

2018 Annual Report to The School Community



School Name: Beaconsfield Primary School (3033)



- 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 01 April 2019 at 01:50 PM by Gary Methven
(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 02 April 2019 at 09:52 AM by Tammy McHattie
(School Council President)

About Our School

School context

Beaconsfield Primary School is located in Melbourne's South East, in a "medium" socio-economic area 50kms from the city. Our commitment to our 715 children and their families is expressed through our personal approach to the care and support for the welfare of each of our 366 boys and 349 girls. We provide students with a rich and purposeful curriculum with a focus upon literacy and numeracy; we provide an excellent differentiated curriculum in these areas. Relationships are valued – our children and teachers are like family, who work and learn together in a positive, focused and fun learning environment as we work together to build a culture of respect and inclusiveness. Beaconsfield Primary School has the equivalent of 3 Principal Class Officers, 39 teachers, and 13 Education Support Staff and a Chaplaincy worker who provide support for your child to reach their potential. Beaconsfield Primary School has a vibrant technological environment and an outstanding library boasting over 50,000 books. We offer a rich sports, Visual Arts and Music program with opportunities for children to participate in all levels of a variety of events.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence: The full implementation of our Professional Learning Communities (PLC) process took place during 2018. The key purpose of our PLC implementation is to improve teacher collective efficacy and implementing a high quality PLC process right from the start was the challenge. An indication of the success of our introduction of the PLC process was the invitation to our school to act as a lead school in the DSSI process to assist another school with its implementation process.

Building Leadership Teams: We committed substantial resources toward the training and support of our leaders. A PLC design team undertook the Bastow provision for PLC development during 2017 and we sent 14 people for training at the beginning of 2018 to train with the Solution Tree and a second with Regional personal to ensure that each team leader and the leadership team had a full understanding of the Improvement Cycle.

Concurrently, we employed a leadership coach to work with each team leader to develop their general leadership skills and act as a sounding board for leadership issues. Our outstanding Assistant Principal has provided outstanding support and leadership for PLC leaders by attending meetings, first to guide, then to observe and provide feedback. The result has been that a strong coherent culture of PLC's has been established with high fidelity to the exemplar Improvement process. During 2018, we engaged with Melbourne University in a study observing PLC implementation across a number of school and look forward to high quality feedback and input during 2019.

Empowering students and building school pride: Changes to curriculum practices to improve student voice into curriculum and teacher development of highly engaging practices were implemented during 2018 which had a high impact upon student wellbeing and as a result of the PLC improvement cycle, our teachers have become increasingly aware of the benefits of the voice of their students in providing feedback on curriculum, teaching and learning. SRC report and participate in School Council meetings.

Achievement

Our Year 3 NAPLAN Reading data was lower than previous years with 83.5% of students at or above expected levels. The four-year average remains at state level; however, it is apparent that many children in this cohort are performing at a lower level than those of previous years and will require specific interventions at specialist and classroom level. Lower performance levels in Mathematics was also apparent for this cohort of Yr 3 students. Conversely, the Yr. 5 cohort performed ahead of State averages in the "similar" range and Yr. 3 and Yr. 5 returned a 90.4% and 94.9% of children achieving at or above expected levels of writing which was particularly pleasing, given that this curriculum area was a particular focus of endeavour for our teachers in 2018. Reading and Mathematics results in Yr. 5 are above State average, maintaining a positive 4-year trend. The introduction of PLCs will assist our teams in monitoring fine grain data, and developing more specific strategies tailored toward meeting the specific learning needs of each child as well as highlighting areas of need. During 2019, staff

are consolidating their knowledge of the writing curriculum with two staff members trained with Bastow in the 6+1 traits of writing. Junior staff are undertaking work with Monash University to develop mathematical language and problem-solving skills with our P-2 students.

