

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2023 at 10:09 AM by Christine Cole (Principal)

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

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 and an overview of the school's performance over the previous calendar year.

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Beveridge Primary School is a multi-campus school located on the northern fringe of Melbourne. Our two campuses are the Arrowsmith St campus (Foundation – Grade 2) and the Ambrosia Way campus (Grade 3 – 6). Beveridge PS had an enrolment of 472 students for the 2022 school year and it is expected that our school will see significant growth over the next 5 years. Beveridge PS aims to be a safe welcoming and engaging community. We value enquiring minds and encourage the best in all. Our school values are: Respect, Resilience, Togetherness and Excellence. These values underpin our disciplinary framework that 'Everybody has the right to feel safe and comfortable and everybody has the right to learn'. We believe that it is the job of every adult who our students encounter to model these beliefs all day, every day. Our community is committed to nurturing active and caring Australian citizens who support intercultural understanding and can acknowledge and value alternative points of view.

Our students come from diverse socio-economic and cultural backgrounds with a School Family Occupation and Education (SFOE) index of 0.4375. The staffing profile is made up in Full Time Equivalent (FTE) hours, 3 principal class, 0.8 leading teacher, 3.5 learning specialists, 1.0 learning tutors and 2.9 Classroom Teachers and 11.7 Education Support 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. We motivate each child to strive to achieve their full potential and take risks in an environment which is safe, supporting and nurturing. We have strong parental and community involvement throughout the school which supports our rich curriculum.

The teaching of literacy and numeracy is underpinned by a whole school consistent approach. Our teachers differentiate the curriculum to individualise the learning needs of our students. The schools' planning and assessment practices are a high priority and are used to drive curriculum planning and delivery and to track student progress. Our curriculum also offers music, a biannual whole school production, fine arts, physical education, STEM and Auslan (LOTE). The school offers a literacy and numeracy intervention and extension program and a strong wellbeing team to support students, their families and teachers to enable all to achieve their potential.

Progress towards strategic goals, student outcomes and student engagement

Learning

In the P-6 English (Literacy) teacher judgments, 72.8% of students at Beveridge PS are achieving at or above the expected standard. In comparison to similar schools whereby 81.4% of students are achieving at or above and 87% of students across the state. In both grade 3 and 5 NAPLAN Reading, 69.1% and 63% of Beveridge PS students are achieving in the top three bands, which is almost identical to similar school achievements of 70.2% and 63.7%. The state average is just above at 76.6% and 70.2%. When comparing the teacher judgements and NAPLAN data, it is evident that Beveridge PS students are achieving very promising results in NAPLAN Literacy that matches the percentages of similar schools and the state. Moving forward there is an opportunity to enhance teacher professional development to ensure teacher judgements are in sync with NAPLAN assessment criteria.

In the P-6 Mathematics (Numeracy) teacher judgements, 72.% of students are achieving at or above the expected standard. In comparison to similar schools whereby 78.5% of students are achieving at or above and 85.9% of students across the state. In grade 3 NAPLAN Numeracy, only 34% of Beveridge PS students achieved in the top three bands. This is significantly lower compared to similar schools at 55.9% and the state average at 64%. However, in grade 5 NAPLAN Numeracy 44% of Beveridge PS students achieved in the top three bands. This is equal to similar schools at 44.5%, however below the state average of 54.2%. Moving forward there is an opportunity to put a greater spotlight on the teaching of Numeracy at F-2 to increase the student achievement in grade 3 Numeracy.

Wellbeing

Beveridge PS student wellbeing data is comparable to similar schools and the state average. As measured in the Student Attitudes to School Survey with year 4, 5 and 6 students, 70% of students indicated positive endorsement of the Sense of Connectedness factor. Similarly, 65.2 of students indicated positive endorsement of the Management of Bullying factor.

