

# 2021 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](http://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 2021 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.

Sheryl Skewes

- This 2021 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

Steve Marshall

## About Our School

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### School context

Beaumaris Primary School is located 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 plant. The school has a proud history of providing quality education for local students since 1915.

Our Vision:

'Learning Together' 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 will live.

Our Mission:

At Beaumaris Primary School we believe we have a responsibility to shape the fabric and identity of the school as a learning organisation which will meet the needs of contemporary learners.

Our Purpose:

Our learning community strives to provide an environment where students feel safe, valued and included. Our purpose is to prepare students for a rewarding future by supporting them to achieve their goals, experience success and develop a positive sense of personal wellbeing.

Our school values are central to our school vision and provide a framework to guide the ways in which we operate and interact:

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, taking care of the environment.

Relationships: Teamwork and tolerance between all school members.

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

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 interdisciplinary inquiry based approach 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 2021 increased from 558 to 563 students. There was low mobility of neighbourhood students. The school was organized 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. Enrolments of overseas/international students were not evident.

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. The school leadership consisted of the principal, assistant principal, three learning specialists and one acting leading teacher. The staff profile included twenty six classroom teachers and nine Education Support (ES) staff. Five teachers were part time, two sharing classroom positions and three in specialist positions or support roles. Nine ES personnel were part time. Aboriginal and Torres Strait Islander staff are not represented within the workforce profile. The school has developed strong links with the Bunurong Land Council and the South East Victoria Region Koorie Education Support Officer

(KESO).

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 personalize 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 future years. 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, including interdisciplinary inquiry based learning. 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 and interactive TVs. In 2021 we continued to implement the BYOD laptop program in Year 4, and into Year 5, using the Microsoft platform.

Extra-curricular activities, somewhat intermittently available in 2021 due to the pandemic, accommodated the broad interests, passions and talents evident in our students and included camps, excursions, incursions, instrumental music, Drains by the Bay, Kids Teaching Kids, Dolphin Research Project and Lego Club.

We are committed to working in partnership with parents and carers to support our students to achieve their goals through engagement in their learning, the daily life of school and all that school has to offer.

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

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## Framework for Improving Student Outcomes (FISO)

Strategic Plan Improvement Priority: Excellence in teaching and learning.

Strategic Plan Improvement Initiative: Building practice excellence.

2021 State wide Key Improvement Strategies (KIS):

1. Learning catch up and extension

Build the data literacy skills of teachers and Education Support Staff to use data walls, and analyse assessment data effectively, to inform their understanding of student needs and progress and identify students needing additional support in mathematics, reading, writing and spelling.

Build teacher capacity to implement a differentiated program matched to the students' point of learning need.

2. Happy healthy active students

Revisit our whole school approach to wellbeing and establish an agreed approach to monitoring and responding to student and staff wellbeing concerns.

3. Connected schools

Build staff capability to integrate and embed digital learning in the classroom program.

To facilitate whole school continuity and congruency in student learning, during periods of remote and face to face learning, the Leadership Team and PLC Leaders regularly reviewed our progress towards meeting the priorities, goals, targets, strategies and timelines of the 2021 AIP, within the context of the Framework for Improving Student Outcomes 2.0. Reflections on our progress through our Annual Implementation Plan indicated 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.

Overall, teacher collaboration, and collective efficacy supported the implementation of the state wide KIS through:

