

# 2017 Annual Report to the School Community



School Name: Beechworth Primary School

School Number: 1560

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Beechworth Primary School is set in the historic gold mining town of Beechworth in North-East Victoria. The preservation of heritage buildings, a beautiful natural environment and vibrant arts community has combined to create an environment in which tourism is a major industry. Beechworth Primary School was built in 1875 and consists of a central heritage building classified by the National Trust with the addition of a new building built under the Building Education Revolution funding. The school is set in five acres of spacious and attractive grounds that feature a stand of sequoias more than 100 years old. The setting offers a stimulating physical environment that enhances formal education.

The school operates with nine composite classes with a current total enrolment of 203 students. The school is staffed by a Principal, a Learning Specialist, nine classroom teachers, four part-time specialist teachers, and three Education Support staff. Literacy and Numeracy form the foundation of the teaching and learning. This is enhanced with the addition of MAPPEN (Integrated Studies), Physical Education, Art, Indonesian language and a strong Performing Arts program.

Beechworth Primary School believes that mutually supportive home-school partnerships are essential in order to promote positive student engagement and wellbeing. We purposefully aim for high expectations from all members of our community and celebrate the display of positive behaviours.

School Motto: Believe, Persist and Succeed!

Vision: For all members of our community to value and embrace the educational opportunities for every child.

Mission: We aim for excellence in all we do, our decisions and choices are guided by our core values: respect, safety, inclusiveness and learn. The celebration and promotion of personal best is at the forefront in all we do. Through this we build productive and positive relationships with all members of our school community.

### Framework for Improving Student Outcomes (FISO)

During 2017 the school has undertaken a substantial review of its practices, teaching and learning and school culture through a Priority Review process. This in turn has driven a reflective time during Term 3 and 4 where all stakeholders at the school have engaged with the FISO documents to undertake the collaborative process of developing the new Strategic Plan. A schedule of meetings and tasks was followed to ensure voice across all areas. Through this process clear goals and targets have been set for the coming four years. In addition to this, Professional Learning Team (PLT) meetings were scheduled each term to support the development and implementation of the Strategic Plan. These PLT's include four Literacy and four Numeracy PLT's that are conducted with the co-ordinators of these two learning areas planning and delivering the sessions. Typically co-ordinators meet with the Principal at the beginning of each term to discuss the focus and direction of the PLT's. In addition, PLT's for development of Wellbeing and ICT are also included on a termly basis. A whole school Professional Development in writing was undertaken in term 4 as a beginning to the development of a new whole school writing strategy.

One hour per week has been set-aside for Teachers to engage in Unit Professional Learning Communities (PLC's) to review and analyse student learning data. The school improvement cycle is the model teachers will follow in order to use data to improve student outcomes.

### Achievement

The achievement data from NAPLAN for learning gain in Reading continues to show strong growth with most year 5 students achieving either medium or high growth (29% high growth). The NAPLAN Spelling, Grammar and Punctuation data similarly showing good growth in learning gains. The school acknowledges the lower than desired growth in Writing and has in response placed this as a priority in the Annual Implementation Plan for 2018. In the learning area of Numeracy we are proud to have 25% of students achieving high growth. The school is focusing on lowering the percentage of students achieving low gain in Numeracy through our re-developed Numeracy Fluency Assessment tool and data analysis of the NAPLAN Numeracy results.

Throughout 2018 there will be a much stronger focus on data and data analysis which will allow teachers to collaborate, to better ascertain student strengths and weaknesses and tailor make programs which will focus on student learning according to individual educational needs.



## Engagement

Beechworth Primary School considers student attendance an indicator of connectedness to school. The school monitors student attendance through its' Compass program. Student attendance across the school averages 92%.

The school collects student feedback primarily through its Attitudes to School Survey. Informal feedback (through surveys and questionnaires) occurs on an adhoc basis and usually is centred on gauging feedback from students in regards to programs, which may have been trialled. Opportunities are taken to recognise student achievement through school assemblies and newsletters. Some opportunities for students to take control are given in class. These are usually presented in Integrated Studies. Senior students are given voice through the Student Representative Council who meet regularly throughout the term. School Captains are also given the responsibility of setting up and leading weekly assemblies and attending ceremonial events.

Beechworth Primary is focused on improving engagement in student learning this year. This is a multi-pronged approach with improved engagement from students, parents and community. Student connectedness to their learning will be enhanced through shared individual goal setting between students and teachers.

Community engagement is built through the Kids Matter Action and the School's Parents and Friends Association. Organisations accessed during 2017 range from local welfare agencies, visits to and from the local organisations such as the RSL, CFA, sporting clubs, Easter Parade and of course the Greazy Fingerz Car Club, help the school to remain deeply connected to the Beechworth community.

