

2024 Annual Report to the School Community

School Name: Beaumaris Primary School (3899)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 06 March 2025 at 02:17 PM by David Tapp (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 20 March 2025 at 07:44 AM by David Tapp (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

2024 marked a significant change at Beaumaris Primary School, with a new Leadership Team appointed. Principal Class, Learning Specialists and the Strategic Direction Team were all new to their roles at Beaumaris. Beaumaris Primary School has a proud history of providing quality education for local students since 1915. The school is located 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. Our Vision: Beaumaris Primary School is to be the leader. The leader within the network, known for exceptional student focused outcomes, both academic and social/emotional achievements. A school that is highly sought after, inclusive and supportive of all students to achieve growth in all areas of the curriculum. A school that other schools visit, to share in best practice that sets our students up for a lifetime of high achievement and success. Our Mission: At Beaumaris Primary School we believe we have a responsibility to shape the fabric and identity of the school as a learning organisation which will meet the needs of contemporary learners. Our school values are central to our school vision and provide a framework to guide the ways in which we operate and interact. Respect, Resilience, Responsibility, Relationships. Beaumaris Primary School had an enrolment of 568, which is a increase from the previous year. Beaumaris Primary School operates with a straight grade structure and had 41.4 equivalent full time staff for 2023. This staffing profile was made up by 2.6 Principal Class, 31 Teachers and 11 Education Support Staff. The school is well regarded for its focus on Research and Evidence based approaches to teaching and learning. It is known for its explicit, systematic approach to teaching fundamental concepts and skills to allow students to have the best foundation to extend complex thought and learning in the later years. Beaumaris Primary School values connection to the local and national realms ensuring all members model and teach inclusion, cultural safety, and respect for our environment. We ensure our students learning opportunities are challenging, differentiated, engaging and promote curiosity. We support students to set goals and monitor their own learning progress. Together we develop community partnerships to support and promote student wellbeing. We have extensive, and very well-maintained, grounds which continue to surprise and astound visitors to our school. Our Specialist Programs included Environmental Science, Performing Arts, Visual Art, Japanese and Physical Education.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 was a year of significant change for the Teaching and Learning at Beaumaris Primary School. In 2024 new Strategic Plan Goals were created that represented the push for Beaumaris Primary School to be a high performing school within the Beachside Network. The Annual Implementation Plan targets were met, alongside a shift in the teaching and learning priorities of

the school. Beaumaris Primary School reviewed their instructional practice against the Victorian Governments VTLM 2.0. This was used as a catalyst for our new Explicit Teaching Instructional Sequence. This Instructional Sequence works alongside a revised Literacy Block with a greater focus on Structured Synthetic Phonics. Within Literacy, a significant investment was made with new texts to support the work on the 'Literacy Big 6'. Through 5 weekly sprint cycle check-ins using blind marking, teachers knowledge of data and the achievement standards, student learning growth increased significantly. When reviewing teacher judgement data, the gap between Similar Schools and Beaumaris dropped by 2% in Literacy and 1% in Maths. It is also noteworthy that Beaumaris Primary School made the shift to the Victorian Curriculum Maths 2.0 which presented some challenges by way of more difficult content. It was pleasing when reviewing NAPLAN data, Beaumaris Primary School in Numeracy was above Similar and State Schools for both Year 3 and 5. In Reading, Beaumaris was at the same level for Year 5 as Similar Schools, just behind in similar schools in Year 3. Across all areas of NAPLAN, Beaumaris Primary School was significantly above State. Beaumaris Primary School outperformed all Similar, Network and State averages with the Attitudes to School Survey in relation to Differentiated Learning Challenge, Effective Classroom Behaviour, Effective Teaching Time and Stimulated Learning.

Based on the Schools Differentiated Performance Report, Beaumaris Primary School is ranked as High Performing.