- An ongoing commitment to the 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 Leadership Team, Professional Learning Community (PLC) Leaders and Administration Leaders to ensure the delivery of an effective curriculum at each year level.
- Further embedding our pedagogical model and agreed instructional model that encompassed explicit teaching, and the use of high impact teaching strategies including learning intentions and success criteria. Our focus was to strengthen the implementation of the school's pedagogical model through our term by term professional learning schedule which fostered collective efficacy, embedded a culture of continuous improvement and prioritized a shared responsibility for improving student learning growth. Teachers deepened their understanding and implementation of the BPS instructional model. Highly effective teaching strategies were further embedded to provide a "flow" within the instructional model and enrich teaching practice and student learning.
- Engagement of a 21st Century Learning Design- 21CLD Consultant and Learning Specialists, to provide professional learning to support the key improvement strategies. Additional professional learning was facilitated by the leadership team and teacher experts.
- Collaborative team approach to planning by teaching teams during on-site and remote learning. During periods of remote learning and the return to school, teacher teams continued to work collaboratively to use data to plan differentiated learning sequences and assessments that reflected student needs, interests and abilities. Planning documents were shared using online platforms to facilitate consistency and congruency in the delivery of the curriculum P-6.
- Whole school use of 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 tools and strategies further engage students in writing. Teachers collaborated to moderate student writing samples P-6 both at school and within a network Community of Practice focused on writing.
- 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 interdisciplinary inquiry Learning Specialist 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. We reviewed our approach to supporting students to develop their learning goals, monitor their personal achievement and provide evidence of growth. Through student voice and agency and the development of personal learning goals, students became more engaged, empowered and responsible for progressing their learning.
- 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.

We continued to review, develop and document the school's curriculum plan which showed a clear alignment between the Victorian Curriculum standards and the classroom program.

All classroom teachers, specialist teachers, the learning support teacher, the Tutor Learning Initiative staff and ES staff maintained a clear role focus on supporting the diverse academic and wellbeing needs of students during remote learning and face to face learning to promote school connectedness to reduce the risk of disengagement.

Beaumaris Primary School participated in the Professional Learning Communities (PLC) training in 2021 to support the skills of the school leadership team in the implementation of the PLC process. The PLC process is focused on the development of our Middle Leaders to lead a consistent and collaborative approach to the collection and use of data to inform curriculum planning and more accurately target teaching to individual needs. The PLC initiative will commence in 2022.

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## Achievement

Extended intermittent periods of Home Learning and the re-orientation of the students to on-site learning required a shift in focus at different times of the year which impacted student learning.

Our pedagogy continued to be built around the use of high impact teaching strategies and high expectations with an emphasis on learning gain through point of need instruction.

We maintained a focus on purposeful data collection and effective data analysis, to inform the development of the classroom program and enable targeted teaching.

Although at times disrupted by ongoing transitions between on-site and Home Learning, to support student learning growth through the delivery of a consistent, continuous classroom program, we focused on:

- Ongoing, targeted timely professional development in situ and online using teacher experts.
- Collaborative team planning to enable the development of engaging learning tasks and learning sequences.
- Tracking student progress using of a range of online assessment tools and the moderation of student work samples. Data walls clearly indicated student growth for most but not all students.
- Monitoring student learning gain based on standardized assessments, and teacher judgements against the Victorian Curriculum.
- CAFE reading framework (Comprehension, Accuracy, Fluency and Expanded Vocabulary), in all year levels to improve reading across the school.
- The Literacy Toolkit framework for writing instruction 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 combined with regular feedback to students regarding their learning progress.
- Whole school planning documents that supported a differentiated program, the agreed whole school instructional model and aligned with the Victorian Curriculum.

Thirteen students, ranging from Prep to Year 6, were funded through the Program for Students with Disabilities due to challenges related to SBD, Physical, ID, ASD and SLD. Nine Education Support staff, part time and full time, provided support for these students, in conjunction with the classroom teacher and specialist teachers. Termly Student Support Group meetings were held and Individual Education Plans were monitored and reviewed regularly.

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 97%	Writing 92%.
Similar Schls:	Reading 95%	Speaking and Listening 98%	Writing 92%.
State:	Reading 86%	Speaking and Listening 92%	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 96%	Statistics and Probability 96%.
Similar Schls:	Measurement and Geometry 95%	Number and Algebra 95%	Statistics and Probability 96%.
State:	Measurement and Geometry 85%	Number and Algebra 85%	Statistics and Probability 85%.

