

2020 Annual Report to The School Community



School Name: Beaconsfield Upper Primary School (2560)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 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 16 April 2021 at 01:57 PM by Vicki Miles (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.

Attested on 28 April 2021 at 03:30 PM by Brenden Tymenson (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

At Beaconsfield Upper (BUPS) Our vision is: Excellence in Learning, the Community and Environment.

And our values support all students to:

strive for excellence

develop to their full potential by providing opportunities in conjunction with guidance and support

be independent learners and problem solvers for life

be socially competent and demonstrate empathy towards others

be responsible and resilient

be able to contribute as a member to the school and wider community and global society in the future

During 2020 our school had a total of 330 students enrolled, 138 female and 192 male.

In 2020 fifteen classes and were organised into 3 straight year level classes across Foundation, five composite 1/2 classes, four composite grade 3/4 classes and 3 composite 5/6 classes. The staffing profile includes a principal, assistant principal and a mix of experienced and graduate teaching staff.

Throughout 2020, our community, like others, managed the impact of CoVid19. Moving in and out of remote learning for several months. We attempted to keep our community informed at all times, via numerous Sentral and Google Classroom updates each week. Despite the challenges, we have a very supportive, committed community. The response from our staff was outstanding and teams worked effectively together in an online environment. Many families juggled working from home and assisting their own children with their learning - an incredible effort! In a year where we attempted to provide meaningful learning in Literacy and Numeracy through our online Learning Portal, we were also very mindful of individual's wellbeing and the capacity of families to engage with the remote learning program.

BUPs is proud of the supportive environment it created, enabling staff, parents and students to work closely together to support students to reach their personal and academic potential, despite the changes to the teaching and learning conditions presented during 2020.

Across the year we delivered a broad curriculum with a strong emphasis on the development of Literacy and Numeracy. Four specialist programs; 'Love of Literacy', Physical Education, Art and Science were offered to all students. Literacy Support was offered with a focus on students in the junior school. In addition, Education Support staff provide high level administrative functions and integration aides provide support for students in the PSD program.

Extra curricula programs are ordinarily a feature at the school and include camps, excursions, swimming, equestrian, water conference, chess, interschool sport, cross country. Of particular note is the Human Powered Vehicle program that involves both student and adult community teams who participate in the RACV Energy Challenge and other competitions.

Unfortunately, due to the strict CoVid19 restrictions we were unable to offer many of our traditional events, camps and celebrations in 2020. Though we very proudly ensured that our Grade 6 students had a graduation ceremony.

There is a commitment to fostering student wellbeing through a range of support programs including; 'Respectful relationships and Restorative Practices. Student leadership is promoted through a leadership program of School captains, House captains, Junior School Council and Environment captains as well as the Young Leaders program.

Bups is a friendly, caring community school that values community and aims to achieve excellence, nurture individuality, understand and challenge every child. A strong partnership with parents is developed and considered essential in our endeavour to ensure the successful learning achievement for every child. An enthusiastic and committed school council, Class Rep program and a proactive Parent & friends association (PFA) provide support and fundraising for programs and whole school activities. These committees also promote social engagement and connectedness within our community.

With empty buildings during the Covid lockdown we were able to complete a number of upgrades and maintenance, including lighting, carpets and painting. Extensive upgrades to ensure our facility is accessible for those with disability, as part of this upgrade was full rubberised surface in the senior playground and supported by our amazing PFA the purchase of a new piece of equipment for the senior playground.

Framework for Improving Student Outcomes (FISO)

During 2020 the focus improvement strategies continued to centre on the Framework for Improving student outcome (FISO) initiatives of: Building practice excellence, Curriculum Planning and assessment and Building leadership teams.

The impact of CoVid 19 was significant in changing our learning priorities in 2020. With a move to remote learning, our focus was initially on wellbeing and building technical skills of both parents and staff. Google classrooms for online access to all areas of the curriculum was established and students uploaded all work through google classrooms. Hard copies of work were provided for those families who requested this support.

Over the initial period the school evaluated student learning needs and used this to identify next steps for remote learning. This included designing a suitable curriculum for online learning for each key learning area.

- Access to and setup of Google Classroom – Teacher, Student, Parents
- All essential materials and passwords sent home.
- Loaned computer resources distributed and support provided.
- Timetables were developed to ensure that families of multiple students were not required online at the same time.

The school acknowledged parent feedback at the end of the first lockdown period and amended work plans, the number of online contact sessions and parent accessibility with teaching staff to ensure that parents felt better informed and more able to actively support their children’s learning.

Remote learning did provide opportunities for teachers to observe their colleagues teaching reading. Teachers were also privy to each others’ instructional videos and Google classroom teaching sessions. Teachers accessed PD to meet their immediate needs and expand their repertoire in the teaching of reading online. They also accessed planning documents within and across PLTs

Throughout remote learning and in Term 4, the majority of students remained connected to each other and the school. Over the course of remote learning we had a range of 15-25 students attending onsite learning.