Throughout 2022, there continued to be a strong focus on social and emotional learning through the implementation of our 4Rs curriculum, use of the Zones of Regulation and the introduction of the School Wide Positive Behaviours Supports framework. All students who are in Out of Home Care, identify as Aboriginal and/or Torres Strait Islander, supported through the Program for Students with Disabilities, have low attendance or are classified as a vulnerable student, are supported through the creation of Individual Education Plans, whereby students set clear learning goals, supports are outlined and regular Student Support Group meetings are conducted to continually review the learning, engagement and wellbeing of the students.

Engagement

Beveridge PS student attendance data demonstrates an average attendance rate of 88% for years Foundation, 1, 2, 4 and 5, with a slightly higher average rate of 89% for year 6 and higher again for year 3 at 90%. On average, F-6 students had an average of 22.9 absence days from school for the 2022 school year. In comparison to similar schools and the state average, Beveridge PS data is slightly better.

Addressing student non-attendance is of the utmost importance and is prioritised through the strengthening of our Staged Response to Attendance procedure developed throughout 2022 to ensure consistent follow-up of absences and feedback to parents. Students with engagement or attendance concerns are referred to the Wellbeing team to co-develop an attendance plan with the student and family.

Other highlights from the school year

The Beveridge PS community has much to celebrate from 2022. The many highlights include an abundance of extra curricula activities that were not able to take place previously throughout 2020 -21 due to Covid 19 and remote learning. The year 4 students took part in their three-day camp to Alexandra and the year 5&6 students to Campaspe Downs. Students also actively participated in many excursions and incursions to connect what they were learning in the classroom to the real world. The unforgettable highlights of the year would be the whole school events such as the school production 'Seussical', Colour Run fundraiser, Book Week dress up and Fernando Fest. The whole school community love coming together for these events. We look forward to strengthening our partnership with our community into the future.

Financial performance

Our end of year financial position in 2022 shows a deficit of \$234,685. 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 learning resources for the school.

For more detailed information regarding our school please visit our website at
<https://www.beveridgeps.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 472 students were enrolled at this school in 2022, 207 female and 265 male.

20 percent of students had English as an additional language and 4 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).

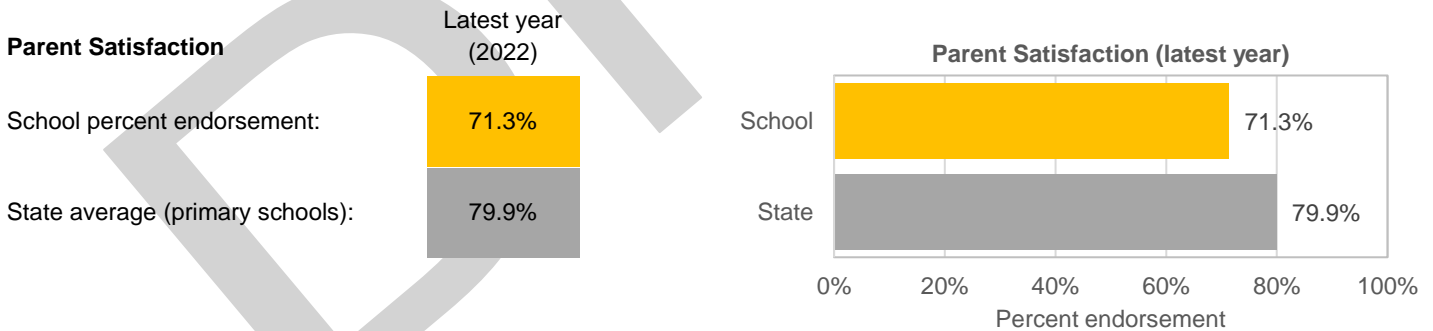
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