NAPLAN results:

Compared with 2019, in Year 3, higher percentages of students achieved in the top two bands in all areas of NAPLAN. In Year 5 higher percentages of students achieved in the top 2 bands in Reading and Numeracy, a similar percentage of students achieved in the top two bands in writing. A lower percentage of students achieved in the top two bands in Spelling and Grammar and Punctuation

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

2021 Target: Differentiation: 90%	Overall 2021: 88%
2021 Target: Stimulated Learning: 84%	Overall 2021: 82%
2021 Target: Effective Teaching Time: 87%	Overall 2021: 83%

Future directions and strategies that acknowledge the interconnection between achievement, engagement and wellbeing to promote student learning:

- Sustain staff and student application of learning technologies and online learning platforms and strategies to enhance and enrich learning and teaching.
- Sustain the partnership between home and school through regular communications online, by phone and face to face, Compass, newsletters, the school website and facebook.
- Further explore strategies to support students with diverse learning and wellbeing needs.
- The continued use of Student Performance Analyser to create data walls at the beginning of the year. Essential Assessment Literacy and Numeracy will also provided student achievement data to drive instruction. This will be supported by the ongoing review of our assessment schedule.
- The continued development of student learning goals P-2 and 3-6 and greater student proficiency to identify and develop meaningful, personal learning goals.

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## Engagement

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 the Home Learning environment supported their learning needs and learning style. Some became more connected to their learning, less distracted and subsequently experienced greater learning growth and success.

To ensure high levels of student attendance we aimed to provide engaging opportunities, activities and events that provided for the diverse needs and interests of our students, to build a sense of connectedness and eagerness to attend and participate in all that school has to offer.

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

- 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. We used the feedback provided by parents, students and staff after the first period of remote learning and looked to continually evolve and improve the program provided to students.
- 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. We adjusted 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.
- Where possible, organize 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 Welcome to Country and Smoking Ceremony, Easter Raffle Assembly, Investiture Ceremony, Anzac Day Commemoration, Book Week, Footy Day in October, and Remembrance Day.
- Support Junior School Council to further contribute to school improvements by planting a native garden.



- Celebrate student achievements through classroom affirmations both online (Microsoft Teams and Seesaw) and at on-site assemblies and via the school newsletter.
- Communicate processes and information required to support staff and families during remote learning, by developing and sharing 'Home Learning Parent Information' and 'Home Learning Staff Information' which were updated as required. Strong lines of communication between students, teachers and parents/carers were designed to sustain levels of confidence and optimism.

#### 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:	2020	2021
Differentiation to improve from 85% to 90%	90%	88%
Stimulated Learning to move from 83% to 90%	84%	82%
Effective Teaching Time to improve from 84% to 90%	87%	83%
Motivation and Interest from 84% to 90%	83%	80%
Self-regulation and Goal Setting from 87% to 90%	87%	84%
Student Voice and Agency from 69% to above 79%	77%	68%

## Wellbeing

Our ongoing commitment to supporting the health and wellbeing of students, staff and families remained a priority. The school focused on providing a safe and positive learning environment. A whole school approach to student welfare continued to be developed through the continuation of strong student welfare support, professional development of staff and consistent behaviour management of students. Emphasis has been placed on the development of student wellbeing programs, aligned to our school values, to support respectful relationships, social skills, self-esteem, valuing difference and resilience.

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.
- The Resilience Project program continued P-6 to support the development of resilience and wellbeing.
- 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.
- 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 and Bully Stoppers/Upstanders.

- 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.

Our whole school transition program provided an excellent opportunity for teachers to get to know students for the following year as well as enabling students to gain a positive view of their future year level. Students visit other classrooms on three occasions in Term Four and participate in a range of activities designed to create a positive experience of their new year level and a familiarity with other teachers.

- Transition visits supported the transition from Kindergarten to Prep.
- Year 5 and Year 6 students participated in the transition programs offered by local secondary colleges.
- 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.
- The Year 6 production of Moana and Graduation continued to strengthen school pride and went ahead in a modified format in accordance with density limits. Year 6 students designed and commenced the staged installation of an outdoor mosaic acknowledging indigenous cultures.
- All Year 3,4,5 and 6 camps went ahead as scheduled.

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 to support the wellbeing of our staff, students and their families.
- Year levels added Fun Friday activities and Wellbeing Wednesdays 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 daily face to face contact with students and their families.

