**2021 Annual Report to**

**The School Community  
  
School Name: Beaufort Primary School (0060)**

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| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2021 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. | | «PrincipalSignDescription» |  |  | | --- | | * This 2021 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 | | «PresidentSignDescription» | |  |

**About Our School**

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| School context |
| At Beaufort Primary School, we are dedicated to developing students, in partnership with the wider community, so that they excel beyond their own expectations, academically, creatively, socially and emotionally, to have ownership over their future. Our school values of Respect, Responsibility and Safety are practiced by students, teachers and community members daily. \* Respect - We act in a kind and thoughtful manner towards ourselves, others and the environment. \* Responsibility - We take ownership of our behaviour, thoughts and actions. \* Safety - We are aware of, and so behave, in ways that help to keep others and ourselves free from harm.  Since the school review in 2019, the school has has been focused on improving the literacy and numeracy growth of every student, improving student voice, agency and leadership, and deepening and strengthening students' sense of engagement and wellbeing, whilst strengthening community partnerships. In 2021, the key focuses of the school were in alignment with the Department of Educations priority goals of learning, catch-up and extension, as well as happy, active and healthy kids. The leadership team also opted to include a focus on school communication and connectedness.   In 2021, the school welcomed an Acting Principal, who remained in the role for the 2021 school year. The school had a number of staffing changes throughout the year but at the conclusion of the school year the workforce consisted of 1.0 FT Principal, 10.8 Teaching staff (this includes tutor and learning specialist), 1.0 Business Manager and 3.41 Education Support Officers. The school also employed a small number of casual education support staff and short term teaching roles. The school continued to employ a family worker 1 day a week to support student wellbeing.   The school was organised into 8 classes; 1 x Foundation, 2 x Grade 1/2, 2 x Grade 3/4 and 2 x Grade 5/6. We offered specialist subjects of The Arts, PE, STEM and Sustainability. The subject of LOTE was put on hold for the 2021 school year, with the plan of recommencing AUSLAN in 2022. Numbers fluctuated throughout the year and the school continued to enforce the school enrolment zone. At the end of the year, the school had approximately 160 students enrolled from Foundation to Year 6. The SFOE, on census day, sat at 0.4761, down from 2020 where it sat at 0.4908.  Students and teachers once again worked through the transitions of lock downs, remote and flexible learning, and onsite learning. Environmental and social influences and impacts of the lockdowns placed student and staff health and wellbeing being at the front of decision making for staff and leadership. |
| Framework for Improving Student Outcomes (FISO) |
| In 2021, the staff at Beaufort Primary School needed to change focus from the Key Improvement Strategies in the School Strategic Plan due to DET priorities, remote and flexible learning and the many interruptions throughout the year. These changes influenced the key FISO dimensions being prioritised. The new foci linked to: \* Evaluating impact on learning - Teachers adapted the way in which they taught, assessed and evaluated their teaching and learning impact. Remote and Flexible learning had teachers collaboratively working together to plan and implement teaching and learning for all students, focusing on their different learning needs. Teachers evaluated submitted tasks and upon returning to onsite learning, planned teaching and learning based on student achievement demonstrated.  \* Empowering students and building school pride - Leadership worked with small focused groups to provide student voice in setting whole school values foci. These groups where given the opportunity to provide valuable feedback to school leadership, including noticing positive observable behaviours that were consistent with the school values, and elements they felt needed to be addressed. Students brainstormed and worked together with Leadership to develop strategies of addressing areas of concern, as well as reinforcing and recognising positive elements. Junior School Council members were rostered on during recess and lunch times and given the responsibility of identifying and rewarding students who demonstrated the school values. These students were then recognised officially by Leadership through a positive reinforcement system suggested by the student advisory group. \* Health and Wellbeing - Across the school, staff implemented a number of wellbeing strategies, including the introduction of mindfulness and opportunities to share thoughts, feelings and worries during classroom circle time. The school became a Rights, Responsibilities and Respectful Relationships (RR) lead school and began implementing the RR curriculum across all year levels. The implementation of this curriculum resulted in the development of a shared language of emotion, behaviour and focus on personal strengths of individuals. Staff then leveraged this to reinforce positive behaviours demonstrated by students across the school. This helped to reestablish a feeling of ‘community’ on the return from Remote and Flexible Learning.  \* Parents and carers as partners - An emphasis was put on increasing effective communication with parents and carers, including the introduction of electronic newsletters and regular email communication or phone calls with parents. This move to an electronic format school newsletter ensured that the process of developing content became more streamlined for staff to contribute to, increased staff and student ownership of content, and reduced workload and demand on time for Leadership and office staff; indirectly increasing the wellbeing of staff at Beaufort Primary School. Leadership noted that parent engagement and interaction with the newsletter was increasingly positive through the duration of the 2021 school year. |
