

2016 Annual Report to the School Community



School Name: Beaumaris North Primary School

School Number: 4803



BEAUMARIS
NORTH
PRIMARY
SCHOOL



Name of School Principal:	Sherril Duffy
Name of School Council President:	Carolynn Smith
Date of Endorsement:	15 th March, 2017

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 - language program" minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education
and Training



About Our School

School Context

The school is located in a quiet residential neighborhood surrounded by golf courses and large nature reserves. We are an IB World School authorized to deliver the Primary Years Programme of the International Baccalaureate. In line with the IBO philosophy, our school vision is to develop, in partnership with the whole school community, an effective, caring and dynamic learning community. The curriculum has its basis in the Victorian Curriculum providing Specialist subjects in Visual Arts, Library, Languages, Science and Technology, Performing Arts and Physical Education. In 2016 we introduced our BEET Program and many extra curriculum activities including instrumental music, school choir and lunchtime clubs.

Current enrolment is 698 with a good gender balance of girls/boys. The school's Student Family Occupation (SFO) index is 0.1938. We currently have a 1:20.5 teacher student ratio across all year levels. We have 27 straight classes with Learning Support Teachers in all year levels and offer Specialist programs in Visual and Performing Arts, Languages, Library and PE.

The school has 51 teachers, 3 Principal class officers, 18 Education Support staff including a Canteen Manager, PR/Communication officer, School First Aid Officer, Library Technician, Teacher Assistants, School Wellbeing Officers, School maintenance person, School cleaner, 2 Specialists Technicians, Outside School Hours Coordinator and a Uniform Shop Coordinator.

Our website: www.beaumarisnorthps.vic.gov.au details every aspect of our school and a comprehensive A-Z parent Guide

Framework for Improving Student Outcomes (FISO)

The BNPS FISO priority in 2016 was *Excellence in Teaching and Learning- Building practice excellence*. This initiative provides the opportunity for teachers, principals and schools to work together to exchange knowledge, ideas, develop and strengthen teaching assessment approaches, build a culture of collaboration and develop expertise in the use of student data and also to enhance feedback to students and staff. Effective teaching is one of the biggest determinants of student improvement in school. At BNPS we aimed to identify and utilise the most effective, relevant and evidence-based strategies in order to improve student outcomes. The implementation of team teaching, collaborative planning and differentiated learning programs at BNPS are proving to have a positive impact on outcomes as students strive to achieve their potential. Staff Professional Development in Visible Learning strategies provided the theory, knowledge and impetus to promote student voice and introduce Learning Intentions and Success Criteria. The introduction of Compass impacted teaching and learning as Learning Tasks provided online, timely feedback to Parents and students on their achievements. The BEET program aims to enhance student learning outcomes in high achieving students across the school with excellent results in 2016. We plan to continue these initiatives in 2017.

Achievement

Our combined student learning outcomes are well above Victorian Government Primary School medians. School programs are reviewed annually based on student assessment data. We have two non-teaching Curriculum Coordinator who oversee the AusVELS and International Baccalaureate PYP Curriculum, student data as well as provide mentoring and coaching and targeted professional development training for the staff. The school has implemented an ongoing reporting and assessment schedule underpinned by regular Learning tasks and student/parent feedback protocols.

NAPLAN, the On Demand Assessment facility, and the ACER Online testing inform all student achievement needs and areas for focus. The staff upload all data to the SPA Analyser to ensure consistency in all year levels. All targets identified in our AIP have been met as have our Strategic Plan Targets. The implementation of the PYP across the school maintains the focus on exemplary teaching practice.

Curriculum Framework implemented in 2016 was a combination of both AusVELS and the Victorian curriculum

Engagement

Student Attitudes to School data derived from the Attitudes to School survey is much higher than similar schools and well above the median of all Victorian Government schools. Our results are all in the fourth quartile above the 95th percentile.

Our 3 year data in all areas of Student Relationships, Wellbeing and Teaching and Learning is on the upward trend. Our school mean scores are higher than both region and state results.

A Lunch Club Program operates including Drama, Inside Games, Library and Sporting surprises groups four days a week. This program provides an interest and passion for the non sporting or musical students.

As a result of this focus on Student Engagement, our student attendance in all year levels is well above the state median and has remained above the state average from 2013-2016.



Wellbeing

Our school employs a 0.6 Wellbeing Officer who works with all year levels in planning sessions providing strategies for all teaching staff on the social and emotional wellbeing of the students. She also provides individual support and guidance for staff, students and parents as required.