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:

	2019	2020	2021
Connectedness to School (sense of belonging)	87%	87%	82%
Advocate at School	93%	90%	86%
Managing Bullying	88%	86%	80%
Respect for Diversity	87%	87%	84%

## Finance 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 purchase of five teacher laptops compatible with the BYOD devices purchased by Year 4,5 and 6 families.
- successful grant application for the installation of new shade cloth above the chessboard and near the kitchen garden.
- successful grant application for the installation of solar panels on the Pavilion.
- 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.
- State Government grants funded coaching opportunities within the Physical Education and Sport program.

**For more detailed information regarding our school please visit our website at**  
**[www.beaups.vic.edu.au](http://www.beaups.vic.edu.au)**

# How to read the Annual Report

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## 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## 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).

### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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### 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.

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

# 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 558 students were enrolled at this school in 2021, 294 female and 264 male.

7 percent of students had English as an additional language and 0 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).

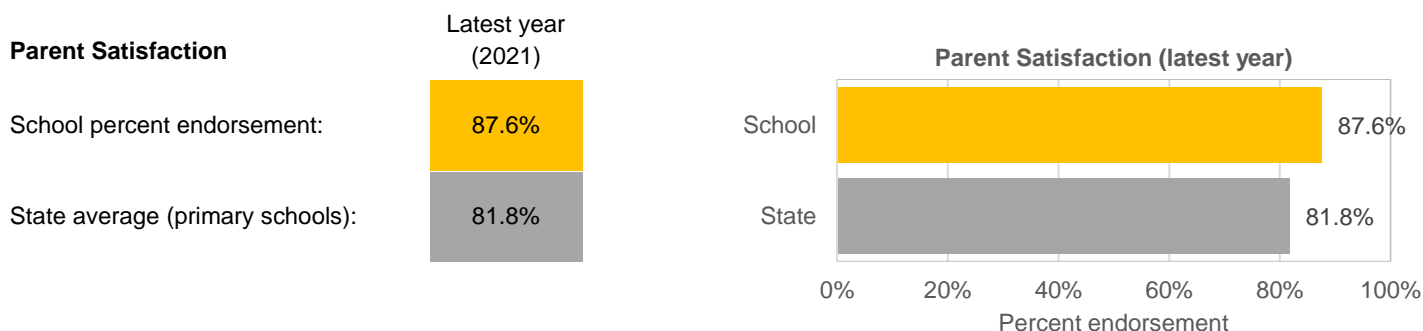
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: 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.