Despite our successful remote and flexible teaching, the school has identified the need to continue to focus on Excellence in Teaching and Learning in order to continue to improve student learning outcomes in literacy and numeracy across the school. The focus will be on building teacher capacity through a whole school approach to differentiated curriculum planning, instruction and assessment, in order to ensure consistency of learning and teaching practices across the school. We will continue to build the knowledge and skills of staff in high-impact teaching practices as well as re introducing peer observations and feedback. This work will be achieved in the context of the professional learning teams and shared leadership across the school.

Achievement

High expectations for all students and the unwavering belief that every child can progress, underpins all that we do at BUPs. Through the provision of a quality differentiated curriculum, our teachers work strategically to support each student to take the next step in their learning. Our school has a strong commitment to staff working collaboratively to plan, teach, assess and reflect on the curriculum offered to our students. A strong emphasis is placed on consistency within teams and across the school. To support this, timetables and meeting schedules prioritise collaboration, data analysis and professional learning.

Teacher judgements, though conservative throughout the remote learning period, also indicated that our students were at or above State and Similar school averages (The Similar Schools are a group of Victorian Government schools that are like Bups, taking into account the socioeconomic background of the school’s students, the number of non-English

speaking students and the size and location of the school) for Prep -6 In both numeracy and literacy for the 2020 period.

English Years Prep – 6 The percentage of students working at or above age expected standards in English Years Prep – 6 is 92.4% This compares favourably to the Similar Schools average (87.9%) and the State average (86.3%).

Mathematics Years Prep – 6 The percentage of students working at or above age expected standards in Mathematics Years Prep – 6 is 94.3%. This compares favourably to the Similar School average (87.1%) and the State average (85.2%).

The nature of Remote Learning in 2020, meant that despite everyone’s best efforts, some students and families were able to engage more readily than others. Close analysis of our data has highlighted students who would benefit from targeted catch up support in key learning areas. At the beginning of 2021 rigorous processes around the Tutor Learning Initiative have been established to identify short term, achievable goals for targeted students.

A strong partnership between the tutors, classroom teachers and home will be a feature of our evidence based program.

In 2020, we sought to embed our whole school instructional models in reading, writing and mathematics. Due to the impact of remote teaching and learning, this will need to continue to be a focus throughout 2021.

In 2021, it is envisaged we will:

- provide further support during both numeracy and literacy lessons F-6 to enhance student outcomes
- strengthen teacher practice in High Impact Teaching Strategies
- continue to embed effective differentiation for all students in order to achieve high learning growth in literacy and numeracy
- ensure all planning of teaching and learning is based on relevant student data through our school's involvement in Professional Learning Communities (PLC) and our strong focus on data to drive effective, point of need teaching.

Engagement

The impact of Covid-19 in 2020 was enormous in all schools. At the end of term 1 students moved quickly from supported classrooms with their teacher and peers to make-shift classrooms in kitchens and lounge rooms.

Our school’s key areas of focus in 2020 involved supporting the transition to remote learning, keeping our strong sense of wellbeing at the forefront.

Engagement was monitored through attendance at small group Google classroom sessions daily, attendance at whole class sessions, submitted work samples and responses in the chat feed.

Protocols for students working on-site were established in line with DET guidelines

Our school's professional collaboration throughout remote learning continued to be a highlight as all teams met weekly online

The Parent and Friend's Association organised a free on line disco for the students and other events to engage our wider school community.

Our attendance data suggests that students enjoy coming to school with our average number of days absent being less than state averages, and our 4 year average also being below the similar school and state averages.

In 2021, The school will continue to focus on creating a positive climate for learning in order to increase student engagement through the activation of student voice and agency to empower students and enhance learning outcomes. A whole school systematic approach will be used to empower student voice and agency in their learning though the use of learning intentions and success criteria, differentiated learning, and the setting of challenging personalised

learning goals

Wellbeing

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

During 2020, the school also employed a Chaplain two days per week to support students and families in need. In relation to supporting student learning many students have individual education plans which ensure that they are both supported and extended in their academic/social and behavioural goals.

Throughout each lockdown period the school supported approximately 15 -25 students every day whose parents either held work permits or who were deemed vulnerable. These students worked with staff members who supervised and supported the children re their wellbeing and completion of set tasks.

Parents juggling many roles including home-schooling became an issue in some families as the lockdowns extended. 'Wellbeing Wednesday' was introduced into the weekly 'at home planner' encouraging 'family' activities that could be completed by all siblings, regardless of their level of schooling. Tasks included art and craft suggestions, musical performances, sustainability actions and physical health activities. Wellbeing Wednesday also gave students and the families a day to catch up on work not completed.

