

2023 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 14 March 2024 at 05:32 PM by David Tapp (Principal)

- This 2023 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 29 April 2024 at 02:30 PM by Steve Marshall (School Council President)

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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Beaumaris Primary School has a proud history of providing quality education for local students since 1915. The school is located in a quiet residential area close to beaches, sporting facilities, shopping villages and public transport. Our school is set against a backdrop of beautiful gums, a well maintained oval and gardens of natives and indigenous plants. Our Vision: 'Learning Together' is to empower our students to become adults who are self-responsible, think critically and who will thrive and make a positive contribution to the world in which they will live. Our Mission: 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: Valuing all staff, students, parents and community members. Resilience: Being optimistic, developing perseverance and self management skills. Responsibility: Being accountable for one's own actions, resolving difficulties in a constructive and peaceful way, taking care of the environment. Relationships: Teamwork and tolerance between all school members. Beaumaris Primary School had an enrolment of 562, which is a decrease from the previous year. Beaumaris operates with a straight grade structure and had 41.4 equivalent full time staff for 2023. This staffing profile was made up by 2 Principal Class, 31 Teachers and 11 Education Support Staff.

The school is well regarded for its focus on Research and Evidence based approaches to teaching and learning. It is known for its explicit, systematic approach to teaching fundamental concepts and skills to allow students to have the best foundation to extend complex thought and learning in the later years. Beaumaris Primary School values connection to the local and national realms ensuring all members model and teach inclusion, cultural safety, and respect for our environment. We ensure our students learning opportunities are challenging, differentiated, engaging and promote curiosity. We support students to set goals and monitor their own learning progress. Together we develop community partnerships to support and promote student wellbeing. We have extensive and very well-maintained grounds, which continue to surprise and astound visitors to our school. Our Specialist Programs included Performing Arts, Visual Art, Japanese and Physical Education.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 was a solid year for Beaumaris Primary School in regards to achievement and student outcomes, this was shown by both school standardised testing and system measures. Our NAPLAN Data in Grade 3 was very strong, BPS was well above the State Average in Reading and in Numeracy. Our Grade 5 NAPLAN data for BPS was well above the State Average in Reading and in Numeracy. The 2023 Data has shown a decline in outcomes from previous years, where BPS had been above the Similar School Average, it is now below the Similar School Average. The teacher judgements demonstrated that students were again above the State Average, however we were below Similar Schools, a trend supported by NAPLAN. The 2023 AIP targets were focused on the DET Priorities Goals. This included an increase in the number of students operating 6-18 months ahead in Numeracy to 55%. In 2023, we achieved growth of 1% on our previous year to 49% of students operating above the expected level. We have 10.3 students funded by the PSD program, all students have IEPs and termly SSGs. All students on the PSD made expected growth in Literacy and Numeracy. Our 10.3 PSD funded children were able to achieve success throughout the year.

Beaumaris Primary School entered its first year of the 4 year Strategic Plan. 2023's data showed a decline from 2022, thus making the targets for the Strategic Plan significantly more challenging to achieve. Our Prep and Grade 1 students continued to achieve significant growth in their Reading, this is due to the work completed around Structured Synthetic Phonics; the implementation of MSL has made a significant improvement in the student outcomes around Reading. BPS are also seeing an improvement in spelling alongside the MSL work. There was a focus on Problem Solving in Numeracy, this led to single Problem Solving sessions each week for the students across all year levels.

Wellbeing

2023 was another complex year for Beaumaris Primary School. We were able to run our Wellbeing program for a week at the beginning of the year and this was successful. Staff attended RRRR training - moving this into our everyday practice. The number of

documented incidents in the yard decreased when compared to previous years. Severity of incidents decreased as shown through Compass Chronicle. Student data showed a decrease in the Sense of Connectedness, with BPS reporting a decrease of over 5% from our 4 year trend. Whereas, State and Similar Schools only had a 1-2% decrease. This was also evident in the Management of Bullying data, BPS recorded a 6% decrease whereas State and Similar schools were around 2% decrease.

