

2020 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).
- 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 04:00 PM by Susan McDonald (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 23 April 2021 at 02:50 PM by Rani Macaulay (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

Beechworth Primary School is set within 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 first opened as a school in January 1858 as National Common School no 36. In 1875 a new brick building was opened on the current site within the historic precinct in Junction Road. This building designed by Henry Bastow remains largely unchanged and has been placed on the Heritage Victoria Register as a significant building. In November of 2020 the State Government has awarded the school a Capital Works Grant of 7.7 million dollars to be used for refurbishment and modernisation. This is an exciting opportunity for the school to honour the beautiful old building as we restore it to its former glory whilst creating a modern teaching and learning environment.

The school currently consists of the historic building which houses the school administration and junior classes and a second building, constructed in 2008 as part of the Building Education Revolution, that houses the year 3 to year 6 classes. The school is set in five acres of spacious and attractive grounds that feature a stand of sequoias more than 100 years old. We have a very engaged, social, active school community and many families who have generational links with our school. Parents are aspirational; they value education and have high expectations for their children. Our school grounds are part of the 'green space' for families and community visitors to enjoy recreationally out of school hours.

In 2020, enrolments remain relatively stable with 180 students. These students are divided into 8 composite classes, with a teaching staff of 15 teachers (FTE 10), supported by 4 Education Support staff and a School Principal. The school's Student Family Occupation (SFOE) is 2.68. The local economy is largely centred on tourism, wine producers and gourmet food producers and has had a particularly difficult year due to the 2019/20 bushfires and then COVID 19.

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.

Values: Respect, Safety, Persistence and Caring.

In line with our current School Strategic Plan, Literacy and Numeracy form the focus of our work and are considered the foundation of the teaching and learning across the school. This has led to the review and revision of the teaching and learning methodologies of particularly in the areas of Writing and Numeracy. Visible Learning sits at the core of this work with Learning Intentions, Success Criteria and collaborative goal setting underpinning the teaching and learning in each classroom. The school has a strong focus on Professional Learning Communities (PLC) to drive this work, where teams collaborate to explore cycles of inquiry based on data and student learning needs.

This core curriculum is enriched with the addition of MAPPEN (Integrated Studies), Physical Education, German Language and a strong Performing and Visual Arts program. Beechworth Primary School has a strong emphasis on developing creative, caring and responsible citizens. Senior students engage in the Social Enterprise program, through a partnership with a local initiative facilitated by the ACRE organisation. We are a School Wide Positive Behaviour School (SWPBS) and a Respectful Relationships lead school. We have a strong links to the local health services and a commitment to the health and well-being of both the school and the wider community. These relationships together with 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 through the display of positive behaviours.

Framework for Improving Student Outcomes (FISO)

During 2020, Beechworth Primary School, FISO focus for Excellence in Teaching and Learning moved to working on Numeracy in response to declining data and poor student engagement in Numeracy. The initial focus being on Curriculum Planning and Assessment. Beechworth Primary School joined together with Charles Sturt University to undertake a research project in relation to 'Student Engagement in Numeracy'. The work began with exploration into current best practice work by Peter Sullivan, Doug Clarke, James Russo and Alan Bishop. This work led to the implementation of Number Talks at the commencement of lessons to increase student engagement and to build student learning confidence. In hindsight it was a difficult year to move into a different curriculum area with the need to build capacity for remote teaching and learning. The Numeracy Scope and Sequence has been reviewed and refined along with the Assessment Schedule. However the school is proud of the quality of the work undertaken. The changes implemented include a move away from streaming to multi-ability groups working to working on open ended tasks with 'high ceiling low floor' opportunities. Higher student engagement and value placed on student collaboration in upper areas of the school has been emphasised. This work was to be undertaken through PLT sessions, which later needed to be adapted to remote learning context. A mindset change in relation to how they feel about Mathematics was seen in the end of year data collected for the 'Engagement in Numeracy project' in both students and staff.

