

2019 Annual Report to The School Community



School Name: Beaumaris North Primary School (4803)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 24 March 2020 at 01:09 PM by Sherril Duffy (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 July 2020 at 06:06 PM by Alistair Lloyd (School Council President)

About Our School

School context

BNPS School Vision

To inspire students to be lifelong learners and take risks with their learning, pursue their interests and flourish under our guidance'

Our Vision

Our vision is to develop, in partnership with the whole community, an effective, caring and dynamic learning community.

The learning community is founded on an educational philosophy centred on the child, and grounded in the belief that all students can learn and all students have the right to become effective learners. It is important to continue to strengthen the partnership between staff, the students and their parents if this vision is to be achieved. Through our school Strategic Plan, which is underpinned by our Annual Implementation Plan, we will endeavour to develop the teaching practices and learning that supports this philosophy.

We will use a model of professional learning that promotes and develops these effective practices and has at its core, the essential elements for learning; constructivism, inquiry, collaboration, self-responsibility and personal development in an environment of challenge and support. These core practices enable us to build a community of global learners. The professional learning of teachers will be both focused and tied to our agreed direction of improving learning and teaching, and as a result, improving student outcomes.

We value opportunities for student voice, choice and ownership of their own learning. We strive to inspire students to be lifelong learners and take risks with their learning, pursue their interests and flourish under our guidance.

School Values

We will CARE for others, showing EMPATHY, compassion and RESPECT towards the needs and feelings of others. We will show RESPONSIBILITY to our own learning and belongings, displaying self-discipline and commitment. We will show TRUST acting with integrity, honesty and a strong sense of fairness.

Purpose

To build teacher capacity in pedagogy embedding visible learning strategies to improve student learning.

Rationale

Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. Teacher practice in the classroom and the way they interact with students is vital. Implementing visible learning strategies can improve feedback to both teachers and students and develop forums for student voice.

Focus

Excellence in teaching and learning – Building Practice Excellence

Geographic location

Beaumaris North Primary School (BNPS) was established in 1959 and is a well-maintained and safe environment located in a quiet, treed, residential Bayside suburb just 15 kilometres south east of the Melbourne City Centre. The school is located in a quiet residential, bayside neighbourhood surrounded by golf courses and large nature reserves. The school grounds provide an aesthetically pleasing learning environment with large open spaces for recreational activities. Our playgrounds inspire creativity and imagination for all year levels and includes some fabulous artistic adornment to our school buildings and grounds. There is a mix of spaces that cater for both passive and active recreation by students in all year levels and separate areas are set aside for use by junior and senior students.

Programs

Beaumaris North Primary School is an International Baccalaureate (IB) World School authorised to teach the IB Primary Years Programme (PYP) since 2010. The IB is an internationally recognised programme and provides the framework for implementing the Victorian Curriculum.

Our school has an active commitment to the maintenance of an open, co-operative, considerate and friendly environment in which all children are encouraged to reach their full potential. The safety and wellbeing of ALL students, outlined in our Child Safe Policy is paramount. BNPS works to develop values, attitudes, knowledge and skills that will better equip each student to achieve a meaningful and fulfilling life in our complex and ever-changing society. Student engagement and wellbeing are a priority – our school endeavours to instill in each child, a love of learning.

The majority of children at the school have English as their first language. There are no students requiring extra tuition in English. The school is situated in a middle to high income area.

Size, Structure and Workforce

Enrollment in 2019 was 680 with a good gender balance of girls/boys. The school's Student Family Occupation (SFO) index is 0.1406. We currently have a 1:20.5 teacher student ratio across all year levels. We have 28 straight classes with Learning Support Teachers in several year levels and offer Specialist programs in Visual and Performing Arts, Languages, Library and PE.

In 2019 the school has 40.5 EFT teachers, 3 Principal class officers, 14.95 EFT 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 Technician, Outside School Hours Coordinator and a Uniform Shop Manager. In addition - two well being officers and two therapy dogs.

Our website: www.beaumarisnorthps.vic.gov.au details every aspect of our school and a comprehensive A-Z parent Guide together with our fortnightly iNewsletter and daily Compass Newsfeeds

Framework for Improving Student Outcomes (FISO)

Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. Teacher practice in the classroom and the way they interact with students is vital. Implementing visible learning strategies can improve feedback to both teachers and students and develop forums for student voice.

