

**2014 Annual Report to
the School Community**

Beaumaris North Primary School

School Number: 4803



Name of School Principal:

Sherril Duffy

Name of School Council President:

Andrew McClure

Date of Endorsement:

25/03/2015

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 2014.

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. We offer a full range of AusVELS Specialist subjects in Visual Arts, Library, Languages, Performing Arts and Physical Education and have 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 PYP Curriculum, student data and to identify specific intervention programs and foci.

NAPLAN, the On Demand Assessment facility, and the ACER Online testing to 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 report from our 2013 IBO PYP Evaluation verified our exemplary curriculum and student achievement.

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 2010-2014.

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 have a two 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.

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 660 students were enrolled at this school in 2014, 338 female and 322 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.



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 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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Lower</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> Similar</p> <p> Similar</p> <p> Similar</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 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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>52%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>41%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>59%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>57%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>57%</td> <td>20%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 20% | 52% | 28% | Numeracy | 18% | 41% | 41% | Writing | 16% | 59% | 25% | Spelling | 20% | 57% | 23% | Grammar and Punctuation | 23% | 57% | 20% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 20% | 52% | 28% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 18% | 41% | 41% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 16% | 59% | 25% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 20% | 57% | 23% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 23% | 57% | 20% | | | | | | | | | | | | | | | | | | | | | | | |





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 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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 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>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 94 % | 93 % | 94 % | 95 % | 94 % | 94 % | 95 % | <p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 94 % | 93 % | 94 % | 95 % | 94 % | 94 % | 95 % | | | | | | | | | | |

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>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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p>  | <p> Higher</p> <p> Higher</p> |

How to read the Performance Summary

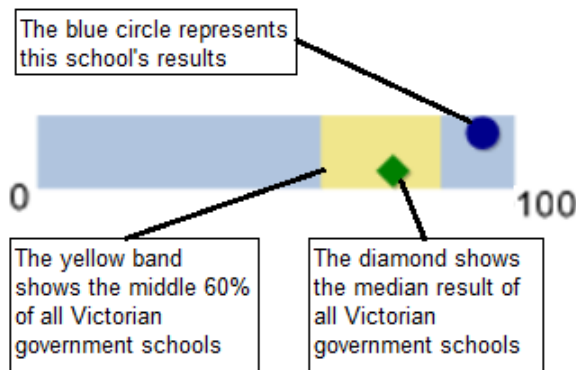
What are student outcomes?

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.



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.

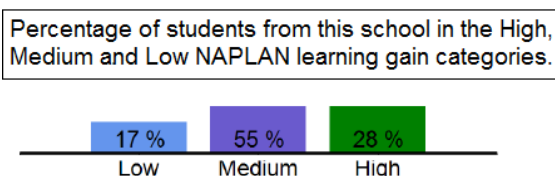
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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 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'.



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, 2014

Financial Position as at 31 December, 2014

| Revenue | Actual |
|---------------------------------|--------------------|
| Student Resource Package | \$3,888,226 |
| Government Provided DE&T Grants | \$455,241 |
| Government Grants Commonwealth | \$67,697 |
| Revenue Other | \$7,613 |
| Locally Raised Funds | \$1,181,593 |
| Total Operating Revenue | \$5,600,370 |

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$126,300 |
| Official Account | \$20,991 |
| Other Accounts | \$9,142 |
| Total Funds Available | \$156,433 |

| Expenditure | |
|------------------------------------|--------------------|
| Student Resource Package | \$3,824,078 |
| Books & Publications | \$3,636 |
| Communication Costs | \$7,213 |
| Consumables | \$84,149 |
| Miscellaneous Expense | \$308,281 |
| Professional Development | \$43,958 |
| Property and Equipment Services | \$455,711 |
| Salaries & Allowances | \$459,857 |
| Trading & Fundraising | \$276,040 |
| Travel & Subsistence | \$4,705 |
| Utilities | \$33,711 |
| Total Operating Expenditure | \$5,501,340 |

| Financial Commitments | |
|------------------------------------|------------------|
| Operating Reserve | \$156,433 |
| Total Financial Commitments | \$156,433 |

| | |
|---------------------------------------|-----------------|
| Net Operating Surplus/-Deficit | \$99,030 |
| Asset Acquisitions | \$0 |

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

The focus of our hugely successful 2014 biennial fete was Fitness, and our fundraising was tagged 60% for fitness and the other 40% for school maintenance. Our fete made a profit of \$90,000. We purchased soccer goals, footy goals, sport shelters, repainted lines in the school ground, did turf installation and sprinklers for play areas, new netball/basketball court refurbishment, new lighting for the oval, and shade sail repairs. We put \$14,000 of the fete money towards the complete repaint of the two main buildings, these buildings have given a whole new lease on life for the school's aesthetics. We held our School Concert at Hamer Hall and managed to cover costs for this huge expenditure. Our Administration introduced a secure payment method for most school expenses, utilising the Qkr App, a Mastercard initiative. This has reduced the cash in the school by over \$200,000 in the second half of 2014 alone. Our school was fortunate enough to win a \$2500 prize, from the Commonwealth Bank, for our incredible uptake by families utilising Qkr. Our families also financially supported the school's endeavours to provide further development in our ICT area, and assisted us to provide many changes to our physical environment with donations to the Building Fund. Other works completed with the Building Fund include the painting and re-tiling of the Artroom, and a refurbishment of the Grade 2 rooms.