

# 2022 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](http://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 of the previous calendar year 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 29 March 2023 at 09:58 AM by Heidi Inglis (Principal)

- This 2022 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 27 April 2023 at 01:09 PM by Peter Raja (School Council President)

## How to read the Annual Report

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### 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.

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### 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

'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.

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### 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 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').

# About Our School

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## 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 655 children and their families is expressed through our personal approach to the care and support for the welfare of each student. 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. We have a workforce with a FTE of 50.4. Beaconsfield Primary School has the equivalent of 3 Principal Class Officers, 2 Learning Specialists, 42 teachers, and 17 Education Support Staff 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. During 2022, the school chaplain left the school and the school replaced the wellbeing program with an experience wellbeing classroom teacher.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022 for learning we utilised our Focused Improvement Teams (FITs) of literacy and numeracy to support our teachers with their impact teaching practices. Our Professional Learning Communities leaders utilised their meetings to ensure that these practices were implemented and embedded in our classrooms.

In Reading, the Literacy team and utilising a Curriculum Day, looked into reading practice that supports working with students at their level or for a common purpose. Teams discussed their practice and looked at ways to collect data for students' learning. All teams are using a small group focus of reading in their programs. Principal, Assistant Principal and Learning Specialist participated in Learning Walks to observe explicit teaching and small group focus of reading. Staff have noticed an increase in student engagement with reading, greater differentiation and purposeful teaching. A whole school spelling program was introduced with testing and structure for the teaching of phonics. Staff have begun to look into the research of the Science of Reading. Teacher judgement shows that 89% of student at or above expected standards for English. Our Reading data for NAPLAN has our 4-year average just below State.

In Writing, the Literacy team investigated practices to assess students' writing. Moderation of students writing was conducted as a team and whole school and how we utilise our rubric of the '6 traits + 1'.

In Numeracy, the Numeracy team explored differentiation to cater for all students and cover all domains. The Numeracy team have participated in PDs around rich learning tasks. Teams have worked on planning with the four proficiencies as a focal point and the integration of mathematics domains.

Our Engagement team worked on learning intention and success criterias. On a Curriculum Day they presented on the topic and FITs, staff have explored 'next best step' to support differentiation. A focus on LI/SC has seen a change of practice where teachers have a more broad learning intention and more specific success criteria that sees teams determining the sequence of learning and using this as a type of 'bump it up wall'. Creations of powerpoints and rubrics showing the success criteria is supporting differentiation. This supported PLCs to have richer conversations around learning continuums and how to articulate them to students.

Our Professional Learning teams have a strong emphasis on using the meetings to determine the student centred problems and then identify a problem of practice. There are been some change in our language that we use in these meetings to ensure that teachers are working on a teaching practice to support student learning. Teacher judgement shows that 93.8% of student at or above expected standards for Mathematics. Our Numeracy data for NAPLAN has year 3 above State and year 5 just below State for our 4-year average.

### Wellbeing

We ensure a positive culture of learning and wellbeing at our school. All staff take on the responsibility of the wellbeing of all our students. PLCs plan for wellbeing activities/experiences to be structured into the week as well as the incidental moments. We have engaged in Pivot for students to complete surveys about their learning and classroom. We used this data to focus on improving our

practices for students wellbeing and engagement. Results showed consisted top 2 and bottom 2 across the grade 3 to 6 cohort. Respectful Relationships (RR) has been implemented across the school with teams closely following the lessons created. Staff are speaking very positively about the lessons and program. Great discussions are being had with the students. We held a curriculum Day with RR region staff that supported teachers implementing topics 7 & 8. Staff have reported that they are feeling confident with implementing this program.

Introduction of Beacy Spirit award has seen staff talking more about values when acknowledging our students. Every child is acknowledge over the year. Art captains designed the certificate.

We focused on our student voice and leadership roles. Leadership roles have more authentic purpose and clearly explained when applying for the role, meeting with their staff member, writing in newsletter more. Some examples of what they achieved: Science captain - grade 6 garden, school captains organising Harmony Day, house captains participated 'Splash and Dash'. Assemblies have returned with whole school and parents attending, allowing captains to present to a live audience.

