

2021 Annual Report to The School Community



School Name: Beveridge Primary School (1476)



- 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 2021 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 20 April 2022 at 12:26 PM by Steven Fernando (Principal)

- This 2021 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

To be attested by 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Beveridge Primary School aims to be a safe welcoming and engaging community. We value inquiring minds and encourage the best in all.

Our School Values are:

Excellence Behaviour that demonstrates honesty and consideration for one another and develops mutual trust, reinforced by our teachers who are exemplary role models for our students.

Respect (including honesty) All members of our school community show an understanding of, and respect for, one another as equally valued and valuable members of society.

Togetherness (including caring) The importance of understanding and valuing the beliefs and experiences of all others in our community shall be promoted through the on-going development of intercultural understanding and respect.

Resilience The importance of co-operation shall be promoted through the on-going development of teamwork between teachers, students and parents, and the resulting friendships and sense of belonging will underpin all our activities.

Beveridge Primary School was established in 1874 and is located in the northern suburbs of Melbourne within the Shire of Mitchell. Our mission statement is, "Beveridge Primary School aims to be a safe welcoming and engaging community. We value inquiring minds and encourage the best in all." This is reflected in the partnership between students, staff and parents. We have recently renewed our focus on our school values of Respect, Togetherness, Resilience and Excellence.

The school catered for over 456 students across two campuses. The school provided all students with a broad curriculum, supporting an extensive classroom model with 3 specialist teaching areas; Performing Arts, Visual Arts and PE.

Our students came from diverse socio-economic and cultural backgrounds. Our school SFO of 0.5213 as opposed to the SFOE of 0.4294 possibly indicating a degree of underemployment of our student's families.

Staffing profile is made up in EFT hours, 3 principal class, 0.8 leading teacher, 4.0 learning specialists, 12.87 classroom teachers step 2, 8.63 classroom teachers step 1, 1.4 tutors, 4.64 classroom aids and 4.5 administration staff. All members of staff are motivated life-long learners. The development of whole school pedagogy is a priority for the teaching team, and staff are supported by Principal class, Learning Specialists and Team Leaders on the ground and in their teaching spaces.

Our school strives to meet the individual needs of students, catering for those who require special assistance while fostering their special talents or interests as well as building strength and extending students. We provide equality of opportunity, regardless of gender, language or cultural background. We have a strong focus on personalised teaching and learning to ensure all students are reaching their maximum potential. Teachers actively embrace professional learning and strategies that build meta-cognitive rigor for students as informed agents of their own learning and development.

The challenges that we face are aggravated by a high rate of enrollment growth over a short period of time, new students coming in at all year levels and new staff entering our school community each year. Consequently, inducting new families and staff into the Beveridge Way throughout the year and identifying and responding to the learning needs of students and staff strains budgets and existing community motivation. Our Koorie and OoHC students are, as a group under-performing against other students in each level, we have a growing EAL population enrolling in our school and a larger cohort of students with behavioural and social deficits operating in our classrooms, this calls for a greater range of expertise from teachers and greater levels of support and direction for staff from leadership.

At Beveridge Primary School we want to develop a strong learning culture of self-directed students, able to demonstrate high levels of resilience and risk taking in their learning, students who want to be challenged. We believe that this will result in high levels of student autonomy and confident self-directed learners resulting in high growth in all

areas of learning. We want to inspire a passion for learning by contextualising learning tasks around student interests and experiences, to make learning relevant and exciting.

Our priority in this strategic plan was stated in our second goal, "To improve student voice, agency and leadership" as this is central to achieving real change in curriculum delivery and making learning relevant and personalised for every student.

In 2021 we intended to focus on building teacher capacity, enhancing our staff understanding of the concepts of Agency and Voice and slowly implement change as expressed in the Beveridge Way support booklets.

Framework for Improving Student Outcomes (FISO)

In 2021 at Beveridge Primary we focused on three FISO initiatives, These were, Curriculum Planning and Assessment, Health and Wellbeing and Building Communities.

In relation to Curriculum Planning and Assessment we aimed target 'Learning Catch Up and Extension' for students by enhancing school wide assessment practices, focusing on the delivery of writing instruction and implementing targeted student supports. Interruptions to program delivery as a result of pandemic lock-downs made the second of these extremely challenging and it has pushed into 2022 for further work. Targeted student supports were implemented both onsite and remotely by tutors and intervention staff employed by the school.

