

SCHOOL COUNCIL PRESIDENT REPORT 2021

2021 was another unpredictable and challenging school year, however with great challenge comes great learning. Following on from 2020, all members of our school community continued to adapt to new norms and find ways to improve on the experiences in 2020.

Our children continued to be resilient, develop IT skills at a rapid pace and try their best in very strange and challenging circumstances. We commend the children on their adaptability and development of important self-management skills whilst acknowledging the support and crucial role our families played during remote learning particularly. Our teachers continued, from an already exhausted place after 2020, to engage with their students whilst navigating onsite and remote learning and tricky transitions between the two. Constantly responding to changes in regulations and requirements to keep our school functioning and our community safe. I'd like to take this opportunity to salute our teachers, parents, and children for surviving another massive year.

School Review

For our leadership team, a significant aspect of the 2021 school year was our school review. Every four years, schools must participate in a review process carried out by the Department of Education. The review process ensures schools comply with minimum requirements for registration and provides guidance for the development of the next four-year Strategic Plan.

'The aim is to create a self-sustaining cycle of continuous improvement, where schools are supported to improve student outcomes.

The review model takes a differentiated approach tailored to meet the needs of individual schools. This is informed by the Differentiated School Performance Method which measures a school's performance and trajectory over time.

Using data and evidence, schools undertake a pre-review self-evaluation (PRSE) to form a collective view of current practice and areas for improvement.'

<https://www2.education.vic.gov.au/pal/school-review/policy>

The review was completed over four days by a panel including the principal, vice principals, school council president, challenge partners and led by an external reviewer. The reviewer facilitated analysis of the school's performance against the goals and targets of its 2017-2020 School Strategic Plan (SSP).

The panel developed focus questions for the review which were investigated through classroom observations, student, teacher and parent focus group discussions and data, policy and document analysis.

Focus Questions

How consistent is the teaching practice across the school?

How is assessment used to plan for and monitor student growth?

To what extent are students' active agents in their learning?

The panel shared and synthesised their observations and findings to validate the status of achievement of the 2017-2020 School Strategic Plan (SSP) and to inform and provide ideas for future actions. Please find below my report, the public section School Review Report 2017-2020. This will also be made available to the community on our school website.

Looking Ahead

Our greatest learning through 2020-2021 has been that a focus on wellbeing is crucial. The 2022 school year has begun with this focus already in firm sight and will continue to be actioned throughout the year. A focus on wellbeing, must extend to the wellbeing of staff and families as well. Alister Llyod, in his president's report last year, said that we have been 'surviving not thriving'. Although we are still managing the effects of a global pandemic, it is time to thrive again. To do this we need to connect as a community. Having been separate for a considerable time, I look forward to seeing the relationships in our school community build again through families engaging with school life. Should you have any ideas or thoughts on how we can achieve our goals, please reach out to myself or the wider school council.

On that note, I'd like to thank the 2021 school councillors for their time, interest, and professionalism in supporting the governance of Beaumaris North Primary School.

Wishing our entire School Community, the best for 2022.

Kindly,

Kristy Hamshare

President, School Council (2021)

Beaumaris North Primary School

Public section

1.1 SCHOOL CONTEXT

Location and history	Beaumaris North Primary school is located in Bayside City Council in the south-eastern suburbs of Melbourne. The school is approximately 15 kilometres from the Melbourne Central Business District. The school was founded in 1959.
School facilities	The school grounds consist of three main buildings and a number of portable buildings, sheds and a canteen. The largest main building accommodates the administration areas, classrooms and the art room. The other two main buildings contain classrooms and teacher offices. The portable buildings contain classrooms for general purpose and for science and music. The external grounds include an oval, two basketball courts and adventure playground spaces. There is a large undercover area that is central to all of the school's buildings.
Enrolments	Enrolments at the time of the review were approximately 680 students. Over the past four years, enrolments had decreased by approximately three per cent of students since 2018.
SFO and SFOE	The Student Family Occupation (SFOE) index was 0.1359 in 2020.
Staff profile	The staffing profile of Beaumaris North Primary School was 38.5 full time equivalent teachers, which included a principal and two assistant principals. There were also 9.2 full time equivalent Education Support (ES) staff, which included two office administration staff.
Curriculum	The school provides an approved curriculum framework differentiated to meet student needs. The school implements the International Baccalaureate (IB) Primary Years Program (PYP), which is assessed against the Victorian Curriculum.
Additional information	The school offers an onsite Outside School Hours Care program.