FISO 2.0 increased our focus on Wellbeing and this was used as a mechanism to support students and identify their specific needs. Beaumaris Primary School is part of the Disability Inclusion Funding rollout; this was led by our Assistant Principal. We began transitioning students from PSD to Disability and Inclusion Tier 3 funding. Beaumaris Primary School began reviewing the use of Zones of Regulation, this was trialled in a number of classrooms; utilised by some staff effectively and will continue to be a work in progress for the team at Beaumaris Primary School. One key highlight for Beaumaris Primary School was the Parent Opinion Survey. Whilst it was only completed by a small percentage of the parent population, it recorded a significant increase in the positive attitude shown by parents. This was also evident in how the school was supporting student wellbeing as a partnership with families.

Engagement

Student Attendance at Beaumaris Primary School was heavily impacted by COVID. In 2023 the average number of absence days was 20.65; more than similar schools and less than the State Average. This also increased our four year average to be well over Similar Schools but still below State. As a school we have communicated the importance of not missing days of school with our parent community. We have also had meetings to discuss attendance with families where necessary. The year levels with greater absence rates were in the higher year levels, with many in Grades 4-6. Our school places a strong emphasis on student engagement. This is achieved by developing a culture where positive relationships with all stakeholders are seen as an integral component of our school. From forming meaningful relationships with our students, parents and wider community, to allocating time at the beginning of each school year where students participate in two weeks of planned activities that are designed to allow students to get to know each other, setting clear expectations for the year and much more. This builds students' connectedness to their school, their classroom, their teachers and their peers. As a school we work to ensure that Beaumaris Primary School is a place where students want to come to each day. Our Student data showed a that Student Voice and Agency continued at 63% positive. Over the last three years the positive endorsement has been within the 60% percentile. Students have enjoyed new sporting events including the Grade P-3 Sports day, with positive feedback from staff, students and families. There was significant feedback from families regarding the Christmas Concert being held during the day, this will change moving forward. A key consideration for future years is ensuring that school events are planned around having parents access to the school during hours that can be flexible for those families who work.

Other highlights from the school year

Beaumaris Primary School ran its school production which was extremely successful. The Grade 6 students were all involved and it demonstrated a sound commitment to the Performing Arts discipline.

Beaumaris Primary School farewelled the substantive Principal, Sheryl Skewes who had led the school for over 10 years. This celebration was encompassed by afternoon celebrations, morning teas and a whole school assembly. Sheryl retired following 47 years of service to the Department.

Beaumaris Primary School was able to run camps in Grades' 3, 4, 5 and 6. This provided an outstanding opportunity for our students to experience adventure and team building activities .

Financial performance

Beaumaris Primary School is in a financially sound position at the end of the 2023 school year. Beaumaris Primary School ended 2023 with a Net Operating Surplus of \$616,383.00. The surplus was a result of increased enrolments as well as the new Disability and Inclusion funding. We also received over \$100,000 in Tutor Learning and over \$100,000 in Disability Inclusion funding. School funds were used to ensure that we were able to provide a comprehensive specialist program which included Music, Visual Arts, Physical Education and Japanese. Our equity funding was used to increase the hours of our Educational Support Officers. This allowed us to provide more support to those who needed it along with providing intervention for students. Future funding will need to

be allocated to maintaining our grounds and in particular addressing the large number of gum trees that are to be trimmed or removed and replaced with trees more suitable to a school setting. School fundraising will be saved to and allocated to upgrading our grounds and more books for our library and classroom libraries. A significant amount of funds were spent in plumbing; drainage and building maintenance. School Council have begun investigating new playgrounds, this planned expenditure will impact the surplus for Beaumaris Primary School in 2024.

Draft

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 562 students were enrolled at this school in 2023, 293 female and 269 male.

7 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).

