

2014 Annual Report to the School Community

Beaumaris Primary School

School Number: 3899



Name of School Principal:

Sheryl M. Skewes

Sheryl M. Skewes

Name of School Council President:

Tony Falkingham

Tony Falkingham

Date of Endorsement:

28.4.2015

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Beaumaris Primary School is located in a quiet residential area close to beaches, sporting facilities, shopping villages and public transport. The school is set against a backdrop of beautiful gums, a well maintained oval and gardens of native and indigenous plants.

The present enrolment of 540 students comprises 292 girls and 248 boys from 371 school families in 24 classes.

The staff profile consists of 35.4 equivalent full-time staff: 2 Principal class, 31.1 teachers and 4.3 Education Support Staff. The school has a committed group of teachers and ES personnel whose many skills, attributes and experience provide an innovative, challenging and supportive learning environment for students. The model of collaborative decision making and distributed leadership underpins and enriches the collective responsibility staff have for the effective operation of this school.

The school is strengthened by the value placed on community by students, families, staff, local residents and businesses. It enjoys a high level of involvement and support from parents and the home-school partnership is highly valued.

Beaumaris Primary School's vision is to create an environment that builds strength of character and dignity in students to enable them to thrive, lead productive fulfilling lives and honour their obligation to actively contribute to their family, the school, and both the local and global community. The school values of respect, resilience, responsibility and relationships underpin the vision. The mission is to create a culture of character, develop students' self-belief and equip them with the skills to make a productive contribution to their community. The vision will be achieved through a strong partnership between staff, students and parents.

The school is committed to continuous improvement and the implementation of contemporary learning and teaching practices. The shared purpose is the steadfast commitment to build a learning community in which students, teachers and parents continue to learn and develop by continually "Learning Together." The school adheres to the prescribed curriculum for all government schools. Teachers differentiate the curriculum and personalise learning to meet the learning needs of students. Students, teachers and parents are provided with quality learning experiences that both support and challenge them. Collectively the school shares the responsibility to develop students' knowledge, skills and attitudes that are transferrable and adaptable to whatever their future holds. To achieve this, the learning community is committed to the development of a shared understanding of effective learning and teaching. To enable the development of a shared understanding and a common language across the school, the focus is the ongoing delivery of a robust professional learning program for teachers and the provision of learning opportunities for parents to build their understanding of how children learn best.

Three professional learning teams, Years Prep to 2, Years 3 to 4 and the Years 5 to 6 teams form the organisational structure of the school. The teachers in these teams work closely together and acknowledge that their teaching and understanding of how children learn best is enriched by collaboration, co-operation, team planning and team teaching.

Specialist programs are offered in Physical Education, Visual and Performing Arts and Japanese. The school's strong focus on Sustainability has linked students to local and community projects in a range of indoor and outdoor learning environments. A broad range of extra curricula activities is offered to accommodate the diverse interests, passions and talents evident in students.

Beaumaris Primary School enjoys high levels of support from its parent community. Parent relationships with the school are strong. Parents continually offer their time and expertise and assist in a broad range of activities across the school. Friendships have developed as a result of the social interaction available through their involvement in the school which further enriches the culture of the school.

The school blends strong everlasting traditions and beliefs with innovative and contemporary practice. There is a strong and collaborative relationship with network and cluster schools.

Beaumaris Primary School seeks to provide a positive, dynamic learning experience and opportunities to engage, challenge, inspire and honour its students.

Achievement

Student achievement in English and Mathematics in 2014, based on assessment against the Australian Victorian Essential Learning Standards (AusVELS), continued to be above the state median with 97% of students achieving at C or above.

In 2014, our Year 3 NAPLAN results indicated 97% of students achieved above the required national standard in Grammar and Punctuation, Numeracy, and Writing, 96% achieved above the required standard in reading and 93% achieved above the required standard in spelling.

Our Year 5 NAPLAN results indicated 95% of students achieved above the required national standard in Spelling, 93% achieved above the required standard in Grammar and Punctuation, Reading, and Writing and 92% above the required standard in Numeracy.