Wellbeing

2024 was a year with significant change in the processes and systems used to support Student Wellbeing. Regular year level student focus groups took place with the Principal Team, alongside an active Junior School Council providing feedback and leadership in this space. Beaumaris Primary School saw a significant increase in the Sense of Connectedness, almost 8% above the 4 year average. This also bucked the trend of both State and Similar Schools, whose 2024 result was lower than their 4 year average. Alongside the Sense of Connectedness result, the Management of Bullying also demonstrated a significant improvement. More than 8% above the 4 year trend, again bucking the State and Similar School's trend with decreasing results. This achievement represents the work conducted by both teachers and the school leadership team, focused on developing strong connections within our school community and ensuring all students are heard and acknowledged. Part of this work included the Principal Team welcoming and saying goodbye to every student at each gate, every day, morning and afternoon. Beaumaris Primary School also began a significant amount of work looking at the Learning Focused Environment and ensuring greater consistency within all classrooms. There were new school Behaviour Steps created with students and staff, which are monitored regularly. Beaumaris Primary School also began using Positive Compass Chronicles, documenting and sharing positive student experiences with parents and the wider community. Student Motivation and Interest was also seen to increase, Beaumaris PS is now more than 10% above Similar, Network and State Schools; based on the Attitudes to School Survey. Our students in Year 5 and 6 have also unpacked the Child Safe Standards, put the Standards into child friendly language alongside the initial standard which is shared with our community and displayed around the school, demonstrating Beaumaris Primary School's commitment to Child Safety.

Engagement

Student Attendance at Beaumaris Primary School continues to be an issue for the school. Post COVID, our school students still have a greater number of days off than our 4 year average, alongside being in between the Similar and State Averages. Our Assistant Principal for Student Wellbeing, actively followed up with students and families who were away, looking to identify any trends and provide support where needed. There were regular communications in the Newsletter regarding the importance of attendance. It is also noted that our Year 5 and 6 students attendance is less than the other year levels. Our school places a strong emphasis on student engagement. This is achieved by developing a culture where positive relationships with all stakeholders are seen as an integral component of our school. From forming meaningful relationships with our students, parents and wider community, to allocating time at the beginning of each school year where students participate in planned activities that are designed to allow students to get to know each other, setting clear expectations for the year and much more. This builds students' connectedness to their school, their classroom, their teachers and their peers. As a school we work to ensure that Beaumaris Primary School is a place where students want to come to each day. Our student data showed that Student Voice and Agency improved from 63% to 81% positively endorsed. This was more than 10% above Network, 18% above Similar and 14% above State. Through our Focus Groups, we saw student voice and greater levels of student agency delivering new playgrounds, changes in the teaching and learning approaches used at Beaumaris Primary School. A large number of students were involved in our Exceptional Learners Program and Booster Program, providing rich, authentic challenge to suit their needs. This was further built on with working closely with Beaumaris Secondary alongside their high abilities program.

Financial performance

Beaumaris Primary School was in a financially sound position at the end of the 2024 school year. Beaumaris Primary School ended 2024 with a Net Operating Surplus of \$263,797.00. The surplus was a result of increased enrolments as well as the new Disability and Inclusion funding. This is a reduction from 2023, due to extraordinary expenditure on OHS issues and 2 new playgrounds, replacing the Prep playground and 'Colourful' playground. School funds were used to ensure that we were able to provide a comprehensive specialist program which included Environmental Science, Performing Arts, Visual Arts, Physical Education and Japanese. Our equity funding was used to increase the hours of our Educational Support Team. This allowed us to provide more support to those who needed it along with providing intervention for students. Future funding will need to be allocated to maintaining our grounds, and in particular, addressing the large number of gum trees that are to be trimmed or removed and replaced with trees more suitable to a school setting. School fundraising will be saved and allocated to upgrading our grounds as well as more books for our library and classroom libraries. A significant amount of funds were spent in plumbing; drainage and building maintenance. School Council had begun investigating new playgrounds, these were delivered in Term 3 of 2024. This expenditure impacted the surplus for Beaumaris Primary School in 2024, which was significantly reduced from the previous year.

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 568 students were enrolled at this school in 2024, 263 female and 305 male.

