

2020 Annual Report to The School Community



School Name: Beaumaris Primary School (3899)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 March 2021 at 09:50 AM by Sheryl Skewes (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 March 2021 at 04:09 PM by Steve Marshall (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Beaumaris Primary School is located in a quiet residential area of Bayside, close to beaches, sporting facilities, shopping villages and public transport. Our school site enjoys a backdrop of beautiful gums and gardens of native and indigenous plants.

Our school values underpin a culture of inclusivity, connectedness and belonging. Our values and beliefs form the foundation of our school, describe who we are and what we stand for.

Our school values:

Respect: Valuing all staff, students, parents and community members

Resilience: Being optimistic, developing perseverance and self-management skills

Responsibility: Being accountable for one's own actions, resolving difficulties in a constructive and peaceful way, and taking care of the environment

Relationships: Teamwork and tolerance between all school members

Our vision is to empower our students to become adults who are self responsible, think critically and who will thrive and make a positive contribution to the world in which they live.

To support the achievement of our vision, our Strategic Plan 2018-2022 includes the following goals:

1. To improve literacy outcomes for all students.

By building consistent practice through embedding our whole school pedagogical model and high impact teaching strategies we will further enable a steady upward trajectory of learner growth.

2. To develop all students as 21st century learners.

There is a growing global focus on the development of learner capabilities and competencies. Through developing 21st century learners we will ensure students have the knowledge and skills to be successful in the modern workforce.

3. To improve Science, Technology, Engineering, Arts and Mathematics (STEAM) outcomes for all students.

The STEAM framework is connected to and supports our focus on developing 21st century learners. Students will develop skills to think scientifically and logically, problem solve and collaborate to create solutions.

Our enrolment in 2020 reached 565 students, comprising of 295 girls and 270 boys. There was low mobility of neighbourhood students.

In 2020 the school was organised around 24 classes.

Our Prep students were drawn from five local pre-schools.

In recent years an increasing percentage of our Year 6 students enrolled at government secondary schools.

The school leadership consisted of the principal, assistant principal, two learning specialists and one acting leading teacher. The staff profile included twenty seven classroom teachers and eight Education Support (ES) staff. Seven teachers were part time, four sharing classroom positions and three in specialist positions or support roles. Six ES personnel were part time.

Our model of collaborative decision making and distributed leadership, underpinned by agreed staff norms and values, enriches the collective responsibility staff have for the effective operation of this school.

Our learning community provides an environment where students feel safe, valued and included. Students are supported to achieve academic success through the development of a strong sense of personal wellbeing. Overall, the school is orderly and calm and our students appear settled and engaged in their learning. Our programs adhere to the prescribed Victorian Curriculum. Teachers differentiate and personalise the curriculum to meet the diverse learning needs of our students.

We implement the contemporary research-based teaching and learning practices of 21st century learning design. We provide learning experiences that both support and challenge our students to enable them to develop knowledge, skills and attitudes that are transferrable and adaptable in the years ahead. We have a shared understanding of effective

learning and teaching through the development of an agreed instructional model and a whole school pedagogical model.

Student voice, agency and leadership are enabled through our pedagogical approach. Engagement in community events and our whole school focus on sustainability enable students to action local and global initiatives. Digital Technology is embedded within our pedagogy through the use of iPads, laptops, interactive whiteboards and interactive TVs. In 2020 we implemented the BYOD laptop program in Year 4 using the Microsoft platform. Extra-curricular activities, somewhat intermittently available in 2020 due to the pandemic, accommodate the broad interests, passions and talents evident in our students and include camps, excursions, incursions, instrumental music, Lego Club and Hot Shots tennis.

We are proud of our school. We strive to provide learning experiences and opportunities to engage, challenge, inspire and honour our students.

Framework for Improving Student Outcomes (FISO)

Improvement Priority: Excellence in teaching and learning.

Improvement Initiative: Building practice excellence.