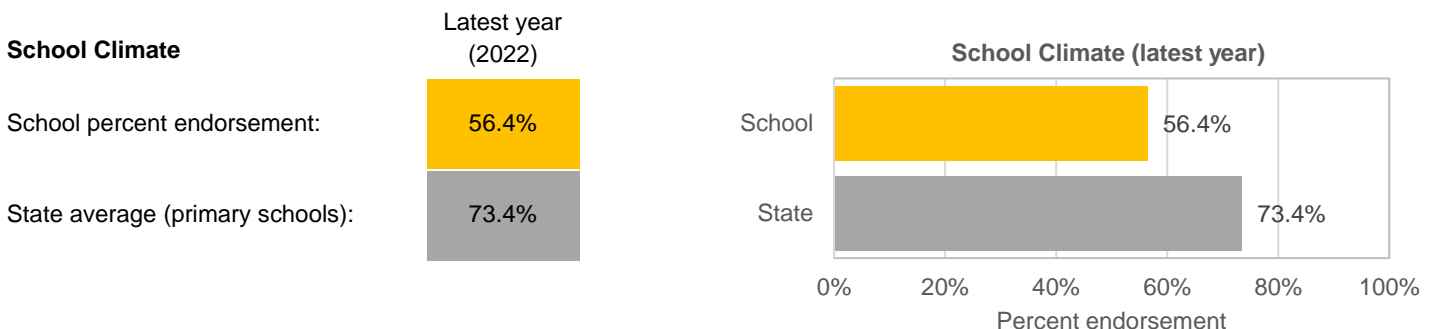


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

72.8%

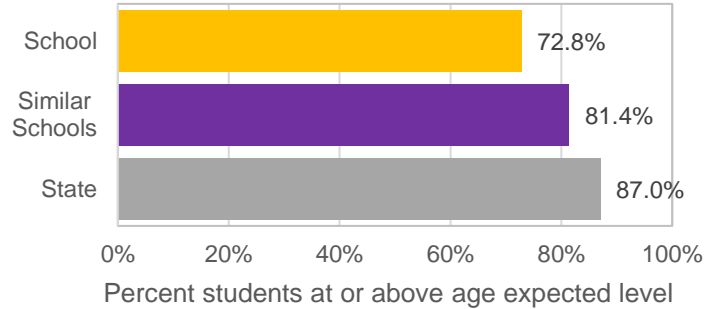
Similar Schools average:

81.4%

State average:

87.0%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

72.5%

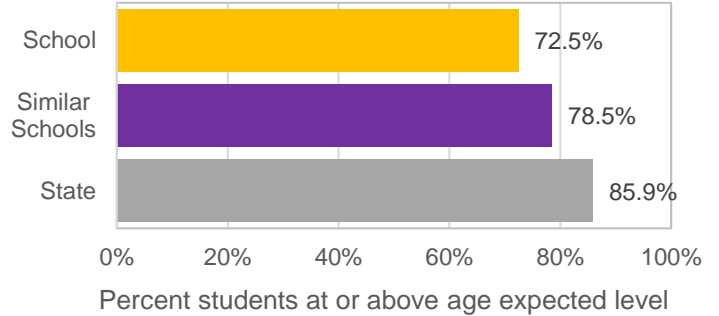
Similar Schools average:

78.5%

State average:

85.9%

Mathematics (latest year) Years Prep to 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.