7 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

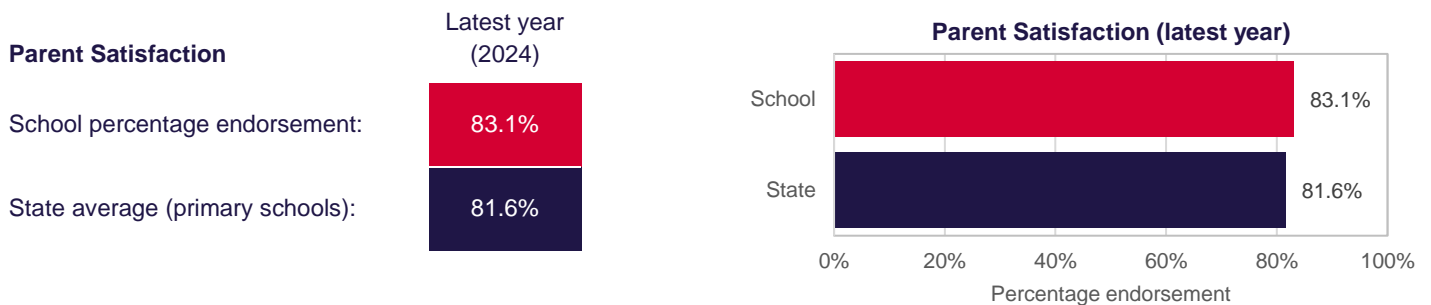
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

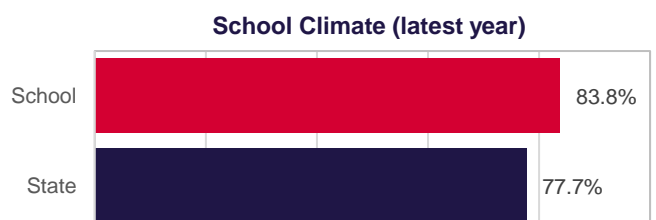


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Climate	Latest year (2024)
School percentage endorsement:	83.8%
State average (primary schools):	77.7%

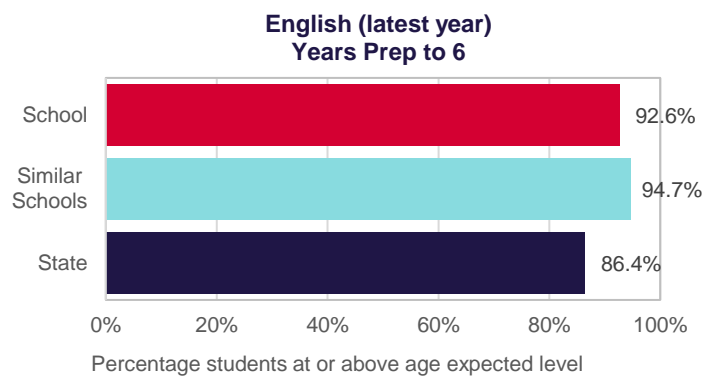
LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

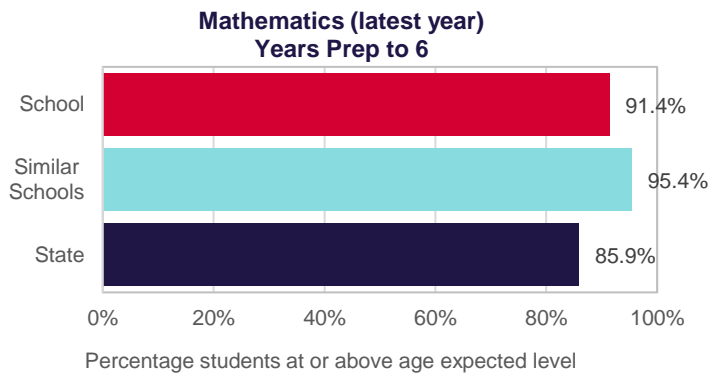
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	92.6%
Similar Schools average:	94.7%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	91.4%
Similar Schools average:	95.4%
State average:	85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

