

**2015 Annual Report to
the School Community**

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:

27 April 2016

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 2015.

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, Performing Arts and Physical Education. There are many enrichment opportunities across the curriculum.

Current enrolment is 671 with a good gender balance of girls/boys. The school's Student Family Occupation (SFO) index is 0.1843. We currently have a 1:21 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 45 teachers, 3 Principal class officers, 19 Education Support staff including a Canteen Manager, School First Aid Officer, Library Technician, Teacher Assistants, School Wellbeing Officer and a school maintenance person, school cleaner and 3 IT Specialists.

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

Achievement

Our combined student learning outcomes are well above Victorian Government Primary School medians. School programs are reviewed annually based on student assessment data. A non-teaching Curriculum Coordinator is employed to oversee the AusVELS and International Baccalaureate PYP Curriculum, student data and to identify specific intervention programs and development. 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.

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 2012-2015.

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 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.

Productivity

Our school operates in Flexible learning Spaces with teams of teachers in each year level and specialist areas. A Learning Support Teacher is allocated to each year level to enhance the differentiation of the curriculum for all students. Each year level has a two hour collaborative planning block together where all curriculum planning is based on data. The Wellbeing Officer attends all planning sessions and provides a professional insight into specific learning needs based on Wellbeing areas. All classes are straight classes and we currently have a 1:21 teacher pupil ratio. The parent community is extremely supportive in both fundraising and classroom programs. Professional Learning activities are planned for both staff and parents alike with guest speakers from a wide educational basis employed to share best practice and educational trends.

For more detailed information regarding our school please visit our website at <http://www>

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.

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

Enrolment Profile

A total of 671 students were enrolled at this school in 2015, 350 female and 321 male. There were 1% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



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 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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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> Lower</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;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>49%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>48%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>62%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>59%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	49%	26%	Numeracy	17%	48%	35%	Writing	15%	62%	23%	Spelling	27%	53%	21%	Grammar and Punctuation	18%	59%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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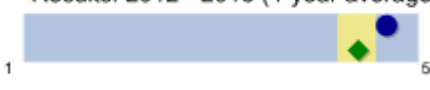


Performance Summary

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	93 %	95 %	94 %	93 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	93 %	95 %	94 %	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: 2015</p>  <p>Results: 2012 - 2015 (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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

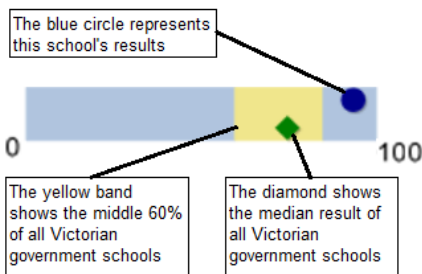
What are student outcomes?

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 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.

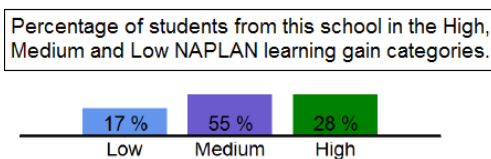
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

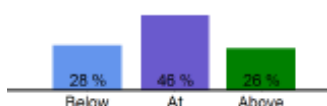


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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 - Operating Statement Summary for the year ending 31 December, 2015

Revenue	Actual
Student Resource Package	\$4,267,346
Government Provided DET Grants	\$561,456
Government Grants Commonwealth	\$95,412
Revenue Other	\$31,148
Locally Raised Funds	\$1,180,250
Total Operating Revenue	\$6,135,612

Expenditure	
Student Resource Package	\$4,152,488
Books & Publications	\$4,564
Communication Costs	\$7,405
Consumables	\$94,121
Miscellaneous Expense	\$284,343
Professional Development	\$28,546
Property and Equipment Services	\$512,329
Salaries & Allowances	\$562,133
Trading & Fundraising	\$213,290
Travel & Subsistence	\$9,594
Utilities	\$29,285
Total Operating Expenditure	\$5,898,098

Net Operating Surplus/-Deficit	\$237,514
Asset Acquisitions	\$10,820

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$230,060
Official Account	\$34,083
Other Accounts	\$11
Total Funds Available	\$264,154

Financial Commitments	
Operating Reserve	\$38,494
Asset/Equipment Replacement < 12 months	\$12,303
Revenue Received in Advance	\$189,500
School Based Programs	\$23,858
Total Financial Commitments	\$264,154

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

2015 was an extremely successful and productive year at our school. We were successful in receiving \$130K from Emergency Management to replace the roof of the LTC buildings. Using school raised funds we renovated our portable toilets, purchased an additional 90 ipads for student use, re-carpeted the administration and staff room areas as well as the main student corridor.

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.