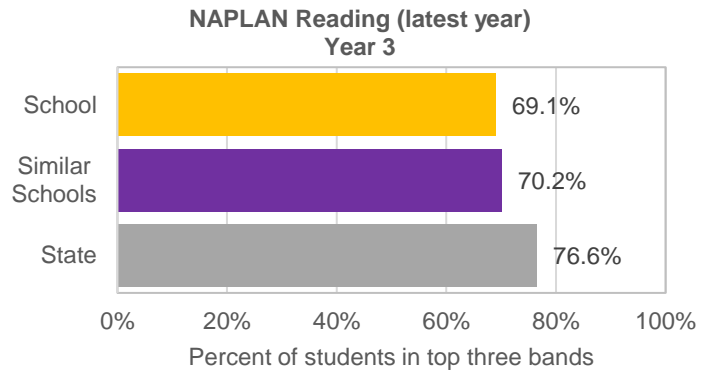
NAPLAN

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

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

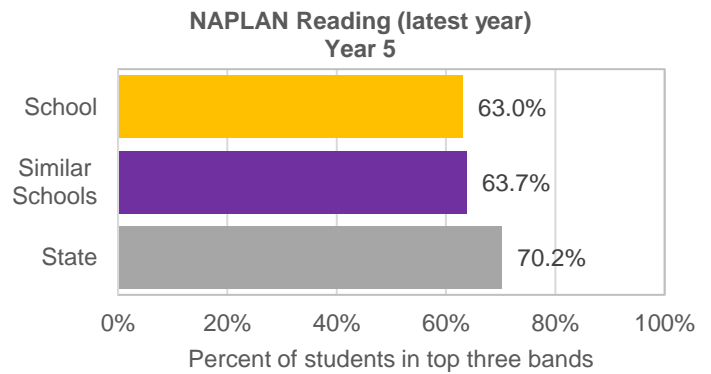
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.1%	72.7%
Similar Schools average:	70.2%	71.6%
State average:	76.6%	76.6%



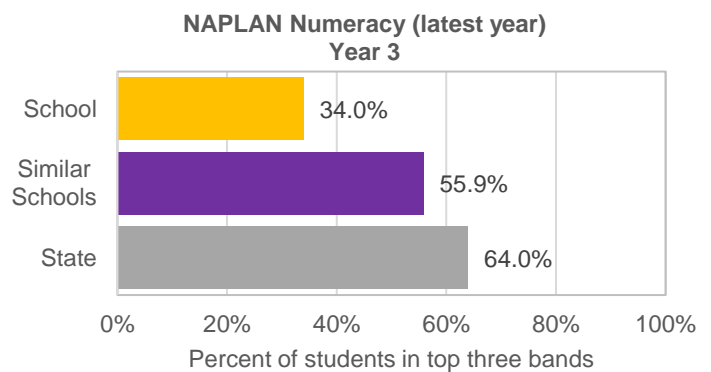
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.0%	63.0%
Similar Schools average:	63.7%	63.0%
State average:	70.2%	69.5%



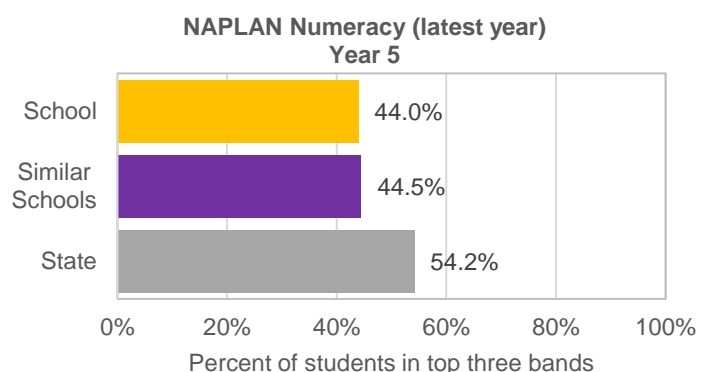
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	34.0%	46.0%
Similar Schools average:	55.9%	58.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.0%	53.4%
Similar Schools average:	44.5%	50.6%
State average:	54.2%	58.8%



WELLBEING

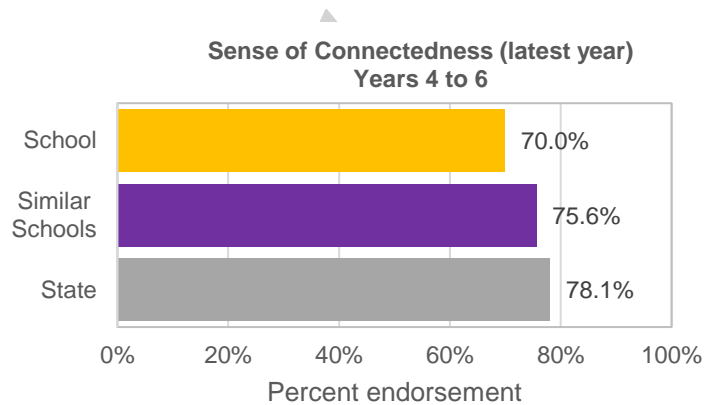
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.0%	74.7%
Similar Schools average:	75.6%	77.8%
State average:	78.1%	79.5%