Our Wellbeing team has representation from the teaching and non teaching staff, OSHC staff and a parent rep. This team monitors all school Wellbeing Programs, Student Behaviours and also offers Parent Information sessions encompassing Parenting Skills, Building Resilience in Children and School Readiness knowledge. We use the data derived from school based surveys of staff, students and parents to inform, support and add value to our current programs.

We are a **Kidsmatter** and **eSmart** Accredited school which details the standards, policies and procedures demonstrated at our school.

For more detailed information regarding our school please visit our website at
www.beaumarisnorthps.vic.gov.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 679 students were enrolled at this school in 2016, 365 female and 314 male. There were 2% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>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 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>45%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>48%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>49%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>52%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>60%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	45%	23%	Numeracy	28%	48%	24%	Writing	21%	49%	30%	Spelling	30%	52%	18%	Grammar and Punctuation	27%	60%	13%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	33%	45%	23%																							
Numeracy	28%	48%	24%																							
Writing	21%	49%	30%																							
Spelling	30%	52%	18%																							
Grammar and Punctuation	27%	60%	13%																							



Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	93 %	92 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	93 %	92 %	93 %	93 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

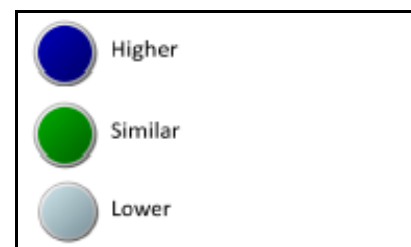
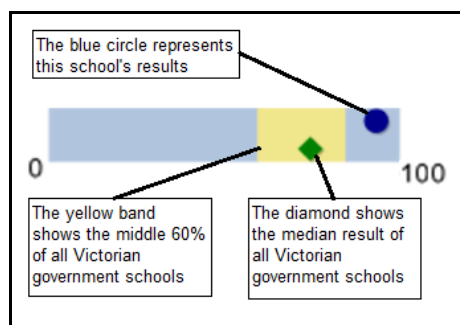
What are student outcomes?

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, P-12 and specialist schools, 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.

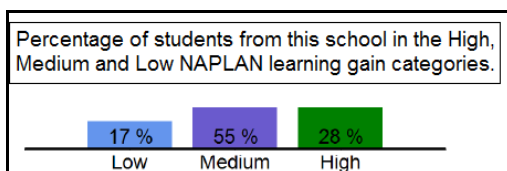
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* 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/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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$4,406,549
Government Provided DET Grants	\$474,662
Government Grants Commonwealth	\$112,413
Revenue Other	\$9,990
Locally Raised Funds	\$1,891,893
Total Operating Revenue	\$6,895,507

Expenditure	
Student Resource Package	\$4,397,062
Books & Publications	\$2,046
Communication Costs	\$6,966
Consumables	\$96,148
Miscellaneous Expense	\$373,297
Professional Development	\$52,276
Property and Equipment Services	\$368,583
Salaries & Allowances	\$577,463
Trading & Fundraising	\$293,838
Travel & Subsistence	\$127
Utilities	\$33,221
Total Operating Expenditure	\$6,201,027

Net Operating Surplus/-Deficit **\$694,481**

Asset Acquisitions **\$400**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$443,552
Official Account	\$49,799
Other Accounts	\$11
Total Funds Available	\$493,362

Financial Commitments	
Operating Reserve	\$286,391
Asset/Equipment Replacement < 12 months	\$21,694
Revenue Received in Advance	\$185,278
Total Financial Commitments	\$493,362

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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.

Our school community has 465 families. School Council, in consultation with parent fundraising committee, determines targeted projects prior to all fundraising events. All parent-raised funds are used for student needs, curriculum development and program initiatives based on our current student and school achievement data. In response to this data we introduced the BEET and science program from P-6. This will be housed in our new science room and will be resourced in line with Engineering, coding and higher level thinking

2016 was our Fete year and we raised \$70,000. Proceeds of the fete will be used to build an Amphitheatre. Using school raised funds we extended the current staffroom, replaced 4 air conditioners, and replaced blinds in 6 classrooms and carpet in 4 classrooms. To further develop our IT program we installed 10 new IWB solutions, purchased 90 new laptops, replaced our curriculum server, and engaged additional technician support to manage our increasing IT Infrastructure.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