In order to nurture 'Happy, Active and Healthy kids' we applied consistent whole school monitoring and responses to student mental health and well being supported by our Student Support Services team. As we became aware of concerns feedback to the well-being team through compass as a reporting mechanism worked well but was used inconsistently by staff and review of usage will need to be a focus in 2022. Enhancing school responses to student absences was challenging in a remote environment further complicated by the lack of available data due to communication problems between cases 21 and compass. These were resolved in term 3 but created a significant backlog and consequently, only the most significant attendance concerns were able to be responded to. Healthy lifestyles was addressed in the remote environment as well as onsite, our PE program encouraged students to make healthy food choices and exercise daily.

The first of our final FISO initiatives which was to enhance opportunities for greater parent engagement in student learning was not able to be realised in the pandemic environment with restrictions on visitors to school grounds in 2021. We did however focus on the second action of improving communication practices using Google Classroom and compass to connect with and support families.

Achievement

In the P-6 Teacher Judgements, Beveridge Primary students (at 74.7% and 72.4%) performed below Like Schools (at 81.4% and 80.1%) and the State Average (at 86.2% and 84.9%) in both Literacy and Numeracy. There was around a 12% difference between our school and the state average in Teacher Judgements.

NAPLAN however offered a different picture of student learning in some areas. In Reading Year 3 and 5 demonstrated similar results or higher against similar schools and the state average both in 2021 and against the 4 year average. In numeracy however, Year 3 students demonstrated significantly lower outcomes at 44.9% in the top three bands and 56.9% against the 4 year average compared to the state average at 67.6% and 69.1% respectively. Year 5 students demonstrated a more consistent outcome against the 4 year average 57.8% in 2021 and 57.1% in the 4 year average. This compares favourably against the state average at 61.6% in 2021 and 60.0% over the 4 year average.

As noted in 2020, this indicates a mismatch between grading criteria used by teachers to report to parents and those used by NAPLAN assessors. Ongoing teacher discussions around this issue could suggest the need for greater understanding of the Victorian Curriculum or a need for greater trust in prior learning.

Relative gain for students in year 5 reflected a strength in our numeracy program, 26% of students achieved High Gain compared to only 20% in similar schools. In Reading, Writing and Spelling Beveridge students fell below the Like School achievement levels, 17-20%, 16-19% and 16-19% respectively. In Grammar and Punctuation our students were represented as having 1% more representation, 23%-22% in the high gain columns.

We are concerned by slipping student achievement levels in 2021 and the budgetary constraints we face in 2022 while working to rebuild student confidence and skill in such a challenging physical and financial environment.

We will resume our work around 6+1 traits implementation within our writing program. Results in student achievement have not evidenced the growth we hoped for in 2021.

Our strategic focus in 2021 was to improve our teacher capacity in Literacy and Numeracy as part of a 4 year plan and we employed our learning specialists to work in both a 1:1 relationship with all teachers and classroom support staff and also to deliver whole school professional development. We enhanced our planning meetings with teachers by continuing to place learning specialists in planning sessions and weekly data analysis and moderation each term in writing and numeracy to tap into the collective knowledge, experience and skill within our existing staff profile.

We are restructuring in 2022 with the help of the DSSI Program to provide learning specialists more time and skill to work with classroom teachers modelling, providing feedback and supporting individual capacity.

Engagement

Attendance at Beveridge Primary grew against our 4 year average and was higher than similar schools and the state average. During the pandemic remote learning periods students were only marked as attending if they had completed the weeks learning tasks... Attendance therefore represents completed assignments rather than the number of students who engaged online. Our results indicate a need to monitor attendance patterns in 2022 for ongoing or residual attendance issues. Attendance across the school was all around the 90% rate for all year levels, double what we would hope to witness.

Based on the findings of international research we believe that a strong correlation exists between students learning, longer-term life outcomes and their attendance at school and active participation in education programs.

We pursue greater levels of attendance by focussing on providing a safe, tolerant and welcoming physical and learning environment, which encourages personal responsibility and respect for the rights of others. We engage school families by negotiating individual student learning strategies with them and assisting parents by teaching them skills that may be needed to understand and work with our curriculum.

