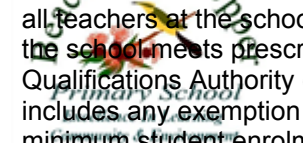


2024 Annual Report to the School Community

School Name: Beaconsfield Upper Primary School (2560)

- 
- all teachers at the school meet the registration requirements of the school meets prescribed Minimum Standards for registration
 - the school meets prescribed Minimum Standards for registration Qualifications Authority (VRQA) in accordance with the [Education Act 1984](#) (includes any exemption granted to this school by the VRQA, for minimum student enrolment numbers and/or the curriculum framework program)
 - the school meets the requirements of the Child Safe Standards [Implementing the Child Safe Standards – Managing the risk of harm to children](#)

Attested on 19 March 2025 at 09:07 AM by Vicki Miles (Principal)

- As executive officer of the school council, I attest that this 2024 annual report has been tabled and endorsed at a meeting of the school council and the school community.

Attested on 25 March 2025 at 12:11 PM by Vicki Miles (Principal)

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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. The well-maintained grounds and strong focus on environmental programs engage students in caring for their learning environment. The School Family Occupation (SFO) density Low Medium. 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 and synthetic phonics. 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 school production and a grade 6 graduation. We have a clubs program which runs at lunch times, an HPV program and a sustainable vegetable garden with chickens. Specialist teaching areas include STEM, 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/DI 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. The school has a very active parent community. Many parents support the school through involvement in classroom programs, fundraising, sports activities, excursions, kitchen/garden and numerous other activities. Our School Council is

very supportive, and the parents on the School Council bring a variety of skills and ideas to our school community. 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.

"Our learners are curious and confident. They are strategic, reflective thinkers. Our learners take risks, are resilient, resourceful and use their knowledge and skills flexibly."

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 91%, approximately 2% higher than similar schools and 5% higher than the state average, whilst in Numeracy it is 94%, 5% above similar schools and 9% above the state average.

Our NAPLAN results in 2023 show:

- the percentage of students in the top 3 bands for Year 3 Reading was 76% compared to similar schools on 74.3% and the State at 68.7%
- the percentage of students in the top 3 bands for Year 3 Numeracy was 76.6% compared to similar schools on 70.5 % and the State at 65.5%
- the percentage of students in the top 3 bands for Year 5 Reading was 86.1% compared to similar schools on 77.2% and the State at 73%
- the percentage of students in the top 3 bands for Year 5 Numeracy was 82.9% compared to similar schools on 70.8 % and the State at 67.3%

Our work was supported by:

The continuation of the Tutoring Program 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.

- Introduced the Science of reading professional learning to English planning routines ·

We employed Maths Perspectives USA to work with us for two weeks of coaching in mathematics

- Continued our professional learning communities with a strong focus on differentiation.
- Continued to develop and refine our instructional models.

Wellbeing

Throughout 2024 the Wellbeing team continued to work with our student leaders and staff to further imbed our School Values of Respect, Friendship, Honesty, Kindness and Community. In late 2023 and early 2024 we reshaped our Bouncing Back to BUPS wellbeing program to integrate both the Resilience Rights & Respectful Relationships program along with embedding our School Values and Learner Dispositions within our relationship building unit. 'The BUPS Way'.

Building on feedback from the community we have continued exhibition mornings in each term for our parents to see the amazing work that our students complete. The BUPS Way has been designed to run over all four terms, focussing on a different value and disposition each term, pairing these with a RRRR unit.

To improve the learning and wellbeing outcomes of all students, Individual Education Plan (IEP) goals were supported in class with ES staff support. Regular SSG meetings fostered positive relationships with the student and their family where students had an opportunity to have input in the development of their future goals. SSG meetings and all reporting to parent communication channels celebrated the achievements of the child and identified future learning opportunities. We continued to implement individual and small group intervention by tutors in literacy and numeracy, targeting identified students in regards to learning growth.

We continued with whole school events such as Assemblies and whole community events such as Easter Bonnet parade, Bups FL, Bups has talent, and our Whole School Production which added to the feeling of a connection with our local community.

The future focus for our community will be around helping students that experience anxiety.

School Connectedness demonstrates an endorsement of 75.8% which is above our 4-Year Average and slightly below similar schools and the State averages.

