

2022 Annual Report to the School Community

School Name: Beaconsfield Upper Primary School (2560)



- 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2023 at 08:58 AM by Vicki Miles (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 March 2023 at 09:26 AM by Brenden Tymenson (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

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.

'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 disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Beaconsfield Upper Primary School is located on the edge of the South-East growth corridor of greater Melbourne about 50 kilometres east of the city. Situated close to the Cardinia Reservoir the school nestles amid attractive natural bush surrounds. Students are drawn from the local township and surrounding semi-rural area as well as the towns of Emerald, Cockatoo, Berwick and Pakenham. The well-maintained grounds and strong focus on environmental programs engage students in caring for their learning environment. The School Family Occupation (SFO) density is 0.29. The SFO is a broad indicator of the socio-economic status of school families and in comparison to other Victorian schools the school is within a percentile band between the 70th and 90th percentile. Beaconsfield Upper students could therefore be expected to perform well above state means and within the top third of the state.

Classroom facilities are outstanding and learning spaces have been designed to cater for increased ICT usage and flexible student groupings. Each learning complex is inviting, and vibrant displays of student work are featured. Outdoor spaces cater for active and passive play and include a courtyard developed by the local community featuring seating and a covered sandpit.

The school has sixteen classes, these are organised as multi-aged grades catering for Victorian Curriculum levels except for the single year level for our Foundation classes. A priority for the school has been to maintain low class sizes in junior grades. We focus on developing the students' emotional and social wellbeing as well as a strong focus on oral language. At Beaconsfield Upper Primary School, we are committed to achieving optimal student learning outcomes, particularly in English and Mathematics, while maintaining a positive and engaging learning environment.

We aim to embed greater consistency in our school-wide pedagogical practice through the Professional Learning Community model, which enables teachers to develop and reflect on their practice with a focus on student achievement data. Key school-wide approaches including the BUPS Primary School Instructional Model, our Planning models and Scope and Sequence documentation and our peer observation program inform this work and positively impact classroom practice. Our school has continued to offer a large number of opportunities designed to assist children in developing connectedness with each other and also build resilience and self-esteem. Examples of these are: Junior School Council, House / Vice Captains, Student of the Week, Buddies and Peer Support programs, school performances, Arts displays and sporting opportunities. Extra-curricular activities such as camps, instrumental programs, incursions and excursions complement our core curriculum programs.

We very proudly, continued to offer two camps, a "reduced" production and a grade 6 graduation. The staffing profile of Beaconsfield Upper Primary School includes a principal and assistant principal, 21.8 full time equivalent teachers, 2.51 full time equivalent Education Support (ES) staff and 2.0 office administration staff. Specialist teaching areas include Performing Arts, Visual Arts, LOTE - Indonesian and Physical Education. Literacy intervention occurs within the school where required with a focus on students in the junior school. In addition, ES staff provide administrative support and integration aides provide support for the PSD program.

Beaconsfield Upper Primary Schools values are Respect, Friendship, Honesty, Kindness, and Community. We **Respect** ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us. We model and demonstrate **Friendship** to each other, building positive friendships with each other. We are **Honest**, with ourselves our peers and our community We model and demonstrate **Kindness** and take every opportunity to help others that may be in need. We value our **Community**, building positive relationships and giving back to our broader community. 'Not Just a school, but a part of the Community.'

Progress towards strategic goals, student outcomes and student engagement

Learning

.Beaconsfield Upper Primary School provides an inclusive, supportive learning environment that challenges and engages students to grow as passionate learners. The school seeks to develop motivated, creative, and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. Teachers planned and worked collaboratively to develop teaching and learning programs that facilitated the continued improvement of student learning outcomes, implementing programs that personalized learning and set individual goals for students.

Teacher assessments against the Victorian Curriculum indicate:

- the percentage of students working at or above expected standards in English is 92.6%, approximately 3% higher than similar schools and 5% higher than the state average, whilst in Numeracy it is 95.2%, 7% above similar schools and 10% above the state average.