## Wellbeing

During 2017 Beechworth Primary School achieved Kids Matter school recognitions. Kids Matter has been a focus for the Wellbeing Meetings and provides the framework for which the school plans its wellbeing programs. A Wellbeing Action Team has been developing a Social and Emotional Learning (SEL) scope and sequence document based on the "Bounce-back" program, which has helped the school to deliver a scaffolded Wellbeing program. Regular PLT's to embed and reflect on the progress of these strategies and programs has been included on the school's teaching and learning calendar in 2017. Teachers participate in meetings with health professionals who deliver key information about the health and well-being of students. Teachers are becoming increasingly aware and confident in referring students on to the Wellbeing co-ordinator for assessments. Preventative programs such as KEAPS and Seasons for Growth currently operate within the school. Students participate in healthy activities such as "Walk to School" month, Adventure Camps for years 3-6, swimming programs, various sports days and carnivals, Life Ed. Van and Flying Doctor's visits. Beechworth Primary School also participated in the Healthy and Resilient Together project, which focused on the three areas of Gratitude, Empathy and Mindfulness.

The Attitudes to School survey showed a lower than expected response to the questions about bullying occurring in the school. During 2018 the school will be working on student behaviours in relation to bullying, bossing and getting along, through a whole school program that will be implemented in each classroom.

For more detailed information regarding our school please visit our website at  
[www.beechworthps.vic.edu.au](http://www.beechworthps.vic.edu.au)



## Performance Summary

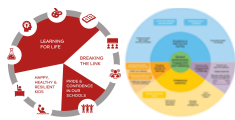
The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

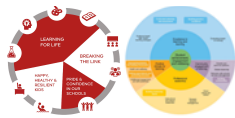
<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 203 students were enrolled at this school in 2017, 104 female and 99 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

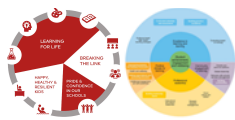
Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>



## Performance Summary





Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> 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.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="549 913 1037 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	91 %	92 %	92 %	92 %	91 %	93 %	<p><b>Results: 2017</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	91 %	92 %	92 %	92 %	91 %	93 %										





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="border: 1px solid gray; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="border: 1px solid gray; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p>

# 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)

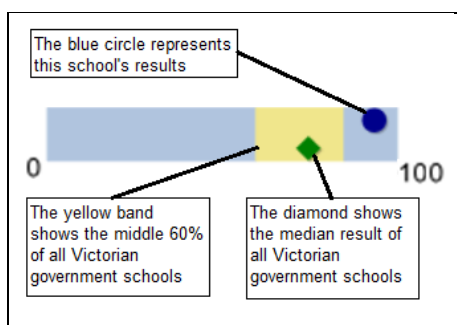
### Engagement

- student attendance and engagement at school
- 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)
  - 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).

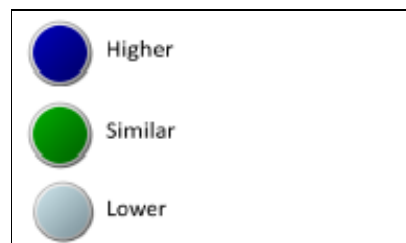


## What does *School Comparison* refer to?

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.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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 their first 11 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').

## Financial Performance and Position

### Financial performance and position commentary

The annual financial result for Beechworth Primary School saw the school with a small surplus for another year due to tight monitoring of finances via Finance Sub-committee and School Council. The school continues to benefit from locally raised revenue through its' OSHC arrangement. The school continues to be placed in a sound financial position.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,374,676	High Yield Investment Account	\$239
Government Provided DET Grants	\$250,359	Official Account	\$37,797
Government Grants Commonwealth	\$70,667	Other Accounts	\$0
Government Grants State	\$350	<b>Total Funds Available</b>	<b>\$38,036</b>
Revenue Other	\$13,045		
Locally Raised Funds	\$197,858		
<b>Total Operating Revenue</b>	<b>\$1,906,955</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$14,950		
<b>Equity Total</b>	<b>\$14,950</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,372,870	Operating Reserve	\$38,036
Books & Publications	\$5,121	<b>Total Financial Commitments</b>	<b>\$38,036</b>
Communication Costs	\$5,567		
Consumables	\$49,918		
Miscellaneous Expense <sup>3</sup>	\$96,138		
Professional Development	\$11,522		
Property and Equipment Services	\$102,718		
Salaries & Allowances <sup>4</sup>	\$244,335		
Trading & Fundraising	\$11,024		
Travel & Subsistence	\$41,535		
Utilities	\$22,013		
Adjustments	\$300		
<b>Total Operating Expenditure</b>	<b>\$1,963,061</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$56,106)</b>		
<b>Asset Acquisitions</b>	<b>\$16,063</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 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.*

