

2015 Annual Report to the School Community

Beaumaris Primary School

School Number: 3899



Name of School Principal: Sheryl M. Skewes

Name of School Council President: Antony Falkingham

Date of Endorsement: 19 April 2016

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Beaumaris Primary School is set in a quiet residential area close to beaches, sporting facilities, shopping villages and public transport. Our school is set against a backdrop of beautiful gums, a well maintained oval and gardens of natives and indigenous plants, enjoyed by 533 students and their families, Principal, Assistant Principal, 34 teachers and 6 Education Support Staff. We enjoy a high level of involvement and support from parents and the home/school partnership is highly valued. We are committed to the implementation of contemporary research based teaching and learning practices of the Walker Learning Approach. Our shared purpose is "Learning Together." We provide quality learning experiences that offer our students both support and challenge that 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 a sense of belonging. Our programs adhere to the prescribed curriculum for all government schools. Teachers differentiate the curriculum and personalize learning to meet the learning needs of our students. We blend strong everlasting traditions and beliefs with innovative and contemporary practice. We enjoy a very strong collaborative relationship with our local network of schools and host tours by local, state and interstate colleagues to share our professional knowledge, practices and resources across the broader education community. Specialist programs are offered in Physical Education, Visual and Performing Arts and Japanese, as well as ICT and Sustainability programs in a range of indoor and outdoor learning environments. A range of extra curricula activities is offered to accommodate the diverse interests, passions and talents evident in our students. We provide positive, dynamic learning experiences and opportunities to engage, challenge, inspire and honor our students, our future.

Achievement

Student achievement in English and Mathematics in 2015 based on the Australian Curriculum Victorian Essential Learning Standards (AUSVELS) continued to be above state and regional means. In 2015 our Year 3 and Year 5 NAPLAN results indicated students achieved well above the state mean in Numeracy, Writing, Reading, Spelling, Grammar and Punctuation. To improve student learning, our school continued to build an ongoing teacher professional development program *in situ* facilitated by our consultants Sue Fine (Numeracy) Julie Shepherd (Literacy) and David Anderson (Learning and Teaching). Consultants worked with the Leadership Team and teachers as critical friends to continually review our classroom programs, teaching strategies for differentiation to ensure continuous improvement in student learning outcomes. Teachers worked collaboratively in Professional Learning Teams and School Improvement Teams to develop an alignment of practice across the school. Teachers also planned in year levels teams each week to design both support and enrichment programs based on fluid groupings across the cohort in response the interpretation of a range of assessment strategies that reflected differing student needs. The Student Performance Analyser was launched to provide continuous fidelity in tracking student achievement from year to year. Moderation of student work samples continued within and across year levels and with other schools in the cluster. Transition meetings between teachers at the end of the year strengthened continuity in student learning from year to year.

Engagement

The Department of Education *Every Day Counts* information, which highlights the correlation between regular attendance and achievement levels, was communicated to parents via the newsletter and Student Reports. Extended family holidays continued as common reason for extended student absence. To accommodate the diverse interests of our students and engage them further in learning, a broad range of extra curricula activities was offered at the school including Camps, Swimming, Kitchen Garden, Bike Education, Sustainability Program, Instrumental Music Programs, Glee Club, Chess Kids, Lego Club, Wise Ones, Kelly Sports, Bollywood Dancing and Hot Shots Tennis. Student achievements were celebrated through teacher and peer feedback, classroom affirmations, year level expos, award presentations at student led assemblies, social media and our school newsletter. Within our school, student voice was enabled through student captains in roles of responsibility linked to curriculum areas, Junior School Council and Friendship Ambassadors, and opportunities for school representation in the broader community. Class meetings and a range of classroom and whole school responsibilities empowered students and engaged them in the daily rhythm of life at school.

Wellbeing

Our well established school values, Respect, Responsibility, Relationships and Resilience underpin our learning community. Co-created classroom norms developed by the students and teachers were the foundation for our respectful, constructive learning environment.

Our Student Attitude to School survey data reflected our students feel safe in their learning environment.

Our Student Wellbeing Support Plan provided guidelines for socially responsible behavior and promoted consistent well established expectations.

Throughout the year parents and teachers worked together to monitor individual student wellbeing and support. Parent teacher interviews were again teacher and parent initiated throughout the year, and in June and December to coincide with semester one and two Student Reports.

Programs to support student wellbeing included Reading, ICT, Friendship and Pastoral Care Buddies as well as the Sustainability and Bully Stoppers programs. Our teachers developed the management of student leadership roles and organized social skills programs through the Step Up and Start Up Programs to assist student transitions. Junior School Council organized events that empowered our students to contribute to local and global charities.

Many traditional whole school events continued throughout the year and strengthened positives attitudes about school, a culture of community, belonging and caring among the students, teachers and parents. Strong parent support for school initiatives was evident in School Council and associated subcommittees, Beaumaris Fathers Activity Club, Parent Club, Fete Committee, Garden Club and Kitchen Garden Club.