We access a broad variety of community resources and link them in with appropriate families to assist them in recognising the importance of regular school attendance in order that their children achieve their educational, social and psychological potential.

We will continue to focus on improving the engagement of all students in their learning which we believe will lead to and facilitate greater connectedness to school. Our focus in 2021 was on students with 20 or more days absent for the year.

Wellbeing

Wellbeing at Beveridge Primary, as measured in the Attitudes to School Survey with year 4, 5 and 6 students showed progression against previous years in relation to connection to school and above the median of similar and all primary schools in Victoria. Our students perception, in relation to the management of bullying was also above the state average and showed improvement against our 3 year average.

Our Wellbeing Action Team including a Prevention and Intervention Team, consisting of students and staff, were

hampered by the lock downs however staff efforts when returning to onsite learning appears to be successful in providing safe spaces for most children. We will continue our work in classrooms using the Zones Of Regulation program in 2022 which has proved successful in allowing students to reflect on and communicate their emotional state and needs.

Finance performance and position

Our end of year financial position in 2021 shows a deficit of \$359,814, this deficit is contributed to increased centrally paid salaries. As a school in a large growth corridor we have had to try to predict the growth of the school and ensure we are able to accommodate additional growth over the year and have focused in ensuring a strong leadership foundation for the future. Our bank balance shows that even though we have a deficit we have adequate funds available to meet our debts as they fall due and we have continued with strict budgetary controls to ensure that we continue to monitor and control this deficit. We have an actively involved Parents and Friends Association who have raised funds and have been able to provide new basketball rings and additional reading resources for the school.

For more detailed information regarding our school please visit our website at
<https://beveridgeps.vic.edu.au/>

Draft

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 453 students were enrolled at this school in 2021, 213 female and 240 male.

20 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).

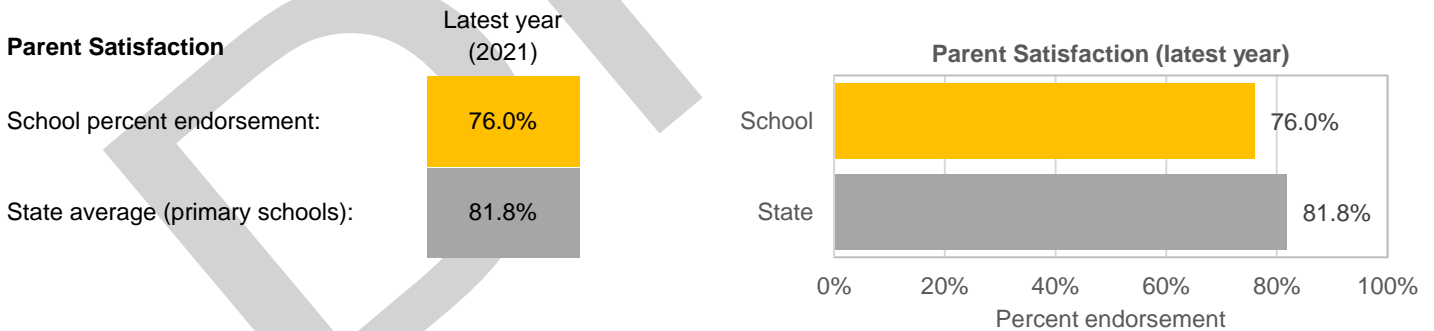
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

