

2017 Annual Report to the School Community



School Name: Beaumaris Primary School

School Number: 3899





About Our School

School Context

Beaumaris Primary School, opened in 1915, is located in the quiet residential beachside suburb of Beaumaris in the local government area of the City of Bayside. The school is close to sporting facilities, shopping villages and public transport and is set against a backdrop of beautiful gums, a well-maintained oval and gardens of natives and indigenous plants.

In 2017, our enrolment on census day was 533, which increased to 547 throughout the year. The students came from 360 families and were supported by a Principal, Assistant Principal, 33 teachers and 7 Education Support Staff. During the year, 32 students exited the school and 46 new students enrolled at the school. The school has a large transient population with many families transferring from and to other schools in the metropolitan area, interstate and overseas throughout the year, often related to parent employment.

Strong links between home and school enrich the learning environment. Our school community recognises the importance of a respectful, values based culture that is student centred with a clear focus on our core business, to improve student learning. To support this shared vision and understanding, the school community engages in generous volunteer support for the school and annual fundraising traditions, activities and events.

Overall, there is a calmness in the school 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 are committed to the implementation of the contemporary research based teaching and learning practices of the Walker Learning Approach. 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.

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 shared understanding and beliefs form the foundation of our school, describe who we are and what we stand for.

The school supports many pre-service teachers from a range of universities. We enjoy a strong collaborative relationship with our local network of schools and share our professional knowledge, practices and resources across the broader education community.

Our facilities offer a range of indoor and outdoor learning environments. Specialist programs include Physical Education, Visual and Performing Arts and Japanese.

A strong focus on student agency through whole school sustainability practices enables students to become environmentally aware and active contributors to global initiatives.

Digital Technology was embedded within the curriculum through student and teacher use of iPads, laptops, interactive whiteboards and interactive TVs and dedicated time in our ICT lab.

Extra-curricular activities are organised to accommodate the broad interests, passions and talents evident in our students. We provide positive, dynamic learning experiences and opportunities to engage, challenge, inspire and honour our students, our future.

Framework for Improving Student Outcomes (FISO)

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

A strength of our school is a culture of commitment to continuous improvement in both student and adult learning.

In 2017, our FISO improvement priority focus was *Excellence in Teaching and Learning*. We transitioned from *Curriculum Planning and Assessment* to *Building Practice Excellence*. We continued to strengthen our planning documents and assessment data to enable learning growth for all students. We engaged in targeted whole school and personalised professional learning, classroom observations and feedback to strengthen learning and teaching practices.

2017 Key Improvement Strategies:

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

Our final evaluation of our Annual Implementation Plan demonstrated we actioned all key improvement strategies.

In 2018, we will continue our focus on *Building Practice Excellence*. We will further embed our instructional model using explicit teaching, learning intentions, success criteria, high impact teaching strategies and practice principles. To achieve high learning growth for all students our teachers will consolidate operational protocols and continue to collectively and collaboratively analyse student data to ensure the planning and delivery of a differentiated, individualised program that caters for the needs of their students. To embed best practice, teachers will continue to engage in whole school and personalised professional learning, classroom observations and personal feedback to enhance alignment, consistency and congruence in learning and teaching practices evident in a high performing school. To build a culture of collaboration, network and cluster principals and teachers will work together to exchange practice, develop and strengthen teaching and assessment approaches to enhance student learning.



Achievement

Student achievement in English and Mathematics, based on the Victorian Curriculum, continued to be above state means. Year 3 NAPLAN results indicated students achieved above the state mean in Numeracy, Reading, Spelling, Grammar and Punctuation with Writing results slightly below the state mean.

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

Consultants, Sue Fine (Numeracy) Julie Shepherd (Literacy) Philip Holmes-Smith (SPA), David Anderson (Learning and Teaching) and Marg Armstrong (Wellbeing) continued to work as critical friends for the Leadership Team and teachers. Consultants and the leadership team facilitated professional learning focussed on literacy, numeracy and data analysis and the review of our classroom programs and differentiated teaching strategies to ensure continuous improvement in student learning outcomes. Teachers continued to embed Professor John Hattie's *High Impact Teaching Strategies* in program planning and delivery.