Management of Bullying demonstrates an endorsement of 72.5% which is slightly below our 4-Year Average and below State and Similar Schools averages

Engagement

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 activities,

Production, 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 24.5 per student in 2024, this is more than the average for Similar Schools (21.6) and the State Average (20.1) A 4-year comparison average also places us in slightly above similar schools and the State averages.. Absenteeism tracking processes will continue to target students with unexplained regular non-attendance. A number of students had high absentism rates and we worked with parents to develop behaviour plans that would assist in getting children to school. Family holidays and our alertness to high fire danger ratings also sees a number of students absent throughout the year.

We enjoy active participation of students in student leadership roles continued with a focus on student voice in school activities when onsite. School leaders were given responsibilities during the year that were purposeful and positively impacted our school. School Captains attended our school council meetings and were active participants in this process.

Other highlights from the school year

Our school has celebrated numerous achievements that reflect our vibrant and diverse community. One of our highlights was the successful whole-school production that showcased our students' talents in drama, music, and dance, bringing together the entire school in a memorable performance. Our sporting days, including cross country, swimming, and athletics, provided opportunities for our students to demonstrate their athletic prowess and sportsmanship. Additionally, our grade 3/4 and grade 5/6 camps were immersive experiences that fostered teamwork, resilience, and outdoor skills in a fun and educational setting. Our commitment to environmental education was evident through excursions to places like Ecolinc, where students engaged in hands-on learning about sustainability and biodiversity. Furthermore, we actively involved the community in our school events, such as Songs at Sunset and Mother's and Father's Day breakfasts, strengthening our bonds and creating memorable moments for everyone involved. These achievements reflect our school's dedication to holistic education and fostering a supportive and inclusive learning environment.

Financial performance

Beaconsfield Upper is in a sound financial position finishing 2024 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 60% of families paying student contributions for classroom supplies and curriculum resources, this is declining over the past three years. 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 2024. 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.

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 345 students were enrolled at this school in 2024, 141 female and 204 male.

NDP percent of students had English as an additional language and 1 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.

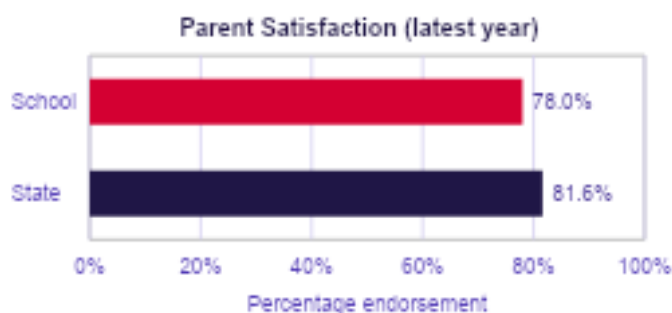
This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	78.0%
State average (primary schools):	81.6%



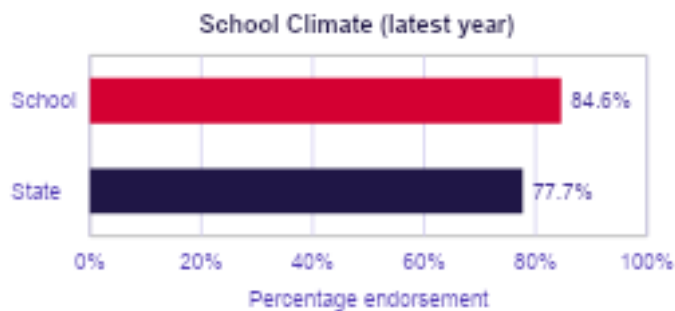
School Staff Survey

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	Latest year (2024)
School percentage endorsement:	84.6%
State average (primary schools):	77.7%



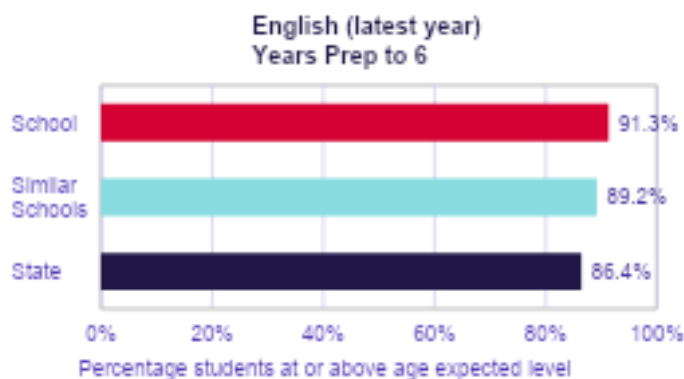
LEARNING

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.