2020 Key Improvement Strategies (KIS):

- Build teacher capacity to analyse data to inform teaching and learning in reading, spelling and writing.
- Build agency, voice and leadership for all students in their learning.
- Refine and embed an agreed whole school pedagogical model.
- Develop curriculum emphases focused on local and global citizenship and 21st century learning priorities through the implementation of the general capabilities.

Reflections on our progress through our Annual Implementation Plan indicated much had been achieved during the year albeit at times in new and unintended directions. Most Key Improvement Strategies (KIS) were partially completed due to the disruption caused by the COVID-19 Pandemic, and actions and activities changed according to need. The school pivoted in different directions according to student's learning needs, and those of the school community.

Whilst the pandemic presented many challenges, remote learning also enabled us to be innovative in our approach to learning and teaching.

Remote and flexible learning was implemented through:

- Communicating processes, protocols, information and guidelines to students, parents and staff in a timely manner
- Communicating learning tasks in advance for students to complete at their own pace each day
- Distributing a parent survey in Week 3 to ascertain their views on key features of Home Learning and inviting them to provide anecdotal feedback as well
- Allocating meeting time to enable teachers to analyse the parent survey data, address any concerns and make adjustments to the daily learning plan where appropriate.
- Using Padlet as a reflection and feedback tool with staff and the results informed the focus for professional learning
- Staff reflecting on learning and teaching practices
- The development of frameworks for ES staff and our Learning Support Teacher to assist students with learning needs
- Increased interactions with families and carers further strengthened the partnership between home and school and enriched the learning process.

Considering the degree of disruption caused, we maintained a strong focus on our Annual Implementation Plan KIS and used the shift to remote learning as an enabler.

Overall, the leadership team supported the implementation of our KIS through:

- Co-creation of agreed staff norms, values and team protocols as the foundation for our work together throughout the year. Relational trust, respect, collaboration and collegiality underpin highly effective schools.
- Leadership and guidance provided by the Professional Learning Community (PLC) Leaders and Administration Leaders to ensure the delivery of an effective curriculum at each year level and across the school.
- Completion of our agreed whole-school pedagogical model and further embedding our agreed instructional model that encompasses explicit teaching, and the use of high impact teaching strategies including learning intentions and

success criteria.

- Engagement of a 21st Century Learning Design- 21CLD Consultant to provide professional learning to support the key improvement strategies. Additional professional learning was facilitated by the leadership team and teacher experts.
- Collaboration of teaching teams during on-site and remote learning to ensure the delivery of detailed planning documents and differentiated learning tasks. Planning documents were shared using online platforms to facilitate consistency and congruency in the delivery of the curriculum P-6.
- Continuing to use Student Performance Analyser (SPA) as a tool to record, analyse and track student achievement across a range of curriculum areas and plan for the varying learning needs of our students. Essential Assessment - Numeracy and Literacy, Seesaw, Microsoft Teams, One Note, Wushka and Epic were additions to the suite of online platforms available to students and parents. Online platforms further enriched learning and teaching, assessment, engagement and connectedness.
- Continued implementation of Seven Steps and VOICES to further engage students in the writing process. Teachers collaborated to moderate student writing samples P-6.
- Continued implementation of our whole spelling school scope and sequence which was enhanced through the use MSL strategies and Structured Word Inquiry strategies as appropriate.
- Working with our 21st Century Learning Design- 21CLD Consultant, to develop inquiry units in both online and face-to-face formats across the school.
- The development of student personal learning goals term by term. Through student voice and agency and the development of personal learning goals, students became more engaged, empowered and responsible for progressing their learning. Students experienced a challenging year, yet due to support and strategies provided by parents and teachers, BPS students in Years 4, 5 and 6 indicated (through the Attitudes To School Survey) that there was increased 'student agency and voice' and 'resilience'.
- Maintaining a focus on instructional leadership by engaging with network and cluster principals through regular online forums. The purpose was to exchange practice, and to develop and strengthen teaching and learning approaches to further enhance student and staff learning and wellbeing on-site and at home.

Achievement

Our programs and approaches to teaching and learning continued to be built around high expectations for student learning with an emphasis learning gain through point of need instruction.