Focus

Excellence in teaching and learning – Building Practice Excellence

Goal

Build teacher capacity to implement evidence-based Literacy- Reading and Numeracy teaching strategies

KIS

Teachers have increased understanding and expertise in achieving students' targeted growth in literacy and numeracy. Beaumaris North PS is in the process of developing teacher experience in understanding students progress and maintaining growth in the areas of Literacy and Numeracy. Professional Development has been provided as outlined in the 2019 PD plan. In 2019 we consolidated areas of evidenced based teaching in literacy in the areas of Smart Spelling and the introduction of Daily Five and CAFE strategies. In numeracy, workshops were organised for teams led by an expert for MAV building from the previous year, to increase the capacity of teachers in planning and teaching number. The main focus for literacy was in the area of reading. The data for Reading in 2019 indicates the positive impact of the new reading strategies.

Achievement

TARGETS

As measured by Teacher Judgments against the Victorian Curriculum. Informed by ACER testing- PAT Mathematics and PAT Reading Comprehension

The proportion of students achieving above the expected level in Number to be 50%from Foundation to Year 6 or more by 2019.

- The proportion of students achieving above the expected level in Reading to be 65%from Foundation to Year 6 or more by 2019

Target

As measured by NAPLAN:

- 50 per cent or more in Numeracy
- 65 per cent or more in Reading
- relative growth to be above similar schools in Writing.

NAPLAN RESULTS 2019

The proportion of students achieving in the top two bands of NAPLAN in Year 3

80% per cent in Reading

63% in Numeracy

Excellent results for year 3 Naplan.

The proportion of students achieving in the top two bands of NAPLAN in Year 5.

55% in Reading

40% in Numeracy

~ relative growth to be above similar schools in Writing

Percentage of students with high relative gain

BNPS 23%

Similar Schools 30%

Teacher Judgement

2019 Students working above the level.

	Reading	Number
Prep	31%	27%
Year 1	65%	50%
Year 2	61%	45%
Year 3	55%	51%
Year 4	46%	37%
Year 5	45%	52%
Year 6	66%	45%

Engagement

Developing expertise and implementing an action plan in 2019 supported planning, teaching strategies, learning, assessment and feedback.

In 2019, we focused on the following areas to enhance and foster student engagement:

The whole school approach to writing is now focused on using traits to teach and develop writing skills.

Prep – Year 5 are using the Scriibi resource to expand students skills in writing. This resource supports the writing trait approach. Moderation of work samples and analysis of teacher judgement when reports are finalised will be undertaken and used as evidence.

Teachers' mindset towards Writing is far more enthusiastic and animated. The aim of Scriibi is to upskill both the students and the staff which has been achieved.

Daily Five

Teams are allocating dedicated blocks in the timetable to Literacy instruction.

All teams regularly do Read to Self, Read to Someone and Listen to Reading

All teams regularly do Work on Words which is focused on SMART words and Inquiry words. Some year levels do some word investigations into morphology.

CAFÉ is giving staff a clear guide for the teaching of reading skills. Use of this is consistent throughout the school as judged by planning documents and displays in all classrooms which clearly indicate the focus for the week. Further PD to increase overall understanding and to support teachers in being able to transfer this into individual goals/learning

intentions/success criteria in 2020.

At the completion of 2019 Students are:

~ developing stamina in reading to self.

~showing growth as assessed through the data -PAT testing/Essential Assessment/ Teacher Judgment in Literacy and Numeracy- in end year reports

~Prep to Year 4 using Scribii as a resource for writing and teachers are observing an increase in student writing capability. An increase in student achievement was evidenced using the Scribii assessment tool, standardised testing and moderation.

~are displaying positive progress in writing as assessed through rubrics based on the writing traits and writing traits assessment tool and through moderated work samples in writing.

~using their voice- through the Student Voice team- development of a new Essential Agreement in playground behaviour and expectations- in consultation with students and teachers across the school. It is now on the school website.

~are using 21st Century (21CLD) learning strategies to support their learning- example unit planning years 3/4 and Year Six Exhibition. This will be extended to year 5 in 2020.

The results and participation in these activities indicate students growing in expertise and are engaged in their learning.

FUTURE

It is the final year of our School Strategic plan in 2020.

