

2020 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 14 April 2021 at 10:44 AM by Steven Fernando (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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

About Our School

School context

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 caters for over 450 students across two campuses. The school provides all students with a broad curriculum, supporting an extensive classroom model with 4 specialist teaching areas; Auslan, Performing Arts, Visual Arts and PE.

Our students come 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.

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 right 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 metacognitive rigour for students as informed agents of their own learning and development.

The challenges that we face are aggravated by a high rate of enrolment 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 underperforming 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 will be on 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 will be focussing on building teacher capacity, enhancing our staff understanding of the concepts of Agency and Voice and slowly implementing change through the Beveridge Way support booklets to reflect improved ways of delivering our curriculum.

2021 and 2022 will witness the consolidation and embedding of these practices at Beveridge Primary with existing and all new staff. Hiring practices will reflect our priority on student agency and voice and induction for newcomers will provide support to align their practices with our Beveridge ways.

Framework for Improving Student Outcomes (FISO)

In 2019 at Beveridge Primary we focused on two FISO initiatives, The first was to ensure high quality numeracy and literacy practices are evident in every classroom every day by

- Teachers setting high expectations for every student to promote intellectual engagement and self awareness
- Teachers to build student capacity to monitor and evaluate their own progress and achievement.

We identified the need to set high expectations as a result of professional development carried out in 2018 around calmer classrooms. This focus was also raised in a Priority Review in 2015. We focused on professional learning as a key strategy to developing an expert team and committing to long term professional development by building capacity, bringing all new learning back to raising student outcomes through the construction of supportive learning environments.

The second FISO initiative was Empowering students and developing in them a sense of being successful learners. We aimed to do this by building student voice, agency and leadership opportunities. Our Child Safe policy was fully implemented across the school and published for all school community members. All visitors, volunteers and staff must now read and agree to our school code of conduct before entering a classroom or working with any individual or group of children to ensure their safety.

Achievement

In the 2020 P-6 literacy Teacher Judgements, 79% Beveridge Primary students performed at or above the expected standard, similar to like schools but lower than the state average. Teachers met with the Literacy Assistant Principal or Literacy Learning Specialists to moderate a teacher judgement using PAT R results, class reading level, written texts and other work samples. This data indicate expected growth in reading and viewing and speaking and listening across the school but less than expected growth in writing. Overall we were pleased with our student's achievements in literacy given the difficulties experienced during the period of remote learning. Student literacy assessments at the beginning of the 2021 school year enabled us to gain a clearer picture of student growth and needs. Using 2020 teacher judgements and the 2021 February assessment we were able to select students for our intervention and tutor programs.

Teacher professional development will continue to around our instructional model for reading and the consolidation of teaching of 6+1 traits of writing and the Vocabulary Cycle of Instruction. The introduction of a new teaching model for spelling will be delivered in 2021.

In 2020 numeracy 70% of Beveridge Primary Students performed at or above the expected standard. When comparing our students to other schools, Beveridge students were below the State average of 85.2% and the similar schools average of 79.2%. Teachers moderated with the Assistant Principal for numeracy as well as the learning specialists on both Campuses in order to make a judgement for individual students. Teachers used Pat data, the developmental pathways and the processes assessment for number and worked samples for non number.

Teachers reported a degree of frustration when delivering the numeracy curriculum during 2020 as they were not able to teach specific skills in the detail required online to ensure student improvement. There has been a limited amount of assessment during Term 1 of 2021 as teachers reported the need to 'settle in' the students and focus on establishing routines and structure to enable the effective delivery of curriculum. Teachers relied on anecdotal data as well as 2020

judgements in order to form groups and develop programs to meet the needs of individual students. We have been focusing on supporting teachers to cater for our extension students. Beveridge has enrolled children in the Maths Olympiad program as well as the Maths games and Enrichment program. We are going to work towards becoming a Maths active school and are striving to ensure that Beveridge Primary has evidence to support the following:

1. Actively supports the mathematics professional learning needs of staff
2. Has appropriately structured the mathematics program to maximise learning and teaching
3. Promotes effective learning and teaching practices in mathematics
4. Uses assessment to inform teacher practice to enhance student learning outcomes
5. Participates in student mathematics activities
6. Actively demonstrates a commitment to valuing mathematics in our society by incorporating parents and the community
7. Promotes the effective use of technology in the learning of mathematics.

Engagement

Using 2020 data enabled us to target students that may require additional tutoring support, intervention and or individual plans and families that may require additional support from external agencies. This year we will continue to focus on improving the engagement of students in their learning and developing a greater sense of connectedness to school. 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.

Wellbeing

Although our school did not participate in the Attitudes to School survey in 2020, we did complete many in house informal surveys with our students to promote student voice, increase student engagement and gain information on student's health and wellbeing. This data was used to help support future planning and to monitor student's health and wellbeing. In term 4 with a return to onsite learning, we focused heavily on wellbeing with the continued use of Zones of Regulation, Respectful Relationships and the addition of regular mindfulness. This proved successful in transitioning students back into school life, developing a sense of connectedness and redeveloping social relationships. In 2021 we again participate in the Attitudes to School survey for students in years 3-6 to gauge focus points and targets for 2022. We are continuing to use Pivot surveys in 2021 for students in years 3-6 also to provide teachers and leadership with immediate feedback that will facilitate faster responses to any perceived or actual issues for our students.

