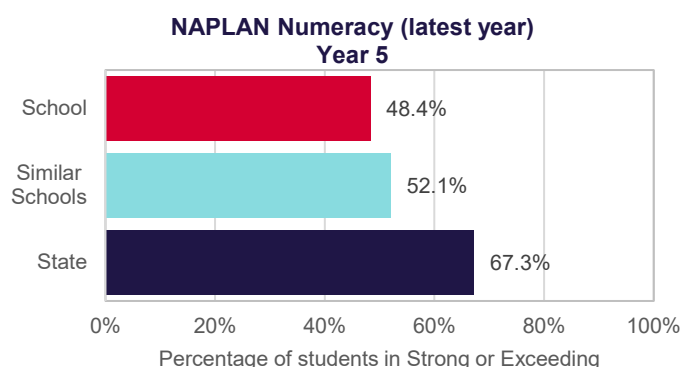
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.7%	39.3%
Similar Schools average:	48.3%	50.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	48.4%	48.2%
Similar Schools average:	52.1%	52.2%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

70.0%

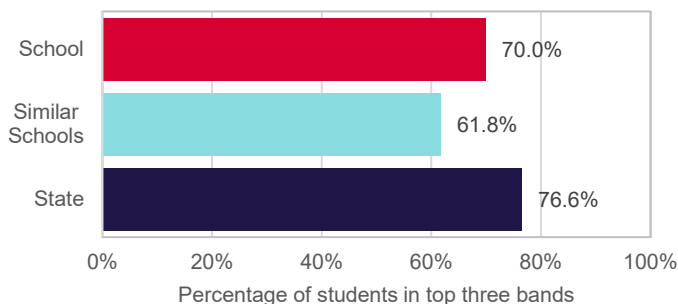
Similar Schools average:

61.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

57.1%

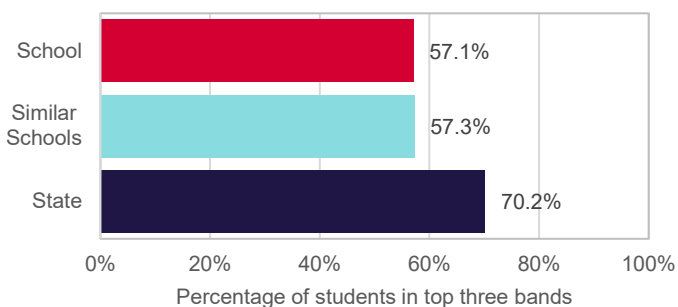
Similar Schools average:

57.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

33.3%

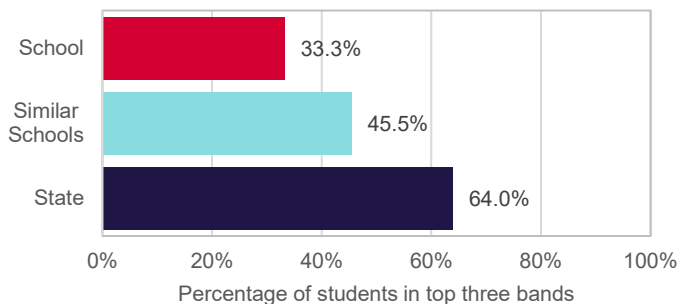
Similar Schools average:

45.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

37.0%

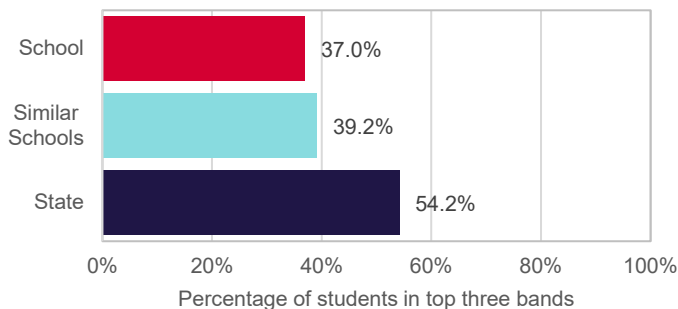
Similar Schools average:

39.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

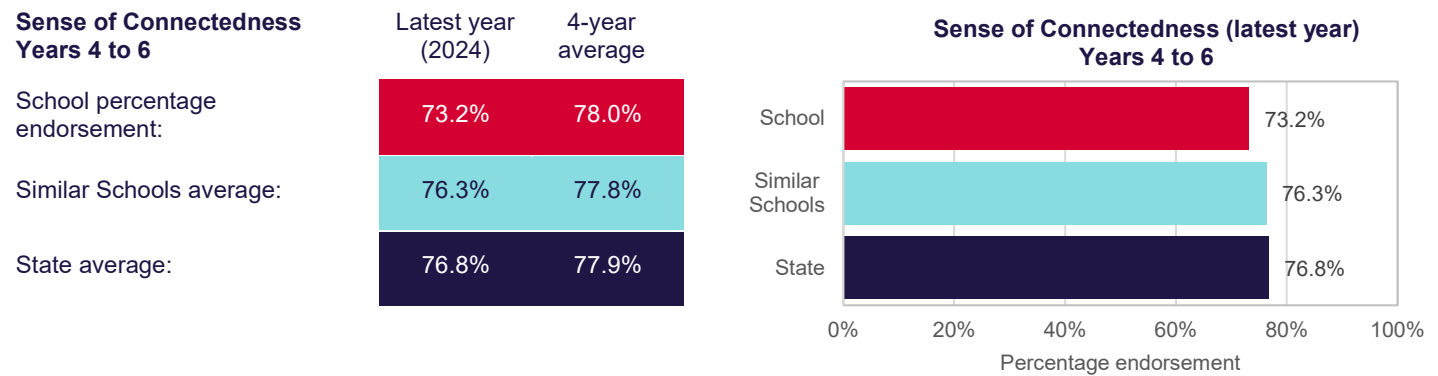


WELLBEING

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.