In 2015 our Centenary Open Day celebrated the achievements of the school as a provider of primary education for one hundred years in the Beaumaris community. The event initiated an inaugural student and teacher alumni that will expand in the years ahead to maintain a connection to the school. The Artist in School Grant enriched students' understanding of our significant school history which was recorded on a collection of zaishu stools. A Public Records Office History Project Grant will enable the school to appropriately archive historical information and artefacts collected during our centenary year.

For the interest of future generations, all families within the school contributed to the compilation of Centenary Journals to give an insight into the family life of a student at Beaumaris Primary in 2015.

Productivity

The School Council and Leadership Team continued to maintain a unified approach to school resource management aligned with the School Strategic Plan.

Our professional learning community model for performance and development, staff professional development, distributed leadership and meeting structures reflected the practices of a high performing school. (Department of Education *Effective Schools Model*)

The staged upgrade of our ICT infrastructure over recent years enabled the expansion of the Bring Your Own Device program in 2015, with additional purchases of ipads and chargers, available to all year levels, made possible by funds raised by the highly successful Centenary Fete. Fete funds also enabled the school to install four additional split systems. All spaces across the school are now fitted with split systems.

The delivery of a double portable enabled our Year 3 students to begin the year in a brand new learning space. The completion of the Stage One refurbishment of the LTC provided our Year 4 students and teachers with a contemporary learning space with easy access to the outdoor learning environment. Painting, re-carpeting and additional fixtures and fittings in a double portable provided fresh, clean spaces for our Library and Japanese programs.

The high level of parent support and the goodwill of the parent and broader community is a feature of the school.

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

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 526 students were enrolled at this school in 2015, 279 female and 247 male. There were 3% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



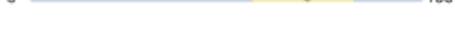
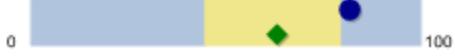
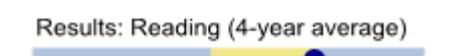
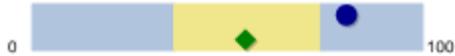
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>54%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>56%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>59%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>57%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>63%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	54%	34%	Numeracy	20%	56%	24%	Writing	13%	59%	29%	Spelling	27%	57%	16%	Grammar and Punctuation	20%	63%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	94 %	94 %	92 %	91 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	94 %	94 %	92 %	91 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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 Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

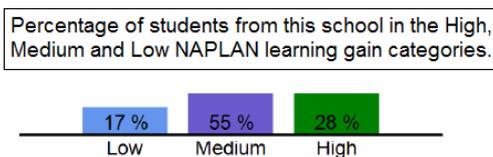
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.

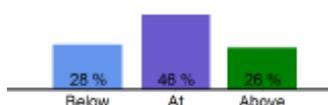


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 Aboriginal 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.

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:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$3,496,455
Government Provided DET Grants	\$398,727
Government Grants Commonwealth	\$7,878
Government Grants State	\$12,301
Revenue Other	\$16,565
Locally Raised Funds	\$781,060
Total Operating Revenue	\$4,712,987

Funds Available	Actual
High Yield Investment Account	\$69,622
Official Account	\$23,158
Other Accounts	\$267,322
Total Funds Available	\$360,102

Expenditure	
Student Resource Package	\$3,301,460
Books & Publications	\$3,671
Communication Costs	\$7,424
Consumables	\$61,670
Miscellaneous Expense	\$388,649
Professional Development	\$56,035
Property and Equipment Services	\$430,459
Salaries & Allowances	\$117,072
Trading & Fundraising	\$164,093
Travel & Subsistence	\$106
Utilities	\$21,975
Total Operating Expenditure	\$4,552,614
Net Operating Surplus/-Deficit	\$160,373
Asset Acquisitions	\$17,126

Financial Commitments	
Operating Reserve	\$169,042
Asset/Equipment Replacement < 12 months	\$20,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$90,455
Revenue Received in Advance	\$9,532
School Based Programs	\$17,960
Provision Accounts	\$2,088
Capital - Buildings/Grounds incl SMS>12 months	\$51,025
Total Financial Commitments	\$360,102

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Miscellaneous Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

Beaumaris Primary School completed a successful year with a surplus of \$160,373.

Parent support for the school was strong and during the year the school raised considerable local funds through a range of activities and the Centenary Fete.

These funds allowed the school to continue to develop our curriculum, pedagogy and infrastructure. Air conditioning

was installed in Year 5 and 6 classrooms, our ICT infrastructure was upgraded, ICT equipment was purchased for students as were additional literacy and numeracy teaching resources.

School Council is committed to providing a well maintained, contemporary learning environment for the students. Stage One of a major refurbishment of the LTC building was completed. A double portable was also upgraded.

School Council and the Leadership Team ensured sound financial management and good governance of the school's budget to enable the achievement of ongoing improvements to the school.