| Achievement |
| The following targets were set as part of the 2021 Annual Implementation Plan (AIP): Learning, catch-up, and extension priority Increase the percentage of F-6 students achieving above the expected level against the Victorian Curriculum according to Teacher Judgement. \* Reading from 23% in 2020 to 30% in 2021 - (2020 actual 29%) - 2021 result 31% \* Writing from 13% in 2020 to 20% in 2021 - (2020 actual 18%) - 2021 result 18% \* Number and Algebra from 25% in 2020 to 30% in 2021 - (2020 actual 30%) - 2021 result 27%  As part of the Department of Educations (DET) initiatives, the school introduced a school-based tutoring program, allowing approximately 30 students to access three or more instances of literacy intervention per week. These students were identified using school-based data, and focused on students who were deemed to be performing below expected level. The Victorian High Ability Program continued to run for students in Years 5 and 6, with a small number of students taking part in extension learning in Reading and Number. QuickSmart Numeracy Intervention was implemented for students in Years 4 to 6 who needed to build their quick recall skills of the four basic operations.  With another year of transitioning between on site and remote and flexible learning, teachers continued to plan learning tasks that both supported and extended learning. A large number of families continued to stay connected to the learning through WebEx meetings or phone calls, completing daily learning tasks and submitting work for feedback. Teachers and ES staff endeavored to remain connected with students and families, and often organized extra check-ins and one-on-one coaching for students who were identified as needing further support.   In 2021, the leadership team embarked on the DET Professional Learning Community (PLC) training. This training provided the middle leadership of the school the opportunity to develop their own understandings of the PLC process whilst honing their leadership capabilities. As we move into 2022, we will focus the PLC process on Literacy, with a strong link to writing, phonological awareness and oral language development.  When looking at the data in this report, a majority of our results are below State average and below Similar School average, with the exception of Year 5 NAPLAN Reading where we performed above both State average (+0.2%) and Similar School average (+9.6%), and Year 5 NAPLAN Numeracy where we performed above Similar School average (+2.8). In a year of such turbulence, these pockets of performance are to be commended.   Teacher Judgement  \* Reading - below State average (-13.6%) and below Similar School average (-7.1%) \* Mathematics - below State average (-9.1%) and below Similar School average (-3.4%)  NAPLAN Year 3 \* Reading - below State average (-12.9%%) and below Similar School average (-2.2%) \* Numeracy - below State average (-29.1%) and below Similar School average (-17.5%)  NAPLAN Year 5 \* Reading - above State average (+0.2%) and Similar School average (+9.6%), \* Numeracy - below State average (-8.7%) but above Similar School (+2.8%) \* Learning Growth - above Similar School (+13%) in high gains when compared to Similar School but below in all four other areas. |
| Engagement |
| The following targets were set at part of the 2021 Annual Implementation Plan Happy, active, and healthy kids priority - Improve rates of positive endorsement in the Attitudes to School Survey (AtoSS) for the following factors: \* Motivation and Interest from 70% in 2020 % to 75% in 2021 - 2021 percentage of positive endorsement 78% \* Student voice and agency from 52% in 2020 to 70% in 2021 - 2021 percentage of positive endorsement 61%  In 2021, the school continued to monitor student attendance, sending daily texts and reminders to parents, following up with DET regarding chronic absenteeism and promoting the importance of being at school. During the periods of remote and flexible learning, teachers were holding daily WebEx meetings and making phone calls to families to promote a high level of engagement in learning. Teachers regularly hosted weekly informal lessons, allowing students to freely interact with their peers on the screen. Students at-risk of disengaging during remote and flexible learning were identified by staff, and the leadership team reached out to these families to provide a face-to-face program for these students. Our absenteeism rate was slightly higher than our four-year average but remained lower than that of Similar Schools.   The Rights, Responsibility and Respectful Relationships (RRRR) curriculum was introduced across the whole school, with staff implementing structured lessons and regular content. The school became a lead school of RRRR, and in 2022 will begin supporting other schools in the area to implement the RRRR curriculum.   