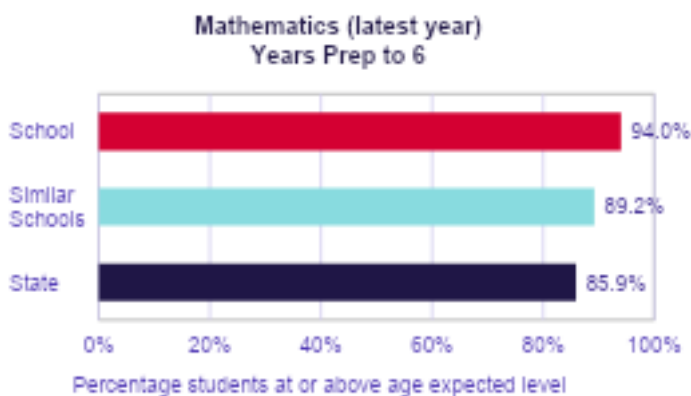
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	91.3%
Similar Schools average:	89.2%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.0%
Similar Schools average:	89.2%
State average:	85.9%



LEARNING (continued)

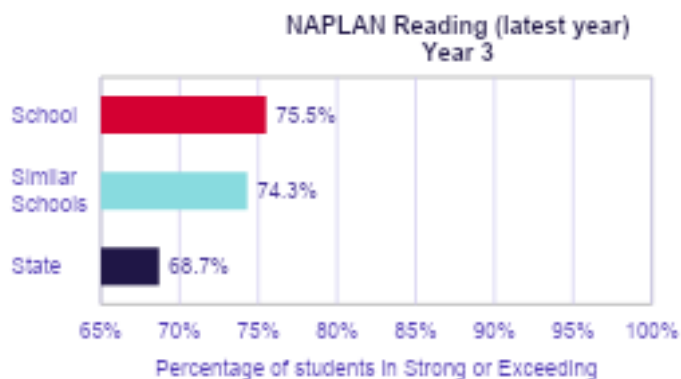
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

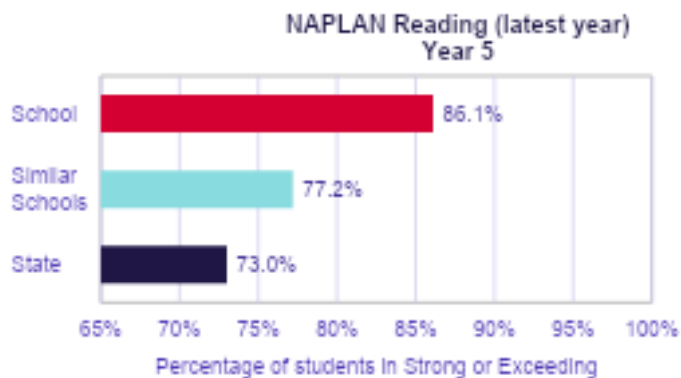
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

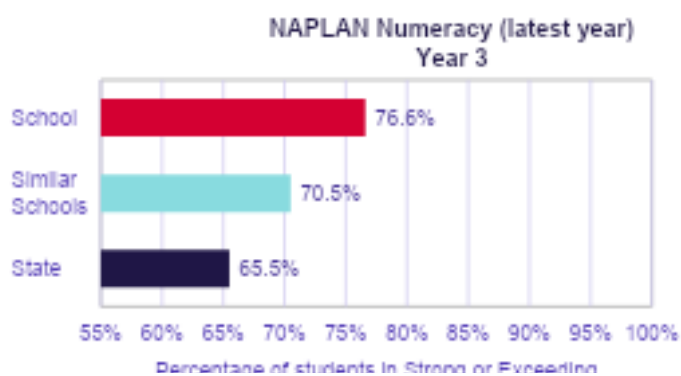
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.5%	82.6%
Similar Schools average:	74.3%	73.8%
State average:	68.7%	69.2%