Our NAPLAN results in 2022 show:

- the percentage of students in the top 3 bands for Year 3 Reading was 86% compared to similar schools on 80.7 % and the State at 76.6%
- the percentage of students in the top 3 bands for Year 3 Numeracy was 78.6% compared to similar schools on 68.8 % and the State at 64%
- the percentage of students in the top 3 bands for Year 5 Reading was 68.4% compared to similar schools on 74.8 % and the State at 70.2%
- the percentage of students in the top 3 bands for Year 5 Numeracy was 58.8% compared to similar schools on 57.1 % and the State at 54.2%

Our work was supported by:

- The introduction of the Tutoring Program was developed and implemented from the beginning of the year. We had a strong emphasis on Reading and targeted identified students where six months of growth was not evidenced in these areas.
- We continued to develop teachers' knowledge of phonics, phonemic awareness, fluency, comprehension, vocabulary and what best practice looks like when teaching.
- We purchased over \$30,000 of literacy material and attendance at Professional development sessions.
- Continued our professional learning communities with a strong focus on differentiation.
- Developing the instructional models.

Wellbeing

The correlation between positive student wellbeing and academic success is appreciated by all members of staff. Professional Learning Teams work collaboratively to support the development of a happy, healthy and resilient cohort.

During 2022, the school:

- Employed a Chaplain two days per week to support students and families in need.
- Continued meetings of wellbeing and student voice action teams.
- Continued implementation of Respectful Relationships program.
- Greater inclusion of 'brain breaks' to assist students with refocusing on their learning.
- Continued use of Sentral for recording incidents and wellbeing issues.
- Continuation of Transition Programs.
- A Student Representative Council (SRC) with representatives from all Year levels met regularly.

We continued to support students through individual education plans which are made and reviewed with parents and students.

We were able to provide our community events such as a Christmas Concert, School Fun Run and Tabloid Sports days as well as having a formal graduation ceremony at the end of the year.

While we were able to continue with many of the successful programs we did experience a downturn in student satisfaction. The grade 5 cohort seemed particularly disheartened which may be explained by a difficult transition year for many and then placed on top of returning from covid. Teacher supply difficulties created disruption.

STUDENT SURVEY:

School Connectedness demonstrates an endorsement of 73.2% which is below our 4-Year Average and slightly below similar schools and the state averages.

Management of Bullying demonstrates an endorsement of 70.1% which is also below our 4-Year Average and Below State and Similar Schools averages.

Areas for focus in 2023 include:

- Continue to support a wellbeing and student voice action team.
- Develop well being action plans that align with the schools AIP goal of Improve the engagement and participation of every student.
- Continuing to embed Student Voice and Aspirations
- Continue Respectful Relationships program across the school

Engagement

Previous years' restrictions to on-site attendances hindered efforts to engage families during the year. Thankfully after initial covid concerns we were not forced into any period of Remote and Flexible Learning and were instead able to create opportunities for greater connection for our community. Students in years 3,4, 5 and 6 attended planned camps and by the end of the year a number of whole school events had taken place. Our efforts to improve student and parent engagement saw us send regular Sentral and Facebook updates to all families. Our Facebook account was used more frequently to promote School wide events – Whole School

Performing Arts, Colour Fun Run, Christmas concert, Transition evenings, Mothers' day and Fathers' day, our Santa visit and Songs at sunset were among the successful connection events we held

The average number of school absence days across the school was 16.9 per student in 2022, this is less than the average for Similar Schools (22.1) and the State Average (23.3)

A 4-year comparison average also places us in slightly above similar schools and on par with the State averages.

Increased communication and support for parents through Sentral has assisted in this decrease. Absenteeism tracking processes will continue to target students with unexplained regular non-attendance.

Other highlights from the school year

The highlights of our year really revolved around getting back to our traditions and welcoming the community back to school. Our student leadership program continued with our school captains attending School Council meetings and organising and running our weekly assemblies. The house captains do an excellent job throughout our sporting events, swimming, athletics, cross country, hoop time and interschool sports. The student representative Council continued to support our World Vision Sponsor child Karan. Our transition programs welcomed new prep students into the school and gave them a buddy to support this transition. Our traditional events of Easter Bonnet Parade, Book Week, Santa visit, Songs at Sunset, Bups has talent, Bups FL, Human Power Vehicle program continued to excite and engage our students and the community.

