

# 2018 Annual Report to The School Community



**School Name: Beechworth Primary School (1560)**



- 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 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 29 April 2019 at 11:09 AM by Susan McDonald  
(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 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 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 01 May 2019 at 12:34 PM by Rani Macaulay  
(School Council President)

## 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 191 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 2018 the school has worked on becoming a more collaborative and cohesive unit with a common pedagogy and language for learning. This has come about through focused work on the FISO documents to evaluate and draw us back to our targets and through significant work in developing 'Excellence in Teaching and Learning'. Clarity around the vision for the school was established early in the year with work on establishing our 'Why' based on Simon Senik's work. The school has worked collaboratively to co-design Scope and Sequences, and instructional models across the literacy learning areas, and filtered these expectations into the other areas of the curriculum. Teaching and learning been further supported with a significant engagement in Professional Learning.

'Professional Leadership' of the school has been developed through engagement in the Principal EVOLVE project and the Leading Literacy work. This work will continue into 2019 with the addition of the Learning Specialist undertaking the Learning Specialist training. The leadership team has used these learnings, together with the actions set within the 2018 AIP, as a framework for our weekly PLT's with our teaching staff. Visible Learning through the consistent use of Learning Intentions and Success Criteria have been embedded into the culture of our lessons. Individual student goal setting has also been embedded.

'Community Engagement' in our school has been enhanced through connections with families in student learning have been developed through the Big Write home-talk and the use of the Facebook page. The schools Wellbeing work continues to be embedded through our engagement in the Beyou (Kids Matter) Program, with the school receiving formal recognition as a Kids Matter school, and the work on Respectful Relationships.

### Achievement

Beechworth Primary School is very proud of its achievement in teaching and learning of Reading. The school has received recognition from The Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to our Reading results with overall gains that are above both National and the State results. During 2018 our school has reviewed its Teaching and Learning and our assessment practices to ensure deep links to our desired achievement outcomes across the school. Driving our instruction to support best practices in teaching and learning in all classrooms during 2018, was supported by the following initiatives:

- The engagement of a Learning Specialist teacher at the school to support and enhance teacher effectiveness across the school.
- Engagement in the Big Write and VCOP (Vocabulary, Connectives, Openers and Punctuation) Framework for Writing across the school.
- Continued commitment to the Whole, Small, Whole teaching approach in Literacy and Numeracy lessons to maximize student learning.
- A rigorous commitment to our IEP (Individual Education Plan) processes with accompanying documentation and Student Support Group Meetings (SSG's) held on a termly basis.
- Use of individual and cohort data to guide collaborative conversations
- Explorations of different assessment sources to aid teacher knowledge of student needs.
- Additional support staff employment in the Foundation classes in response to school needs.

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 (32% high growth). The NAPLAN Spelling, Grammar and Punctuation data similarly showing strong growth in learning gains. 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.

## Engagement

Our school has historically strived hard to engage families, the community and most of all, students as part of our school community. During 2018, we maintained a deep commitment to engagement through many approaches. Our school's open door policy to families commenced at the start of the year with our family night in February. Families come to the school in a fun, casual evening where students took their families around the learning areas of our school, then came together in a free BBQ. Throughout the year initiatives such as grandparents day, Education Week program, sporting events, Father's Day BBQ breakfast, Mother's Day Afternoon Tea, walk to school days and special events enabled our school to engage families in our school. Opportunities are taken to recognise student achievement through weekly school assemblies and newsletters.

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 92.5%.

During 2018, the school engaged in the Social Enterprise program. This proved to be a wonderful opportunity to engage students in their learning with a strong sense of independence and purpose whilst supporting local organisations through the funds raised. Senior students are given voice through the Student Leadership Group, who meet regularly throughout the term. School Captains are also given the responsibility of setting up and leading weekly assemblies and attending ceremonial events.

Community engagement continues through the Kids Matter Action Team and the School's Parents and Friends Association. Organisations accessed during 2018 range from local welfare agencies, visits to and from the local organisations such as the RSL, CFA, sporting clubs, Easter Parade and the Beechworth to Bridge project.

## Wellbeing

During 2018 Beechworth Primary School continued our Kids Matter work across the school. Kids Matter has continued as 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 'Respectful Relationships' 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 2018. Teachers participate in meetings with health professionals who deliver key information about the health and wellbeing 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.

The Attitudes to School survey showed an improved response to the questions about bullying occurring in the school. During 2019 the school will continue working on student behaviours in relation to bullying. The school also showed an improvement in the student responses to 'Sense of Connectedness' to school.

### **Financial performance and position**

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 Council has reviewed its operation of the OSHC service and has elected to transfer the operation of the service to an external provider, TheirCare. The school continues to be placed in a sound financial position.

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

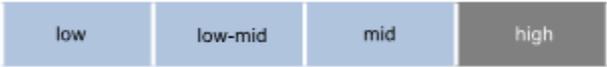
## Performance Summary

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 201 students were enrolled at this school in 2018, 106 female and 95 male.</p> <p>ND were EAL (English as an Additional Language) students and 2 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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> Similar</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> Similar</p> <p> Higher</p> <p> Lower</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>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>50%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>68%</td> <td>5%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>57%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>57%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	50%	32%	Numeracy	27%	68%	5%	Writing	23%	50%	27%	Spelling	17%	57%	26%	Grammar and Punctuation	22%	57%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>92 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	93 %	92 %	93 %	93 %	90 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (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										
92 %	94 %	93 %	92 %	93 %	93 %	90 %										

## 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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,393,116	High Yield Investment Account	\$34,125
Government Provided DET Grants	\$266,258	Official Account	\$32,216
Government Grants Commonwealth	\$91,894	<b>Total Funds Available</b>	<b>\$66,341</b>
Revenue Other	\$20,307		
Locally Raised Funds	\$211,375		
<b>Total Operating Revenue</b>	<b>\$1,982,949</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$13,694		
<b>Equity Total</b>	<b>\$13,694</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,448,957	Operating Reserve	\$66,341
Books & Publications	\$81	Other Recurrent Expenditure	\$8,548
Communication Costs	\$5,427	<b>Total Financial Commitments</b>	<b>\$74,890</b>
Consumables	\$55,387		
Miscellaneous Expense <sup>3</sup>	\$92,752		
Professional Development	\$9,294		
Property and Equipment Services	\$95,790		
Salaries & Allowances <sup>4</sup>	\$231,170		
Trading & Fundraising	\$16,511		
Travel & Subsistence	\$1,015		
Utilities	\$16,895		
Adjustments	(\$1,982)		
<b>Total Operating Expenditure</b>	<b>\$1,971,298</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$11,652</b>		
<b>Asset Acquisitions</b>	<b>\$1,982</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 15 March 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
- 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).

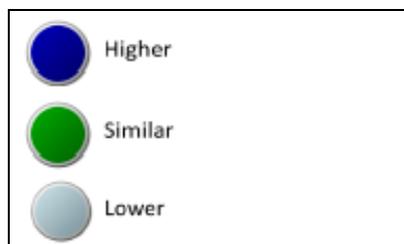


## What does *School Comparison* refer to?

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' or 'ND' 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').