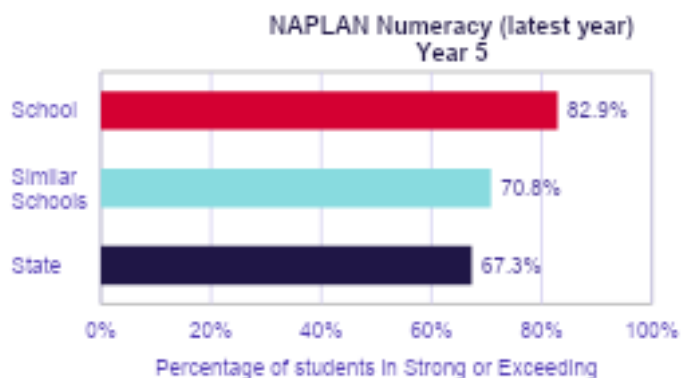
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.1%	86.4%
Similar Schools average:	77.2%	79.9%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.6%	82.2%
Similar Schools average:	70.5%	70.5%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.9%	73.4%
Similar Schools average:	70.8%	71.7%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

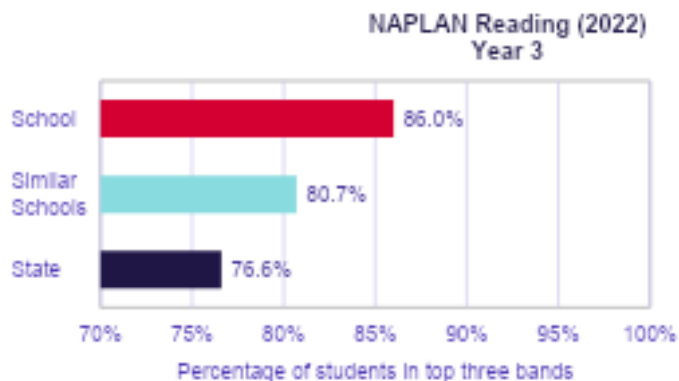
86.0%

Similar Schools average:

80.7%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

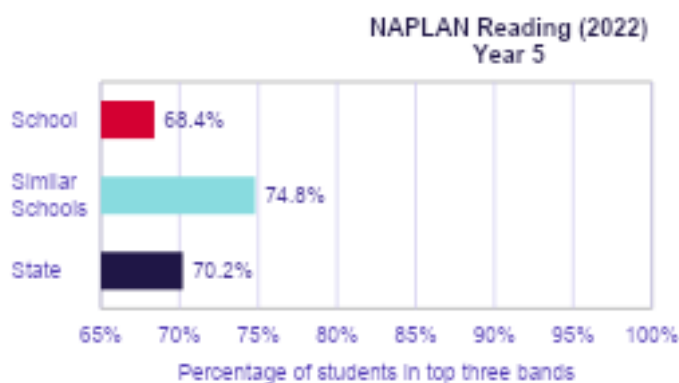
68.4%

Similar Schools average:

74.8%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

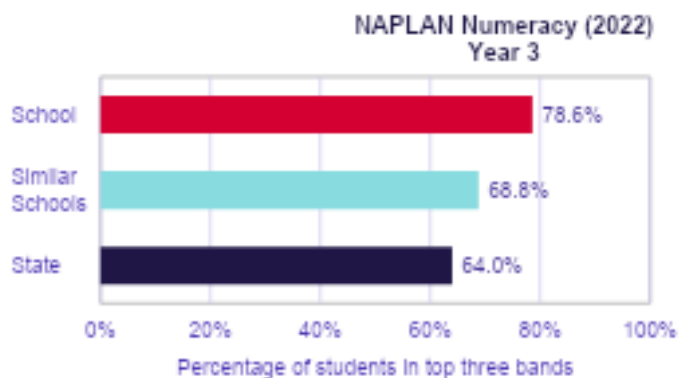
78.6%

Similar Schools average:

68.8%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

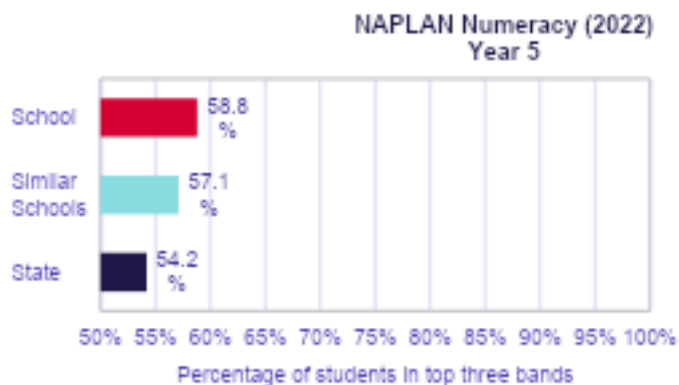
58.8%

Similar Schools average:

57.1%

State average:

54.2%



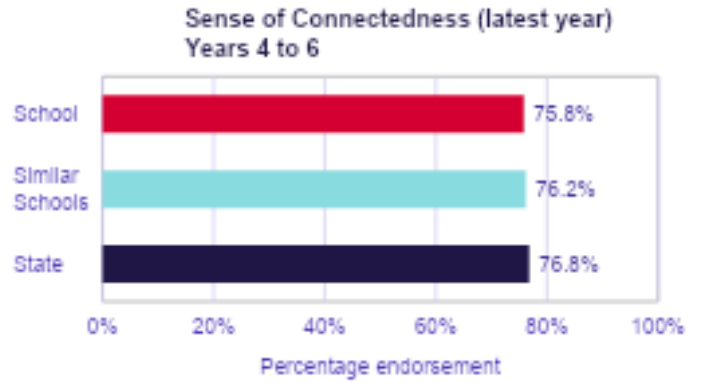
WELLBEING

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 percentage 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).

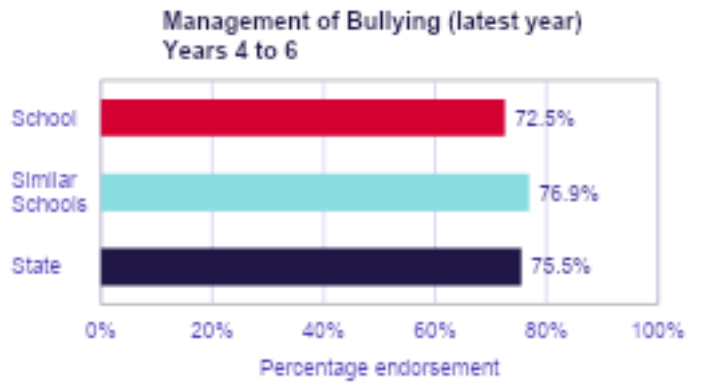
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	75.8%	75.3%
Similar Schools average:	76.2%	76.9%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	72.5%	74.7%
Similar Schools average:	76.9%	77.2%
State average:	75.5%	76.3%



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 (2024) 4-year average

School average number of absence days:

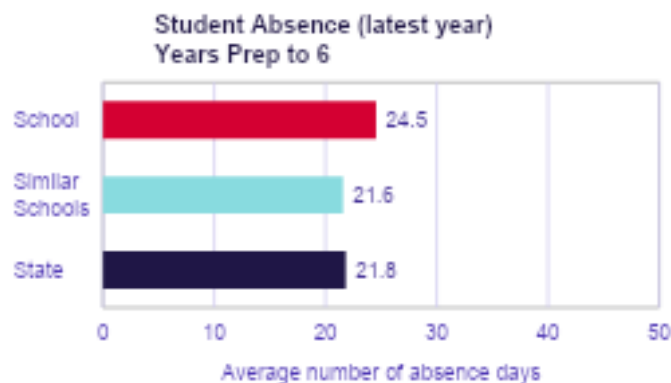
24.5 20.7

Similar Schools average:

21.6 19.3

State average:

21.8 20.1



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 (2024):	89%	89%	87%	89%	86%	86%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,412,326
Government Provided DET Grants	\$389,686
Government Grants Commonwealth	\$5,179
Government Grants State	\$0
Revenue Other	\$40,293
Locally Raised Funds	\$272,632
Capital Grants	\$0
Total Operating Revenue	\$4,120,116

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,148
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,148

Expenditure	Actual
Student Resource Package ²	\$3,313,513
Adjustments	\$0
Books & Publications	\$12,521
Camps/Excursions/Activities	\$192,660
Communication Costs	\$3,784
Consumables	\$79,272
Miscellaneous Expense ³	\$27,972
Professional Development	\$29,575
Equipment/Maintenance/Hire	\$56,473
Property Services	\$67,108
Salaries & Allowances ⁴	\$143,915
Support Services	\$17,790
Trading & Fundraising	\$30,936
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,185
Total Operating Expenditure	\$4,005,704
Net Operating Surplus/-Deficit	\$114,412
Asset Acquisitions	\$113,520

(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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$641,861
Official Account	\$19,345
Other Accounts	\$31,992
Total Funds Available	\$693,198

Financial Commitments	Actual
Operating Reserve	\$115,365
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,866
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
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
Total Financial Commitments	\$117,231

All funds received from the Department of Education, 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.