To enable point of need instruction and differentiation, we maintained a focus on purposeful data collection and effective data analysis, to inform learning and teaching.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.

We developed a strong focus on upskilling staff in the use of online platforms to deliver writing, reading, spelling and mathematics programs during Home Learning.

We focused on:

- Ongoing, targeted professional development in situ and online.
- Teacher collaboration in year levels to plan a differentiated program using fluid groupings.
- Tracking student achievement and progress using of a range of assessment tools and moderation of student work samples within and across year levels.
- Monitoring student learning gain based on standardized assessments, and teacher judgements against the Victorian Curriculum.

To ensure our student learning outcomes in all areas continued to improve, we focussed on consistency and congruency in the delivery of the curriculum P-6.

We continued to implement:

- BPS instructional model focused on student-centred pedagogy, a gradual increase in student self responsibility for their learning, explicit teaching, learning intentions and success criteria.
- CAFE reading framework (Comprehension, Accuracy, Fluency and Expanded Vocabulary), in all year levels to improve reading across the school.
- Seven Steps writing framework in conjunction with VOICES (Vocabulary, Organization, Ideas, Conventions, Explore Vocabulary and Sentence Fluency) which also assisted with the consistency of instruction through the school.

- Spelling Scope and Sequence Framework taught through the Multi-Sensory Structured language approach (MSL) and Structured Word Inquiry.
- Whole school scope and sequence for the teaching of Mathematics.
- Screening of all Prep students prior to their commencement to determine their individual needs in the area of phonics and phonemic awareness.
- English and Mathematics Online Interview with all Prep students in Term One to further understand their learning needs.
- Tracking and analysing student achievement data using SPA and the SPA continuum, Essential Assessment: Numeracy and Literacy as whole school assessment and diagnostic tools.
- Whole school planning documents that supported a differentiated program, the agreed whole school instructional model and aligned with the Victorian Curriculum.

School performance:

Based upon the expectations for student achievement in line with the Victorian Curriculum, student achievement data for P-6 in English showed high percentages of students achieved at or above the expected level.

BPS:	Reading 95%	Speaking and Listening 98%	Writing 93%.
Similar Schools:	Reading 95%	Speaking and Listening 97%	Writing 92%.
State:	Reading 86%	Speaking and Listening 91%	Writing 81%.

Based upon the expectations for student achievement in line with the Victorian Curriculum, student achievement data for P-6 in Mathematics showed high percentages of students achieved at or above the expected level.

BPS:	Measurement and Geometry 96%	Number and Algebra 95%	Statistics and Probability 96%.
Similar Schools:	Measurement and Geometry 95%	Number and Algebra 95%	Statistics and Probability 95%.
State:	Measurement and Geometry 85%	Number and Algebra 85%	Statistics and Probability 85%.

At Beaumaris Primary School we have 13 students, ranging from Prep to Year 6, who are funded through the Program for Students with Disabilities. They have funding under a variety of categories which include SBD, Physical, ID, ASD and SLD. We have a team of 8 Education Support staff members who work a variety of part time and full time hours to provide support to these 13 students, in conjunction with the support their classroom teacher provides. Termly SSG meetings are held and IEPs are monitored and reviewed regularly.

NAPLAN results for Year 3 and Year 5 are unavailable as the NAPLAN assessment was suspended in all states in 2020 due to the pandemic.

Future directions and strategies:

- Staff and student capability in the use technologies and online learning platforms, significantly increased and will be a springboard for future modes of learning and teaching.
- Enhanced communication during Home Learning has implications for improvements to be adopted going forward to sustain the partnership between home and school.
- Online learning strategies can be adapted to enrich learning and teaching practices.
- Some strategies highlighted ways in which we can further support and extend students with diverse academic, social and emotional needs.

Engagement

To ensure high levels of student engagement in their learning, we continued to:

- Explore evidence based, contemporary practice that meets the needs of 21st century learners and enriches the delivery of the Victorian Curriculum to ensure high levels of connectedness to school and high levels of attendance.
- Accelerate the implementation of digital technologies and platforms to support both remote and on-site learning and teaching.