Engagement

School attendance has remained similar to State averages in terms of the number of days absent. Interestingly, family holidays makes up around a quarter of absences. We are working hard to minimise unexplained absences and have established excellent monitoring tools in place and internal support structures such as having teachers make contact after consecutive absence days. Chaplaincy/Student Welfare and external structures such as “Connections” and “Child FIRST”, School Attendance support services are in place. We have developed excellent relationships with EYLMHS (Monash Health) and Windermere. These strategic relationships have been vital in case managing our more challenging students. The curriculum is flexible enough to enable input of student ideas and creativity and bring out their passion for learning. Teachers have embedded the use of technology into their programs and our students have embraced these engaging tools as relevant, vital tools for learning. Our students are connecting to their learning and thriving in environments relevant to their interests and passions, connecting with their teachers, fellow students and their learning.

Wellbeing

The students at Beaconsfield Primary School demonstrate an outstanding sense of connectedness through their attitudes to school survey compared to other schools. That survey indicates that a higher than average number of students also endorse our management of bullying. As a TRIBES school, we place a high priority upon student connectedness to school and to each other. Our staff shares a common understanding of how to develop and maintain constructive relationships with all our children and this understanding goes deeper than simply the implementation of TRIBES, or restorative relationships or a step by step program. Our common bonds and connectedness as a learning community is embedded in the fabric and culture of our school - rather than the programs we have in place, it is who we are and what we do.

Financial performance and position

The school retains a healthy financial position due to enrolment growth over the past decade and our ability to keep our workforce costs in balance, despite retaining large numbers of staff at the top of their pay range. Locally raised funds remain an important revenue source at \$409,385. Significant funding was invested into our OSHC facility, a thirty-year-old facility essential to our local community. Given that this building is a key source of revenue, this was an excellent investment in an asset which provides for flexible learning and a source of local income. During 2019, significant investment in Level 2, an area comprising of 9 classrooms and other offices and learning areas will require significant investment in order to keep it operating as a pleasant learning environment. During 2019-20 significant refurbishment of the Level 1 roofing will need to be made to keep it watertight. In teaching and learning terms, significant funding will be allocated to continued high levels of staff professional development. These high value, highly focussed professional development sessions have added to our collective efficacy, common language and staff engagement with their work.

For more detailed information regarding our school please visit our website at
<http://www.beaconsfield.vic.edu.au/>

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 712 students were enrolled at this school in 2018, 355 female and 357 male.

3 percent of students had English as an additional language and 1 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: Medium

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	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.7	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	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	79.4	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	94.6	90.1	82.6	95.3	Similar
Mathematics	94.9	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)	61.2	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	62.4	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	67.7	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	63.5	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)	71.0	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	62.7	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	69.5	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	60.1	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	22.8	55.4	21.7
Numeracy	26.4	48.3	25.3
Writing	26.7	52.2	21.1
Spelling	33.0	54.5	12.5
Grammar and Punctuation	25.0	50.0	25.0

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)	14.9	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.7	15.2	13.2	17.8	Similar

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)	93	92	94	93	92	92	92

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)	90.0	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	90.1	81.7	73.8	88.7	Higher

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)	87.9	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	89.2	81.8	73.7	89.7	Higher

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,771,681
Government Provided DET Grants	\$805,038
Government Grants Commonwealth	\$12,766
Government Grants State	\$0
Revenue Other	\$44,042
Locally Raised Funds	\$409,385
Total Operating Revenue	\$6,042,913

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,126
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$51,126

Expenditure	Actual
Student Resource Package ²	\$4,761,723
Adjustments	\$0
Books & Publications	\$4,206
Communication Costs	\$4,620
Consumables	\$60,265
Miscellaneous Expense ³	\$240,944
Professional Development	\$44,686
Property and Equipment Services	\$332,803
Salaries & Allowances ⁴	\$312,786
Trading & Fundraising	\$40,435
Travel & Subsistence	\$273
Utilities	\$44,939
Total Operating Expenditure	\$5,847,680
Net Operating Surplus/-Deficit	\$195,232
Asset Acquisitions	\$149,412

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$349,561
Official Account	\$29,411
Other Accounts	\$517,943
Total Funds Available	\$896,915

Financial Commitments	Actual
Operating Reserve	\$159,271
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,106
School Based Programs	\$24,146
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$35,240
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$130,571
Capital - Buildings/Grounds < 12 months	\$195,966
Maintenance - Buildings/Grounds < 12 months	\$75,667
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$267,637
Maintenance - Buildings/Grounds > 12 months	\$2,313
Total Financial Commitments	\$896,915

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').