

2025 Annual Report to the School Community

School Name: Beaumaris Primary School (3899)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 31 March 2026 at 05:34 PM by David Tapp (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 01 April 2026 at 08:09 AM by David Tapp (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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.

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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Established in 1915, Beaumaris Primary School has a proud history of providing quality education for local students. The school is located in a quiet residential area close to beaches, sporting facilities, shopping villages, and public transport. Its grounds feature beautiful gums, a well-maintained flexible pitch oval, and gardens showcasing native and indigenous plants.

2025 was a successful year at Beaumaris Primary School, with continuity in the Leadership Team allowing for the refinement of key implementation strategies. Our Principal Class, Learning Specialists, and Strategic Direction Team continued their work and further strengthened the school's initiatives.

Beaumaris Primary School aims to be the leader. The leader within our Network, recognised for exceptional student-focused outcomes, both academically and socially/emotionally. We strive to be a school that is highly sought-after, inclusive and supportive of all students to achieve growth across the curriculum. Our school is a model for best practice; a school that other schools visit to share in best practice. Our school sets our students up for a lifetime of achievement and success. At Beaumaris Primary School we believe we have a responsibility to shape the fabric and identity of the school as a learning organisation which will meet the needs of contemporary learners. Our school values are central to our school vision and provide a framework to guide the ways in which we operate and interact. Respect, Resilience, Responsibility, Relationships.

In 2025, Beaumaris Primary School had an enrolment of 554 students - a slight decrease from the previous year. The school operates with a straight grade structure and, in 2025, had 44.4 equivalent full-time staff, comprising 3 Principal Class members, 31 Teachers, and 11 Education Support Staff. Beaumaris is well regarded for its focus on using the best available research to inform teaching and learning. We take an explicit and systematic approach to teaching fundamental knowledge, skills and concepts, providing students with a strong foundation to support complex thinking and learning in later years. Our students are supported to be active learners through opportunities that are challenging, engaging and designed to foster curiosity.

Beaumaris Primary School values strong connections with both the local and national community, ensuring that all members model and teach inclusion, cultural safety, and respect for the environment. Community partnerships are developed to promote wellbeing, and the school's extensive and beautifully maintained grounds continue to impress and delight visitors. Our Specialist Programs include Performing Arts, Visual Art, Japanese, and Physical Education, providing students with a rich and well-rounded educational experience.

Progress towards strategic goals, student outcomes and student engagement

Learning

2025 provided an opportunity to further establish Beaumaris Primary School as a leader in Teaching and Learning. Building on the significant changes implemented in 2024, the focus in 2025 was on refinement, consistency, and consolidation of practice. The revised Strategic Plan Goals were prioritised to ensure Beaumaris continued its trajectory as a high-performing school within the Beachside Network.

The school met its Annual Implementation Plan targets while continuing to shift teaching and learning priorities to align with best practice. We reviewed our instructional practices against the Victorian Teaching and Learning Model 2.0, aligning the principles of Learning and Teaching with the Beaumaris Primary School Instructional Sequence.

Across all year levels, a Structured Literacy Block was implemented to provide explicit teaching of the 'Big 6' of reading - comprehension, fluency, phonics, phonological awareness, vocabulary, and oral language - alongside writing. In the junior years, we have an increased focus on structured synthetic phonics to develop word-level reading and spelling skills. In the middle and senior years, instruction shifts toward deeper word knowledge, including morphology, etymology, and syntax, to enhance students' understanding of language. In 2025, significant investment in new texts including decodable texts and quality literature supported both the school and home reading program.

Through five-weekly sprint cycle check-ins using 'blind marking', teachers deepened their understanding of student data and achievement standards, enabling more accurate judgments of student learning, targeted instructional responses, and real-time adjustments to teaching. Analysis of teacher judgment data showed the gap between Beaumaris and Similar Schools narrowed to just 1% in both Literacy and Mathematics.

