

2020 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 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 2020 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 24 March 2021 at 10:42 AM by Heidi Inglis (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 April 2021 at 12:06 PM by Peter Raja (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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 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 a disability 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').

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 702 children and their families is expressed through our personal approach to the care and support for the welfare of each of our 383 boys and 319 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, 3 Learning Specialists, 40 teachers, and 17 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, Performing Arts and Science program with opportunities for children to participate in all levels of a variety of events.

Framework for Improving Student Outcomes (FISO)

Due to the pandemic and moving to remote learning, we modified our AIP actions. Using the Framework for Improving Student Outcomes, we focused on the following areas for improvement.

Building Practice Excellence: Having completed our review in 2019, our focus for 2020 was to improve our Instruction Model of Reading, leveraging from the success of our Writing program, and to identify a consistent Instructional Model of Mathematics. We identify that our success with Professional Learning Communities will support these priorities. We shifted our Professional Learning Communities online - utilising Zoom, agendas and new meeting norms to ensure that teachers were discussing their teaching practices to determine what was effective and having impact on student learning. Professional Learning was evident in PLC meetings rather than whole school meetings and Professional Development days. Teachers were discussing and identifying high impact teaching strategies that supported remote learning and returning onsite. Our priorities moved to up skilling staff with the use of technology to deliver their programs using platforms such as Seesaw and Zoom. Professional Learning took the form of small group zoom sessions, tutorials, professional readings webinars. Teams were forced to reflect on what was essential learning and make choices about curriculum content. Teams created online planning documents and reflected and discussed these in their three meetings per week.

Professional Leadership: We were chosen as s Professional Learning Communities Link School for the South-East Region. This would present an opportunity for our middle leaders to work with other schools. This halted in 2020, but we continued to worked with our leadership teams, support them in their roles to work remotely. Our leadership teams continue to operate just as well as they would have onsite. Principal class and PLC leaders meet weekly to discuss to provide support and learning for these leaders. The PLC leaders participated in Professional Learning from Lyn Sharrit - Clarity, to learn about Data Walls and Case Studies to be utilised in our PLC meetings.

Positive Climate for Learning: The PLC leaders worked with leadership to determine how to implement remote learning. We sourced readings from other countries that had already delivered remote learning and once we determined a model, we worked with our students and families to be reflective of their needs and personal situation. Remote Learning was delivered in an asynchronous model to support students and their home situation. Learning was delivered online through Seesaw as well as the option for online packs. As a school we created 'Corona-schooling HITS' as the successful strategies to delivery our programs to ensure that our program was engaging for our students and that all students would achieve success.

Community Engagement in Learning: In 2020, it has been a challenge but we have still engaged with many of our community groups through emails, phone calls and virtually. We have maintain our connections with local secondary schools and early childhood settings by attending meetings, emailing and phone calls. Conversation were held around how to manage previous practices in current climate.

In term 1, we establish two Communities of Practices - Officer Secondary and local network schools. Whilst these paused in term 2, we still engaged with our Regional PLC Manager and have attended Link School CoPs meetings, professional learning sessions and have presented to South East Melbourne Schools. Tyson Buckingham (PLC Link School Leader) has been very active with the Link School team.

The students and families worked with the Shire of Cardinia on community projects - having input into a local playground design. Students also participated in a writing competition for local community group.

A highlight for 2020 is the strengthening of relationships with families. Staff and teachers could have been in daily contact with families through Seesaw. We also improve our communication with emailing and phone calls happening more frequently between families and teachers. Parents were given professional development by our teachers as to how to best support their child's learning and wellbeing. Teachers modelled through videos and through phone calls as to how the parent could work with their child.

Feedback from parents through conversation with teachers, parent/teacher interviews in term 1 and 3, and school council; influenced changes to practices - activities out at 8am, specialist program on one day.

The success of 2020 is attributed to the relationships that were formed through these challenging time.

Achievement

NAPLAN was not administered due to the pandemic.

Semester one assessments were work samples and check ins, whilst semester two saw teams picking up onsite assessment practices and administering them in remote learning. Teachers conducted assessments such as reading assessments, tests, writing moderation and CATs during remote learning. Teachers were able to collect assessment to informing students learning at point of need. Students received written reports in semester 1 and 2. Semester 1 focused on how students managed with remote learning and their engagement. Semester 2 provided progression points as well as written achievements in literacy, mathematic and a general comment.