Professional development provided to staff on Anxiety by Dr Jodi Richardson with strategies, resources and readings. Michelle MacPherson meeting with staff to discuss children's mental wellbeing.

## Engagement

Our priority is always to create strong relationships with our students. Our 4-year average absence data is below State and Similar Schools. Our data from our students for Sense of Connectedness is above State and Similar Schools for 2022 and 4-year average. In 2022, we conducted Pivot surveys in grade 3 to grade 6 for students to give our school and their teacher's feedback about how the students are feeling in their classroom with their relationship with their teacher and learning. We explored this data as a whole school, in teaching teams and on an individual level. We received feedback from our students that we celebrated and also used to change some practices.

After completing the Students Attitude to School Survey, the Principal and Assistant Principal meet with small groups of students to look at the data and have discussion around the feedback. This was a great opportunity to receive feedback about practices that we need to keep and some that we need to change.

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## Other highlights from the school year

We held many successful events in 2022. Our 'Splash and Dash' would be a highlight for our school community. A day that saw our community come together with students participating in four sessions - dancing, sport activities, yoga and fun run. The day ended with a whole school assembly that saw staff being 'dunked' with water as the community had reached an amazing amount of locally funds raised.

We were able to run our camps for grade 3 to 6 students. All those that attended - students, staff and parents reported that they had a great experience.

Our end of year, Celebration Concert returned and was well attended and enjoyed by all. The Arts program presented a great showcase of students' performance and the audience enjoyed the event.

We achieve great success in sports - with many teams making to State to represent the school. We also had an athletics boy's relay team at State. Our Human Powered Vehicle was very successful at the Energy Breakthrough event.

We successful received grants for shade sails, gardens and the Queen's jubilee garden.

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## Financial performance

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. Due to the impact of staff shortages, we were unable to obtain a staff member for our Languages program, which meant that this allocated money was not utilised. We obtained revenue for locally raised funds (Parents & Friends), hall hirers and OSHClub, which have all returned to our normal schedules. Parents and Friends were able to run many successful events over the year. Our 'Splash and Dash' was extremely successful.

Projects that were completed in 2022 was the installation of two shade sails, fences and automated gates around the school, building of retaining walls around our playgrounds, Queen's jubilee garden. We did receive Department of Education funding as a Professional Learning Communities Link School.

**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 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 655 students were enrolled at this school in 2022, 305 female and 350 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).

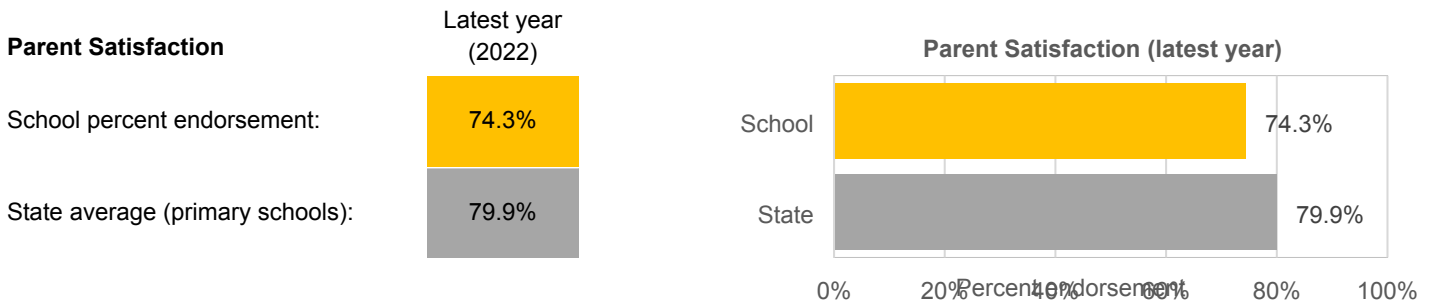
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