The second FISO area covered during 2020 was Climate for Learning, Empowering Students and Building School Pride. Students are to be encouraged to exercise agency in their own learning and Teachers were able to build capacity of the students in decision making, and the broader leadership of the school. Actions in support of this work included building the structure and capacity of our student leaders (student leadership), building stronger avenues for students to share their ideas for BPS both in the wider school and in the classroom (student voice) and to build the capacity of teachers and students to engage as authentic learning partners in the students individual learning (Student Agency). This was a tricky area to work on in a COVID lockdown space, but the use of WebEx meetings and google docs surveys supported the collection of student voice during this time. Feedback from students was valued and acted upon.

Achievement

In 2020, Beechworth Primary School shifted its focus on the Strategic Plan with the goal of Improving Student Learning Outcomes in Numeracy, whilst continuing the Student Voice work. The main focus of improvement over the 2020 school year, was building a new Numeracy Scope and Sequence, reviewing and refining our Numeracy instructional model for our daily Numeracy lessons, and building teacher capacity in teaching Numeracy. This work was enhanced through the involvement in the DET funded DSSI (Differentiated Support for School Improvement) program for 2020. This work will continue through into 2021 and the impact of this work is expected to show an improvement in the student outcomes in 2021. Through 2020 we have identified an increase in student engagement in Numeracy and an increased positive perceptions by students of their abilities as mathematicians.

Academic results for 2020 were disappointing across the middle and upper school and are a reflection of dis-engagement of the older students during remote learning and the difficulties experienced by teachers in delivering some of the more complex concepts in a remote learning environment. Within the English curriculum, Speaking and Listening outcomes were the strongest with a high proportion of the students working at or above the expected level. Reading and writing saw a drop in the expected level of growth possibly due to the inability to provide point of need feedback and targeted explicit teaching during remote learning. Likewise, the Teacher Judgements for Numeracy are disappointing with 65% of students working at or above the expected level, a drop from 77% in 2019.

Engagement

Although the work has shifted in a slightly different direction as a response to Learning from Home, there has been significant growth in the area of Student Voice. Teachers are more in tune to seeking student opinions and reflecting on these. This occurs through surveys such as Google classroom surveys (Yr5 and 6) and the Maths engagement survey (F-6). Both of these have results that indicate that students feel more engaged in their learning and are more aware of their learning goals.

Absence data had been very difficult to track throughout the COVID lockdown resulting in a slightly higher student absence throughout 2020 than the 4 year average. Throughout COVID lockdowns, daily WebEx class meetings were run and attendance collected, attendance was also collected based on work submitted. This was difficult in households

where they had unreliable internet or had other obligations for part of the day that clashed with WebEx and therefore a student marked as absent.

Weekly house sessions were planned to run throughout the year to build student connections to school. These sessions ran each Friday during Term 1 and was embraced by the students in year 3-6, but we are unable to continue due to remote learning and COVID class mixing restrictions. The difficulties presented by the COVID year, our Student Leadership group have been very motivated to leave their mark on the school. SRC was unable to run this year due to Learning from Home and teacher change. However the SRC has been proactive in term 4 running weekly Icy Pole days.

Wellbeing

Throughout 2020 student and family wellbeing was held at the core of our work in what was a difficult year, commencing with the threat of bushfires through the summer and high smoke levels that severely impacted the community's tourist industry, fine food production and wine making. As we were picking ourselves up from a tough summer COVID hit and brought with it a new layer of complexity for the school and the community.

During the remote learning periods, we actively supported families of essential workers with students coming on-site for supervision. BPS acted proactively around our PSD funded students, having them attend on-site every day throughout both lockdown periods. Additional students were brought in as time went on in support of families identified as experiencing stress. This resulted in increasing numbers of students attending on-site supervision, with up to 40% of enrolled students attending.