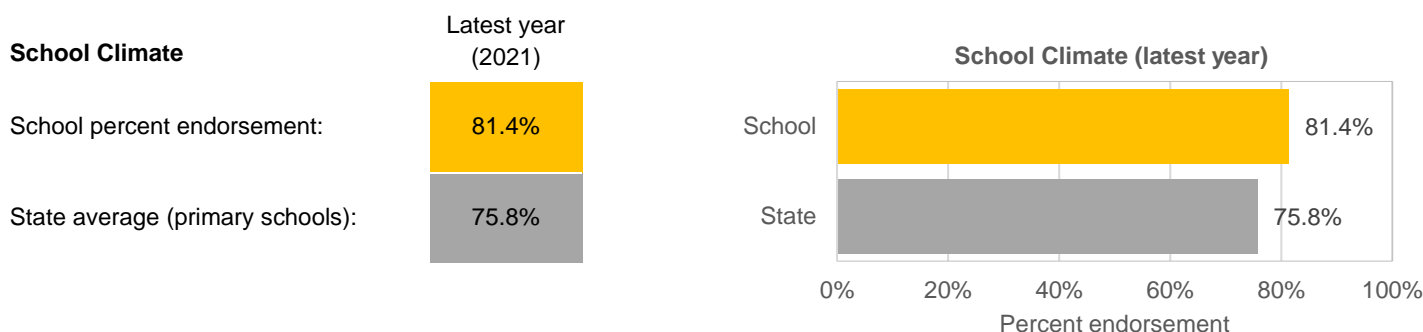


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

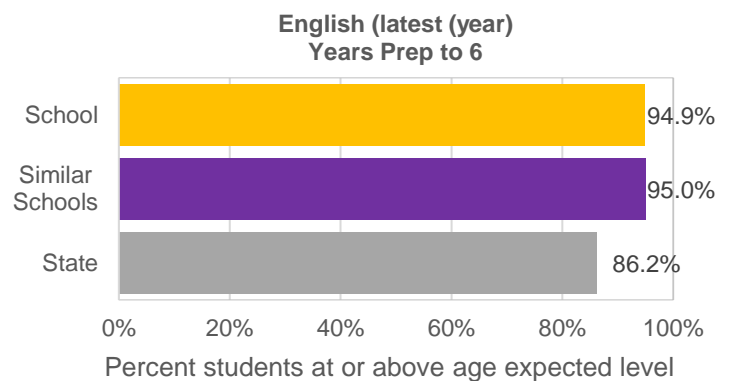
94.9%

Similar Schools average:

95.0%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

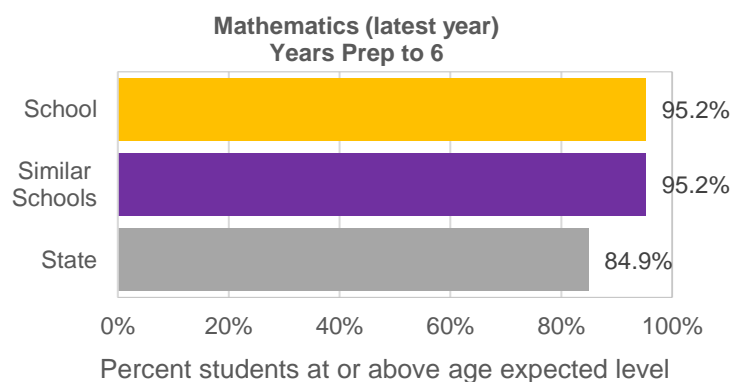
95.2%

Similar Schools average:

95.2%

State average:

84.9%



## ACHIEVEMENT (continued)

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

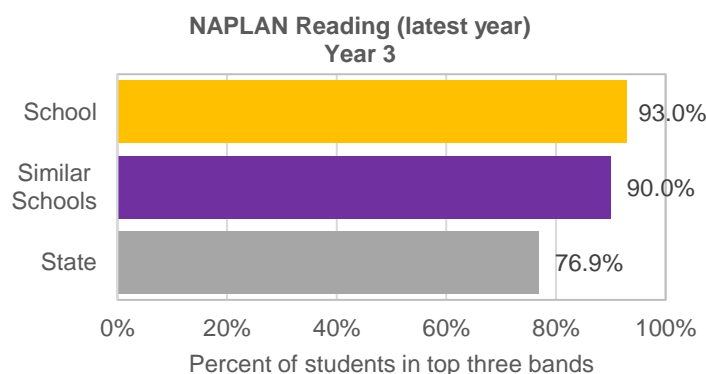
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

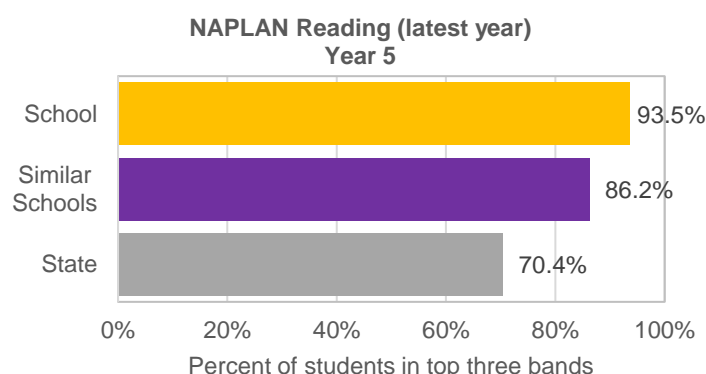
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.0%	89.6%
Similar Schools average:	90.0%	89.6%
State average:	76.9%	76.5%