To improve student learning, ongoing, targeted teacher professional development in situ is facilitated by our consultants Sue Fine (Numeracy), Julie Shepherd (Literacy), Kathy Walker and David Anderson (Pedagogy). Consultants work with the Leadership Team and teachers to continually review our classroom programs, assessment schedule and identify areas of focus. Teachers work collaboratively in year levels to plan support and enrichment programs using fluid groupings in response to differing student needs based on a range of assessment strategies. Moderation of student work samples continued within and across year levels.

Transition meetings aim to build continuity in student learning from year to year.

Engagement

Our student attendance has improved on last year, continuing to remain above the state average.

Beaumaris Primary School continues to deliver the prescribed curriculum using innovative pedagogical practices that reflect child centred, personalised learning and the needs of 21st century learners.

The school maximises student motivation and connectedness through school transitions and whole school endeavours. We have extra consultants to optimise the teaching and learning environment.

To accommodate diverse interests, students are offered a broad range of extra curricula activities including Instrumental Music Programs, Glee Club, Chess Kids, Wise Ones, GATEWAYS, Kelly Sports, Japanese Drumming, Bollywood Dancing, Basketball and Hot Shots Tennis.

Student voice is a strength within our school, enabled through Junior School Council for Year 3 to Year 6 students, along with extensive opportunities for student leadership and ambassador roles. Class meetings and a range of classroom responsibilities empower students and engage them in the school and community.

Achievements are celebrated through classroom affirmations, year level expos, award presentations at assemblies, social media, and in the school newsletter.

Wellbeing

Beaumaris Primary School has four values of Respect, Responsibility, Relationships and Resilience which underpin our learning community. Co-created classroom norms are the foundation for our respectful, constructive learning environment.

Our school has an inclusive, orderly, safe and stimulating learning environment. Ongoing whole school development in the area of higher expectations for all staff and students, a values based relationship framework, the high quality Mindfulness and Smiling Mind initiative, quality based staff professional development in behaviour and wellbeing support align with the Wellbeing Support Plan all contribute to the school's wellbeing programs.

Parent attitudinal data in the area of Student Behaviour is above State means and above the 50th percentile levels based on 2014 data.

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

Throughout the year parents and teachers work together to monitor individual student wellbeing and support. Parent teacher interviews are teacher and parent initiated on a needs basis throughout the year and in June and December to coincide with Reports.

Whole school wellbeing is managed through initiatives developed by the School Improvement Teams such as the Buddies

Program, Cyber Bullying programs, eSmart accreditation program, Bully Stoppers, student leadership roles and Step Up Program. Junior School Council fundraises for overseas communities and local groups suffering hardship.

Traditional whole school events continue to strengthen a culture of community, connectedness, belonging and caring among the students. Students are empowered through authentic contributions to their school and their broader community.

Productivity

The School Council and leadership team work well together, having a unified and strategic approach to school resource management and developing a shared vision in line with the Strategic Plan. The school receives strong support from its parents in regard to resources.

Performance and Development, staff professional development, communications and meeting structures have been a major focus for the school and are at the levels required for a high performing school.

ICT infrastructure has been upgraded. This includes a high speed wireless network which allows the school to have a Bring Your Own Device (BYOD) program for students. ICT provision included iPads which were distributed amongst leadership staff and some classrooms, with further purchases scheduled for 2015.




Learning environments have been extensively refurbished and vibrant new buildings established, this program will continue during 2015 with the refurbishment of the LTC block commencing.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

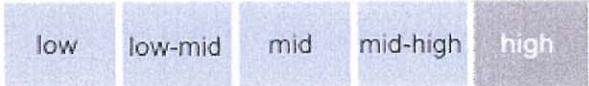



All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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




School Profile














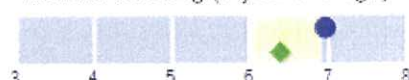






School Enrolments

A total of 527 students were enrolled at this school in 2014, 289 female and 238 male.

