

2016 Annual Report to the School Community



School Name: Beaumaris Primary School

School Number: 3899



Name of School Principal:	<u>Sheryl Skewes</u>
Name of School Council President:	<u>Tony Falkingham</u>
Date of Endorsement:	<u>20.4.2017</u>

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.



This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Beaumaris Primary School is set in a quiet residential area close to beaches, sporting facilities, shopping villages and public transport. Our school is set against a backdrop of beautiful gums, a well maintained oval and gardens of natives and indigenous plants, enjoyed by 532 students and their families, Principal, Assistant Principal, 35 teachers and 7 Education Support Staff.

We enjoy a high level of involvement and support from parents and the home/school partnership is highly valued. We are committed to the implementation of contemporary research based teaching and learning practices of the Walker Learning Approach. Our shared purpose is "Learning Together." We provide quality learning experiences that offer our students both support and challenge that enable them to develop knowledge skills and attitudes that are transferrable and adaptable to whatever their future holds. To achieve this we have a shared understanding of effective learning and teaching and our school values of respect, resilience, responsibility and relationships underpin a culture of inclusivity, connectedness and a sense of belonging. Our programs adhere to the prescribed curriculum for all government schools. Teachers differentiate the curriculum and personalize learning to meet the learning needs of our students.

We blend strong everlasting traditions and beliefs with innovative and contemporary practice. We enjoy a very strong collaborative relationship with our local network of schools and host tours by local, state and interstate colleagues to share our professional knowledge, practices and resources across the broader education community.

Specialist programs are offered in Physical Education, Visual and Performing Arts and Japanese, as well as ICT and Sustainability programs in a range of indoor and outdoor learning environments. A range of extra curricula activities is offered to accommodate the diverse interests, passions and talents evident in our students. We provide positive, dynamic learning experiences and opportunities to engage, challenge, inspire and honor our students, our future.

Framework for Improving Student Outcomes (FISO)

Improvement Priority: *Excellence in teaching and learning* **Improvement Initiative:** *Building practice excellence.*

In 2016, we continued to develop and strengthen our skills to ensure effective curriculum planning and use of assessment data to ensure the delivery of a differentiated curriculum to enable high learning growth for all students. In 2017, we will transition from a focus on *Curriculum Planning and Assessment* to *Building Practice Excellence*. To achieve high learning growth for all students our teachers will work collaboratively to analyze student data to ensure the delivery of a differentiated, individualized program that caters for the diverse learning needs of their students. To embed best practice, teachers will engage in whole school and personalized professional learning, classroom observations and personal feedback to enhance consistency and congruence in learning and teaching practices evident in a high performing school. A strength of our school is a culture of commitment to continuous improvement in both student and adult learning.

In 2017 teachers, network principals and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data and to enhance feedback to students and staff.

Key Improvement Strategies:

- Teachers use regular, relevant feedback to improve their teacher practice and student learning outcomes.
- Teachers use differentiated learning and teaching practices to improve learning outcomes, with a focus on mathematics, writing and speaking and listening.
- Teachers engage in professional learning programs to strength best practice.
- Teachers analyze student achievement data to cater for the diverse learning needs of their students and ensure high levels of student engagement.

Achievement

In 2016 our student achievement in English and Mathematics, based on the Australian Curriculum Victorian Essential Learning Standards (AusVELS), continued to be above state and regional means.

Our Year 3 and Year 5 NAPLAN results indicated students achieved well above the state mean in Numeracy, Writing, Reading, Spelling, Grammar and Punctuation.

To improve student learning, our school continued to build an ongoing teacher professional development program *in situ* facilitated by our consultants Sue Fine (Numeracy) Julie Shepherd (Literacy) Philip Holmes-Smith (SPA) and David Anderson (Learning and Teaching).

Consultants worked with the Leadership Team and teachers as critical friends to continually review our classroom programs, teaching strategies for differentiation to ensure continuous improvement in student learning outcomes. Teachers worked collaboratively in Professional Learning Teams and School Improvement Teams to develop an alignment of practice across the school. They plan weekly in year level teams to design support and enrichment programs based on fluid groupings across the cohort. Groupings were in response to the analysis of student assessment data reflecting differing student needs. The Student Performance Analyser (SPA) continued to be a vital tool to provide continuous fidelity in tracking student achievement from year to year. Moderation of student work samples continued within, and across, year levels and with other schools in the cluster. Transition meetings between teachers at the end of the year strengthened continuity in student learning from year to year.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework
 ☒ AusVELS
 ☐ Victorian Curriculum
 ☐ A Combination of these

Engagement

The Department of Education *Every Day Counts* information, which highlights the correlation between regular attendance and achievement levels, was communicated to parents via the newsletter and parent/teacher interviews. Extended family holidays continued as a common reason for extended student absence.

To accommodate the diverse interests of our students and engage them further in learning, a broad range of extra curricula activities was offered at the school including Camps, Swimming, Kitchen Garden, Bike Education, Sustainability Program, Instrumental Music Programs, Glee Club, Chess Kids, Lego Club, Wise Ones, Kelly Sports, Bollywood Dancing and Hot Shots Tennis.

To build student engagement in their learning student achievements were celebrated through teacher and peer feedback, classroom affirmations, year level expos, award presentations at student led assemblies, social media, Compass and our school newsletter.

Within our school, student voice was enabled through student captains in roles of responsibility linked to curriculum areas, Junior School Council and Friendship Ambassadors, and opportunities for school representation in the broader community. Class meetings and a range of classroom and whole school responsibilities empowered students and engaged them in the daily rhythm of life at school.

Wellbeing

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

Our Student Wellbeing Support Plan was reviewed provided guidelines for socially responsible behavior and promotes a consistent approach using well established expectations.