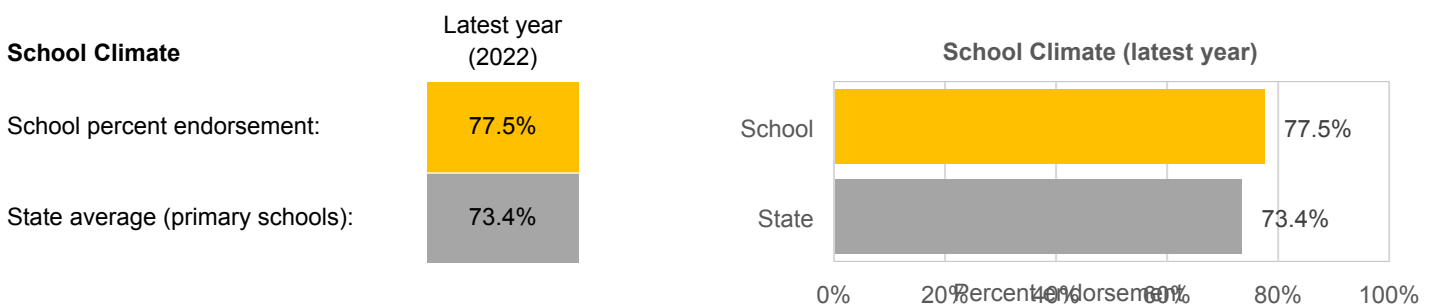


### School Staff Survey

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.



## 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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

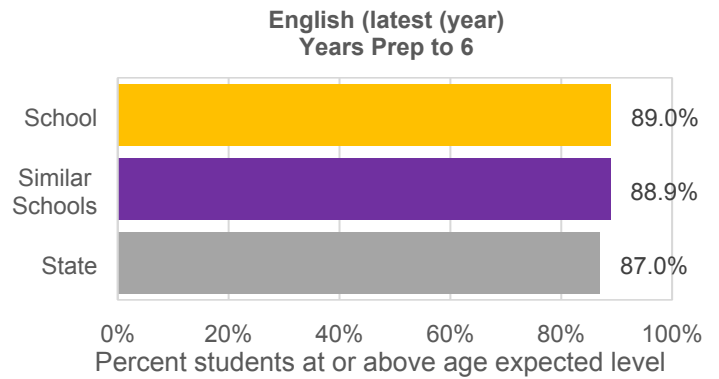
89.0%

Similar Schools average:

88.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

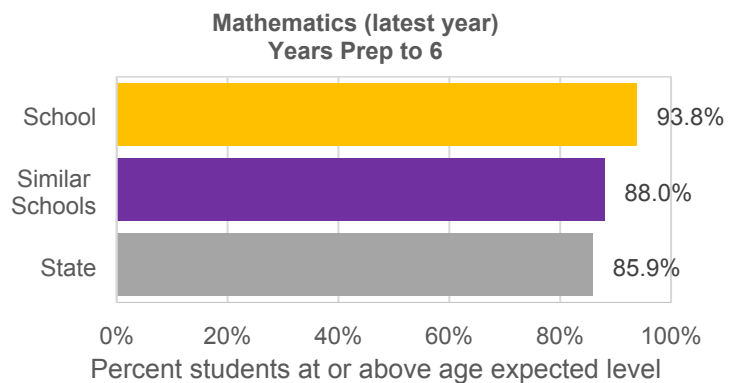
93.8%

Similar Schools average:

88.0%

State average:

85.9%





## 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.

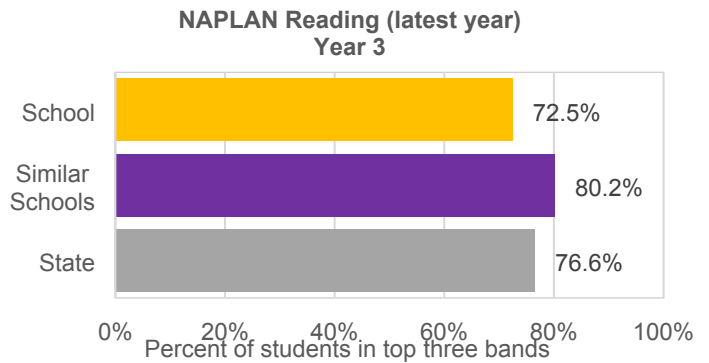
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