NAPLAN results were particularly strong, with 86.5% of students achieving medium or high growth in Reading between Year 3 and Year 5 - more than 10% above the State average. Comparisons to the four-year average also demonstrated significant gains in both Reading and Numeracy. The school's Performance Report confirms that Beaumaris Primary School is high performing in Literacy and Numeracy, with NAPLAN outcomes consistently above State, Network, and Similar School averages.

In addition, the Attitudes to School Survey indicated that Beaumaris surpassed Similar, Network and State average in the areas of Differentiated Learning Challenge, Effective Classroom Behaviour, Effective Teaching Time, and Stimulated Learning.

Overall, the school's Differentiated Performance Report ranks Beaumaris Primary School as 'High Performing' in the domain of Learning and Wellbeing.

Wellbeing

The achievements of 2025 built on the strong foundations established in 2024, with processes refined to ensure consistency across the whole school. Regular year-level student focus groups were conducted by the Principal Team, complemented by an active Junior School Council that provided feedback and leadership opportunities. Beaumaris Primary School continued to achieve strong results in the Attitudes to School Survey, maintaining its trend of performing above State and Similar Schools - a benchmark first established in 2024. This continued growth and high achievement demonstrate that the shift in leadership was not a 'honeymoon' effect but reflects the effectiveness and direction of the new leadership team.

These outcomes are the result of collaborative work between teachers and the school leadership team, focused on fostering strong connections within the school community and ensuring all students are heard and acknowledged. As part of this approach, the Principal Team welcomed and farewelled every student at each gate, morning and afternoon, fostering meaningful daily connections. The school also refined and expanded the use of Positive Compass Chronicles, documenting and sharing positive student experiences with parents and the wider community.

Guided by the Victorian Department of Education's Positive Classroom Behaviour Strategies, Beaumaris Primary School made significant progress in developing a Learning-Focused Environment, aimed at ensuring greater consistency in classroom environments, routines, and expectations. When our students understand what to expect and experience continuity in expectations, they feel safe, secure, and ready to learn.

In 2025, Wellbeing lessons were timetabled across all year levels on a Monday afternoon, allowing students to engage with social and emotional learning topics informed by the Resilience, Rights and Respectful Relationships (RRRR) program. In Years 5 and 6, students unpacked the Child Safe Standards, translating them into child-friendly language that is shared with the community and displayed around the school. These standards are reviewed each term by both staff and students, reflecting Beaumaris Primary School's ongoing commitment to child safety and its continuous refinement of practices to ensure consistent implementation across all areas.

Overall, the school's Differentiated Performance Report ranks Beaumaris Primary School as 'High Performing' in the domain of Wellbeing.

Engagement

Student attendance continues to be an area of focus for Beaumaris Primary School. Post-COVID, our students still have a higher number of days absent compared to our four-year average, positioning us between the Similar School and State averages. Our Assistant Principal for Student Wellbeing actively followed up with students and families to identify patterns of absence and provide support. In 2025, community education efforts included regular Newsletter information regarding the importance of attendance. It is noted that Year 5 and 6 students have lower attendance rates than other year levels.

Beaumaris Primary School places a strong emphasis on student engagement. This is achieved by fostering a culture where positive relationships with all stakeholders are central to the school's operation. From developing meaningful connections with students, parents, and the wider community to allocating time at the beginning of each year for planned activities that help students get to know each other and establish clear expectations, the school builds students' sense of connectedness to their school, classroom, teachers, and peers.

Student voice and agency are actively promoted through Focus Groups, leading to tangible outcomes such as new playgrounds and refinements in teaching and learning approaches. A significant number of students participated in the Exceptional Learners Program and Booster Program, providing authentic, differentiated challenges tailored to their needs. This work was further enhanced through collaboration with Beaumaris Secondary College and its high-abilities program.

A key highlight for 2025 is that Beaumaris Primary School's attendance rate is now below the Similar School four-year average, reflecting the impact of our focus on engagement, support, and meaningful student connections.

Financial performance

Beaumaris Primary School was in a financially sound position at the end of the 2025 school year. The school recorded a Net Operating Deficit of just under \$160,000. This deficit reflected increased investment in student support; however, on paper only, as the school finished the year with a \$109,900 surplus through the strategic utilisation of grants. This continued the reduction from the surplus in 2024, following extraordinary expenditure on OHS issues and maintenance.

