



Department of Education and
Early Childhood Development

2010 Annual Report to the School Community

Beaumaris Primary School
School Number: 3899



Beaumaris Primary School

Our community purpose is 'Learning together' and our values of respect, resilience, responsibility and relationships are central to how we operate. The school opened in 1915 and is located 22 kilometres south east of Melbourne within walking distance of shops, beaches and a range of community facilities. We currently have 557 students and 39 staff. A feature of the grounds has been the replanting of gardens with native plants indigenous to the area with the assistance of the Bayside City Council. More recently staff, students and parents have been planting and growing food for our newly established kitchen garden program.

We aim to prepare students for the adults they will become by teaching them to inquire, think critically and be risk takers. Our broad curriculum is based on the Victorian Essential Learning Standards and teachers use a differentiated curriculum to meet individual student needs. Specialist programs are offered in Performing Arts, Visual Arts, Physical Education, Japanese Language, ICT and Reading Recovery. We value the strong sense of community shared by students, staff, families and local residents and the level of active parent involvement. We work collaboratively with our local network and cluster schools to share resources and professional learning. Our buildings incorporate a range of different styles of classrooms including a new Year 5/6 Learning Centre, hall, art room, library, computer centre and performing arts room. Our extensive play areas provide opportunities for physical and passive play.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Combined student learning data places our school at a higher level than the median for all Victorian Government Primary Schools. The NAPLAN data for our students in year three and five is at the same level as other schools with a similar student cohort. The introduction of focused professional learning for teachers in literacy, numeracy and quality pedagogy over the last three years has led to improved teaching strategies and student learning outcomes. A focus on teacher coaching and mentoring has been another feature. Teaching and learning is further enhanced by opportunities for teachers to work in teams and classrooms resourced with interactive whiteboards and laptops.</p> <p>The school is committed to continued improvement and will focus on enhancing teacher capacity through ongoing professional learning, further developing teacher understanding of assessment and data and the use of engaging contemporary teaching and learning strategies.</p>	<p>Our student attendance is at a level that is similar to other Victorian Government Primary schools and a common reason for non-attendance is extended family holidays. The data from the student Attitudes to School survey places our school at a similar level to other Victorian schools and indicates that our students have a high level of learning confidence and are very connected with their peers. To strengthen the students' sense of connectedness, we have focused on embedding our four school values; relationships, respect, responsibility and resilience with all members of our learning community. Teachers use our school values with their students to establish clear guidelines for working together. The school Student Behaviour Management plan sets guidelines for acceptable behaviours across the school and teachers use a variety of resources to embed school values and social skills. Student engagement and wellbeing will be further supported by recognition and encouragement of student voice and strategies to improve communication with all community members.</p>	<p>The majority of our students generally come from the local area and from a range of cultures and pre-school settings. The Prep transition program is an important time to establish relationships with other students and our staff and involves both informal and formal visits prior to commencement. Our Prep transition coordinator communicates with parents and pre-school staff to develop knowledge of our new students. Regular surveys of new prep parents help us to identify areas for improvement in our transition program. A transition coordinator helps identify and facilitate opportunities for our year five and six students to participate in a range of different programs in our local secondary schools. Parent information sessions are held to assist transition between year levels. The enrolment has been stable for over 15 years with some transience due to families transferring to and from overseas and interstate during the year, usually related to parent employment. The school will continue to focus on improving transition for students moving into the school, between year levels and to secondary school.</p>

For more detailed information regarding our school please visit our website at

<http://www.beaups.vic.edu.au/>

or view our 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

Beaumaris Primary School

How this school compares to all Victorian government schools

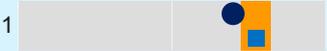
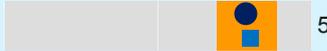
Key:

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

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures	Student Outcomes	School Comparison
<p>1. Student Learning</p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> <p>Lower  Similar  Higher </p>
<p>2. Student Engagement and Wellbeing</p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		<p>Lower  Similar  Higher </p>

School Profile

- 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.
 
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
 
- Overall socio-economic profile

low	low-mid	mid	mid-high	high
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Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language

low	low-mid	mid	mid-high	high
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- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 551 students (287 female, 264 male) were enrolled at this school in 2010.