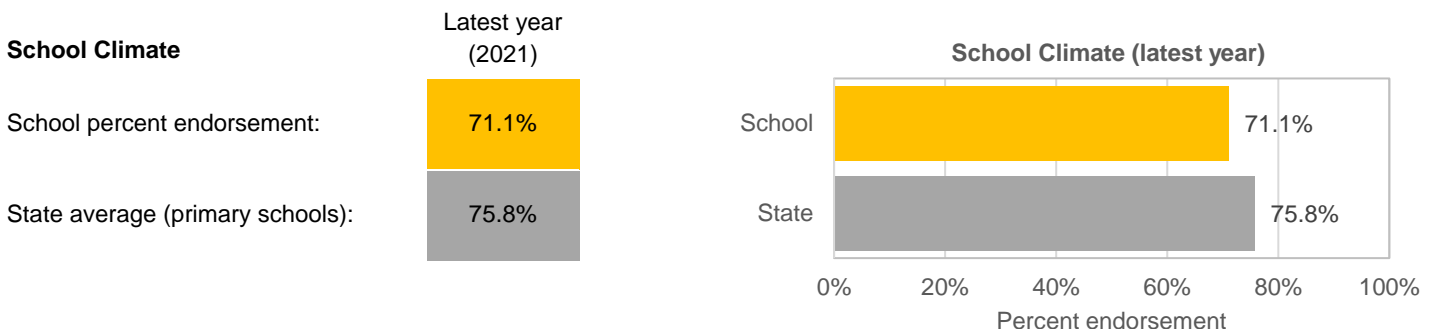


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

74.7%

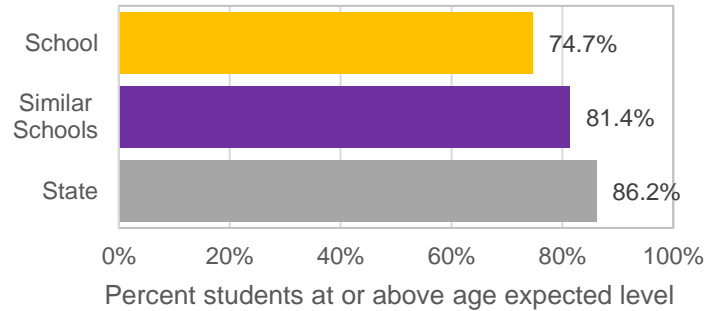
Similar Schools average:

81.4%

State average:

86.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

72.4%

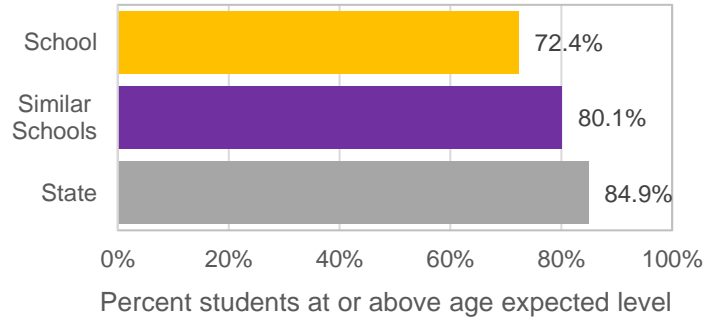
Similar Schools average:

80.1%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



ACHIEVEMENT (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.

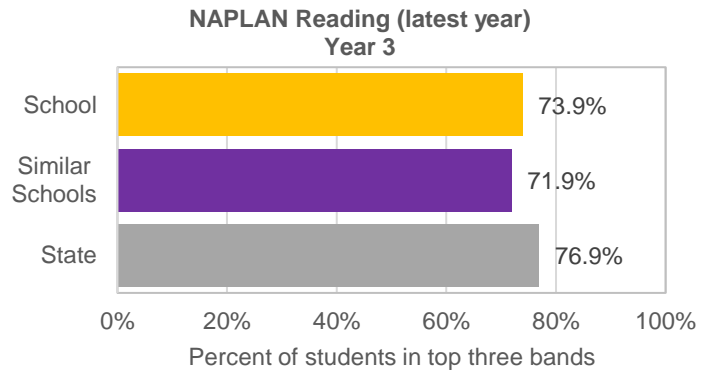
NAPLAN

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 2018, 2019 and 2021 data.

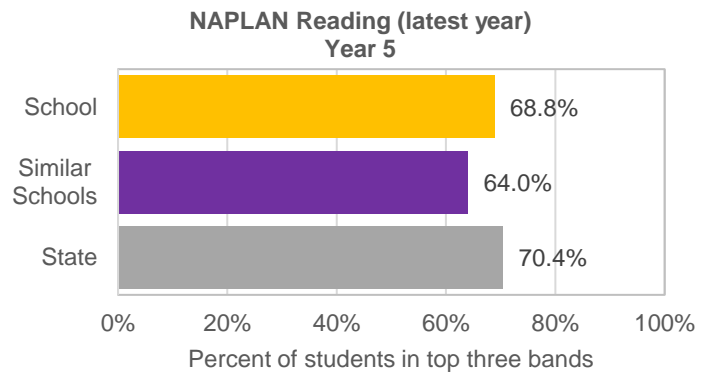
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.9%	76.2%
Similar Schools average:	71.9%	72.6%
State average:	76.9%	76.5%