<p>Overall socio-economic profile</p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p>Proportion of students with English as a second language.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on school climate derived from the annual <i>School Staff survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Lower</p> <p> Lower</p> <p> Lower</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: Median of all Victorian government 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading</p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Low</td><td>26%</td></tr><tr><td>Medium</td><td>44%</td></tr><tr><td>High</td><td>30%</td></tr></table> <p>Numeracy</p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Low</td><td>38%</td></tr><tr><td>Medium</td><td>40%</td></tr><tr><td>High</td><td>23%</td></tr></table> <p>Writing</p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Low</td><td>16%</td></tr><tr><td>Medium</td><td>56%</td></tr><tr><td>High</td><td>30%</td></tr></table> <p>Spelling</p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Low</td><td>27%</td></tr><tr><td>Medium</td><td>51%</td></tr><tr><td>High</td><td>22%</td></tr></table> <p>Grammar and Punctuation</p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Low</td><td>24%</td></tr><tr><td>Medium</td><td>38%</td></tr><tr><td>High</td><td>38%</td></tr></table>	Category	Percentage	Low	26%	Medium	44%	High	30%	Category	Percentage	Low	38%	Medium	40%	High	23%	Category	Percentage	Low	16%	Medium	56%	High	30%	Category	Percentage	Low	27%	Medium	51%	High	22%	Category	Percentage	Low	24%	Medium	38%	High	38%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</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>93 %</td><td>94 %</td><td>93 %</td><td>94 %</td><td>93 %</td><td>93 %</td><td>94 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	94 %	93 %	93 %	94 %	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	93 %	94 %	93 %	93 %	94 %										

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

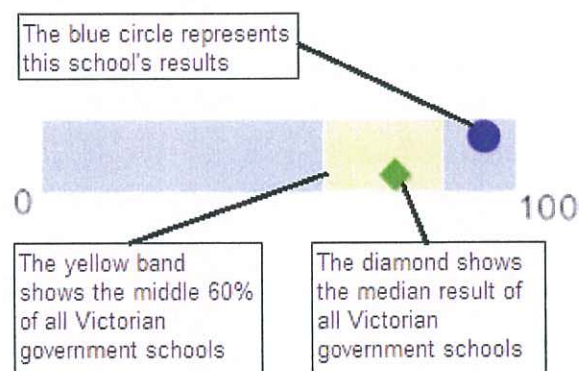
What are student outcomes?

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

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

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

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



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 Indigenous 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/performance.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.

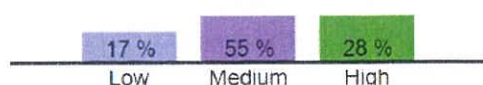
What is this school doing to improve?

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.

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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,265,524	High Yield Investment Account	\$136,555
Government Provided DE&T Grants	\$465,392	Official Account	\$11,487
Government Grants Commonwealth	\$11,515	Other Accounts	\$245,358
Revenue Other	\$23,741	Total Funds Available	\$393,399
Locally Raised Funds	\$602,789		
Total Operating Revenue	\$4,368,960		
Expenditure		Financial Commitments	
Student Resource Package	\$3,036,751	Operating Reserve	\$136,347
Books & Publications	\$7,508	Capital - Buildings/Grounds incl SMS<12 months	\$200,000
Communication Costs	\$9,293	Revenue Receipted in Advance	\$8,860
Consumables	\$64,976	School Based Programs	\$48,192
Miscellaneous Expense	\$301,072	Total Financial Commitments	\$393,399
Professional Development	\$44,495		
Property and Equipment Services	\$327,455		
Salaries & Allowances	\$182,062		
Trading & Fundraising	\$110,426		
Utilities	\$21,788		
Total Operating Expenditure	\$4,105,825		
Net Operating Surplus/-Deficit	\$263,135		
Asset Acquisitions	\$0		

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.

Financial performance and position commentary

2014 was another financially successful year for Beaumaris Primary School with a \$263,135 surplus, mainly attributable to high levels of locally raised funds and good fiscal management of expenditure.

Operating revenues allow the school to continuously develop the school's curriculum, pedagogy and infrastructure.

Planning for the major refurbishment of the LTC building was done by an architect, who prepared the tender process for stage 1 of the refurbishment works to commence in 2015. A departmental grant enabled the roof of the LTC building to be replaced.

Investment in split system air conditioners occurred in 2014, carried over from 2013. Funds were spent on technology, including a wireless network for BYOD program and iPads.

The fantastic support of the school community in raising funds enables the school to have some of the best resources available.

The strong financial position enables the school to move closer to achieving its vision. This is a credit to the strong fiscal management of the leadership team and the School Council.