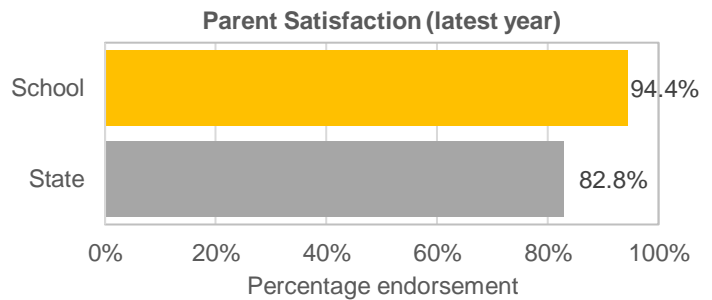
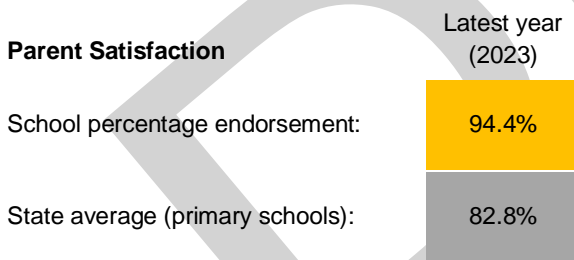
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

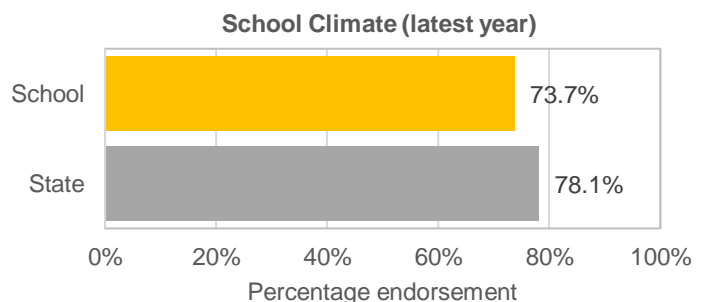
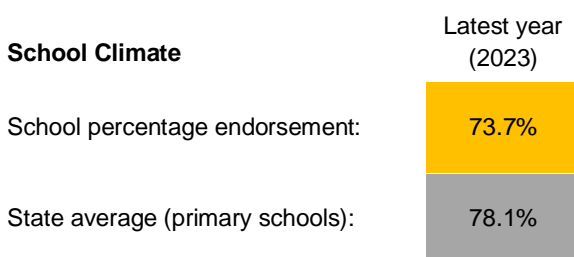


School Staff Survey

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.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

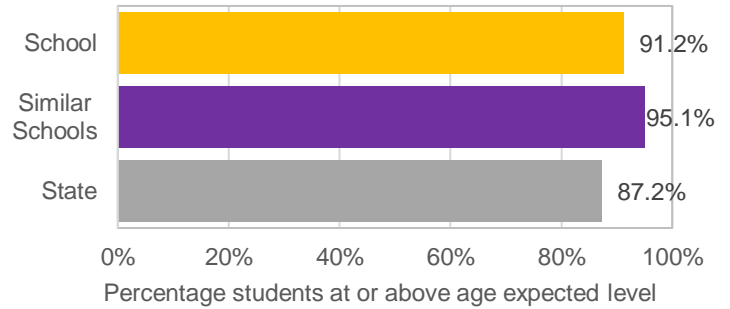
Latest year
(2023)

91.2%

95.1%

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

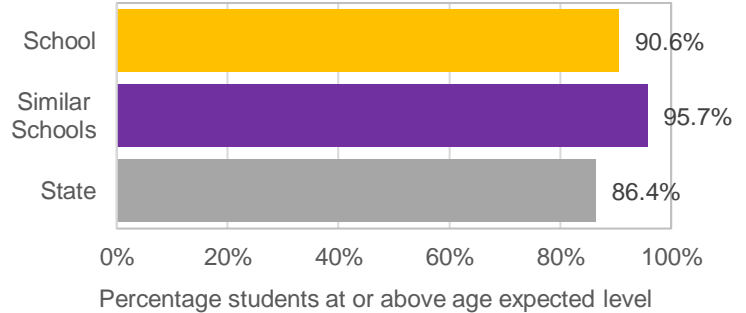
Latest year
(2023)

