

2017 Annual Report to the School Community



School Name: Beaumaris North Primary School

School Number: 4803

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

The school is located in a quiet residential neighbourhood 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.

Current enrolment is 698 with a good gender balance of girls/boys. The school's Student Family Occupation (SFO) index is 0.1503. 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 50 teachers, 3 Principal class officers, 19 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, 1 Specialists Technician, 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 2017 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 2017. We plan to continue these initiatives in 2018.

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 Coordinators who oversee the Victorian Curriculum and International Baccalaureate PYP Curriculum, student data as well as providing mentoring, 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.

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 2017-2020



Wellbeing

Our school employs two Wellbeing Officers (registered Psychologists), who work closely with all of our staff. Their role is to provide support to teaching staff on the social and emotional wellbeing of our students, to provide individual support and guidance for our staff, students and the wider school community as required, and to respond in crisis situations.

The wider school Wellbeing Team has representatives from teaching and non-teaching staff, OSHC staff and a parent representative. This team monitors all school Wellbeing Programs, Wellbeing education initiatives for students, and also Parent Information sessions encompassing many topics including Parenting Skills, Building Resilience and School Readiness. We use the data derived from school based surveys of the entire school community to inform, support and add value to our current programs.

In 2017 we became a full partner of the The Resilience Project, and implemented their program as our whole school approach to Wellbeing. This program is continuing in 2018.

We are a Kidsmatter and eSmart accredited school. Both of these programs reflect the standards, policies and procedures that we are committed to in our school.

For more detailed information regarding our school please visit our website at
www.beaumarisnorthps.vic.edu.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 698 students were enrolled at this school in 2017, 361 female and 337 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 0 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Lower</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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>19%</td> <td>51%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>51%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>39%</td> <td>46%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>58%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	51%	30%	Numeracy	23%	48%	29%	Writing	17%	51%	32%	Spelling	39%	46%	15%	Grammar and Punctuation	21%	58%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	19%	51%	30%																							
Numeracy	23%	48%	29%																							
Writing	17%	51%	32%																							
Spelling	39%	46%	15%																							
Grammar and Punctuation	21%	58%	20%																							



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p>	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="553 913 1037 1008"> <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>91 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	91 %	92 %	91 %	92 %	92 %	91 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	91 %	92 %	91 %	92 %	92 %	91 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

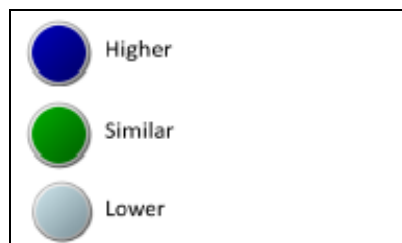


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

Our school community has 480 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, science and digital literacies program from P-6.

The major building project for 2017, funded by the school, was the construction of the roofed amphitheatre, completion of the staffroom extension, internal painting of the internal administrative block, and the cyclical replacement of classroom air conditioners and furniture.

To further enhance our IT program we have installed 10 new IWB solutions, purchased 60 new laptops, and engaged additional technician support to manage our increasing IT Infrastructure. We have also purchased 30 blue bots and 12 spheros to enhance our digital literacies and 30 wedo lego to develop our design and technology curriculum.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,592,717	High Yield Investment Account	\$641,376
Government Provided DET Grants	\$487,325	Official Account	\$38,709
Government Grants Commonwealth	\$163,500	Other Accounts	\$11
Government Grants State	\$4,021	Total Funds Available	\$680,096
Revenue Other	\$12,837		
Locally Raised Funds	\$1,038,408		
Total Operating Revenue	\$6,298,808		
Equity¹			
Equity (Social Disadvantage)	\$6,578		
Equity Total	\$6,578		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,609,088	Operating Reserve	\$311,482
Books & Publications	\$1,482	Revenue Receipted in Advance	\$179,272
Communication Costs	\$17,214	School Based Programs	\$189,341
Consumables	\$106,678	Total Financial Commitments	\$680,096
Miscellaneous Expense ³	\$340,164		
Professional Development	\$28,933		
Property and Equipment Services	\$319,579		
Salaries & Allowances ⁴	\$778,969		
Trading & Fundraising	\$263,835		
Travel & Subsistence	\$5,653		
Utilities	\$42,503		
Total Operating Expenditure	\$6,514,098		
Net Operating Surplus/-Deficit	(\$215,290)		
Asset Acquisitions	\$194,514		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.