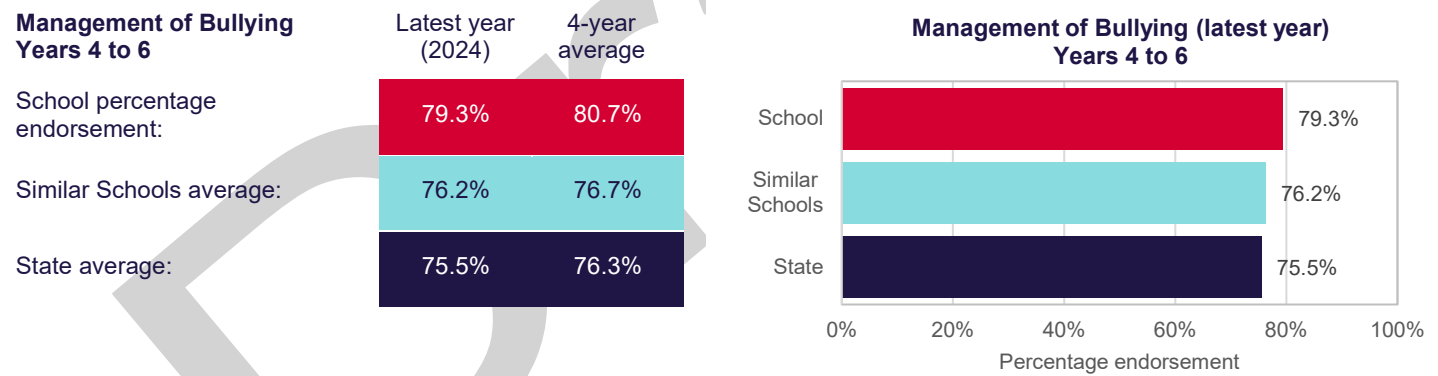
Student Attitudes to School – Sense of Connectedness

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).



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).

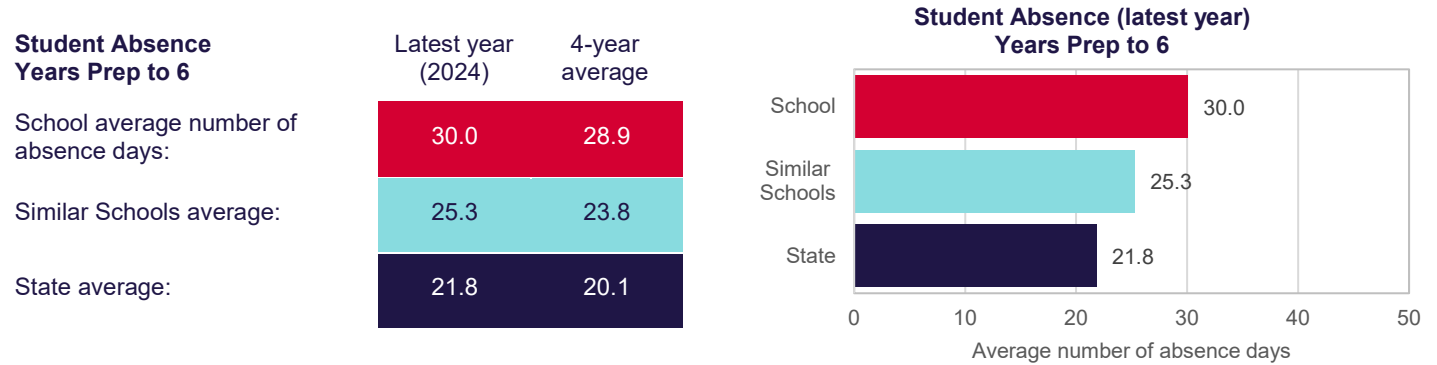


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	83%	85%	86%	88%	86%	85%	78%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,926,202
Government Provided DET Grants	\$909,833
Government Grants Commonwealth	\$62,580
Government Grants State	\$10,000
Revenue Other	\$266,625
Locally Raised Funds	\$107,629
Capital Grants	\$0
Total Operating Revenue	\$8,282,869

Equity ¹	Actual
Equity (Social Disadvantage)	\$435,008
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$435,008

Expenditure	Actual
Student Resource Package ²	\$6,519,466
Adjustments	\$8,509
Books & Publications	\$5,748
Camps/Excursions/Activities	\$133,403
Communication Costs	\$1,505
Consumables	\$111,211
Miscellaneous Expense ³	\$99,424
Professional Development	\$87,193
Equipment/Maintenance/Hire	\$72,751
Property Services	\$137,643
Salaries & Allowances ⁴	\$199,835
Support Services	\$226,590
Trading & Fundraising	\$104,246
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,607
Total Operating Expenditure	\$7,753,130
Net Operating Surplus/-Deficit	\$529,738
Asset Acquisitions	\$28,647

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$434,518
Official Account	\$69,508
Other Accounts	\$0
Total Funds Available	\$504,027

Financial Commitments	Actual
Operating Reserve	\$206,288
Other Recurrent Expenditure	\$36,241
Provision Accounts	\$5,865
Funds Received in Advance	\$124,973
School Based Programs	\$2,200
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	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$425,567

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.