90.6%

95.7%

86.4%

Mathematics (latest year) Years Prep to 6



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.2%

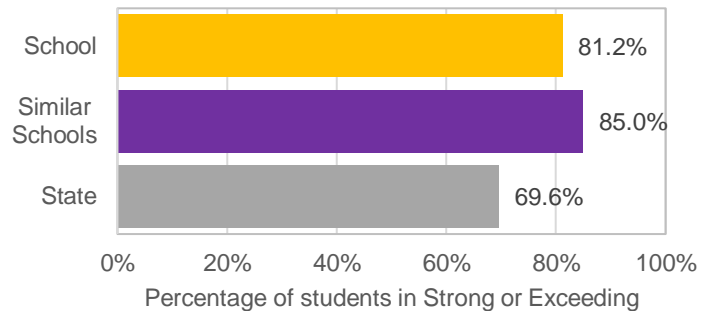
Similar Schools average:

85.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

90.4%

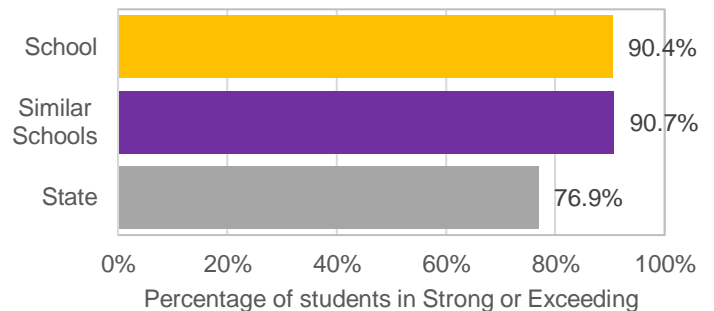
Similar Schools average:

90.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

80.9%

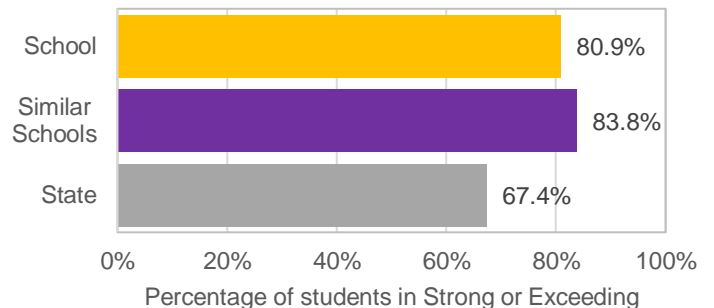
Similar Schools average:

83.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.2%

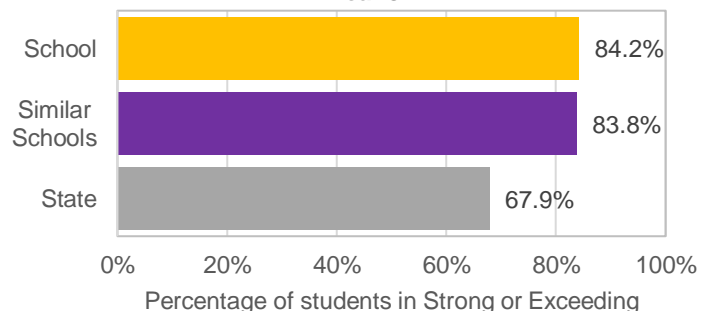
Similar Schools average:

