

# 2019 Annual Report to The School Community



**School Name: Beeac Primary School (0482)**



- 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 2019 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 27 March 2020 at 10:41 AM by Andrew Rogers (Principal)

The 2019 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 27 March 2020 at 01:47 PM by Glenn Searle (School Council President)

## About Our School

### School context

#### Vision

Beeac Primary School aims to provide every student with a wide range of educational opportunities from Prep to Grade six with diverse learning experiences from a broad curriculum offering

We aim to develop each child by building on their existing learning; by empowering each child to take greater ownership for their learning and by aiming to engage each child in interesting, interactive and imaginative learning.

We recognise that learning is best fostered in a caring, nurturing and challenging environment in which students feel valued, enjoy their learning and are given guidance, choice and ownership.

The following values underpin the school's educational purpose.

- Striving for our personal best
- Developing lifelong learning skills
- Nurturing a spirit of enquiry
- Fostering confidence, persistence, independence

Additionally as educators, we touch hearts as well as minds. Beeac Primary School strives to be a school where co-operation, respect, kindness and a sense of fairness underpin teaching and learning.

#### Values

##### Respect

I respect myself and others. I listen to others with an open mind

I respect other peoples' opinions.

I am tolerant.

I respect school property and the property of others

##### Learning

I maintain a positive and curious mind

I seek out new knowledge and ideas with enthusiasm

I seek to continuously improve my skills

##### Teamwork

I willingly share ideas, resources and skills

I am helpful and approachable

I contribute positively to class and group activities

##### Purpose

Beeac Primary School is a school community focused on the academic, social and emotional wellbeing of each of our students.

To do this we work closely in teams, generate ideas, and continually develop and renew our programs to achieve our purpose. As a community, we work in our interdependent partnerships with enthusiasm, a strong sense of commitment and a love of learning.

Together we provide an excellent range of high quality curriculum and extra curricula programs which put the focus firmly on our value of learning.

We are a well-resourced school that invests time and money on its staff. Our excellent facilities ensure the safety of all students and create an environment which caters for a range of learning opportunities.

The school community come from the surrounding townships of Beeac and Cressy. The parents of our children are employed in farming or a secondary industry related to farming. We have many families that have recently arrived in the area, but there is little ethnic diversity in our enrolment.

A mix of strong interdependent relationships amongst our staff and clearly documented processes are keys to the smooth operation of our small school. We have a consistency of approach in programs and welfare and strong accountability to our community and the Department of Education and Training.

##### Workforce composition

This school has 5.5 equivalent full-time staff: one principal class, 2.0 classroom teachers, 2.0 equivalent, Integration Support Staff and 0.5 office staff. In addition to this composition we have a full time library teacher based at our school.

Her teaching load is shared between seven different schools.

##### Geographic location

Beeac Primary School is located 20 kilometres north of the city of Colac. The school's main building is a classic redbrick building with high ceilings and spacious classrooms. The school's facilities include a new Building Education Revolution (BER) double classroom. All buildings have up to date heating and cooling. There are contemporary outdoor playground facilities

**Social characteristics and enrolment characteristics**

According to this year's data our overall socio-economic profile can be defined as, "low-mid". A resurgence in enrolment in the last two years at the bottom end of the school has seen average class sizes change by at least two to three students at each year level. Total school enrolments of 28- 29 students will become a thing of the past as we presently have an enrolment of 38 students in 2020.

Our students are involved with SWPBS which promotes learning and provides goals for positive behavior. It also encourages leadership qualities. Our environmental programs extend these leadership qualities, providing real opportunities for students to share their learning.

Our senior students presented at the Melbourne Zoo in front of 200 students and also at Cape Clear PS and Gembrook PS. Additionally they created brologa brochures (funded by Colac Shire) with a local artist, which were distributed to the broader community.

We are also one of only two schools involved in the State's Ecolinc program. This is an environmental science program.

All of these activities combined with leadership opportunities in all aspects of our school program have created an enthusiasm and capacity for leadership, evidenced by the quality and eagerness of our students applying for leadership positions at the start of 2020.

We are also a Resource Smart School working on achieving recognition for our biodiversity programs and waste disposal.

## **Framework for Improving Student Outcomes (FISO)**

The two FISO improvement initiatives that we focussed on in 2019 were:

1/ Curriculum planning and assessment

For the first FISO Dimension we worked through the year on a key improvement strategy, "to develop an agreed Beeac PS Instructional Model".

Our core business of teaching and learning in the area of Maths and English was further improved as a result of us developing an agreed common understanding of how these subjects will be taught throughout the school. The model was finalised after visiting three different schools, and work developing this model was further assisted at our newly configured PLC meetings.

Evidence of its impact on our student's progress can be seen in by the healthy breadth of teacher's judgements results and qualitative records of the work undertaken including records of meetings, student interviews and newsletter articles.

2/ Empowering students and building school pride

For the second FISO Dimension we worked through the year on the key improvement strategy, "To activate voice, agency and leadership in student learning". Work done in this area saw us decrease our student absence figures and an increase the amount of records of formative assessment.