As an extension of our normal curriculum, we enjoyed going back to our Camping program, we also had a whole school dance incursions and most grades visited ecolink throughout the year.

Our PFA continued to support families by hosting icy-pole days and special lunches, as well as coordinating the Student Discos and Colour Fun Run. PFA also organised our mother's day and father's day stalls and of course supported our graduating students with the purchase of the graduation bears.

Our grade 6 students enjoyed their graduation and also the opportunity to participate as main characters in our whole school production.

Financial performance

Beaconsfield Upper is in a sound financial position finishing 2022 in surplus as expected through our original budget approval process of the School Council. The school has committed to expending the surplus funds for continued maintenance and beautification of the school, as well as the purchase of digital technologies and other resources to support teaching and learning.

We are fortunate to have a supportive community with 75% of families paying student contributions for classroom supplies and curriculum resources, this is declining over the past three years.

In 2022 we purchased new chrome book computers for the years 5/6 students. The planning room was created and painted, as was the grade 5/6 building painted and new carpet installed. The walkway funded through the Disabilities grant was completed after three years. Parents and friends have been working towards the installation of a Ninja course including rubberised surfacing below.

The Chaplaincy grant of \$20,000 was used to pay for our chaplain support. The equity funding supported our literacy support program and the purchasing of significant literacy support materials and intervention programs for 2022.

Hiring of the school facilities to the after-school care provider is a small additional income stream for the school while providing access to the school community to this important service. We also have an income stream through our hire of the school stadium.

Further upgrades to the environment were carried out with funding from the Bushfire safety grants. (new garden beds, arborist works, retaining walls and minor plantings)

For more detailed information regarding our school please visit our website at

<https://www.bups.vic.edu.au/>

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 359 students were enrolled at this school in 2022, 155 female and 204 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

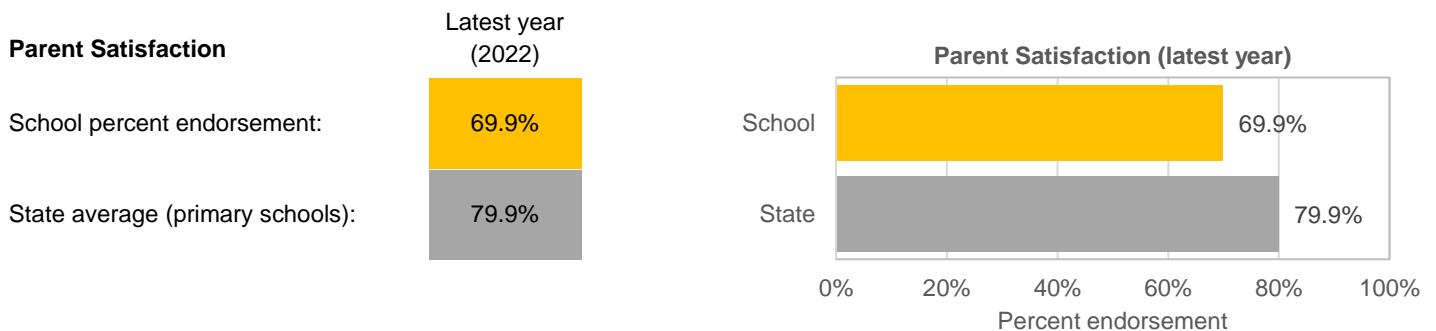
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

