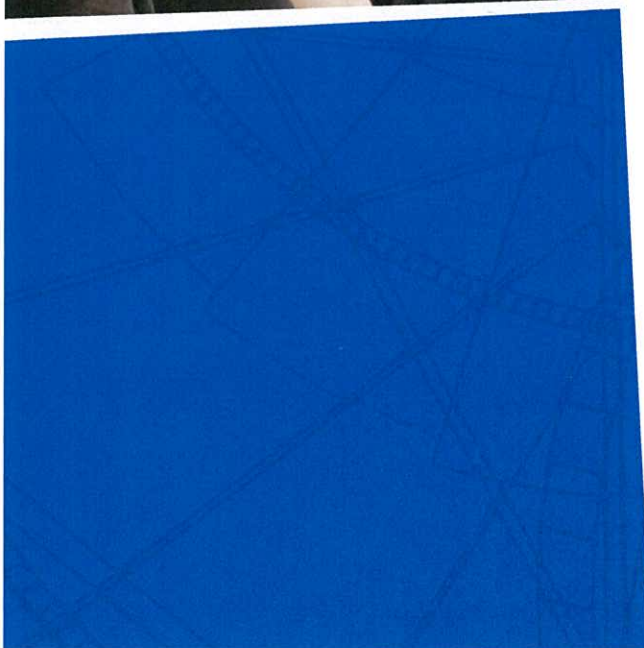
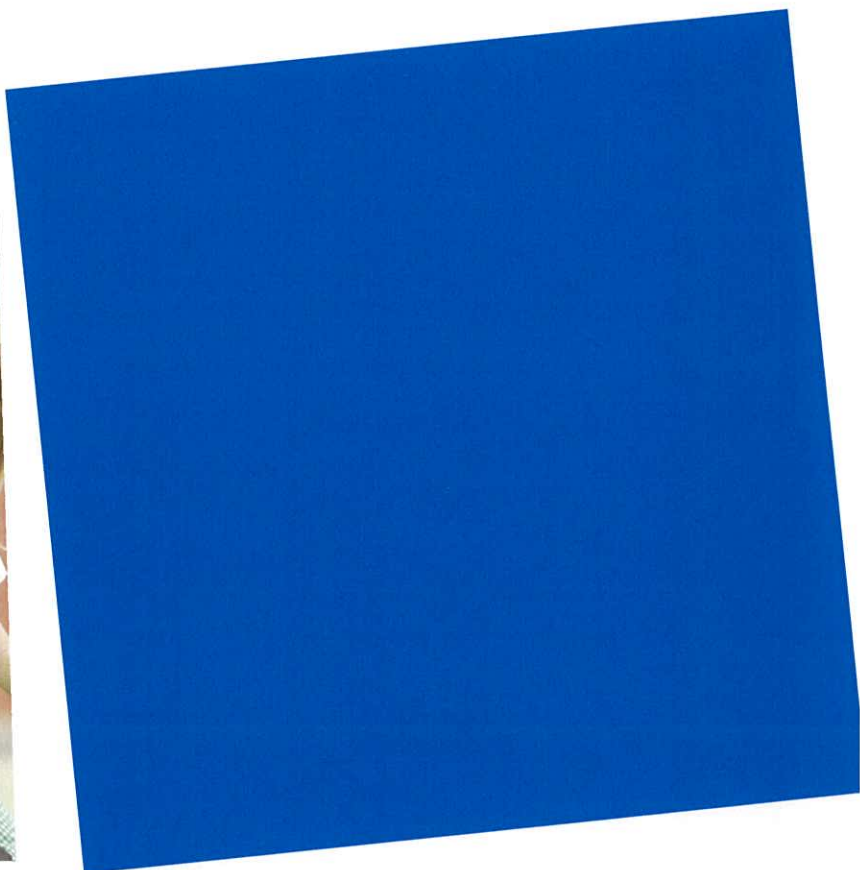


2012 Annual Report to the School Community

Beaumaris Primary School
School Number: 3899



Beaumaris Primary School

Beaumaris Primary School is set in a quiet residential area close to beaches, sporting facilities, shopping villages and public transport. Our school has a backdrop of beautiful gums, a well maintained oval and gardens of natives and plants indigenous to the area, enjoyed by 536 students and their families, 2 Principal class and 43 Staff.

A strength of our school is the value placed on community by students, staff, families and local residents and the level of active parent involvement. Our shared purpose is 'Learning Together'. We believe in and are committed to providing quality learning experiences that offer our students both support and challenge to enable them to develop knowledge, skills and attitudes that are transferrable and adaptable to whatever their future holds. To achieve this, we have a shared understanding of effective learning and teaching and our school values of respect, resilience, responsibility and relationships underpin a culture of inclusivity, connectedness and sense of belonging within the school. We blend strong, everlasting traditions and beliefs with innovative and contemporary practice. We work collaboratively with our local network schools and host tours by local, state and interstate colleagues to share our professional knowledge, practice and resources.