Teachers worked collaboratively in Professional Learning Teams and School Improvement Teams to develop an alignment of practice across the school. They planned weekly programs based on fluid groupings across the cohort. Frameworks for teaching reading, writing spelling and mathematics were in use across the school. Structured Word Inquiry (SWI), Single Word Spelling Test (SWST), component mapping and Multi-sensory Structured Language (MSL) were also elements of the literacy program. Other areas of the curriculum were addressed using an integrated approach within the framework of investigations and Educational Research Projects.

The Student Performance Analyser (SPA) Standard and Markbook continued 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 cluster schools.

We also utilised online learning tools, Reading Eggs and Mathletics to support student learning. Access to additional iPads, laptops and interactive TVs ensured ICT and digital technologies were embedded in student learning.

Hattie's research into the high impact of *self-reported grades* on student motivation, self-responsibility and ownership of their learning goals underpinned the introduction of student led conferences at the end of the year. Students celebrated their achievements with their parents and teachers and shared their understanding of areas for improvement. Student led conferences were introduced to further motivate and empower our students to become self-responsible learners. Transition meetings between teachers at the beginning of the year strengthened continuity in student learning from one year to the next.

Engagement

We continued to strengthen the partnership between teachers, students and parents, and particularly parent engagement in the daily lived experience of students in our learning community, through a range of communication strategies:

- Parent Information sessions were held in the first few weeks of school
- Consultants facilitated parent information sessions focussed on ways in which parents can support their child
- Fortnightly Statements of Intent were posted on our website
- Parents and teachers initiated meetings at any time throughout the year as required to address student achievement, progress, engagement and wellbeing matters
- Stop Press, Facebook and Compass communication of whole school events and achievements
- Expos and open classrooms
- Stop Press communication of achievements of our English, Mathematics, Wellbeing and Sustainability School Improvement Teams

Step Up and Start Up social skills and transition programs were extended to support student engagement and wellbeing. To further engage our students in learning, a broad range of extra curricula activities was offered at the school including student leadership opportunities, camps, swimming, year level productions, Kitchen Garden, Bike Education, Sustainability Program, Instrumental Music Programs, Glee Club, Lego Club, Wise Ones, Hot Shots Tennis and incidental student initiated lunchtime clubs.

Student achievements continued to be celebrated through teacher and peer feedback, classroom affirmations, year level expos, award presentations at student led assemblies, social media, Compass and our school newsletter.

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. Extended family holidays and illness continued as common reasons for extended student absence.

Student roles of responsibility linked to curriculum areas, Junior School Council, Peacemakers, Friendship Ambassadors, classroom sustainability initiatives, opportunities for school representation in the broader community, student led conferences and our pedagogy promoted student voice across the school. A broad range of range of classroom and whole school responsibilities empowered students and engaged them in the daily rhythm of life at school.



Wellbeing

Our well-established whole school values, Respect, Responsibility, Relationships and Resilience underpin our learning community. Yearly co-created classroom norms developed by each class continued as the foundation for a respectful, constructive, positive and collaborative classroom environment.

We continued a strong focus on student wellbeing and resilience. Teachers, students and parents made strong, personal connections to the concepts delivered by presenters from The Resilience Project. The impact of the project was evident throughout the year through affirmations, DIS moments, mindfulness practices across the school and our Bully Stoppers focus on GEM, Gratitude, Empathy and Mindfulness.

Our Student Wellbeing Support Plan provided expectations and guidelines for socially responsible behaviour to support and promote our orderly school environment.

Marg Armstrong facilitated additional professional learning focused on “*Working in Circles*”. Teachers used this approach, often at the beginning and/or end of the day, to build students’ social/emotional skills, sense of connectedness to school, and to consolidate our school values.