- Facilitate parent information sessions to outline the curriculum, classroom programs, specialist programs, expectations and routines for each year level. The presentations were made available on our website for those unable to attend and as an ongoing reference point.
- Exchange information with parents about their child’s academic, social and emotional needs and progress through ongoing communications via email, phone calls and at parent/teacher meetings (either face to face or online).
- Build links to strengthen the partnership between home and school, by communicating the classroom program and events to the parent community in a range of ways during on-site and remote learning. Students, parents and teachers adapted to the use of Webex, Seesaw and Microsoft Teams.
- Post the fortnightly Statement of Intent and class newsletters on Compass. Stop Press, Facebook and the school website were an ongoing source of current information for families.
- Adapt our student leadership model to support student voice, agency and leadership to suit the circumstances at the time.
- Adjust to the constraints of the pandemic and where possible, enabled student leadership roles such as Junior School Council, Bully stoppers/Up standers, Play Leaders, Southern FM Radio, the Kids Teaching Kids initiative and the Early Bird Reading program. During remote learning our School Captains and Vice Captains were exemplary role models for their peers, evident in the online messages and short movies of optimism, resilience and persistence prepared for distribution to all families. When on-site, our student leaders were fully involved in their roles and responsibilities.
- Where possible, organise events to enable our students to participate in well-established traditional within-school activities that are embedded in the culture of the school such as the Easter Raffle Assembly, Investiture Ceremony, Anzac Day Commemoration, Book Week, Footy Day and Remembrance Day.
- Support Junior School Council to further engage with our students and their families by encouraging them to organize the Beaumaris Birds family challenge during remote learning.
- Celebrate student achievements through classroom affirmations both online (Microsoft Teams and Seesaw) and at on-site assemblies and via the school newsletter.
- Improve school communications through the efforts of the Marketing and Communications Committee. The committee continued to fine tune communications strategies between home and school.
- Communicate processes and information required to support staff and families during remote learning, by developing and sharing ‘Home Learning Parent Information Packs’ and ‘Home Learning Staff Information Packs’ which were updated as required.

Student engagement during Home Learning:

- Strong lines of communication between students, teachers and parents/carers facilitated an increased level of confidence and optimism.
- Student engagement in Home learning varied. Some students felt challenged by the Home Learning environment. Some displayed stronger connections to their learning and their teacher when working at home. Some became more positive and confident as learners as Home Learning environment supported their learning needs and learning style. Some became more connected to their learning, less distracted and subsequently experienced a greater sense of achievement and success.
- Significant growth was evident in some students as a result of 1:1 support from an adult in the home.
- Students with a level of independence, self-motivation and confidence as learners quickly adapted to Home Learning.
- Where it became evident that despite high levels of communication and support being in place, students were continuing disengaging, options to attend on-site learning were provided.

School Performance: Achievement Measures: Attitudes to School Survey (AToSS)

During Term 3 the DET Attitudes to School Survey(AToSS) was completed by students in Year 4, 5 and 6. The survey provided information about students’ perceptions of school, various aspects of their learning and the learning environment.

The percentage of positive endorsement in the AToSS by Years 4, 5 and 6 students in the effective teaching practice survey factor for cognitive engagement indicated:

Strategic Plan Targets and 2020 outcomes:

Differentiation to improve from 85% to 90%	2020- 90%
Stimulated Learning to move from 83% to 90%	2020-84%
Effective Teaching Time to improve from 84% to 90%	2020-87%

Motivation and Interest from 84% to 90%	2020-83%
Self-regulation and Goal Setting from 87% to 90%	2020-87%
Student Voice and Agency from 69% to above 79%	2020-77%
Resilience from 81% to 88%	2020-86%

Wellbeing

Our ongoing commitment to supporting the health and wellbeing of students, staff and families at this time remained a priority to ensure learning was meaningful, achievable and continuous.