Our programs adhere to the prescribed curriculum for all government schools. Teachers differentiate the curriculum and personalise learning to meet the learning needs of our students. Specialist programs are offered in Physical Education, Visual and Performing Arts, Japanese, Science, Sustainability and Instrumental Music in a range of indoor and outdoor learning spaces. This demonstrates our goal to provide a positive, engaging learning environment focussed on meeting the diverse talents, interests, passions and needs of our students.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Our student achievement data, based on teacher assessments of student learning against the prescribed curriculum, and NAPLAN data for students in Years 3 and 5, reflects levels of achievement similar to schools with a similar student cohort.</p> <p>Targetted professional learning <i>in situ</i>, was a focus for Consultants and our School Improvement Teams. Our focus on improving mathematics outcomes was facilitated by Numeracy Consultant Maragrita Breed and the Beachside Network. Julie Shepherd, Literacy Consultant worked with teachers to review and improve our literacy program. Consultants Kathy Walker and Rachel Fox mentored teachers to implement personalised and developmentally appropriate practices. Teachers worked collaboratively in planning time to plan differentiated programs, based on assessment, and monitor and address differing student needs. Science teachers used a co-teaching model to build our students' knowledge and skills in Science.</p>	<p>Our student attendance is at a level similar to other schools and some non-attendance continued to be attributed to extended family holidays.</p> <p>Our Student Attitudes to School survey data improved and indicated that our students feel safe in their learning environment and connected with their peers. To strengthen the students' sense of connectedness, we focussed on constructing learning that included <i>home group</i> and <i>across cohort</i> learning opportunities in a flexible, contemporary space. Our four school values continued to underpin the culture in our learning community.</p> <p>Teachers model our school values with their students and establish cocreated norms for working together. Our Student Wellbeing Support Plan sets guidelines for socially responsible behaviours across the school and promotes consistent, well established expectations. Student leadership opportunities, Buddies Program and Funtime Lunchtime activities enhanced a sense of wellbeing within the school.</p>	<p>Our enrolments were generated largely from the local area and reflected a range of cultures. Some transience occurred due to parent employment.</p> <p>The Prep, Year 6 to 7 Transition Programs and transition into the school at other year levels were seen by teachers as an important time to establish relationships with students and their families. The program involved tours, informal and formal visits prior to commencement, depending on the age group, and needs of the students and their families. Our Prep Coordinator communicated with parents and pre-schools to develop knowledge of our new students. Our Secondary School transition coordinator facilitated opportunities for our year five and six students to participate in a range of different familiarisation programs in their secondary school.</p> <p>In December highly successful transition meetings were held by teachers to exchange information about the social and learning needs of students to assist continuity of learning to the next level.</p>
<p>For more detailed information regarding our school please visit our website at www.beaups.vic.edu.au</p>		
<p>or view our 2012 Annual Report online at http://www.vrqa.vic.gov.au/SReg</p>		

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$446,347
Commonwealth Government Grants	\$11,324
State Government Grants	\$0
Other	\$18,520
Locally Raised Funds	\$564,312
Total Operating Revenue	\$1,040,503

Expenditure

Salaries and Allowances	\$203,727
Bank Charges	\$4,577
Consumables	\$92,736
Books and Publications	\$3,981
Communication Costs	\$9,886
Furniture and Equipment	\$85,888
Utilities	\$40,021
Property Services	\$160,014
Travel and Subsistence	\$125
Motor Vehicle Expenses	\$0
Administration	\$10,526
Health and Personal Development	\$2,103
Professional Development	\$47,613
Entertainment and Hospitality	\$6,951
Trading and Fundraising	\$101,920
Support / Service	\$48,536
Miscellaneous	\$244,811
Total Operating Expenditure	\$1,063,415

Net Operating Surplus/-Deficit **-\$22,912**

Capital Expenditure **\$7,975**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$50,082
Official Account	\$10,311
Other Bank Accounts (listed individually)	
Building Fund	\$14,608
Library Fund	\$8,593
Cash Management	\$177
Futures Account	\$16,659
(insert)	\$
(insert)	\$
Total Funds Available	\$100,430

Financial Commitments	2012 Actual
School Operating Reserve	\$60,000
Assets or Equipment Replacement <12 months	\$
Capital – Building/Grounds including SMS <12 months	\$
Maintenance – Building/Grounds including SMS <12 months	\$
Beneficiary / Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Receipted in Advance	\$
School based programs	\$
Region / Network / Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement >12 months	\$
Capital - Building / Grounds including SMS >12 months	\$40,432
Maintenance - Building / Grounds including SMS >12 months	\$
Total Financial Commitments	\$100,432

Financial performance and position commentary

Beaumaris Primary School has over last 12 months continued, to invest in the development of it's curriculum, pedagogy and infrastructure.

This has included implementing the Walker Learning Approach, further professional development for teaching staff and the replacement of ICT hardware.