Beaumaris received in excess of \$2,500,000 in State funding for ramp works, maintenance, Student bathrooms, OHS and drainage. A further \$500,000 was awarded through a Minor Capital Works grant for the remaining student and staff toilets.

School funds were allocated to ensure a comprehensive Specialist Program, including Performing Arts, Visual Arts, Physical Education, and Japanese, and the accumulated balance was transferred into cash to further support OHS and Annual Implementation Plan (AIP) priorities. Equity funding was used to increase the hours of our Educational Support Team, allowing for greater support for students and targeted intervention where needed.

funding will focus on maintaining and upgrading school grounds, particularly addressing the large number of gum trees that require trimming or replacement with species more suitable to a school environment. School fundraising efforts will also be allocated to grounds improvements and expanding library and classroom resources.

A significant portion of the budget was spent on plumbing, drainage, and building maintenance, which impacted the surplus for 2025 and contributed to a reduction compared with the previous year. Overall, Beaumaris Primary School maintained a responsible and strategic financial position while continuing to prioritise student learning and wellbeing.

PERFORMANCE SUMMARY

The Performance Summary for government schools 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile


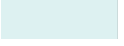

A total of 554 students were enrolled at this school in 2025, 255 female and 299 male. 6% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low**.


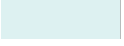

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	80.0%	
	Similar schools	76.7%	
	State	82.0%	

School Staff Survey


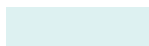


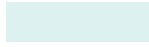

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	86.6%	
	Similar schools	78.3%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025	
English Prep - 6 % of students at or above age expected standards	School	93.8%	
	Similar schools	94.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	91.4%	
	Similar schools	94.3%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


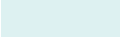

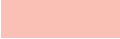
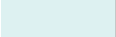

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	84.3%	81.5%
	Similar schools	84.4%	84.2%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	94.7%	90.7%
	Similar schools	88.9%	88.7%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	91.0%	85.1%
	Similar schools	82.6%	82.6%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	86.7%	84.7%
	Similar schools	84.0%	83.1%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	86.5%	
	Similar schools	78.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	78.1%	
	Similar schools	73.7%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	87.1%		83.0%
	Similar schools	74.6%		75.4%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	88.3%		81.2%
	Similar schools	73.3%		73.7%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	18.2	19.4
	Similar schools	17.9	18.3
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	93.6%	
Year 1	School	92.6%	
Year 2	School	91.1%	
Year 3	School	90.2%	
Year 4	School	91.3%	
Year 5	School	89.1%	
Year 6	School	88.7%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,617,690
Government Provided DET Grants	\$583,251
Government Grants Commonwealth	\$4,231
Government Grants State	\$0
Revenue Other	\$33,163
Locally Raised Funds	\$703,410
Capital Grants	\$0
Total Operating Revenue	\$6,941,745

Equity	Actual
Equity (Social Disadvantage)	\$9,239
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$9,239

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$5,605,909
Adjustments	\$0
Books & Publications	\$12,763
Camps/Excursions/Activities	\$330,791
Communication Costs	\$4,957
Consumables	\$78,525
Miscellaneous Expenses ²	\$142,344
Agency Staff	\$84,976
Professional Development	\$38,141
Equipment/Maintenance/Hire	\$67,493
Property Services	\$414,608
Salaries & Allowances ³	\$184,727
Support Services	\$24,654

Expenditure	Actual
Trading & Fundraising	\$44,167
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,042
Total Operating Expenditure	\$7,075,097
Net Operating Surplus/-Deficit	(\$133,352)
Asset Acquisitions	\$40,323

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$401,508
Official Account	\$32,823
Other Accounts	\$3,078
Total Funds Available	\$437,410

Financial Commitments	Actual
Operating Reserve	\$244,865
Other Recurrent Expenditure	\$1,558
Provision Accounts	\$0
Funds Received in Advance	\$93,479
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$97,243
Total Financial Commitments	\$437,145

All funds received from the Department of Education, 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.