- To promote wellbeing and a culture of caring, throughout the year we continued to offer activities and events for teachers, students and their families to support their wellbeing, resilience, inclusion and sense of belonging.
- During remote learning teachers met online with their students each day and the school newsletter continued throughout the year.
 - All staff received a daily email to keep them informed about school events, and to maintain the collegiality of the team.
 - Staff developed video messages for our school community to develop a sense of connectedness during remote learning.
 - Our strong focus on resilience and wellbeing was underpinned by our well-established whole school values. Each class co-created classroom norms as the foundation for a respectful, constructive, positive and collaborative classroom environment both online and face to face.
 - Parents and staff were invited to a parent evening facilitated by a leading wellbeing expert ,engaged by the Department of Education and Training. The presentation focussed on the power of building resilience and wellbeing.
 - The Resilience Project program continued P-6 to support the development of resilience and wellbeing.
 - We hosted a wellbeing parent information evening that our community was invited to attend, hosted by Lael Stone from The Resilience Project.
 - Our Upstanders team continued to collaborate with several neighbouring schools.
 - Our involvement with "Resilience Youth Australia" also informed our student wellbeing and welfare programs, to support and promote acceptable behaviours to enable a safe, inclusive and orderly learning environment.
 - Teachers continued to use Circle Time to build the students' social/emotional skills, sense of connectedness to school, student voice and agency, and to reinforce our school values.
 - At the first whole school assembly, the Welcome to Country and Smoking Ceremony launched the school year and was well attended by members of the community.
 - Harmony Day highlighted cultural diversity and Day for Daniel promoted strategies to support personal safety.
 - Students revisited the use of eSmart tools and strategies to promote safe online practices.
 - Student wellbeing programs included the Buddies program encompassing Reading, Digital Technologies, Friendship and Pastoral Care, as well as the Sustainability, Bully Stoppers/Upstanders, Peacemakers and PLAY Leaders programs.
 - The leadership team and our teachers facilitated a range of on-line presentations to enrich student pathways and transitions from the preschool sector into primary school.
 - To comply with DET guidelines, transition visits were modified and groups of ten children visited the school over a number of days to support their transition from Kindergarten to Prep.
 - Year 5 and Year 6 students participated in the transition programs offered by local secondary colleges.
 - We continued to conduct a "Step Up" transition program in Term 4 for all students as they progressed from one year level to the next.
 - At the beginning of the year, staff meetings were set aside for teachers to meet and discuss the academic, social and emotional needs of the students.
 - Where possible Junior School Council continued to organise events that enabled our students to contribute to local and global charities. During remote learning, they collaboratively developed their own JSC website which was shared with the school community.
 - The Year 6 production of Madagascar Junior and Graduation continued to strengthen school pride and went ahead in a modified format in accordance with density limits.
 - To support senior students as they transitioned to adolescence, we offered the Interrelate and ElephantEd.

Student wellbeing during Home Learning:

- Health and wellbeing became a higher priority. The Resilience Project focus areas, including Gratitude, Empathy and

Mindfulness provided a framework of ideas for our staff, students and their families.

- Our school captains and vice captains prepared videos for distribution to students and their families. Their videos focussed on positivity and resilience.
- Junior School Council developed the Beaumaris Bird Hunt for families to encourage exercise for families and connectedness to school.
- We developed a whole school project, My Time at Home, inviting students and families to prepare a page encapsulating their Home Learning experience to be archived as a record of this historical event.
- Staff prepared a music video, Our House, for distribution to all students and families.
- Year levels added Fun Friday activities to promote a sense of fun.
- We endeavoured to address parent comments, queries and questions in a timely manner.
- Staff provided timely feedback to students.
- Specialist program continued to be offered online.
- Webex and Teams enabled weekly face to face contact with students and their families.
- To support families as they transitioned to Home Learning, staff made weekly phone calls to parents and students. This evolved in to fortnightly phone calls due to the implementation of Teams and Webex meetings.