83.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

94.9%

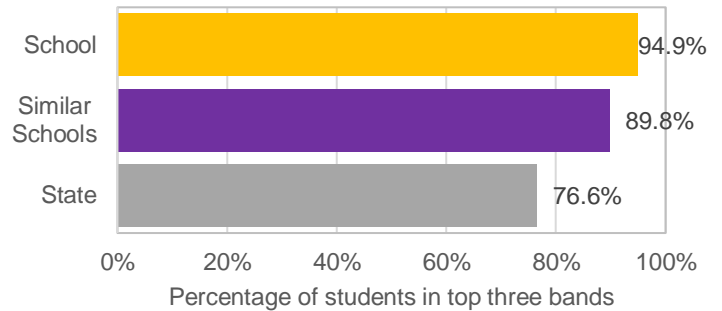
Similar Schools average:

89.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

87.0%

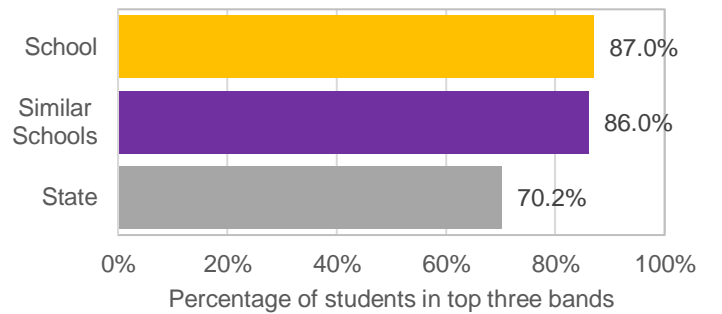
Similar Schools average:

86.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

83.3%

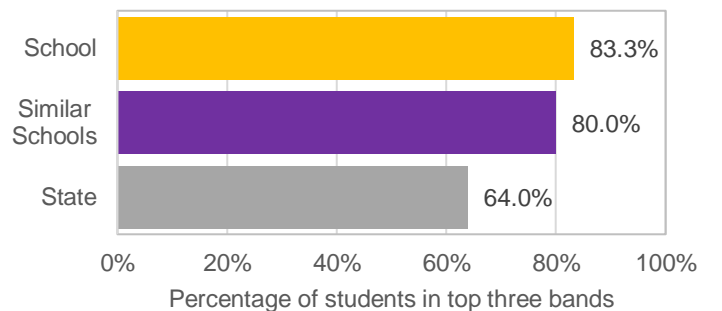
Similar Schools average:

80.0%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

68.1%

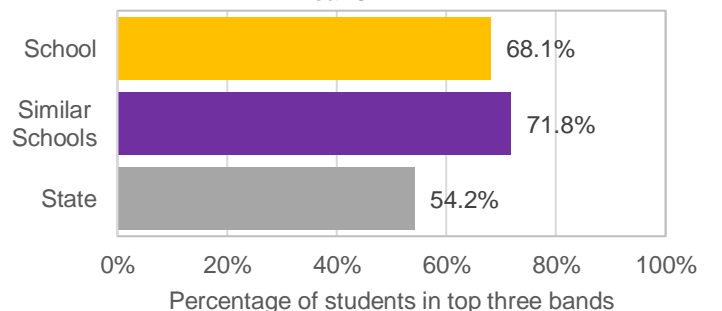
Similar Schools average:

71.8%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

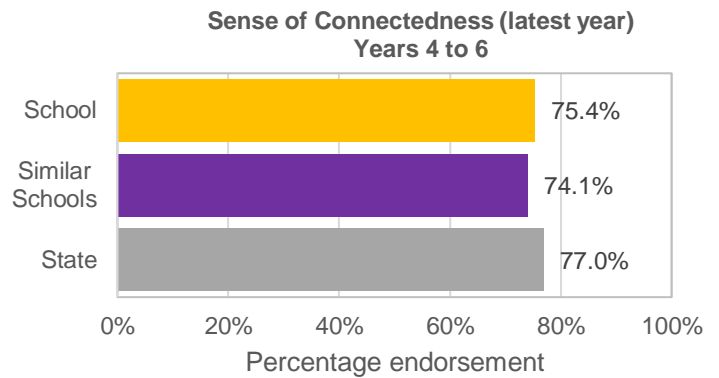
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	75.4%	80.7%
Similar Schools average:	74.1%	76.5%
State average:	77.0%	78.5%