Teachers provided feedback on activities, informing students and parents which activity they were providing more comprehensive feedback each day.

Our teacher-judgements for 2020 does demonstrate that we had a small increase in the number of students not achieving expected growth during the year, an extra 10% of the cohort.

Engagement

Teachers focused on ensuring that students were engaged in the delivery of our remote learning program. Students were surveyed around the delivery and engagement in lessons during remote learning. Teachers used this data to inform changes in practices or maintain. A clear message was sent out to the community regarding the level of expectation of engagement, explaining how to work with their personal situation and which activities to focus on. When returning to remote learning for term 3, we knew we need to engage staff and students. Some of the practices we refined such as feedback, differentiation of tasks and zoom groups of like-minded peers. Teams explored theme days, challenges, dress up, camps and whole school events.

Teachers remained connected with the community through conducting regular phone calls, emailing, parent-teacher zoom interviews and answering parents comments through Seesaw. School council continued to meet on Zoom and provide feedback around engagement with the learning for their families.

Students had opportunities for leadership roles. During remote learning, students organised and created content for whole school celebrations days - Brighten Beacy's Day, House Cup Challenge and Students Take Over Seesaw. Students presented through videos our school assemblies and announcements and at school council. Meeting were also held with SRC, House Captains and School Captains. We continued to highlight students' achievement through assemblies and teacher's shout outs in morning announcements and grade videos.

Wellbeing

During 2020 when moving to remote learning, wellbeing was the main priority of our school. The school ensured clear communication with the school community around the restrictions and expectations for learning. When transitioning into remote, the school sought feedback around our practices and what was working for families. In term 2, a newsletter article was sent out with clear expectation for families to work within their means. Teachers were very clear to articulate the essential learning for the day and what activity was receiving feedback. The community felt very supported with these expectations. Teachers worked individually with families to help them through this challenging time.

In Term 3, the school differentiated the delivery and expectations to meet families needs - some families were coping well and able to do more, whilst other families needed a lighter workload. The school also checked in with every family fortnightly to keep up to date with circumstances. This was recorded on Sentral on a shared document. Zooms were conducted with a focus on student's wellbeing and a sense of connectedness, as well as asking for support.

External support and agencies were offered to families, when the school was unable to meet their needs.

Staff were supported with weekly meetings, a member of leadership contacting them regularly and continually providing Department of Education support services.

Financial performance and position

The school retains a healthy financial position due to consistent enrolments and our ability to keep our workforce costs in balance, despite retaining a large number of staff at the top of their pay range. COVID-19 did impact our revenue for locally raised funds (Parents & Friends), hall hirers and OSHClub. When our school community moved to remote learning, we took advantage of our students being offsite and in a healthy financial position to undertake a number of big projects. We installed a cover way from one end of the school to the other and outside the portables on the oval, painting of level 1 interior and level 1 and 2 exterior, refurbishment of the outside toilet block and installation of a heater in the gym.

We did receive Department of Education funding as a Professional Learning Communities Link School and a lead school in Respectful Relationships.

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

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.

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 706 students were enrolled at this school in 2020, 331 female and 375 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.

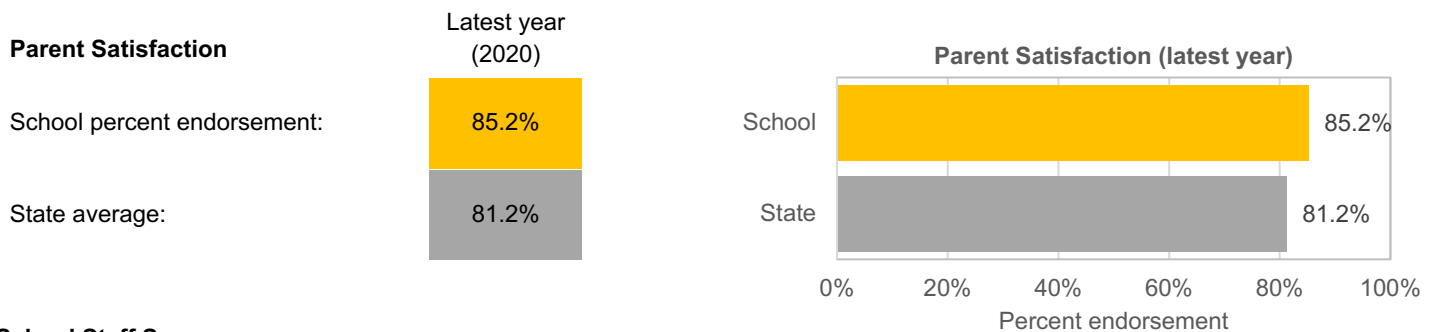
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