School Performance Achievement Measures: Attitudes to School Survey (AToSS)

The DET Student Attitudes to School Survey completed by students in Year 4, 5 and 6 showed the following percentage of student positive responses for:

	2018	2019	2020
Connectedness to School (sense of belonging)	84%	87%	87%
Advocate at School	89%	93%	90%
Managing Bullying	85%	88%	86%
Respect for Diversity	83%	87%	87%

Financial performance and position

Beaumaris PS completed a successful year in surplus.

Sound financial management enabled improvements to the school environment and the purchase of resources to enrich student learning.

Purchases included:

- additional standard TVs on mobile stands to systematically replace obsolete interactive whiteboards
- learning centre resources, literacy and mathematics resources, student furniture and resource storage
- the upgrade of Lenovo laptops for classroom use
- the lease of additional yoga laptops for classroom use
- the purchase of three teacher laptops compatible with the BYOD devices purchased by Year 4 families
- the installation of new shade cloth above the assembly area
- the installation of new foam protective padding on the wooden playground
- the installation of solar security lighting
- ongoing maintenance of the trees, grounds, play equipment shade cloth and play equipment
- sunscreen and hand sanitiser for all classrooms.

Equity funding enabled the acquisition of additional resources for the Learning Support Program.

A successful grant application for \$321,000 through the VSBA Minor Capital Works Program will enable the upgrade the grassed play area. The project is scheduled to commence in the 2021 school year.

State Government grants funded coaching opportunities within the Physical Education and Sport program.

The State Government Asbestos Removal Program funded the provision of new fire safe personnel filing cabinets, and replaced the external eaves above the afterschool care building.

A Commonwealth Government Local Community Grant funded the installation of a bike shed.

Parent fundraising carried over from the previous year enabled the installation of a new storage shed.

Parent fundraising enabled the purchase of a new dishwasher in the canteen and subsidised Year 6 Graduation.

Parent Voluntary Contributions to the Library Fund enabled the purchase of fifty additional iPads for classroom use.

For more detailed information regarding our school please visit our website at
www.beaups.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 565 students were enrolled at this school in 2020, 295 female and 270 male.

7 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

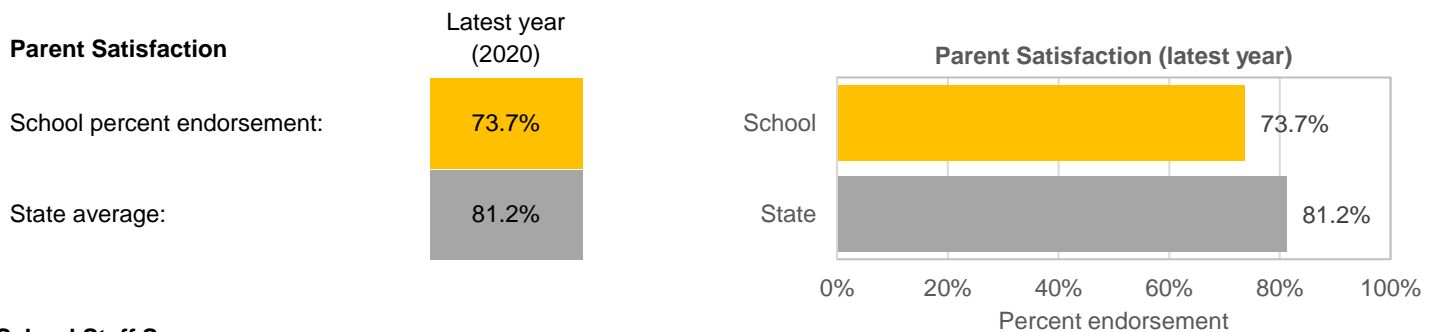
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