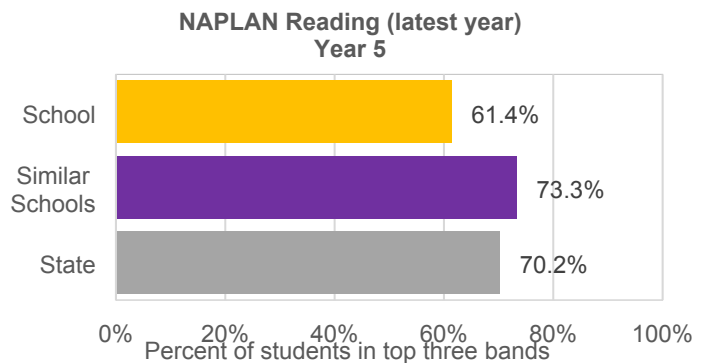
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.5%	75.2%
Similar Schools average:	80.2%	80.2%
State average:	76.6%	76.6%



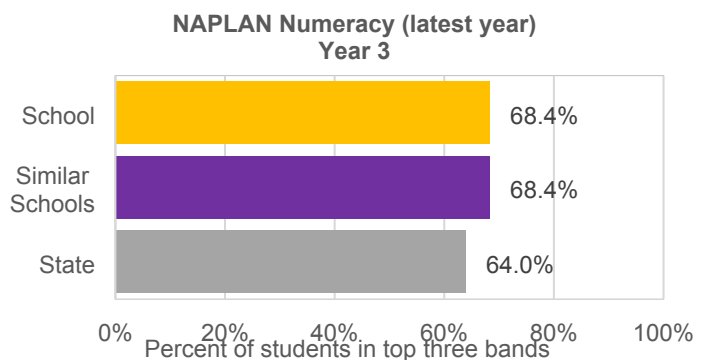
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.4%	67.4%
Similar Schools average:	73.3%	73.4%
State average:	70.2%	69.5%



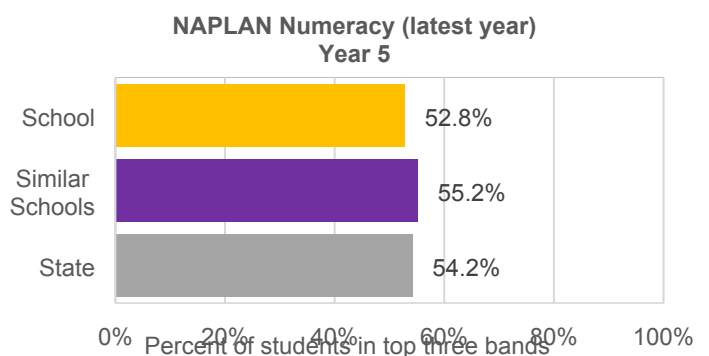
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.4%	67.3%
Similar Schools average:	68.4%	70.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	52.8%	56.6%
Similar Schools average:	55.2%	60.8%
State average:	54.2%	58.8%



## WELLBEING

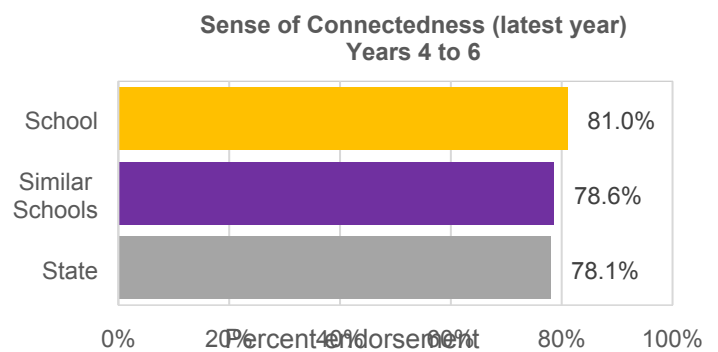
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	81.0%	85.7%
Similar Schools average:	78.6%	80.5%
State average:	78.1%	79.5%