To foster an increase in student voice and agency in the school, small groups of senior students were regularly nominated to work with the principal on ways to improve the school, engage learners and promote a safe and inclusive school. A Junior School Council was formed to ensure that student voice and contributions from across the school were equally heard and supported, and this resulted in the establishment of the Friends in the Yard program. This program promoted kindness, responsibility, safety and respect and empowered our students to take ownership over their own choices and interactions.  Our SWPBS structures remained in place for 2021. Little review was necessary with understanding and process already well embedded amongst staff. A realignment of middle leadership structures with clear Junior and Senior school leaders saw an improvement in our capacity to manage and resolve tier 1 and 2 incidents.  Student engagement when returning to onsite learning was pivotal to the success of all aspects of schooling (academic, social and emotional). We had a handful of students struggle with re-engaging with their peers, and friendship groups that broke down during lockdowns, leaving staff with the extra responsibility of rebuilding student friendship groups, resilience and enjoyment of being back at school. This took priority over some of the academic learning.  Unfortunately, due to COVID restrictions, some of our regular school-based engagement strategies could not take place, including Buddies and Clubs. Despite this, our students relished opportunities to engage with each other face-to-face in the playground and yard and made the most of the social aspect of their schooling. The continual lockdowns further indicated the need for staff to prioritise engagement when opportunities to work on-site were presented. |
| Wellbeing |
| The following targets were set at part of the 2021 Annual Implementation Plan Connected schools priority - Improve rates of positive endorsement in the Parent Opinion Survey (POS) for the following factors:  Teacher Communication from 80% in 2020 to 85% in 2021 - 2021 percentage of positive endorsement 71% Parent & Community Involvement from 80% in 2020 to 85% in 2021 - 2021 percentage of positive endorsement 75%   Our communication with families was a focus this year, particularly given the amount of time that we spent working and teaching remotely. We chose a new platform for our newsletters (Naavi) which was welcomed by the parent cohort. The data collected by the site shows us that the newsletter continued to be accessed by a significant number of families per edition. Email and text services were still used as the primary course of communication with parents. In 2022, the school will move to an online communication application to continue the solid groundwork that has been done regarding bringing the school community online.  The pandemic increased the need for staff and student wellbeing to become a priority area for the leadership team. The school continued to employ a family worker, whose main role included supporting students through COVID anxieties, as well as peer and friendship breakdowns. Staff also supported students through the implementation of individual, small group or whole class support and lessons, including circle time, mindfulness and RRRR sessions.   When comparing the AtoSS, POS and School Staff Survey (SSS) to previous years, a majority of results linked to wellbeing declined in 2021.   POS  Managing Bullying: 2020 - 85%, 2021 - 82% Non-Experience of Bullying: 2020 - 67%, 2021 - 62% Confidence and resilience: 2020 - 97%, 2021 - 85%  AtoSS Advocate at School : 2020 - 81%, 2021 - 85% Managing Bullying: 2020 - 67%, 2021 - 71% Non-Experiencing Bullying - 2020 - 69 %, 2021 - 64% Life satisfaction: 2021 - 57%  SSS School leaders care about staff health and safety - 2020 - 94 %, 2021 - 73% School provides a safe and supportive work environment - 2020 - 94%, 2021 - 80% Staff encouraged to report staff health and wellbeing concerns - 2020 - 94%, 2021 - 80%  The percentage of positive endorsement in all three surveys, along with the student wellbeing supplementary report, will be reviewed in 2022, with plans to implement new wellbeing strategies for both students and staff.   Navigating the pandemic proved challenging for the community, as online access and engagement gave away to the prioritization of sustaining family mental health and wellbeing. Families reported during the time of extended lockdown and remote learning their children participated in more outside imaginative play, farm work, household chores, neighbourhood walks and skills related to meal planning and preparation. |
| Finance performance and position |
| The Financial Performance and Position report show an end-of-year surplus of $124,580. . At the end of 2021 the high yield and working bank accounts held significant money, including unspent CSEF , plantation and unspent, but allocated, equity funding. This equity funding will be spent in early 2022 on identified items that will support literacy learning and the final upgrade of technology across the school.  The school continued to receive generous donations and grants from local organisations, including the funds to support the employment of a 0.2 Sustainability teacher from Stockyard Windfarm, a grant from Bendigo Bank to purchase new laptops and donations from the Beaufort and District Op Shop.   The 2021 end of year surplus will be carried forward to the 2022 school credit budget, with part of this money being allocated to the continuation of the school wide tutoring program. |
| **For more detailed information regarding our school please visit our website at** [**www.beaufortps.vic.edu.au**](file:///C:\Users\08326234\Downloads\www.beaufortps.vic.edu.au) |