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

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

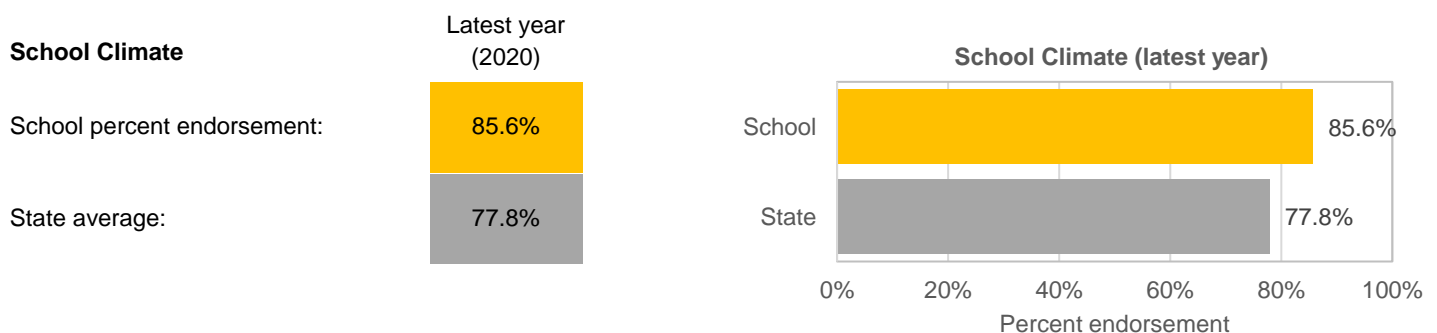


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

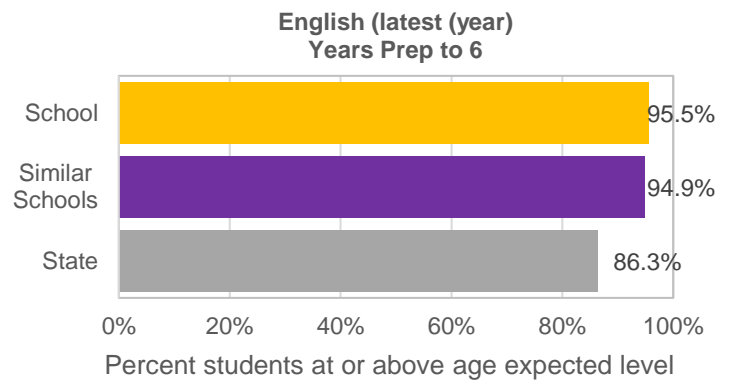
95.5%

Similar Schools average:

94.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

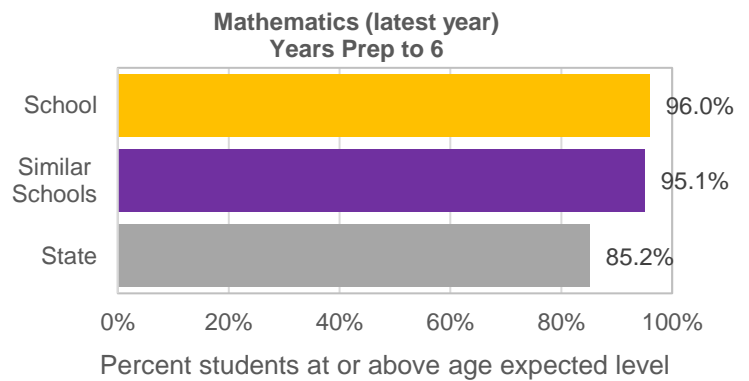
96.0%

Similar Schools average:

95.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

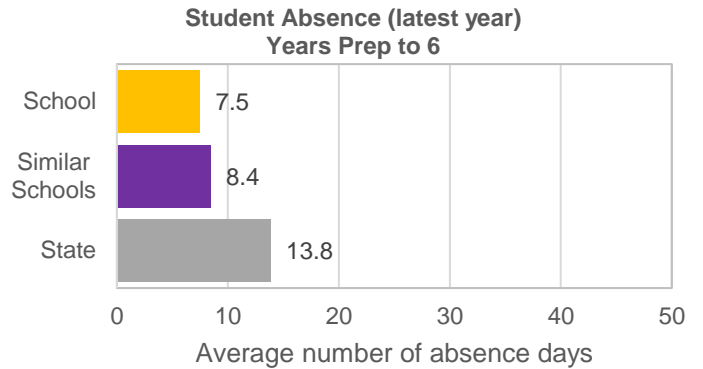
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.5	12.6
Similar Schools average:	8.4	12.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	96%	96%	95%	96%	97%	96%