Health and wellbeing supports were a focus throughout remote learning. Activities such as daily WebEx classroom meetings, Wellbeing Fridays and mindful activities were prioritised by staff. Where students were identified as needing additional support, teachers made individual contact. This focus on wellbeing continued when the students returned to onsite learning with an increase in Social and Emotional Learning, circle time conversations and mindfulness activities. This was particularly important with our upper years students who found the return to school routines difficult. The Remote Learning Parent Online Survey received a higher than usual response rate with 41 responses. 87% of families felt positive about the communication from the school when transitioning to remote learning, though they indicated that they were concerned about their ability to support their children during remote learning. A positive that has come from the remote learning time is the increased connections that parents have with the school and parents understanding of what the students are learning.

The Student Attitudes to School Survey was not conducted by Beechworth Primary School due to the weekly Google Check-ins and a range of other wellbeing data collections conducted by teachers. This data enabled teachers to adjust teaching and learning, and wellbeing in response to the feedback. This information led to WebEx cross classroom meeting where students could connect with their friends, the introduction of 'Genius Hour' projects and Friday Fun activities.

The school has worked hard on our new School Values and developing a common language for Values. This work has been validated through the SWPBS TFI and SAS monitoring; TFI 2020 results 77% (2019, 53%), (2018, 27%); SAS 2020 results 73%, (2019, 57%), (2018, 31%). The 'BPS Behaviour Matrix' and 'Minor and Major Behaviours Charts' have been completed and socialised with the school community.

Financial performance and position

The net operating deficit in 2019 (\$74,000) was carried over to 2020. Through discussions with DET the deficit will be re-paid over the next 3 years, the first portion (\$13,000 re-paid during 2020). The school ended the year 2020 with an operating reserve of \$32,484. The school received additional funding of \$23,000 to support additional COVID cleaning. Significant works were also undertaken to upgrade the BER building as a 'shelter-in-place' with new fire proof external doors, and fine grade mesh installed over gas flues and air-conditioning vents. A further \$19,000 was provided to engage an arborist to check, prune and manage the many large trees in the school grounds, particularly those adjacent to the 'shelter-in-place'. In 2019, the school received a minor works grant from DET of \$100,000 to undertake works on the roof of the historical school building to make it water tight. This project, managed by VSBA,

was complemented in 2020. During 2020 BPS undertook the role of a lead Respectful Relationships school for the local schools' cluster, receiving \$10,000 to support this work. The school continued to receive Commonwealth funding through the Sporting School Program which was used to support the year 3-6 swimming program and a gymnastics program. Our equity funding was used to fund targeted literacy intervention for students who receive equity funding. BPS also gratefully received \$5,000 from APPA-ASIC Moneysmart Grant to support our financial literacy project across the school. BPS was very excited to be awarded Capital Works funding of 7.73million dollars in the November State Budget. This funding is allocated to refurbishing and modernising the school with works expected to commence mid 2021.

For more detailed information regarding our school please visit our website at
<https://beechworthps.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 191 students were enrolled at this school in 2020, 99 female and 92 male.

NDP percent of students had English as an additional language and 3 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.

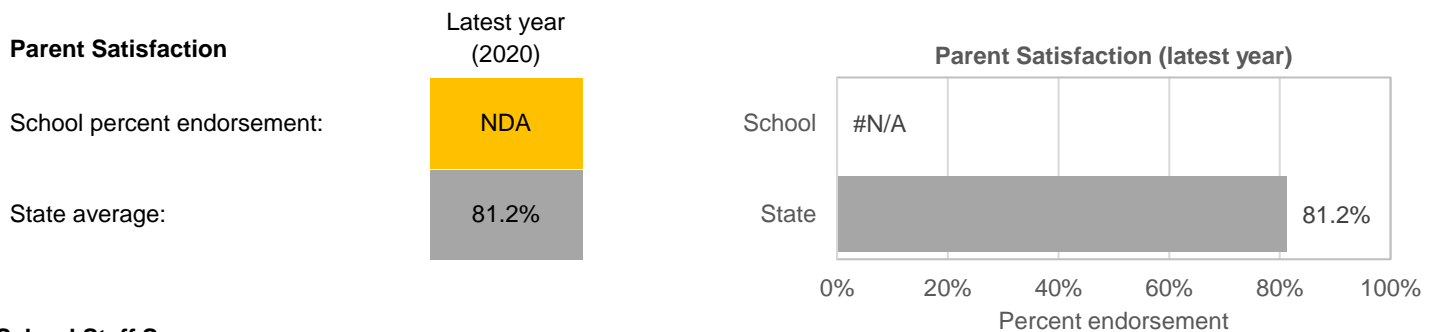
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