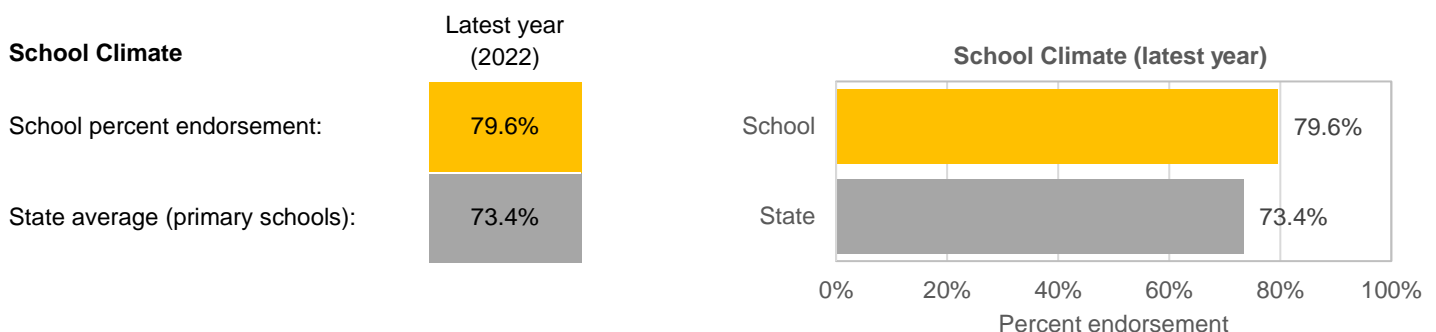


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

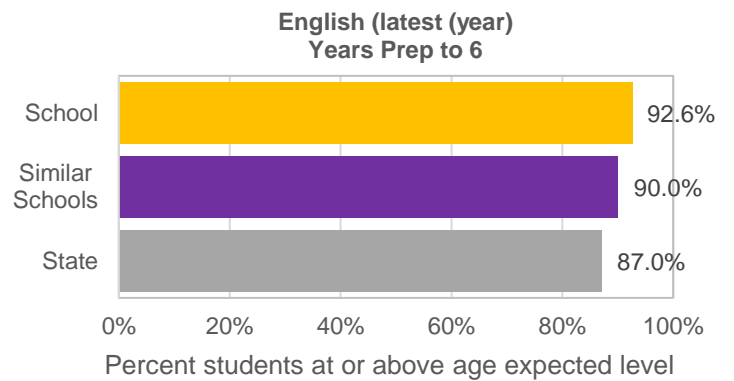
92.6%

Similar Schools average:

90.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

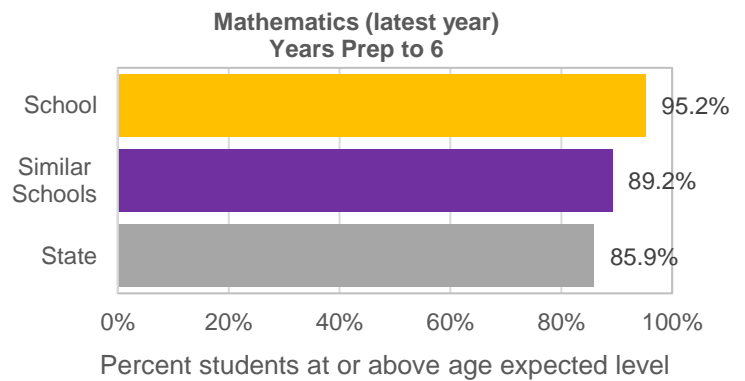
95.2%

Similar Schools average:

89.2%

State average:

85.9%



LEARNING (continued)

