

2018 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 Regulation 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 2018 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 22 March 2019 at 01:39 PM by Sherril Duffy
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 25 March 2019 at 01:50 PM by Carolynn Smith
(School Council President)

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 0.1406. 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.

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, 1 Specialist Technician, Outside School Hours Coordinator and a Uniform Shop Manager. Our website: www.beaumarisnorthps.vic.gov.au details every aspect of our school and a comprehensive A-Z parent Guide together with our fortnightly newsletter and daily Compass Newsfeeds

Framework for Improving Student Outcomes (FISO)

The BNPS FISO priority in 2018 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 2018. We plan to continue these initiatives in 2019.

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

We are in the second year of the "Student Attitudes to School" survey which is now conducted online with students from Year 4, 5 and 6. The data derived from this survey is similar to neighbouring school and is within the median of all Victorian Government schools.

We also participate in the Resilient Youth Bayside Council survey.

Our student attendance in all year levels is well above the state median and has remained above the state average from 2017-2020

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. In 2018 we initiated a Student Voice team. This team meet weekly and their input supports the findings of our Visible Learning student interviews. 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. We also have two therapy dogs who accompany our Wellbeing Officers each day. The wider school Wellbeing Team has representatives from teaching and non-teaching staff, OSHC staff and a parent representative. This team monitors all Student Wellbeing data and manage the Wellbeing education initiatives for students, staff and parents. We implement a variety of Parent Information sessions encompassing Parenting Skills, Building Resilience and School Readiness sessions as well as providing regular newsletter articles on current research and best practice. Regular parent feedback surveys are offered via Compass with the data informing our current needs and directions of our current programs. A highlight of our Wellbeing Program has been our Therapy dog Program. Both Archie and Sid, our therapy dogs, are an integral part of our school team and their impact on both student, staff and parents has been extremely positive and powerful.

In 2018 we continued our partnership with the The Resilience Project, and implemented their program as our whole school approach to Wellbeing. 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.

Financial performance and position

The focus of our school fundraising events in 2018 was the redevelopment of play areas. We installed play areas near our new Year 2 Learning space which comprised of a large sandpit and slide, variable sized mounds, all encased in synthetic turf. We also redeveloped the area near the art room and Year 3 classrooms with defined walk ways and replaced the tanbark area with synthetic turf. Parent raised funds were also used to purchase additional technology requirements including new student devices, bee bots and lego robotic kits. As a result of our classroom maintenance cyclical program we replaced 4 air conditioners, blinds in 6 learning spaces and carpet in two rooms. Our new learning space was made possible through the Asbestos Replacement Program.

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 700 students were enrolled at this school in 2018, 360 female and 340 male.

2 percent of students had English as an additional language and np 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 Percent	State Median Percent	Middle 60 percent low Percent	Middle 60 percent high Percent
Percent endorsement (latest year)	75.8	85.1	78.3	91.6

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 Percent	State Median Percent	Middle 60 percent low Percent	Middle 60 percent high Percent
Percent endorsement (latest year)	82.6	77.7	66.6	86.7

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.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

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	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	98.3	90.1	82.6	95.3	Similar
Mathematics	98.9	91.1	84.0	96.4	Similar

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	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	83.9	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	85.4	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	80.2	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	62.5	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	86.4	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	79.9	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	78.4	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	70.9	54.8	39.2	71.4	Similar

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'.

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 Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	22.6	50.5	26.9
Numeracy	20.4	64.5	15.1
Writing	29.7	47.3	23.1
Spelling	13.3	53.3	33.3
Grammar and Punctuation	30.0	55.6	14.4

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.0	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	14.6	15.2	13.2	17.8	Lower

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	94	91	93	93	92	91

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.6	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	78.1	81.7	73.8	88.7	Similar

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.7	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	81.0	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,786,394
Government Provided DET Grants	\$621,866
Government Grants Commonwealth	\$202,791
Government Grants State	\$0
Revenue Other	\$46,772
Locally Raised Funds	\$1,602,947
Total Operating Revenue	\$7,260,770

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,912
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,912

Expenditure	Actual
Student Resource Package ²	\$5,058,167
Adjustments	\$1,000
Books & Publications	\$1,894
Communication Costs	\$5,863
Consumables	\$142,985
Miscellaneous Expense ³	\$369,989
Professional Development	\$54,437
Property and Equipment Services	\$411,502
Salaries & Allowances ⁴	\$825,293
Trading & Fundraising	\$308,368
Travel & Subsistence	\$1,370
Utilities	\$56,491
Total Operating Expenditure	\$7,237,359
Net Operating Surplus/-Deficit	\$23,410
Asset Acquisitions	\$120,905

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$749,165
Official Account	\$46,405
Other Accounts	\$11
Total Funds Available	\$795,581

Financial Commitments	Actual
Operating Reserve	\$346,997
Other Recurrent Expenditure	\$37,087
Provision Accounts	\$2,000
Funds Received in Advance	\$270,478
School Based Programs	\$101,587
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,949
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$31,484
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$795,581

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 04 Mar 2019 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 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.

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 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 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').