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

Marg Armstrong facilitated professional learning focused on "*Working in Circles*" for all teachers. Teachers used this approach to build students' social/emotional skills and consolidate our school values.

Programs to support student wellbeing included the Buddies program encompassing Reading, ICT, Friendship and Pastoral Care, as well as the Sustainability and Bully Stoppers programs. Our teachers developed the management of student leadership roles and organized social skills programs through the Step Up and Start Up Programs to assist student transitions.

Junior School Council organized events that empowered our students to contribute to local and global charities.

Many traditional whole school events continued throughout the year and strengthened positives attitudes about school, a culture of community, belonging and caring among the students, teachers and parents.

Strong parent support for school initiatives was evident in School Council and associated subcommittees, Beaumaris Fathers Activity Club, Parent Club, Fete Committee, Garden Club and Kitchen Garden Club.

The inaugural student and teacher alumni gathering was a big success. We will continue to expand this event to maintain students' connections to the school.

A Public Records Office History Project Grant enabled the school to explore ways for displaying and archiving historical information and artefacts collected during our centenary year. This project continued in 2016.




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

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

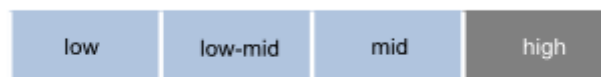
School Profile

Enrolment Profile

A total of 534 students were enrolled at this school in 2016, 284 female and 250 male.
There were 6% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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






School Staff Survey





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

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



Performance Summary









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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:

Result for this school: ● Median of all Victorian government primary year levels: ◆




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





Performance Summary

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


Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div><p>Reading</p><table><tr><td>15 %</td><td>52 %</td><td>33 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>23 %</td><td>42 %</td><td>35 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>27 %</td><td>42 %</td><td>31 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>23 %</td><td>56 %</td><td>21 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>13 %</td><td>58 %</td><td>29 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	15 %	52 %	33 %	Low	Medium	High	23 %	42 %	35 %	Low	Medium	High	27 %	42 %	31 %	Low	Medium	High	23 %	56 %	21 %	Low	Medium	High	13 %	58 %	29 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
15 %	52 %	33 %																														
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Performance Summary









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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences <-----> high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences <-----> high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>94 %</td><td>92 %</td><td>94 %</td><td>95 %</td><td>93 %</td><td>94 %</td><td>91 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	94 %	95 %	93 %	94 %	91 %	<div> Similar</div> <div> Lower</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	94 %	95 %	93 %	94 %	91 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 

Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

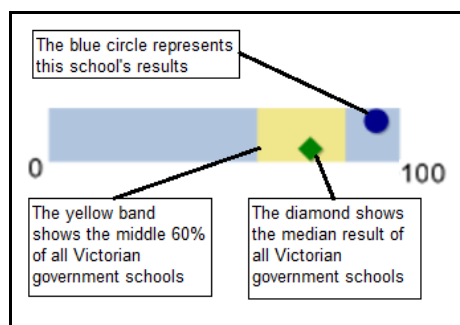
What are student outcomes?

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

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

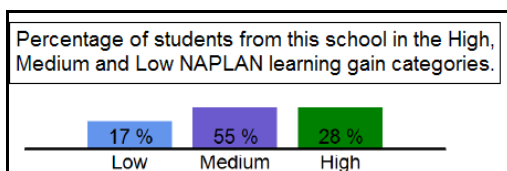
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

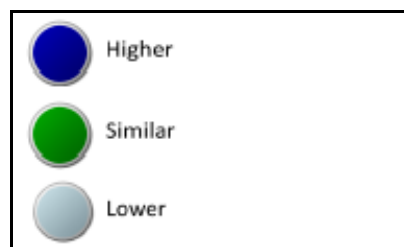
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

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

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

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



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

More information on school comparison performance measures can be found at:

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,567,305
Government Provided DET Grants	\$420,768
Government Grants Commonwealth	\$11,956
Revenue Other	\$16,559
Locally Raised Funds	\$590,827
Total Operating Revenue	\$4,607,416

Expenditure	
Student Resource Package	\$3,339,815
Books & Publications	\$10,523
Communication Costs	\$11,109
Consumables	\$71,416
Miscellaneous Expense	\$290,516
Professional Development	\$56,767
Property and Equipment Services	\$200,394
Salaries & Allowances	\$164,636
Trading & Fundraising	\$138,326
Utilities	\$29,882

Total Operating Expenditure **\$4,313,384**

Net Operating Surplus/-Deficit **\$294,032**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$112,730
Official Account	\$43,873
Other Accounts	\$272,891
Total Funds Available	\$429,494

Financial Commitments	
Operating Reserve	\$146,727
Maintenance - Buildings/Grounds incl SMS<12 months	\$60,000
Revenue Receipted in Advance	\$24,947
School Based Programs	\$41,120
Provision Accounts	\$2,088
Asset/Equipment Replacement > 12 months	\$24,858
Capital - Buildings/Grounds incl SMS>12 months	\$27,401
Maintenance -Buildings/Grounds incl SMS>12 months	\$102,353
Total Financial Commitments	\$429,494

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Beaumaris PS completed a successful year with a surplus of \$294,032. Strong parent support continued with considerable funds raised locally through a range of activities and events. The funds enabled the school to continue to resource our curriculum delivery, pedagogy and infrastructure for our students. The Library was refurbished by a team of parents and reopened at the end of Term One. Thirty laptops were acquired to provide additional student access to ICT to enrich their learning. The Garden Club upgraded an area of the grounds to become a sensory garden and the chicken enclosure was refurbished. Air conditioners were installed in the Year 5 and 6 classrooms and all classrooms and the after school care room are now completely air conditioned. Sound financial management enabled the achievement of improvements to enrich student learning.