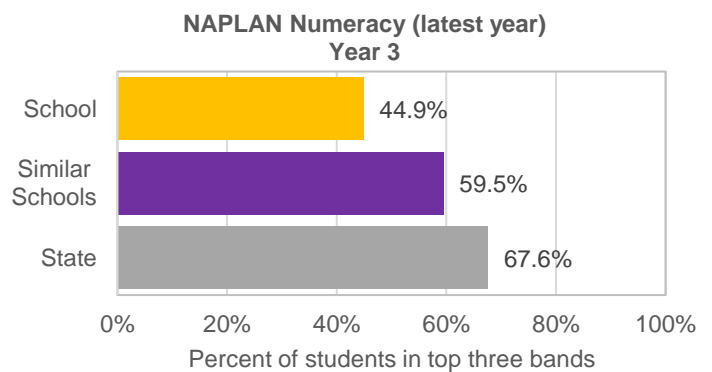
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.8%	61.7%
Similar Schools average:	64.0%	61.9%
State average:	70.4%	67.7%



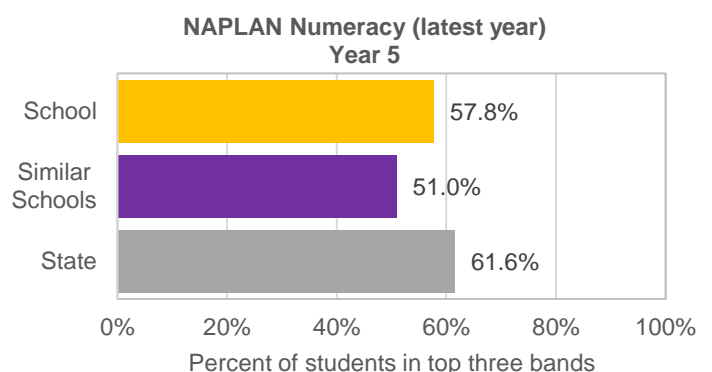
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.9%	56.9%
Similar Schools average:	59.5%	62.4%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.8%	57.1%
Similar Schools average:	51.0%	51.5%
State average:	61.6%	60.0%



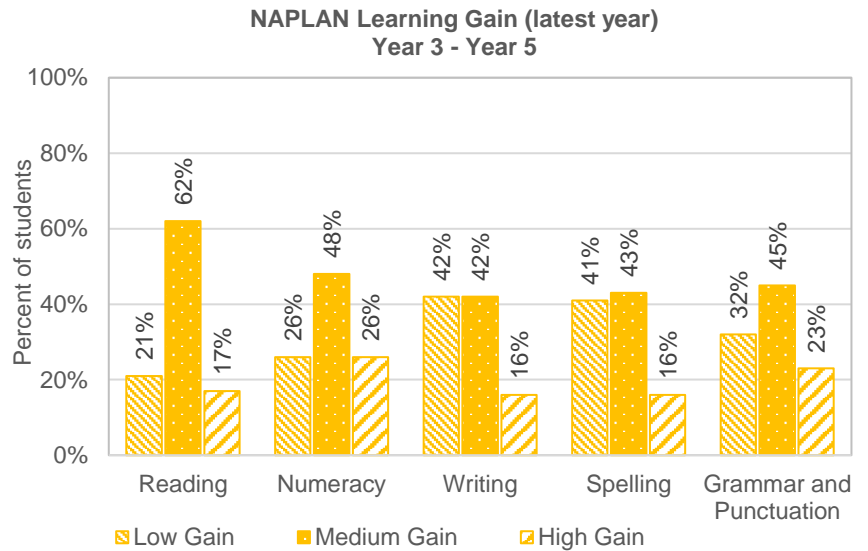
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	62%	17%	20%
Numeracy:	26%	48%	26%	20%
Writing:	42%	42%	16%	19%
Spelling:	41%	43%	16%	19%
Grammar and Punctuation:	32%	45%	23%	22%