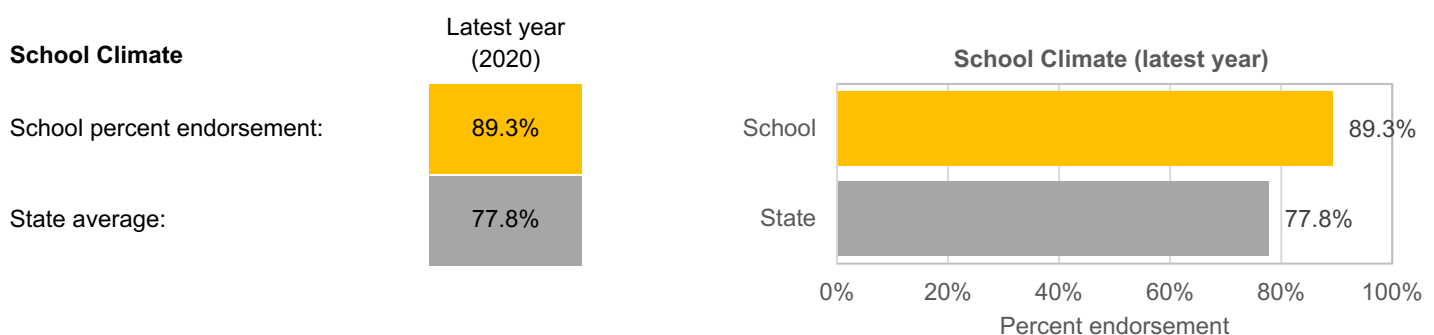


School Staff Survey

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.



ACHIEVEMENT

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

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

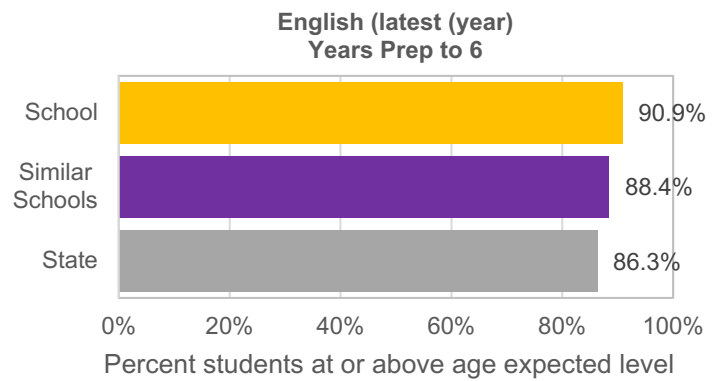
90.9%

Similar Schools average:

88.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

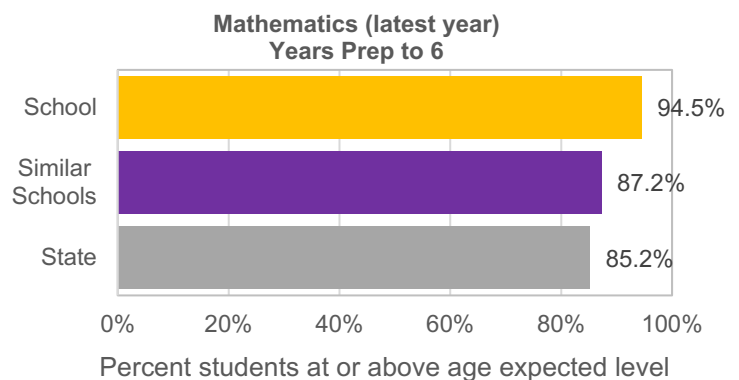
94.5%

Similar Schools average:

87.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

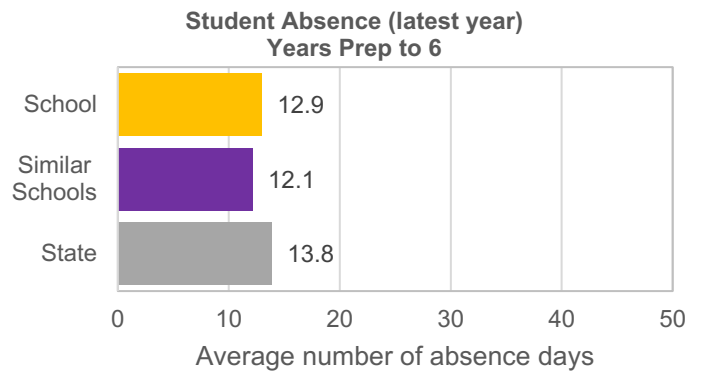
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.9	14.8
Similar Schools average:	12.1	14.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	94%	94%	92%	93%	94%

WELLBEING

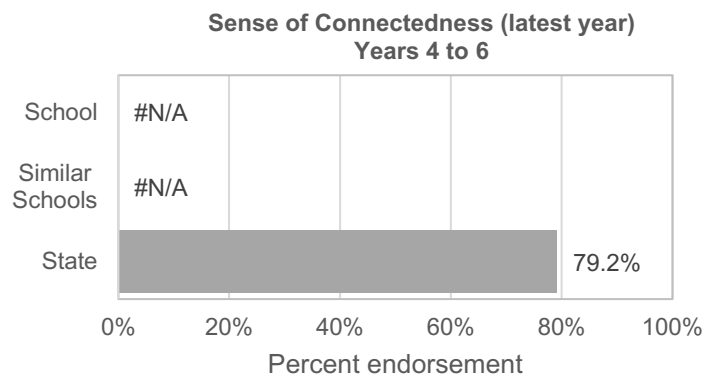
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	90.5%
Similar Schools average:	NDP	82.0%
State average:	79.2%	81.0%



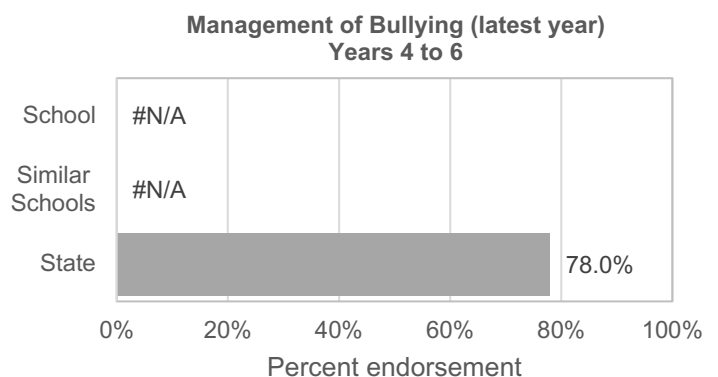
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	88.6%
Similar Schools average:	NDP	82.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,409,526
Government Provided DET Grants	\$730,244
Government Grants Commonwealth	\$1,260
Government Grants State	NDA
Revenue Other	\$4,615
Locally Raised Funds	\$186,559
Capital Grants	NDA
Total Operating Revenue	\$6,332,203

Equity ¹	Actual
Equity (Social Disadvantage)	\$69,193
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$69,193

Expenditure	Actual
Student Resource Package ²	\$5,178,216
Adjustments	NDA
Books & Publications	\$3,411
Camps/Excursions/Activities	\$9,059
Communication Costs	\$3,374
Consumables	\$37,903
Miscellaneous Expense ³	\$34,918
Professional Development	\$6,284
Equipment/Maintenance/Hire	\$268,470
Property Services	\$105,671
Salaries & Allowances ⁴	\$232,012
Support Services	\$25,378
Trading & Fundraising	\$17,327
Motor Vehicle Expenses	\$55
Travel & Subsistence	\$30
Utilities	\$29,623
Total Operating Expenditure	\$5,951,730
Net Operating Surplus/-Deficit	\$380,473
Asset Acquisitions	\$501,593

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$346,862
Official Account	\$29,036
Other Accounts	\$8
Total Funds Available	\$375,906

Financial Commitments	Actual
Operating Reserve	\$112,836
Other Recurrent Expenditure	\$1,138
Provision Accounts	\$2,599
Funds Received in Advance	NDA
School Based Programs	\$42,098
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$83,568
Repayable to the Department	\$48,190
Asset/Equipment Replacement < 12 months	\$111,077
Capital - Buildings/Grounds < 12 months	\$95,000
Maintenance - Buildings/Grounds < 12 months	\$52,237
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$21,272
Maintenance - Buildings/Grounds > 12 months	\$7
Total Financial Commitments	\$570,022

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.