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2009



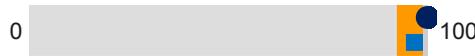
Results: English and Mathematics 2007 - 2009 (3-year average)



Results: All other subjects 2009



Results: All other subjects 2007 - 2009 (3-year average)



School Comparison



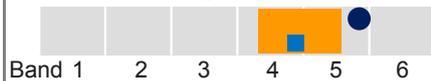
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

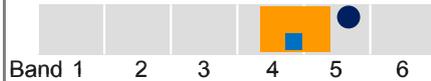
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2010



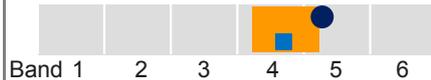
Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



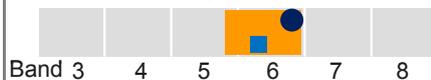
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

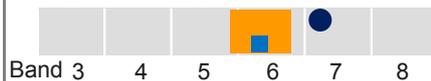
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

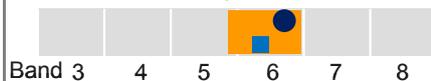
Results: Reading 2010



Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:



Median of all Victorian government schools:



Student Engagement and Wellbeing

6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

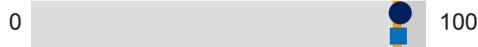
Average 2009 attendance rate by year level:

Student Outcomes

Results: 2009



Results: 2006 - 2009 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94%	94%	94%	95%	94%	95%	93%

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

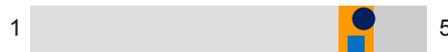
7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2010



Results: 2007 - 2010 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2010

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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

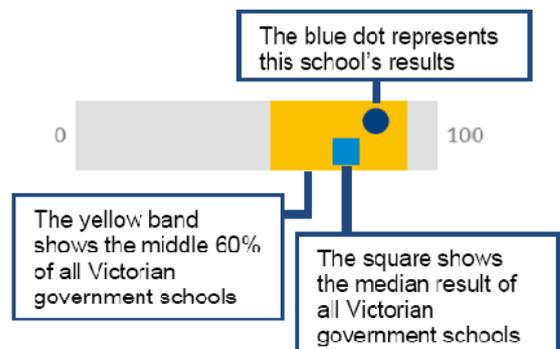
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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: www.education.vic.gov.au/aboutschool/

School Comparison



Lower



Similar



Higher

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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Beaumaris Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2010	
Revenue	2010 Actual
Departmental Grants	\$392,964
Commonwealth Government Grants	\$201,365
State Government Grants	\$5,000
Other	\$21,429
Locally Raised Funds	\$485,609
Total Operating Revenue	\$1,106,367
Expenditure	
Salaries and Allowances	\$184,449
Bank Charges	\$3,765
Consumables	\$89,431
Books and Publications	\$1,347
Communication Costs	\$18,881
Furniture and Equipment	\$84,292
Utilities	\$32,136
Property Services	\$31,510
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$0
Administration	\$7,114
Health and Personal Development	\$984
Professional Development	\$54,066
Trading and Fundraising	\$88,573
Support/Service	\$43,981
Miscellaneous	\$222,586
Total Operating Expenditure	\$863,115
Net Operating Surplus/-Deficit	\$243,252
Capital Expenditure	-\$349,912

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2010	
Funds Available	2010 Actual
High Yield Investment Account	\$29,496
Official Account	\$8,903
Other Bank Accounts(listed individually)	\$
Building Fund	\$0
Library Fund	\$15,438
VTU Cash Management	\$177
Cooperative Funds	\$0
Maintenance Trust	\$0
Total Funds Available	\$54,014
Financial Commitments	
	2010 Actual
School Operating Reserve	\$17,689
Assets or Equipment Replacement <12 months	\$
Capital – Building/Grounds including SMS < 12 months	\$19,887
Maintenance – Building/Grounds including SMS < 12 months	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Received in Advance	\$
School based programs	\$
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$15,438
Total Financial Commitments	\$53,014

Financial performance and position commentary

Improvements to facilities and resources during 2010:

- Classroom resource purchases
 - Staff Professional learning
 - Laying of drought tolerant turf, installation of a bore and irrigation for the school oval (majority funded by National Schools Pride (NSP) Funding)
 - New school fence (funded by NSP and parent fundraising)
 - Canteen refurbishment
- Future plans utilising financial reserves:
- Further Classroom resources
 - Continued PD for staff
 - Improved school marketing
 - Kitchen/Science area