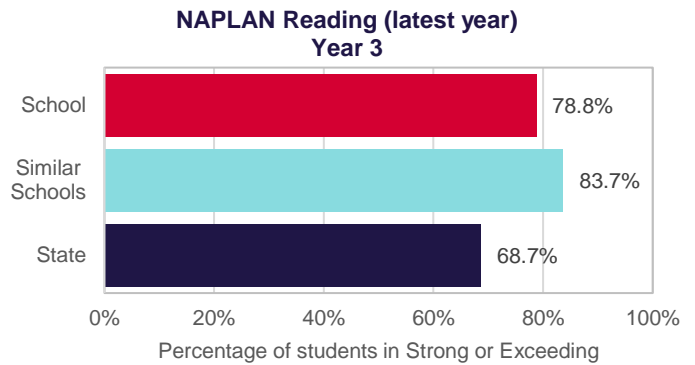
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

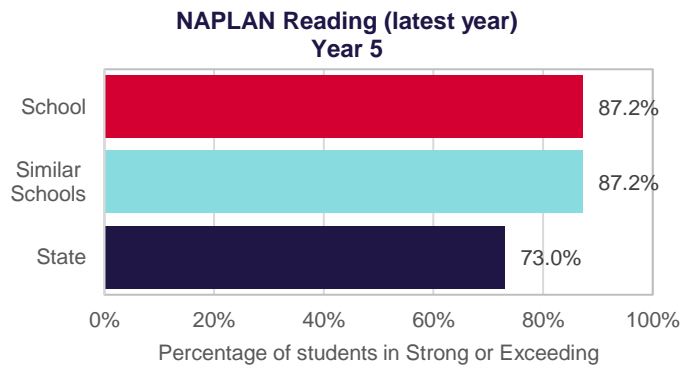
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.8%	79.9%
Similar Schools average:	83.7%	84.1%
State average:	68.7%	69.2%



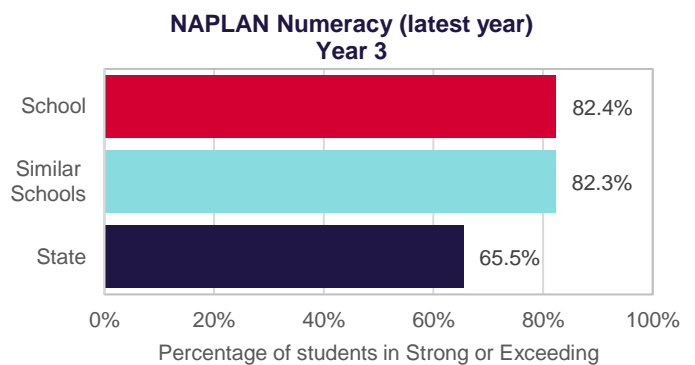
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.2%	89.0%
Similar Schools average:	87.2%	88.6%
State average:	73.0%	75.0%



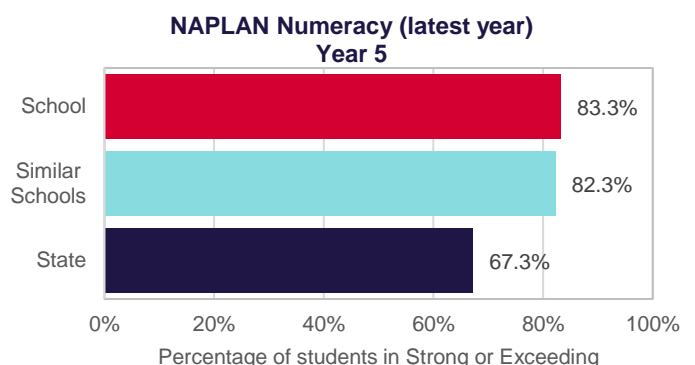
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.4%	81.7%
Similar Schools average:	82.3%	82.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.3%	83.8%
Similar Schools average:	82.3%	82.7%
State average:	67.3%	67.6%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