1.2 SCHOOL & COMMUNITY HIGHLIGHTS

Highlight 1

Title: International Baccalaureate (IB) Primary Years Program (PYP) – Year 6 Exhibition	FISO dimension: Empowering students and building school pride
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At the time of the review, Beaumaris North Primary School was an authorised International Baccalaureate school delivering the Primary Years Programme (PYP) from Prep to Year 6. The IB aimed to develop inquiring, knowledgeable and caring young people who would help create a better and more peaceful world through intercultural understanding and respect. The PYP was inquiry-based and provided a curriculum framework with core learning areas of language, social studies, mathematics, arts, science and personal, social and physical education. The PYP was assessed against the Victorian Curriculum. Each year the Year 6 students held an exhibition which drew on all of the skills, attitudes and behaviours they had developed over their schooling experience. The Year 6 Exhibition was a culmination of research involving group collaboration, inquiry, action and a presentation to an audience. In 2020, the Year 6 Exhibition provided students with the opportunity to choose a current technological device, such as a drone, research the device and then decide on how this could be adapted to support the community in the future. Staff and students created a rubric where students could self-monitor their progress and check in with a teacher to discuss their progress. This gave students ownership of their learning and made sure they were accountable for their individual work. Students were provided with a list of Presentation Awards that they could work towards during their Exhibition process and presentation. Students voted on their peers and these awards were presented at the finale of the Exhibition process. The Panel agreed that this exhibition was a highlight for the community.

Title: Student Agency Team (SAT)	FISO dimension: Empowering students and building school pride
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The Panel met with the Student Agency Team (SAT) as part of the student forums. The Panel heard about how the SAT met regularly to discuss various issues across the school. The SAT had visited classes to seek feedback from other students to inform the development of a new agreement regarding acceptable student behaviour in the playground. To do this they interviewed teachers on yard duty, students in classes and also discussed the IB Learner Profile attributes. Students in the SAT decided to take photos around the school to illustrate the new expected behaviours. They had presented the new agreement to the school community at the final assembly in 2019. The SAT had also worked together to organise whole school events. In 2021, the SAT and Junior School Council were combined to form a new Student Agency Team. This team met regularly to organise Social Service activities and published at least one report in the School Newsletter per term, The SAT was also a forum for students to raise concerns and was focused on finding solutions, which were then reported back to all students on a regular basis. The Panel agreed that the SAT forums enabled greater student agency and voice and was therefore considered a community highlight.

Highlight 3

Title: Introduction and implementation of 21 st Century Learning Design	FISO dimension: Intellectual engagement and self awareness
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In 2019, the school partnered with a commercial provider to develop a strategy and plan to support the transformation of teaching and learning through technology. The school purposefully aligned their information technology platforms to align with the neighbouring secondary college. This led to an increase in the use of technology by teachers to collaborate with students, which was particularly helpful during remote learning in 2020. The suite of digital technology tools being used included video calls, collaboration tools and digital platforms for students to showcase their learning. Teachers were able to review students' work and provide explicit and regular feedback. Students also accessed reading resources through an online platform. The school had developed additional programs that engaged students in robotics and coding activities. The Panel formed the view that the use of information technology to enhance learning, collaboration and feedback with students had positively impacted student engagement, therefore was considered a community highlight.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan (SSP) goals and targets

SSP Goal 1:

The 2016–20 School Strategic Plan for Beaumaris North Primary School had set a goal to embed a deeper collaborative culture that emphasised reflective dialogue within teams. The Panel found that the school met this goal, with the one target achieved.

SSP Goal 2:

The second goal was to improve student outcomes with a whole-school focus on a minimum of twelve months growth per year. The Panel found the school partially met this goal, with one target partially met and the other target not met.

SSP Goal 3:

The third goal was to improve the growth of middle and high achievers, in all areas of the curriculum. The Panel found the school partially met this goal, with two targets partially met and the third target not met.

SSP Goal 4:

The fourth goal was to build teacher capacity to implement evidence-based literacy and numeracy teaching strategies. The Panel found the school partially met this goal, with the only target partially met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: How consistent is the teaching practice across the school?

The Panel concluded that there was consistency in teaching practices within year level teams. The Panel also concluded that there was less consistency in teaching practices across year levels than within year level teams. The Panel found that teachers were implementing a range of agreed whole school Literacy and Numeracy programs.

Terms of Reference Focus Question 2: How is assessment used to plan for and monitor student growth?

The Panel concluded that there was evidence of teachers using both formative and summative assessments. The Panel agreed that teachers used computer based adaptive assessment programs to help plan for differentiated learning tasks for students, especially in mathematics. The Panel also agreed that the choices provided during inquiry lessons had catered for the individual learning needs and interests of the students.

Terms of Reference Focus Question 3: To what extent are students active agents in their learning?

The Panel found that there was evidence of students having choice and voice in their learning. The Panel also concluded that the school was working towards empowering students in their learning by developing teaching practices that would further develop student agency.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SCHOOL STRATEGIC PLAN

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- focus on improving numeracy and literacy, with a particular focus on writing
- develop and embed an agreed instructional model
- build teacher efficacy in using effective assessment practices
- engage in the Professional Learning Team initiative
- develop students as active and empowered learners
- High Impact Teaching Strategies to improve student engagement