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

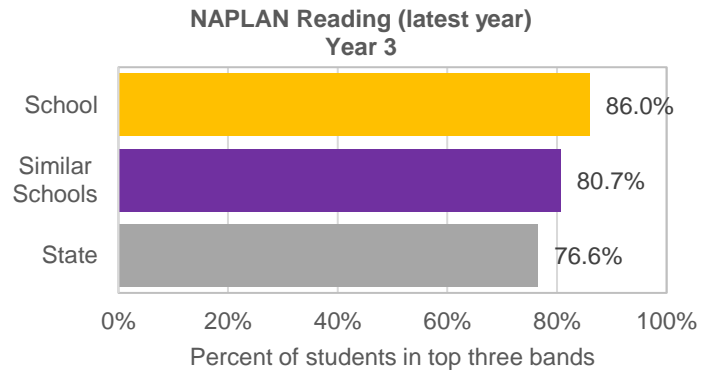
NAPLAN

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

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

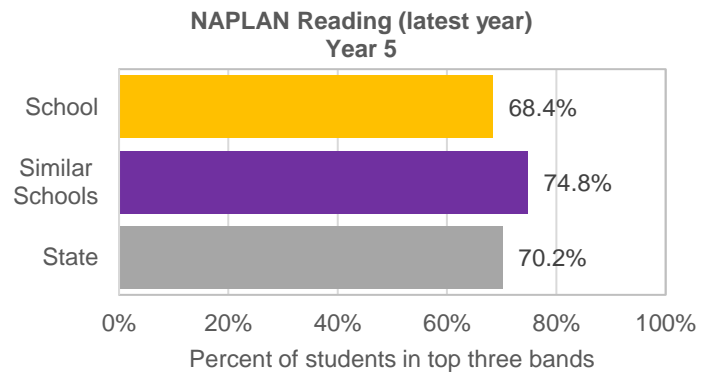
Reading Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 86.0% | 78.7% |
| Similar Schools average: | 80.7% | 81.3% |
| State average: | 76.6% | 76.6% |



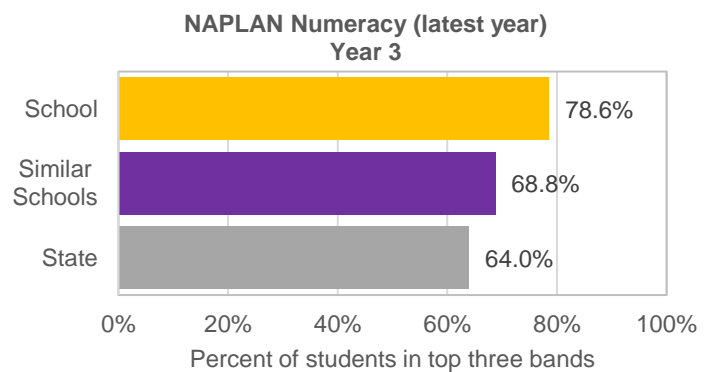
Reading Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 68.4% | 67.9% |
| Similar Schools average: | 74.8% | 73.9% |
| State average: | 70.2% | 69.5% |



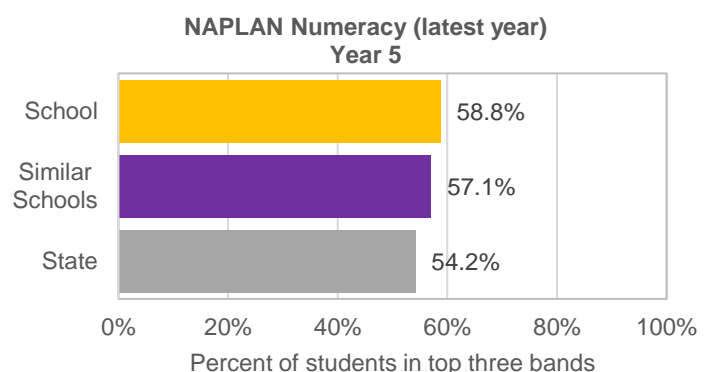
Numeracy Year 3

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 78.6% | 72.3% |
| Similar Schools average: | 68.8% | 71.8% |
| State average: | 64.0% | 66.6% |



Numeracy Year 5

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 58.8% | 59.2% |
| Similar Schools average: | 57.1% | 61.4% |
| State average: | 54.2% | 58.8% |



WELLBEING

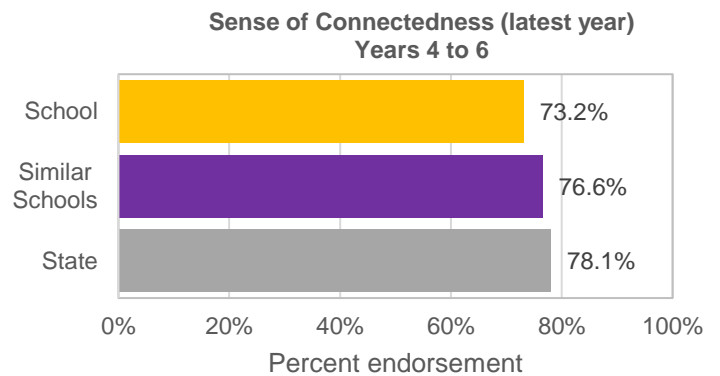
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 73.2% | 76.5% |
| Similar Schools average: | 76.6% | 78.6% |
| State average: | 78.1% | 79.5% |