Student wellbeing programs included the Buddies program encompassing Reading, Digital Technologies, Friendship and Pastoral Care, as well as the Sustainability and Bully Stoppers programs. Considerable time and energy of the leadership team and our teachers was devoted to enriching student pathways and transitions from the preschool sector into the school, within the school and moving into the secondary school sector.

Junior School Council continued to organise authentic opportunities and events that empowered our students to contribute to local and global charities.

The second student alumni gathering was again a big success with ex-students from 2015 and 2016 in attendance.

Many traditional whole school events, committees, clubs, the year 6 production of *Shrek Junior* and graduation continued to strengthen the great pride students, teachers and parents have for the school.

A strong culture of community, generosity and caring exists within the students, teachers and parents.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 534 students were enrolled at this school in 2017, 295 female and 239 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Lower</p> <p> Similar</p> <p> Lower</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> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>48%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>43%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>33%</td> <td>45%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>56%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>45%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	48%	34%	Numeracy	33%	43%	24%	Writing	21%	33%	45%	Spelling	32%	56%	12%	Grammar and Punctuation	34%	45%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1037 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	94 %	93 %	93 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	94 %	93 %	93 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

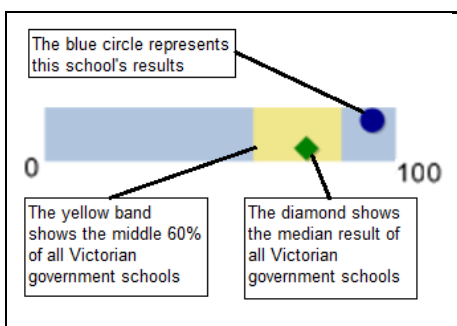
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

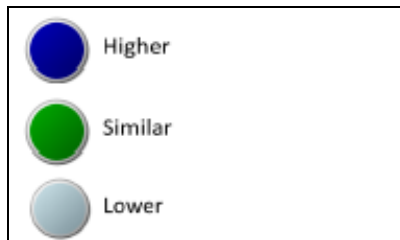


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

Beaumaris PS completed a successful year with a surplus of \$334,419. Strong parent support resulted in significant locally raised funds through a range of fundraising activities and the fete. The funds enabled school improvements such as the purchase of additional laptops, iPads, interactive televisions, new student furniture and English and Mathematics resources. Improvements to the school infrastructure included the installation of an outdoor learning deck, refurbishment of the toilets and improvements to outdoor garden areas. Government grants funded coaching opportunities within the Physical Education and Sport program and the continuation of the Minato Ku Japanese program through the International Division of DET. Equity funding enabled the acquisition of additional resources for the Learning Support Program. Sound financial management enabled a continued focus on improvements to enrich student learning.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$3,660,588
Government Provided DET Grants	\$455,319
Government Grants Commonwealth	\$25,177
Revenue Other	\$65,554
Locally Raised Funds	\$779,946
Total Operating Revenue	\$4,986,585

Equity ¹	
Equity (Social Disadvantage)	\$7,475
Equity Total	\$7,475

Expenditure	
Student Resource Package ²	\$3,444,529
Books & Publications	\$7,532
Communication Costs	\$11,714
Consumables	\$102,860
Miscellaneous Expense ³	\$439,118
Professional Development	\$59,022
Property and Equipment Services	\$203,901
Salaries & Allowances ⁴	\$154,825
Trading & Fundraising	\$197,897
Utilities	\$30,768

Total Operating Expenditure **\$4,652,166**

Net Operating Surplus/-Deficit **\$334,419**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$155,116
Official Account	\$101,322
Other Accounts	\$292,128
Total Funds Available	\$548,566

Financial Commitments	
Operating Reserve	\$188,972
Capital - Buildings/Grounds incl SMS<12 months	\$1,000
Revenue Received in Advance	\$32,018
School Based Programs	\$39,004
Asset/Equipment Replacement > 12 months	\$42,031
Capital - Buildings/Grounds incl SMS>12 months	\$10,406
Maintenance -Buildings/Grounds incl SMS>12 months	\$235,136
Total Financial Commitments	\$548,566



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.