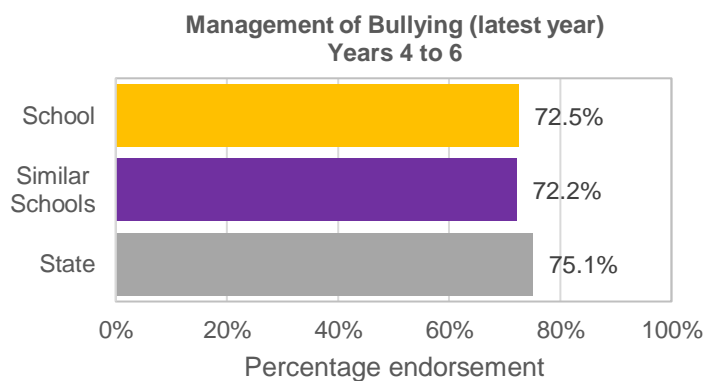


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	72.5%	78.4%
Similar Schools average:	72.2%	74.7%
State average:	75.1%	76.9%



ENGAGEMENT

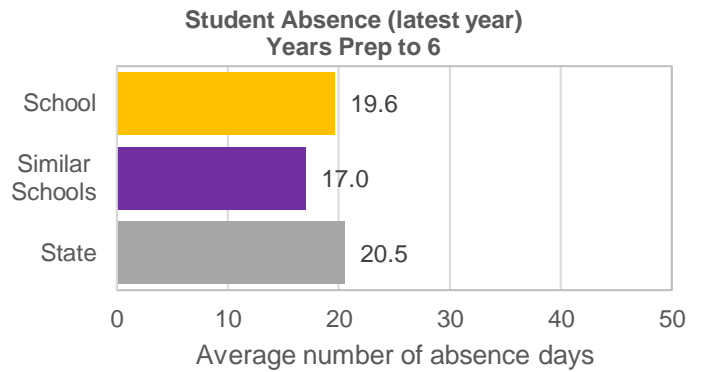
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	19.6	14.6
Similar Schools average:	17.0	13.5
State average:	20.5	18.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	90%	91%	91%	92%	92%	88%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,451,114
Government Provided DET Grants	\$521,633
Government Grants Commonwealth	\$3,762
Government Grants State	\$0
Revenue Other	\$71,406
Locally Raised Funds	\$614,491
Capital Grants	\$0
Total Operating Revenue	\$6,662,406

Equity ¹	Actual
Equity (Social Disadvantage)	\$9,537
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$9,537

Expenditure	Actual
Student Resource Package ²	\$4,846,311
Adjustments	\$0
Books & Publications	\$13,399
Camps/Excursions/Activities	\$348,994
Communication Costs	\$7,297
Consumables	\$64,981
Miscellaneous Expense ³	\$31,926
Professional Development	\$24,542
Equipment/Maintenance/Hire	\$24,120
Property Services	\$144,311
Salaries & Allowances ⁴	\$202,749
Support Services	\$147,546
Trading & Fundraising	\$68,105
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,390
Total Operating Expenditure	\$5,960,671
Net Operating Surplus/-Deficit	\$701,735
Asset Acquisitions	\$0

- (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 17 Feb 2024 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2023

Funds available	Actual
High Yield Investment Account	\$764,019
Official Account	\$40,455
Other Accounts	\$51,073
Total Funds Available	\$855,547

Financial Commitments	Actual
Operating Reserve	\$164,741
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$31,544
School Based Programs	\$269,602
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	\$180,000
Maintenance - Buildings/Grounds < 12 months	\$90,288
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$119,372
Total Financial Commitments	\$855,547

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.