## **Achievement**

Our 2019 school performance report shows that we have achieved an exceptionally high standard of work with our students, especially with our lower achieving students. For example according to our NAPLAN results for reading students in the bottom two bands have improved their results by 7% over the last three years. A similar improvement with numeracy has been achieved with a 14% improvement over the last three years. Indeed for our school in 2019 our Year 5 students achieved a result of 29% of students achieving results in the top two bands. We have already achieved

The Victorian State target of having 25% of students by the end of 2020, a year ahead of the plan. Although these results are extremely good, we can do better in the area of reading, where our high achieving students are not making the gains that we are aiming for. Indeed for 2020 we have made this an important area for our future professional development

## Engagement

Student absence can be a good way to measure the level of student engagement at school. Our school has some spectacularly high results for all measurable results in this area. Our results are significantly better than the State average for students with 20 or more days absent, for the latest measurable year and over a three year period. The average number of absences over 3 years was significantly better than like schools too. Indeed we scored the fourth best for our group of similar schools.

Measures that we took to improve our results included the continued use of Skoolbag to inform students. However we did not always inform parents of unexplained absences in a timely manner. In 2020 we intend using Sentral to electronically mark and inform parents of unexplained absences.

In terms of our student engagement goal, we did not work on our key improvement strategy of, “work(ing) with staff to embed practice principles” in 2019. Nevertheless our work with activating student voice and agency in student leadership positively impacted this area. We are very proud of achieving, “.. a level of performance that is very high, and where we act as an influencer and system leader.” (Differential School Performance Groups.) This occurred as defined by results in our School Performance Report for school climate, engagement and participation.

## Wellbeing

Grades four, five and six students participated in the student attitude to schools survey.

Our results for connectedness continue to be high. We are especially proud of our differentiated learning challenge results and high expectations to succeed results. All other areas including classroom behaviour, self regulation and sense of inclusion are also high. Our work with School Wide Positive Behaviour Support continues to assist in making this happen. Additionally our stable school staff has ensured that our students work in a safe and predictable environment at all times both in and out of the classroom. We are closely involved the Respectful Relations program. This program involves our school promoting and modelling respect and equality. Our children are taught how to build healthy relationships, resilience and confidence. It is an important way that we can minimise student disharmony and improve student interest in our school.

Nevertheless we were surprised and a little disappointed by the results for, “not experiencing bullying.” We are unclear why this one area did not have a positive outcome and have made it an important priority for the 2020 annual implementation plan.

## Financial performance and position

In 2019 we had a surplus of \$32,065. However, part of this funding is held for the recurrent costs our MARC library program, and is not available to be spent by our school. We are the base school which holds these funds for a service which is shared between eight different schools. Nevertheless, the funding of the school has remained in surplus for a further year due to the good management of our School Council. There were no extraordinary items that appear in the school budget, although new sources of funding from the Department will shortly be spent to acquire a new library van. The school did not receive any additional funding from the Commonwealth government

For more detailed information regarding our school please visit our website at  
<http://www.beeacps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 33 students were enrolled at this school in 2019, 17 female and 16 male.

np percent of students had English as an additional language and 0 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.2	85.8	79.2	92.0

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	92.8	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	96.1	89.7	81.7	95.0	Above
Mathematics	97.1	90.3	81.8	95.8	Above

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	80.0	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	40.0	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	42.9	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	42.9	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	90.9	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	72.7	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	73.3	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	73.3	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	100	0.0	0.0
Numeracy	66.7	33.3	0.0
Writing	66.7	33.3	0.0
Spelling	83.3	16.7	0.0
Grammar and Punctuation	83.3	16.7	0.0

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.8	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	12.0	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	90	95	89	95	91	91	91

**WELLBEING**

**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 in year levels 4 to 6.

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.0	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	88.3	81.4	73.9	88.1	-

**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 in year levels 4 to 6.

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	88.9	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	94.3	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$657,131
Government Provided DET Grants	\$193,353
Government Grants Commonwealth	\$2,200
Government Grants State	\$4,000
Revenue Other	\$18,781
Locally Raised Funds	\$26,306
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$901,770</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$33,163
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$33,163</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$586,598
Adjustments	\$0
Books & Publications	\$4,110
Communication Costs	\$1,437
Consumables	\$23,414
Miscellaneous Expense <sup>3</sup>	\$63,004
Professional Development	\$4,025
Property and Equipment Services	\$61,249
Salaries & Allowances <sup>4</sup>	\$35,919
Trading & Fundraising	\$7,587
Travel & Subsistence	\$3,581
Utilities	\$7,866
<b>Total Operating Expenditure</b>	<b>\$798,790</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$102,980</b>
<b>Asset Acquisitions</b>	<b>\$25,445</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$16,332
Official Account	\$15,733
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$32,065</b>

Financial Commitments	Actual
Operating Reserve	\$30,238
Other Recurrent Expenditure	\$16,323
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$238
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,311
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$52,110</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 26 Feb 2020 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, including:
  - 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) factors:
  - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, 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 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').