

2013 Annual Report to the School Community

Beaumaris Primary School

School Number: 3899



Name of School Principal: Sheryl Skewes

Name of School Council President: Megan Martin

Date of Endorsement: 29th April, 2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

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 536 students and their families, Principal, Assistant Principal, 34 teachers and 6 Education Support Staff.

A strength of our school is the value placed on community by students, families, staff, local residents and businesses. 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 21st century teaching and learning practices. 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 personalise 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, Japanese, Science 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.

Achievement	Engagement	Wellbeing
<p>In 2013 student achievement in English and Mathematics, based on assessment against the Australian Victorian Essential Learning Standards (AusVELS), continued to be above the state median and at the predicted level for our student cohort. Our NAPLAN Reading results indicated our Year 3 students and Year 5 students achieved above the state median and at the predicted level. Our NAPLAN Mathematics results show Year 3 students achieved above the state median and at the predicted level and our Year 5 achieved above the state median. To improve student learning, ongoing, targeted teacher professional development <i>in situ</i> 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 both support and enrichment programs, and use fluid groupings that reflect differing student needs based on a range of assessment strategies. Moderation of student work samples continued within and across year levels. Transition meetings facilitate continuity in student learning from year to year.</p>	<p>Our student attendance was at a lower level for 2013. The correlation between regular attendance and achievement levels and punctuality are communicated to the community. Extended family holidays are a common reason for student absence. The school continues to deliver the prescribed curriculum using innovative pedagogical practices that reflect child centred, personalised learning and the needs of 21st century learners. Students are offered a broad range of extra curricula activities to accommodate their diverse interests including Instrumental Music Programs, Glee Club, Chess Kids, Wise Ones, GATEWAYS, Kelly Sports, Japanese Drumming and Hot Shots Tennis. Student achievements are celebrated through classroom affirmations, year level expos, award presentations at assemblies and our school newsletter. Student voice is a strength within our school, enabled through Junior School Council, extensive opportunities for student leadership and ambassador roles. Class meetings and a range of classroom responsibilities empower students and engage them in the daily rhythm of the school and community living. Our Student Attitude to School survey data reflects our students feel safe in their learning environment and student morale is at a high level.</p>	<p>Our four school values of Respect, Responsibility, Relationships and Resilience underpin our learning community. Co-created classroom norms are the foundation for our respectful, constructive learning environment. 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. Strong links between home and school through parent forums/feedback supports whole school wellbeing. The Wellbeing Team drives initiatives such as the Buddies Program, Cyber Bullying programs, eSmart accreditation program, student leadership roles and Step Up Program. Junior School Council fundraises for overseas communities and local groups suffering hardship. Students are empowered through authentic contributions to their school and their broader community. Traditional whole school events strengthen a culture of community, belonging and caring among the students.</p>

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 536 students were enrolled at this school in 2013, 279 female and 257 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

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 Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>49%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>48%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>57%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>55%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	53%	18%	Numeracy	38%	49%	13%	Writing	20%	48%	32%	Spelling	32%	57%	12%	Grammar and Punctuation	32%	55%	13%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% 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 attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="560 792 1046 891"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	94 %	92 %	94 %	93 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	94 %	92 %	94 %	93 %										

Performance Summary

Key: Range of results for the middle 60% 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>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

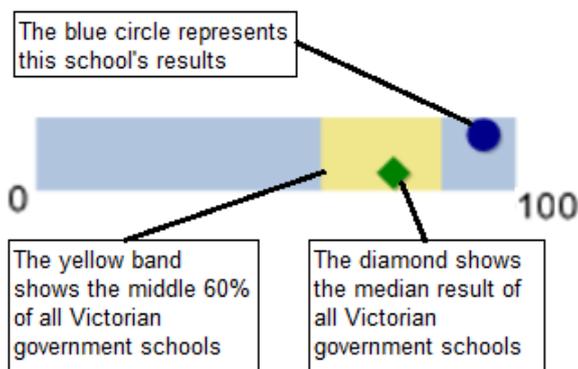
What are student outcomes?

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.

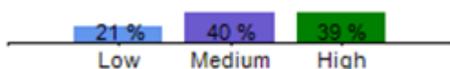
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth 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 growth 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 relative growth categories.



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 - Operating Statement Summary for the year ending 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$423,719
Government Grants Commonwealth	\$12,645
Revenue Other	\$11,576
Locally Raised Funds	\$677,900
Total Operating Revenue	\$1,125,840

Expenditure	
Books & Publications	\$2,619
Communication Costs	\$11,591
Consumables	\$64,291
Miscellaneous Expense	\$293,144
Professional Development	\$40,422
Property Maintenance	\$153,352
Salaries & Allowances	\$127,708
Trading & Fundraising	\$137,094
Travel & Subsistence	\$73
Utilities	\$45,602
Adjustments	\$75
Total Operating Expenditure	\$875,972

Net Operating Surplus/-Deficit **\$249,868**

Asset Acquisitions **(\$75)**

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

During 2013 Beaumaris Primary School raised considerable local funds and the highlight of these activities was the School Fete.

These funds will be utilised to continuously develop the school's curriculum, pedagogy and infrastructure.

A Master Plan of the LTC building is underway and this will lead to a major refurbishment that creates innovative modern learning environments.

Other significant investments involve the installation of a number of split system air conditioners.

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$122,642
Official Account	\$10,444
Other Accounts	\$218,954
Total Funds Available	\$352,039

Financial Commitments	
Operating Reserve	\$138,333
School Based Programs	\$9,676
Capital - Buildings/Grounds incl SMS>12 months	\$80,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$124,030
Total Financial Commitments	\$352,039

During the year funds were also spent on: technology, further development of the sustainability program, kitchen garden and installation of a water tank.

Funds have been used to continue to implement The Walker Learning Approach and further professional development opportunities have been made available to the school's staff.

Further maintenance works have been completed on the grounds and buildings, dramatically improving a number of areas at the school.

The school community has provided fantastic support in raising funds that makes sure the school has some of the best resources available.

The school is in a strong financial position that will enable Beaumaris Primary School to move to its vision.

Both the Leadership Team of the school and the School Council ensure sound financial management and good governance of the school's budget that assists in further progression towards the School's Strategic Plan.