ENGAGEMENT

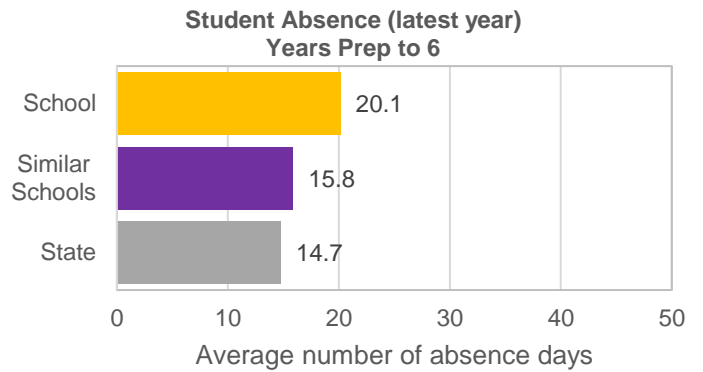
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	20.1	17.1
Similar Schools average:	15.8	16.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	91%	91%	88%	89%	90%	87%

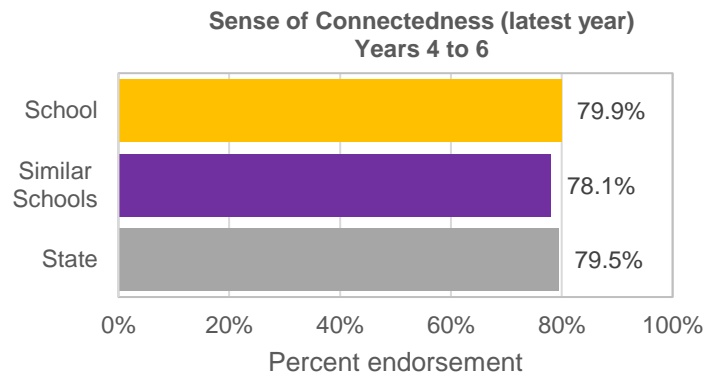
WELLBEING

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 (2021)	4-year average
School percent endorsement:	79.9%	73.7%
Similar Schools average:	78.1%	79.1%
State average:	79.5%	80.4%

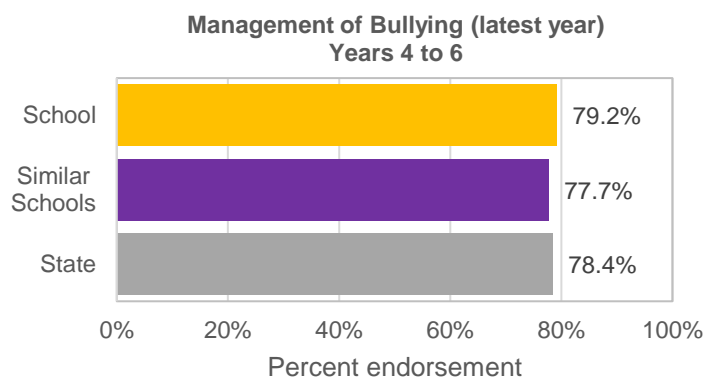


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.2%	73.1%
Similar Schools average:	77.7%	79.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,177,300
Government Provided DET Grants	\$570,095
Government Grants Commonwealth	\$196,039
Government Grants State	\$0
Revenue Other	\$17,596
Locally Raised Funds	\$270,435
Capital Grants	\$0
Total Operating Revenue	\$5,231,466

Equity ¹	Actual
Equity (Social Disadvantage)	\$213,734
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$213,734

Expenditure	Actual
Student Resource Package ²	\$4,482,589
Adjustments	\$0
Books & Publications	\$417
Camps/Excursions/Activities	\$18,947
Communication Costs	\$6,965
Consumables	\$78,247
Miscellaneous Expense ³	\$278,563
Professional Development	\$2,246
Equipment/Maintenance/Hire	\$47,150
Property Services	\$169,826
Salaries & Allowances ⁴	\$237,088
Support Services	\$168,648
Trading & Fundraising	\$36,965
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$63,631
Total Operating Expenditure	\$5,591,280
Net Operating Surplus/-Deficit	(\$359,814)
Asset Acquisitions	\$7,014

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$655,573
Official Account	\$32,685
Other Accounts	\$0
Total Funds Available	\$688,258

Financial Commitments	Actual
Operating Reserve	\$174,356
Other Recurrent Expenditure	\$6,538
Provision Accounts	\$0
Funds Received in Advance	\$30,223
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$40,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,000
Repayable to the Department	\$316,878
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$682,995

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.