Educating boy's will be the focus for staff development through blogs, meetings and activities. The year 5 boys will participate in an interactive program specifically for boys. The aim of the programs is to increase boys engagement in learning.

Teachers are using the established standardised testing school data and NAPLAN data to plan teaching and learning experiences consistently.

In 2020, Beaumaris North PS has chosen the following Actions in order to deepen consistency of practice:

Develop teachers' understanding and analysis of data using a variety of tools.

Develop teachers expertise in teaching and learning with a focus on educating boys.

Develop teachers' expertise in the use of technology and expand 21st Century Learning to support teaching and learning in year 5.

Consolidate teacher's expertise in Daily 5, CAFE and Writing strategies

2020 - strategies in Mathematics developed and expanded.

Wellbeing

The Well being goals have focused on developing resilience in students, engaging boys in education and empowering students through student voice and agency. Programs in place to promote a positive attitude in these areas include the ability for teachers to access support from the Psychologists on staff, PD opportunities , implementation of the Resilience Project across the school , Year Five engaging boys program, Year Six Well being programs for girls- Girls on the go and the boys program- Rock and Water. Psychologists provide opportunities for staff to build their expertise and skills to cater for the children's well being needs. The Resilience Project aims to develop Gratitude, Empathy and Mindfulness through emotionally engaging programs, providing practical, evidence-based, positive mental health strategies to build resilience and happiness. Data for the Student Attitudes to School Survey indicates similar results between 2018-2019. Staff survey shows improvement overall.

Financial performance and position

Parent raised funds were used to purchase additional technology requirements including lego robotic kits, class sets of Yoga laptops, iPads, spheros, Beebots and a Robotics program has been implemented. Maintenance has seen a cyclic painting program put in place- painting admin area, first aid room, corridor and 4 classrooms. A picnic area outside the art room has been established including landscaping and a synthetic lawn area. OSHC have created a new garden, which is tended by the students and is part of their outdoor program.

Blinds were purchased and installed in the Senior Learning Centre and Year 1 classrooms. Air conditioners have been replaced in two teaching spaces and the uniform shop. Classroom libraries have been extended.

For more detailed information regarding our school please visit our website at
<https://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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 680 students were enrolled at this school in 2019, 337 female and 343 male.

2 percent of students had English as an additional language and 0 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	78.7	85.8	79.2	92.0

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.1	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	98.0	89.7	81.7	95.0	Above
Mathematics	97.8	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	91.6	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	88.3	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	83.3	67.6	50.0	83.1	Similar
Year 5	Numeracy (latest year)	77.0	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	87.5	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	82.4	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	79.4	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	70.9	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	16.7	58.3	25.0
Numeracy	14.5	65.1	20.5
Writing	34.1	43.2	22.7
Spelling	27.5	49.5	23.1
Grammar and Punctuation	14.3	54.9	30.8

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.0	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	15.1	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	92	93	92	92	93	92

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	75.3	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	77.2	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.5	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	80.5	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$4,794,293
Government Provided DET Grants	\$409,688
Government Grants Commonwealth	\$204,786
Government Grants State	\$2,100
Revenue Other	\$19,974
Locally Raised Funds	\$1,591,570
Capital Grants	\$0
Total Operating Revenue	\$7,022,411

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,266
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,266

Expenditure	Actual
Student Resource Package ²	\$5,268,359
Adjustments	\$400
Books & Publications	\$1,369
Communication Costs	\$6,681
Consumables	\$114,287
Miscellaneous Expense ³	\$365,362
Professional Development	\$42,894
Property and Equipment Services	\$479,244
Salaries & Allowances ⁴	\$753,721
Trading & Fundraising	\$259,617
Travel & Subsistence	\$4,904
Utilities	\$56,767
Total Operating Expenditure	\$7,353,604
Net Operating Surplus/-Deficit	(\$331,193)
Asset Acquisitions	\$7,246

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$877,501
Official Account	\$44,309
Other Accounts	\$11
Total Funds Available	\$921,820

Financial Commitments	Actual
Operating Reserve	\$329,587
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,000
Funds Received in Advance	\$259,681
School Based Programs	\$200,100
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$29,247
Repayable to the Department	\$406,540
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$24,252
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,251,407

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 26 Feb 2020 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.

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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 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 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').