WELLBEING

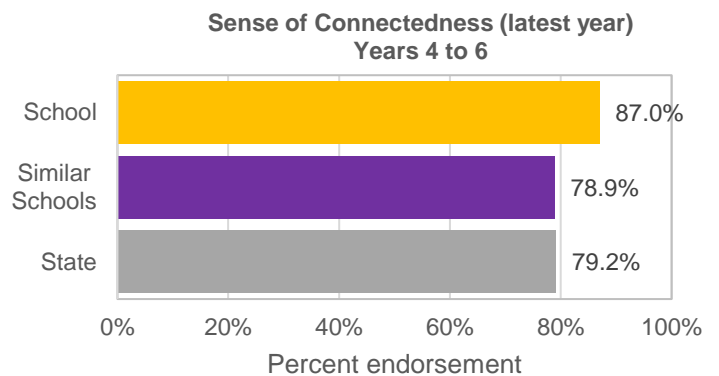
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	87.0%	84.4%
Similar Schools average:	78.9%	79.6%
State average:	79.2%	81.0%



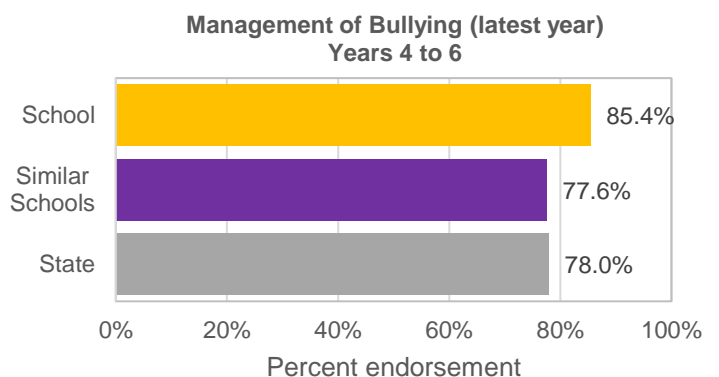
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	85.4%	85.0%
Similar Schools average:	77.6%	79.4%
State average:	78.0%	80.4%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,411,272
Government Provided DET Grants	\$528,877
Government Grants Commonwealth	\$6,895
Government Grants State	\$19,614
Revenue Other	\$8,393
Locally Raised Funds	\$504,464
Capital Grants	NDA
Total Operating Revenue	\$5,479,515

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,349
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$10,349

Expenditure	Actual
Student Resource Package ²	\$4,070,939
Adjustments	NDA
Books & Publications	\$5,624
Camps/Excursions/Activities	\$234,975
Communication Costs	\$6,164
Consumables	\$78,080
Miscellaneous Expense ³	\$14,867
Professional Development	\$16,172
Equipment/Maintenance/Hire	\$91,510
Property Services	\$78,903
Salaries & Allowances ⁴	\$197,238
Support Services	\$63,320
Trading & Fundraising	\$62,269
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$41,298
Total Operating Expenditure	\$4,961,359
Net Operating Surplus/-Deficit	\$518,156
Asset Acquisitions	\$39,966

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$561,219
Official Account	\$30,329
Other Accounts	\$25,580
Total Funds Available	\$617,127

Financial Commitments	Actual
Operating Reserve	\$139,600
Other Recurrent Expenditure	\$4,967
Provision Accounts	NDA
Funds Received in Advance	\$31,381
School Based Programs	\$105,501
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$10,478
Capital - Buildings/Grounds < 12 months	\$115,500
Maintenance - Buildings/Grounds < 12 months	\$52,000
Asset/Equipment Replacement > 12 months	\$5,239
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$145,580
Total Financial Commitments	\$610,246

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.