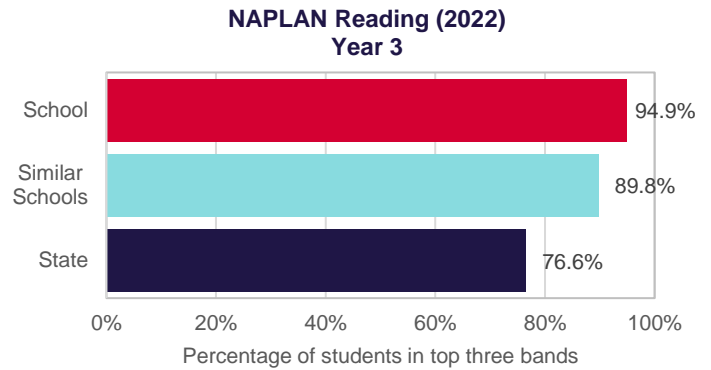
94.9%

Similar Schools average:

89.8%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

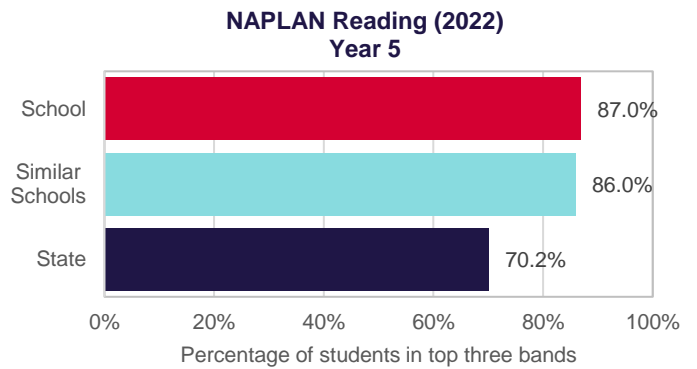
87.0%

Similar Schools average:

86.0%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

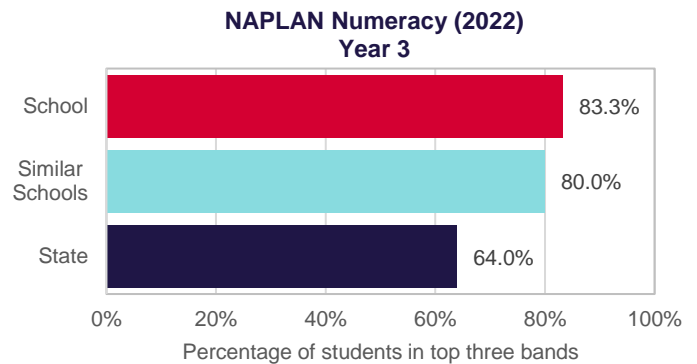
83.3%

Similar Schools average:

80.0%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

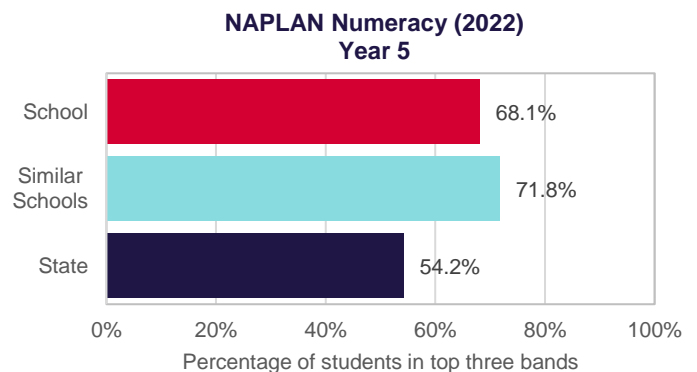
68.1%

Similar Schools average:

71.8%

State average:

54.2%



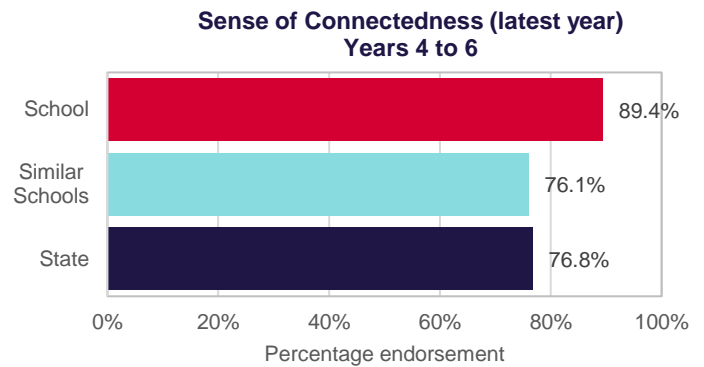
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