Financial performance and position

Our end of year financial position is showing a small surplus in 2020, we ended the year with a surplus of \$33,387. Although our SRP expenditure, due to the implementation of leadership in our growing school, is significantly higher than our SRP revenue we have been able to use the Out of School Hours Care trading profit as well as utilising our Equity (Cash) funds to help offset the SRP deficit. We have continued to maintain our strict budgetary controls and continue to be able to fund and meet our debts as they fall due. Unfortunately due to COVID-19 we were only able to do very limited fundraising activities throughout last year. During 2020 we entered into a garden maintenance contract for both campus, whereby our grounds are maintained on a monthly basis. We have also made improvements to our Arrowsmith St campus which included refurbishing the Art room, a new sandpit and new outdoor basketball rings.

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 409 students were enrolled at this school in 2020, 193 female and 216 male.

17 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

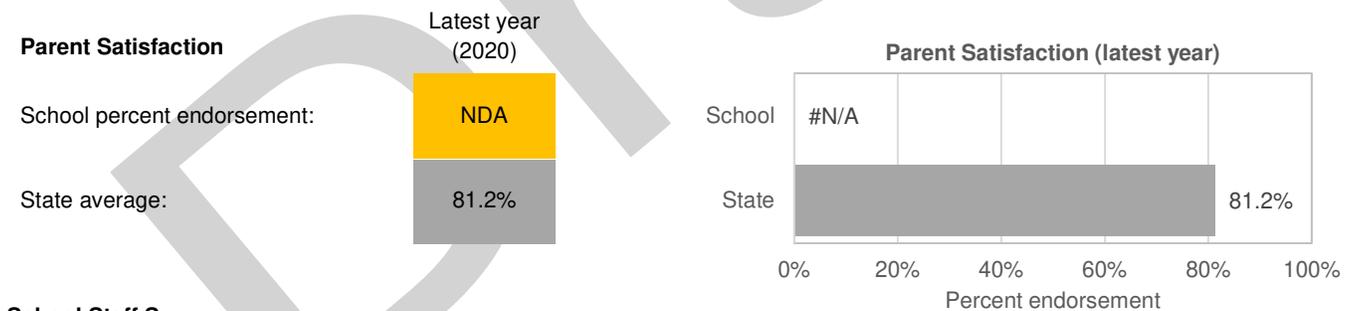
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

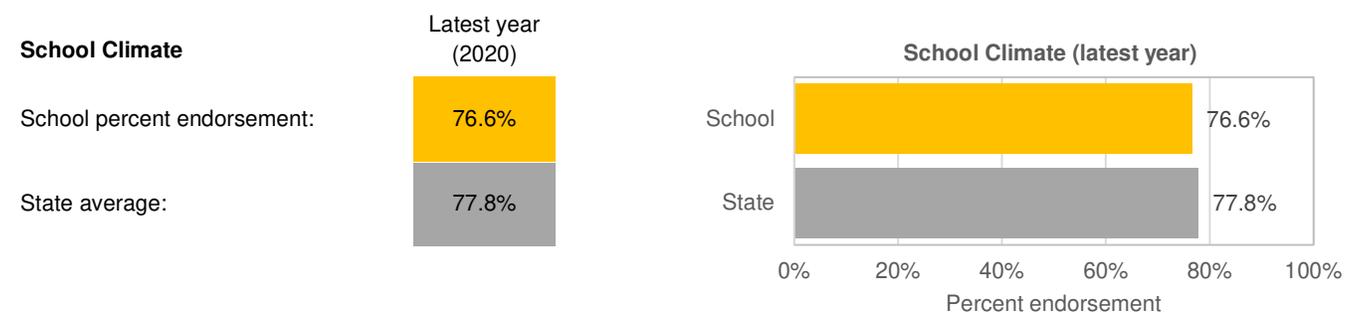


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

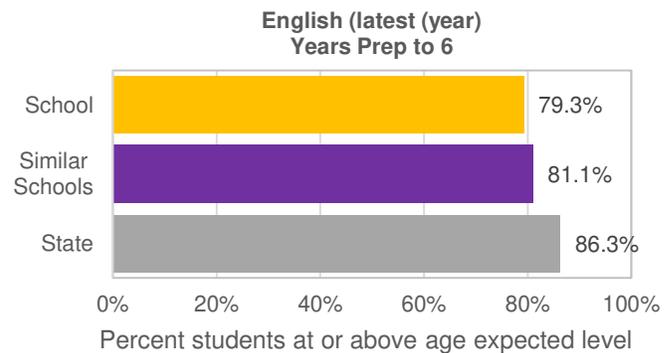
79.3%

Similar Schools average:

81.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

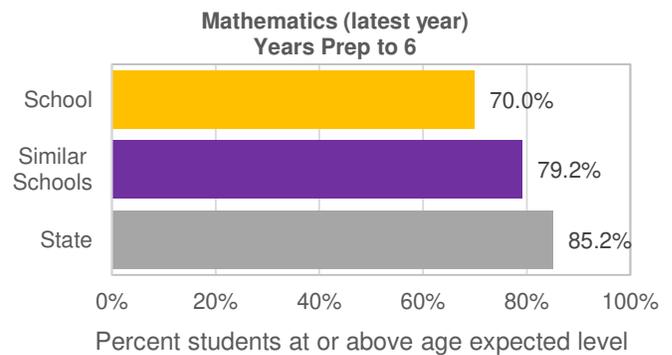
70.0%

Similar Schools average:

79.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

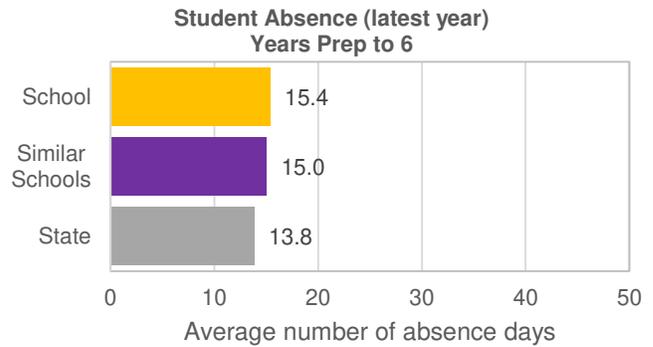
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.4	15.9
Similar Schools average:	15.0	16.0
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	93%	92%	92%	92%	93%	91%

WELLBEING

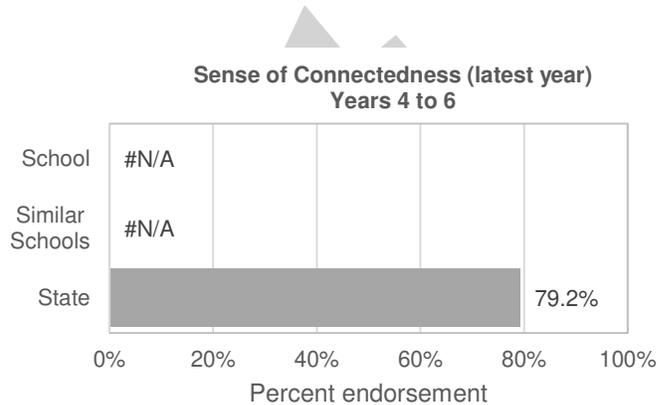
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	69.4%
Similar Schools average:	NDP	79.9%
State average:	79.2%	81.0%



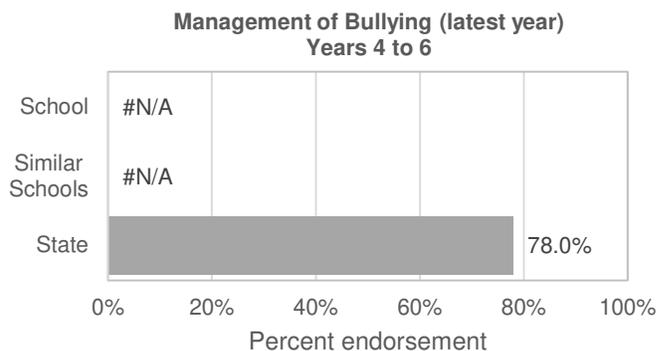
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	67.7%
Similar Schools average:	NDP	79.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,579,402
Government Provided DET Grants	\$784,531
Government Grants Commonwealth	\$232,869
Government Grants State	NDA
Revenue Other	\$18,296
Locally Raised Funds	\$147,208
Capital Grants	NDA
Total Operating Revenue	\$4,762,305

Equity ¹	Actual
Equity (Social Disadvantage)	\$163,784
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$163,784

Expenditure	Actual
Student Resource Package ²	\$3,973,549
Adjustments	NDA
Books & Publications	\$1,408
Camps/Excursions/Activities	\$34,387
Communication Costs	\$9,044
Consumables	\$89,422
Miscellaneous Expense ³	\$15,260
Professional Development	\$7,115
Equipment/Maintenance/Hire	\$104,382
Property Services	\$122,223
Salaries & Allowances ⁴	\$150,078
Support Services	\$106,384
Trading & Fundraising	\$36,763
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$78,902
Total Operating Expenditure	\$4,728,918
Net Operating Surplus/-Deficit	\$33,387
Asset Acquisitions	\$16,224

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$756,714
Official Account	\$16,746
Other Accounts	NDA
Total Funds Available	\$773,459

Financial Commitments	Actual
Operating Reserve	\$120,564
Other Recurrent Expenditure	\$16,236
Provision Accounts	NDA
Funds Received in Advance	\$68,982
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$394,147
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$57,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$656,930

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.