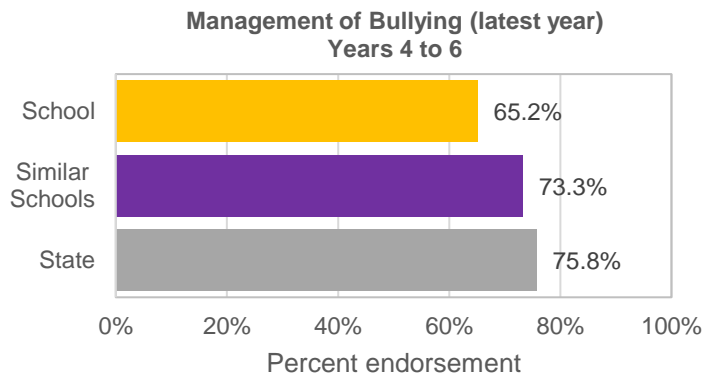


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	65.2%	72.5%
Similar Schools average:	73.3%	76.9%
State average:	75.8%	78.3%



ENGAGEMENT

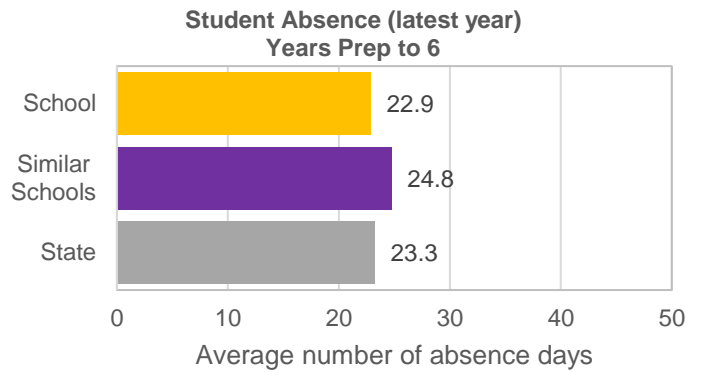
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.9	19.1
Similar Schools average:	24.8	18.1
State average:	23.3	17.0



Attendance Rate (latest year)

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

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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,703,288
Government Provided DET Grants	\$408,279
Government Grants Commonwealth	\$12,615
Government Grants State	\$0
Revenue Other	\$14,700
Locally Raised Funds	\$313,358
Capital Grants	\$36,364
Total Operating Revenue	\$5,488,604

Equity ¹	Actual
Equity (Social Disadvantage)	\$209,387
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$209,387

Expenditure	Actual
Student Resource Package ²	\$4,856,383
Adjustments	\$0
Books & Publications	\$1,478
Camps/Excursions/Activities	\$50,288
Communication Costs	\$3,837
Consumables	\$76,642
Miscellaneous Expense ³	\$20,715
Professional Development	\$6,706
Equipment/Maintenance/Hire	\$32,613
Property Services	\$185,057
Salaries & Allowances ⁴	\$146,586
Support Services	\$197,209
Trading & Fundraising	\$37,782
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$71,632
Total Operating Expenditure	\$5,686,926
Net Operating Surplus/-Deficit	(\$234,685)
Asset Acquisitions	\$59,306

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

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$533,780
Official Account	\$18,577
Other Accounts	\$16,060
Total Funds Available	\$568,417

Financial Commitments	Actual
Operating Reserve	\$125,231
Other Recurrent Expenditure	\$7,868
Provision Accounts	\$0
Funds Received in Advance	\$40,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,000
Repayable to the Department	\$161,535
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$160,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$534,634

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.