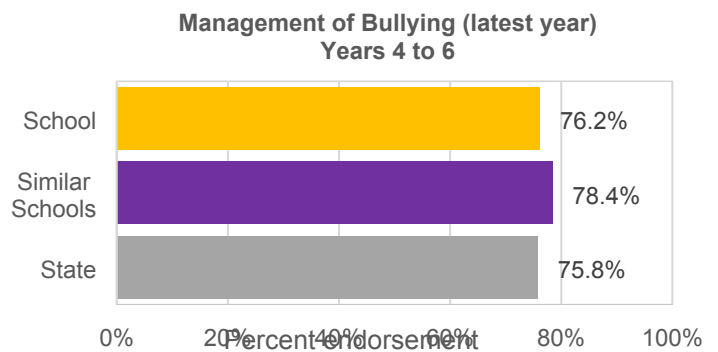


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.2%	80.3%
Similar Schools average:	78.4%	80.7%
State average:	75.8%	78.3%



## ENGAGEMENT

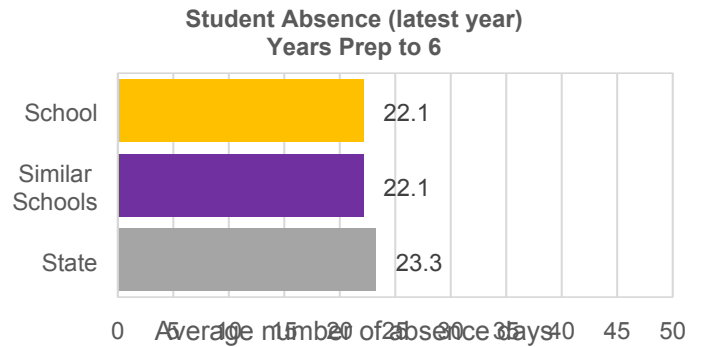
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School average number of absence days:	22.1	15.1
Similar Schools average:	22.1	15.7
State average:	23.3	17.0



### 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 (2022):	89%	89%	88%	90%	89%	89%	88%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,624,705
Government Provided DET Grants	\$808,054
Government Grants Commonwealth	\$8,075
Government Grants State	\$0
Revenue Other	\$22,525
Locally Raised Funds	\$476,495
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,939,854</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$71,088
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$71,088</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,427,938
Adjustments	\$0
Books & Publications	\$18,267
Camps/Excursions/Activities	\$187,724
Communication Costs	\$4,104
Consumables	\$61,359
Miscellaneous Expense <sup>3</sup>	\$17,499
Professional Development	\$9,618
Equipment/Maintenance/Hire	\$105,003
Property Services	\$67,942
Salaries & Allowances <sup>4</sup>	\$434,719
Support Services	\$24,420
Trading & Fundraising	\$49,609
Motor Vehicle Expenses	\$57
Travel & Subsistence	\$0
Utilities	\$39,987
<b>Total Operating Expenditure</b>	<b>\$6,448,246</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$491,608</b>
<b>Asset Acquisitions</b>	<b>\$214,975</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$971,373
Official Account	\$1,705
Other Accounts	\$11,116
<b>Total Funds Available</b>	<b>\$984,193</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$160,147
Other Recurrent Expenditure	\$322
Provision Accounts	\$3,531
Funds Received in Advance	\$0
School Based Programs	\$393,288
Beneficiary/Memorial Accounts	\$9,201
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$37,605
Repayable to the Department	\$27,372
Asset/Equipment Replacement < 12 months	\$49,728
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$565,118
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$86,118
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,332,430</b>

*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.*