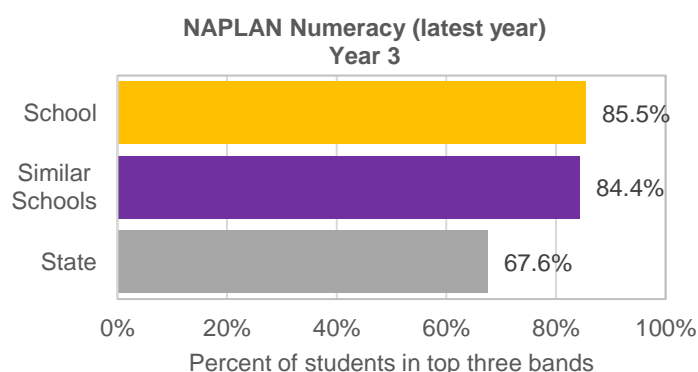
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.5%	83.6%
Similar Schools average:	86.2%	83.9%
State average:	70.4%	67.7%



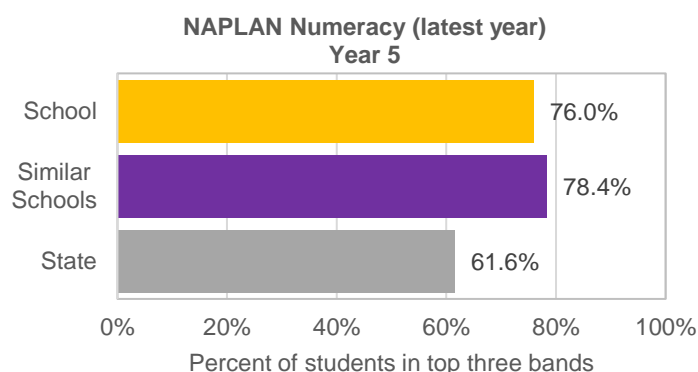
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.5%	84.7%
Similar Schools average:	84.4%	85.6%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.0%	74.3%
Similar Schools average:	78.4%	77.8%
State average:	61.6%	60.0%





## ACHIEVEMENT (continued)

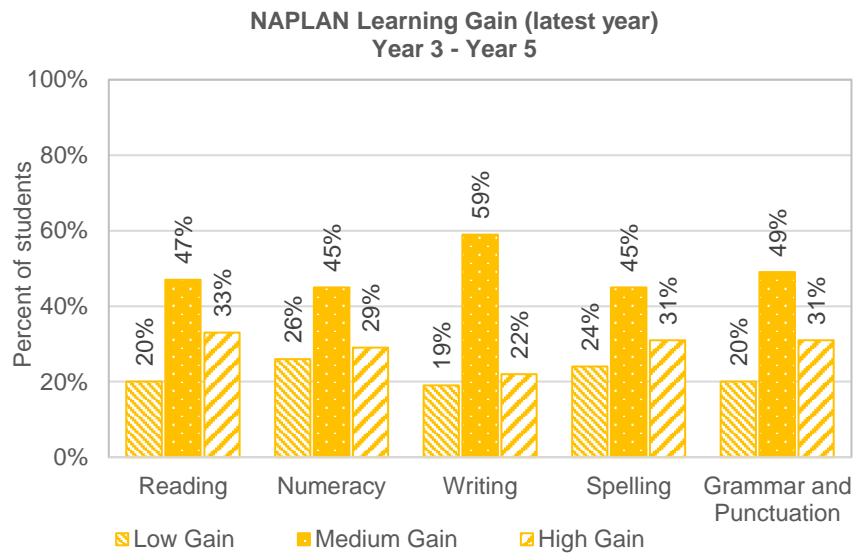
### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	47%	33%	28%
Numeracy:	26%	45%	29%	26%
Writing:	19%	59%	22%	30%
Spelling:	24%	45%	31%	26%
Grammar and Punctuation:	20%	49%	31%	25%



## ENGAGEMENT

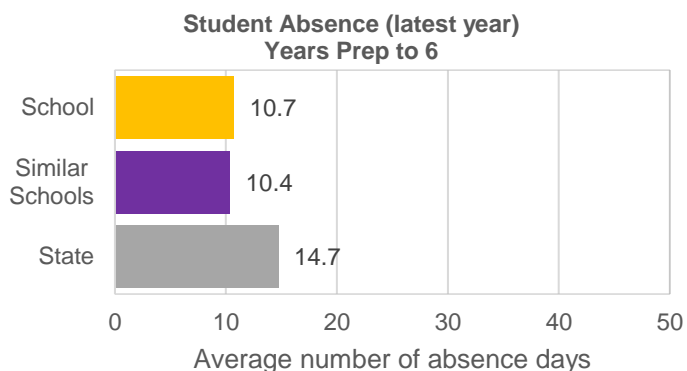
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	10.7	11.7
Similar Schools average:	10.4	11.6
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	94%	95%	95%	94%	94%	95%