Maintenance and property services expenditure placed further pressure on the school's budget but the overall financial position remains strong.

The school community supported continuing fundraising to further ensure all students have some of the best resources available.

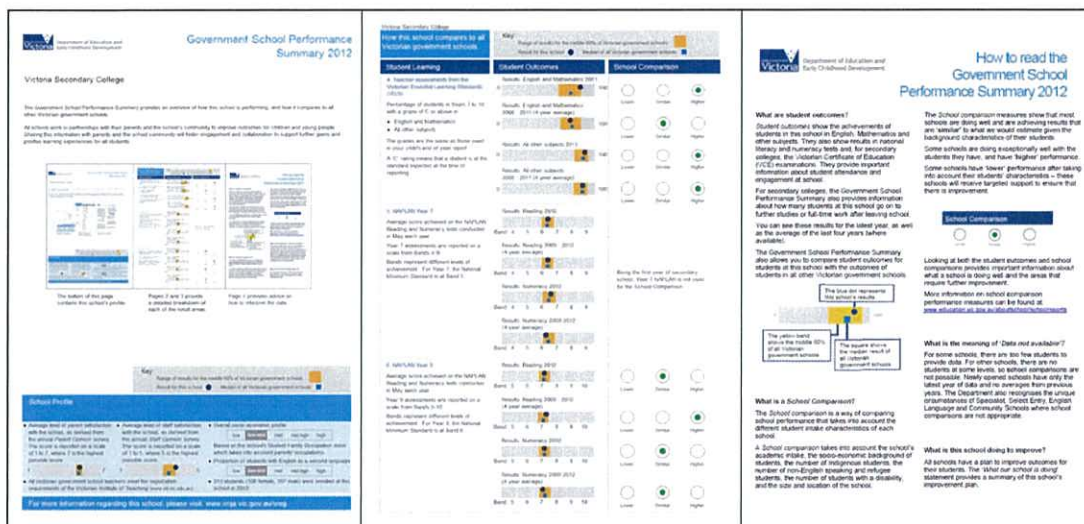
The school has further plans over the next few years to update some of the older areas in the school into new learning environments.

Both the management of the school and School Council ensures sound financial management of the school's budget and further progression of the School's Strategic Plan.

Beaumaris Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

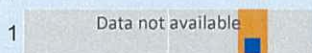
Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school: ● Median of all Victorian government schools: ■

School Profile

- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

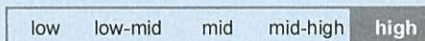


- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.



- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

- Overall socio-economic profile



Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language



- 554 students (277 female, 277 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:

Median of all Victorian government schools:



Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2011



Results: English and Mathematics 2008 - 2011 (4-year average)



Results: All other subjects 2011



Results: All other subjects 2008 - 2011 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

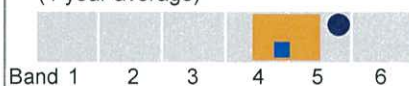
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

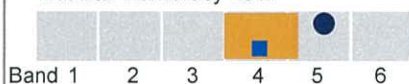
Results: Reading 2012



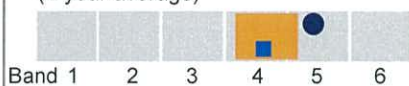
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

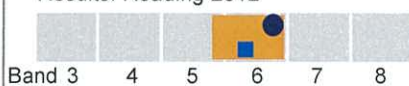
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

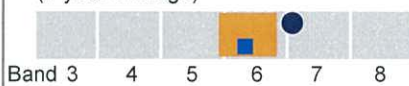
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

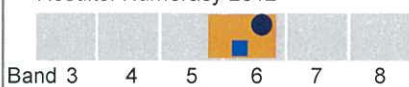
Results: Reading 2012



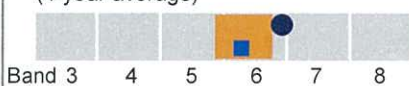
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school:

Median of all Victorian government schools:

Student Engagement and Wellbeing

6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Results: 2011



Results: 2008 - 2011 (4-year average)



Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94%	93%	94%	95%	94%	95%	94%

Results: 2012



Results: 2009 - 2012 (4-year average)



7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2012

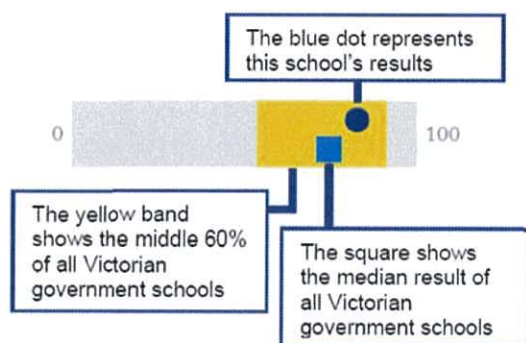
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

School Comparison



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
www.education.vic.gov.au/aboutschool/schoolreports

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.