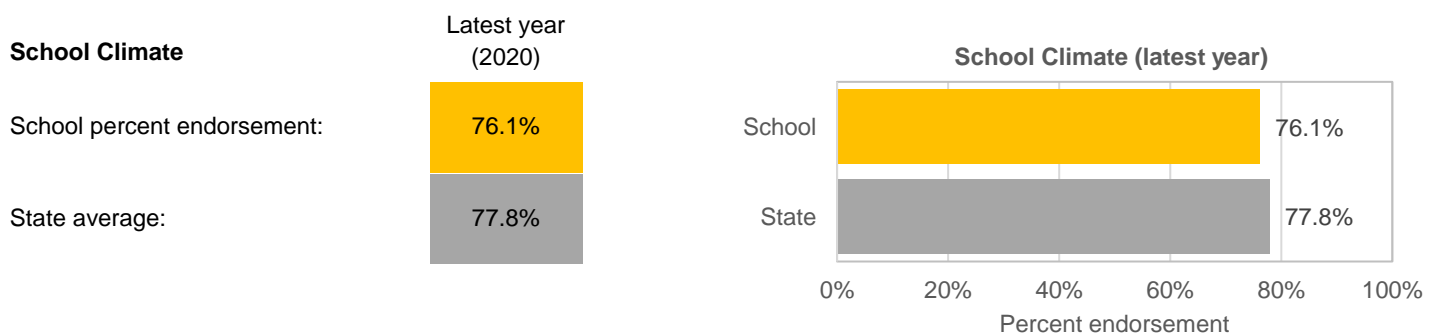


School Staff Survey

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:

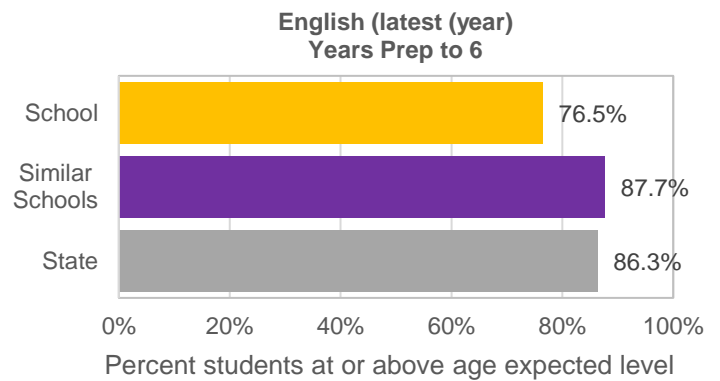
76.5%

Similar Schools average:

87.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

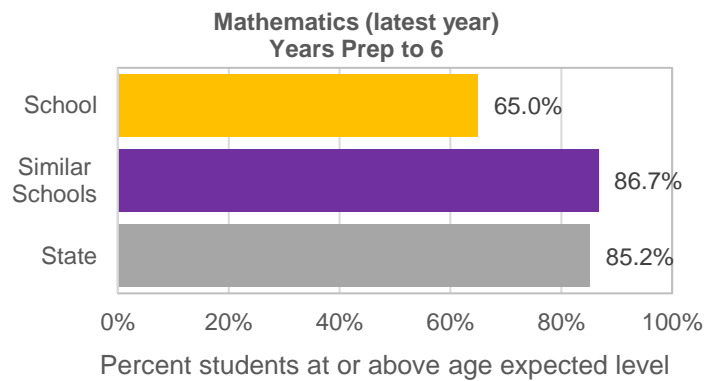
65.0%

Similar Schools average:

86.7%

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

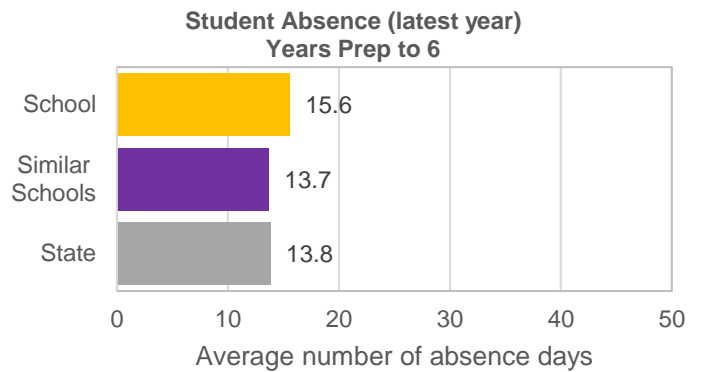
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.6	15.3
Similar Schools average:	13.7	15.3
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):	91%	91%	93%	92%	90%	94%	93%

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.

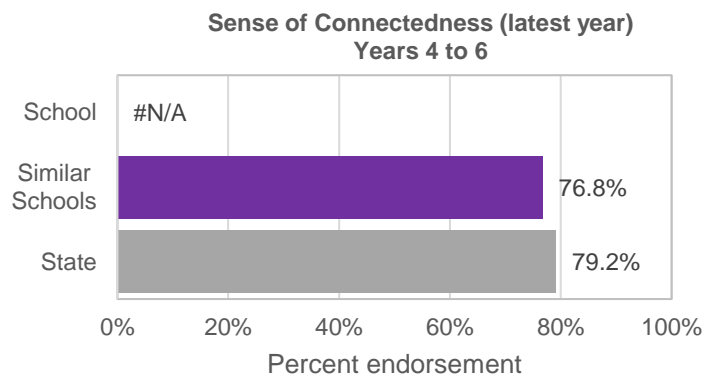
Student Attitudes to School – Sense of Connectedness

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	68.7%
Similar Schools average:	76.8%	79.2%
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.

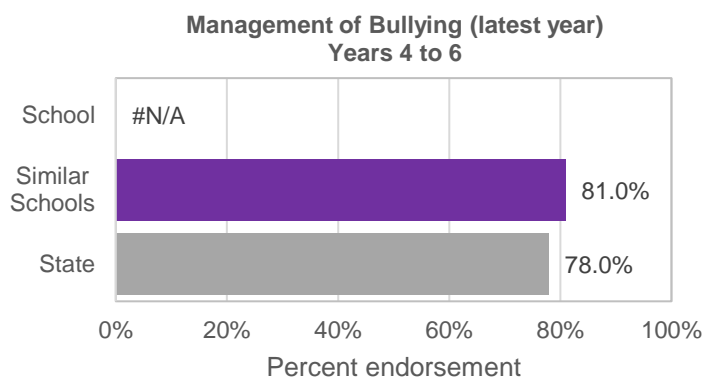
Student Attitudes to School – Management of Bullying

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	68.5%
Similar Schools average:	81.0%	81.0%
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	\$1,440,730
Government Provided DET Grants	\$300,641
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$4,244
Locally Raised Funds	\$40,762
Capital Grants	NDA
Total Operating Revenue	\$1,786,377

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,809
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$14,809

Expenditure	Actual
Student Resource Package ²	\$1,431,428
Adjustments	NDA
Books & Publications	\$11
Camps/Excursions/Activities	\$26,936
Communication Costs	\$4,892
Consumables	\$33,253
Miscellaneous Expense ³	\$19,468
Professional Development	\$856
Equipment/Maintenance/Hire	\$35,895
Property Services	\$92,242
Salaries & Allowances ⁴	\$131,821
Support Services	\$600
Trading & Fundraising	\$7,223
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$1,282
Utilities	\$23,338
Total Operating Expenditure	\$1,809,246
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

- (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	\$21,893
Official Account	\$10,591
Other Accounts	NDA
Total Funds Available	\$32,484

Financial Commitments	Actual
Operating Reserve	\$32,484
Other Recurrent Expenditure	\$2,010
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$34,494

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.