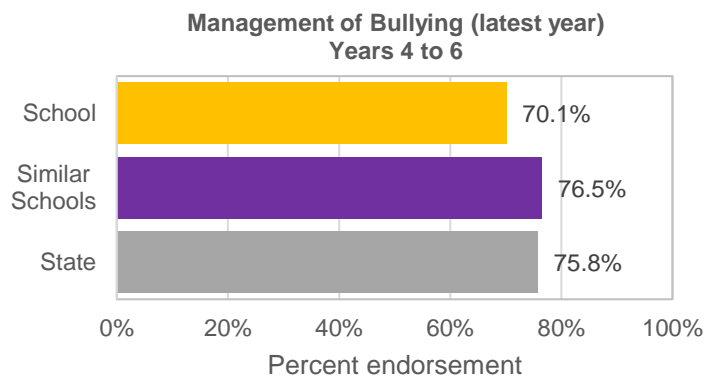


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

| | Latest year (2022) | 4-year average |
|-----------------------------|--------------------|----------------|
| School percent endorsement: | 70.1% | 75.7% |
| Similar Schools average: | 76.5% | 79.1% |
| State average: | 75.8% | 78.3% |



ENGAGEMENT

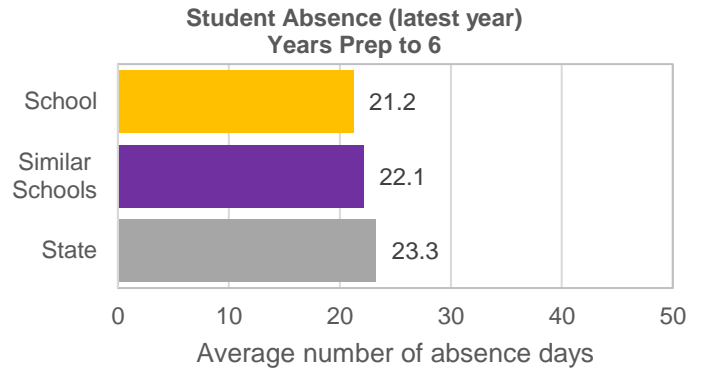
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

| | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 21.2 | 16.9 |
| Similar Schools average: | 22.1 | 16.1 |
| State average: | 23.3 | 17.0 |



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2022): | 90% | 91% | 88% | 89% | 89% | 89% | 90% |

Financial Performance and Position

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

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,155,065 |
| Government Provided DET Grants | \$396,039 |
| Government Grants Commonwealth | \$5,800 |
| Government Grants State | \$0 |
| Revenue Other | \$13,206 |
| Locally Raised Funds | \$249,041 |
| Capital Grants | \$16,840 |
| Total Operating Revenue | \$3,835,991 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$23,031 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$23,031 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,959,754 |
| Adjustments | \$0 |
| Books & Publications | \$26,746 |
| Camps/Excursions/Activities | \$111,560 |
| Communication Costs | \$4,071 |
| Consumables | \$86,357 |
| Miscellaneous Expense ³ | \$33,555 |
| Professional Development | \$16,753 |
| Equipment/Maintenance/Hire | \$80,091 |
| Property Services | \$65,629 |
| Salaries & Allowances ⁴ | \$117,840 |
| Support Services | \$45,933 |
| Trading & Fundraising | \$32,206 |
| Motor Vehicle Expenses | \$57 |
| Travel & Subsistence | \$0 |
| Utilities | \$28,208 |
| Total Operating Expenditure | \$3,608,758 |
| Net Operating Surplus/-Deficit | \$210,393 |
| Asset Acquisitions | \$102,324 |

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$513,290 |
| Official Account | \$15,408 |
| Other Accounts | \$17,809 |
| Total Funds Available | \$546,506 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$97,887 |
| Other Recurrent Expenditure | \$11,130 |
| Provision Accounts | \$1,866 |
| Funds Received in Advance | \$30,208 |
| School Based Programs | \$42,481 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$50,000 |
| Capital - Buildings/Grounds < 12 months | \$100,000 |
| Maintenance - Buildings/Grounds < 12 months | \$74,811 |
| Asset/Equipment Replacement > 12 months | \$50,000 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$50,000 |
| Total Financial Commitments | \$508,382 |

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.