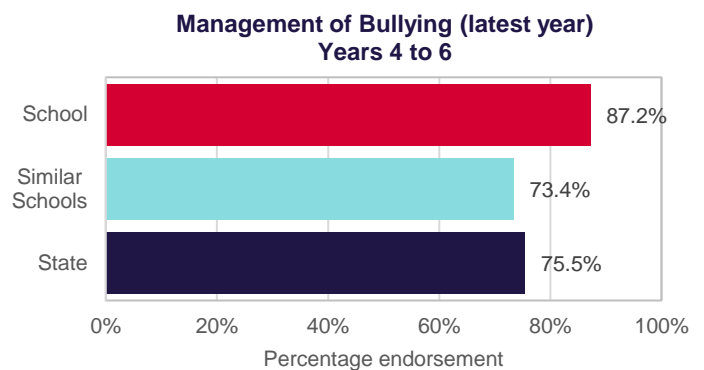
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	89.4%	81.5%
Similar Schools average:	76.1%	76.2%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	87.2%	79.0%
Similar Schools average:	73.4%	74.1%
State average:	75.5%	76.3%



ENGAGEMENT

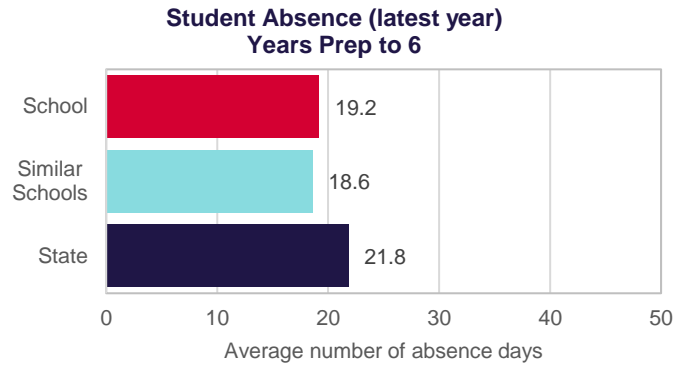
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	19.2	17.5
Similar Schools average:	18.6	16.4
State average:	21.8	20.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	92%	90%	91%	90%	89%	88%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,454,733
Government Provided DET Grants	\$925,792
Government Grants Commonwealth	\$10,394
Government Grants State	\$0
Revenue Other	\$67,468
Locally Raised Funds	\$669,415
Capital Grants	\$0
Total Operating Revenue	\$7,127,803

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,084
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,084

Expenditure	Actual
Student Resource Package ²	\$5,318,542
Adjustments	\$0
Books & Publications	\$31,180
Camps/Excursions/Activities	\$327,043
Communication Costs	\$4,385
Consumables	\$85,411
Miscellaneous Expense ³	\$45,730
Professional Development	\$29,644
Equipment/Maintenance/Hire	\$138,272
Property Services	\$412,329
Salaries & Allowances ⁴	\$207,015
Support Services	\$174,896
Trading & Fundraising	\$49,186
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$40,374
Total Operating Expenditure	\$6,864,006
Net Operating Surplus/-Deficit	\$263,797
Asset Acquisitions	\$337,310

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$732,025
Official Account	\$82,937
Other Accounts	\$2,956
Total Funds Available	\$817,918

Financial Commitments	Actual
Operating Reserve	\$258,780
Other Recurrent Expenditure	\$9,969
Provision Accounts	\$0
Funds Received in Advance	\$272,737
School Based Programs	\$51,709
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$111,121
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$103,165
Total Financial Commitments	\$807,482

All funds received from the Department of Education, 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.