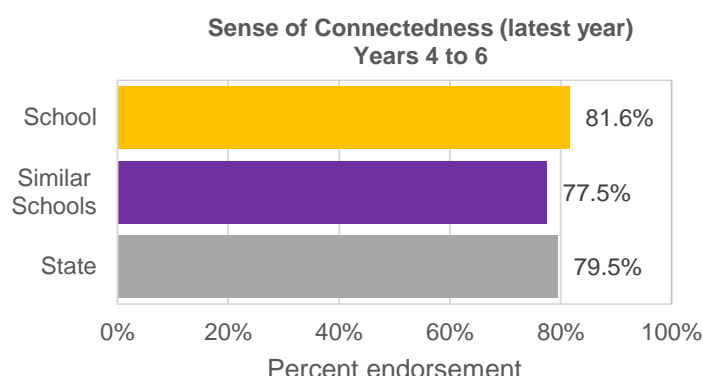
## WELLBEING

**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).

<b>Sense of Connectedness Years 4 to 6</b>	<b>Latest year (2021)</b>	<b>4-year average</b>
School percent endorsement:	81.6%	84.8%
Similar Schools average:	77.5%	79.0%
State average:	79.5%	80.4%

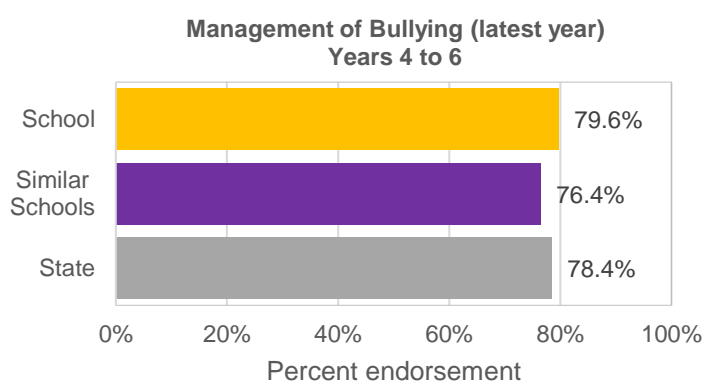


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

<b>Management of Bullying Years 4 to 6</b>	<b>Latest year (2021)</b>	<b>4-year average</b>
School percent endorsement:	79.6%	84.4%
Similar Schools average:	76.4%	78.6%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,727,492
Government Provided DET Grants	\$527,192
Government Grants Commonwealth	\$10,920
Government Grants State	\$0
Revenue Other	\$9,597
Locally Raised Funds	\$489,406
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,764,607</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$8,228
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$8,228</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,348,800
Adjustments	\$0
Books & Publications	\$3,290
Camps/Excursions/Activities	\$227,563
Communication Costs	\$7,708
Consumables	\$119,897
Miscellaneous Expense <sup>3</sup>	\$16,391
Professional Development	\$17,877
Equipment/Maintenance/Hire	\$71,759
Property Services	\$101,722
Salaries & Allowances <sup>4</sup>	\$118,813
Support Services	\$114,753
Trading & Fundraising	\$23,588
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,358
<b>Total Operating Expenditure</b>	<b>\$5,200,519</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$564,088</b>
<b>Asset Acquisitions</b>	<b>\$60,417</b>

- (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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$665,115
Official Account	\$40,238
Other Accounts	\$33,638
<b>Total Funds Available</b>	<b>\$738,990</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$127,127
Other Recurrent Expenditure	\$2,298
Provision Accounts	\$0
Funds Received in Advance	\$39,928
School Based Programs	\$321,358
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	\$85,000
Maintenance - Buildings/Grounds < 12 months	\$108,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$55,280
<b>Total Financial Commitments</b>	<b>\$738,990</b>

*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.*