The term 4 return to onsite learning state wide focus was on re engagement and health and well being of students and staff. Transition to onsite learning was smooth and there were no issues at all at the gates for drop off. Students entered confidently and independently and this has continued which is a real plus. There was great excitement knowing they could play on the "big kids" play equipment.

In 2021 student wellbeing will be further supported by:

- The continuation of the provision of a Chaplain under the National Schools Chaplaincy Program.
- Continued implementation of Respectful Relationships program
- Greater inclusion of 'brain breaks' to assist students with refocusing on their learning
- Continued use of Sentral for recording incidents and wellbeing issues.
- Regular meetings of Wellbeing Team.
- Continuation of Transition Program

Although a disrupted year the school can be proud of its strong focus on wellbeing which supported all members of the learning community, the staff, students and their families.

Financial performance and position

Beaconsfield Upper is in a sound financial position finishing 2020 in surplus as expected through our original budget approval process of the School Council. School Council and a reduction in expenses due to Covid 19. Careful negotiation with the two major government funded projects has resulted in much of the maintenance being saved for, being undertaken as part of the delivery of these projects, allowing for the freeing up of some of our surplus for 2021. 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

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 2021.

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.

This year we achieved the carpeting and painting of portable classrooms, upgrading the lighting throughout the school, completion of the accessibilities upgrade and the resurfacing of the schools outside basketball court. Funding from the parents and friends association saw the purchase of new senior playground equipment.

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

While we were approved of upgrades to the Shelter in Place building in 2019, work has not started on this project due to Covid 19 and difficulties with the project managers and architects.

For more detailed information regarding our school please visit our website at
<https://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.

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 330 students were enrolled at this school in 2020, 138 female and 192 male.

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

Overall Socio-Economic Profile

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

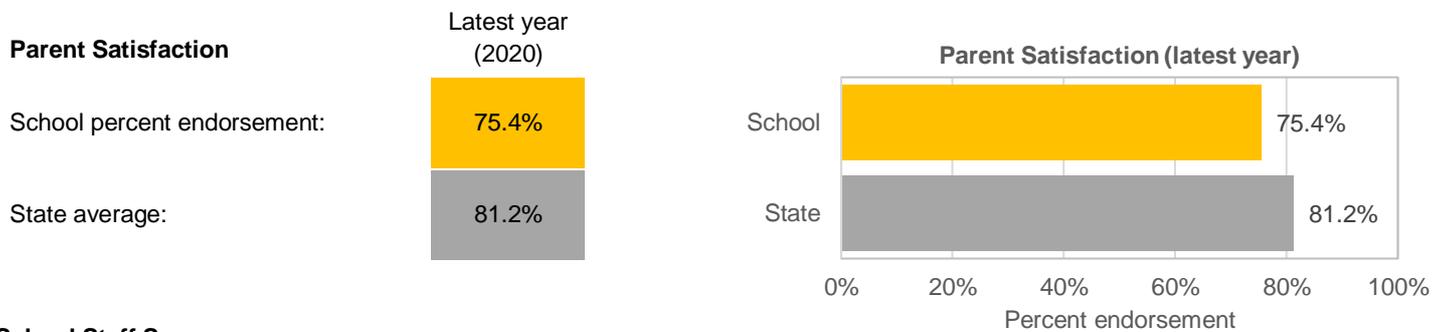
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

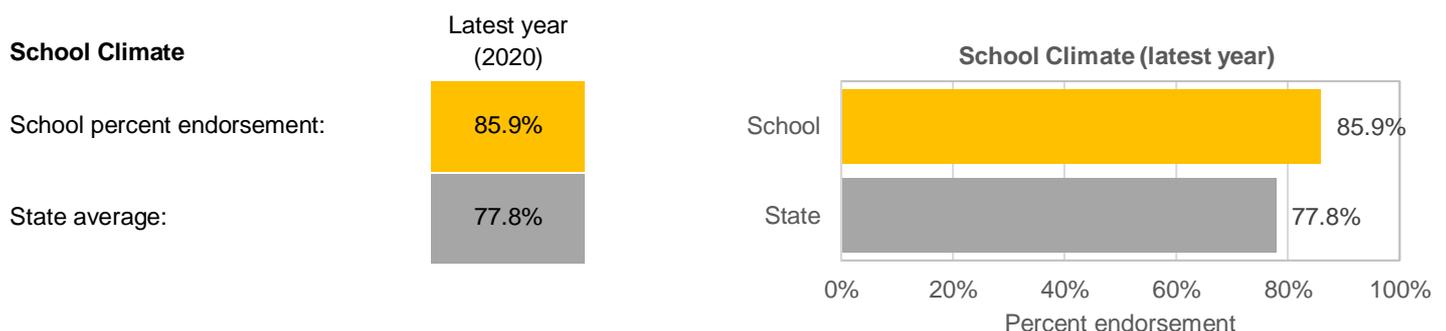


School Staff Survey

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:

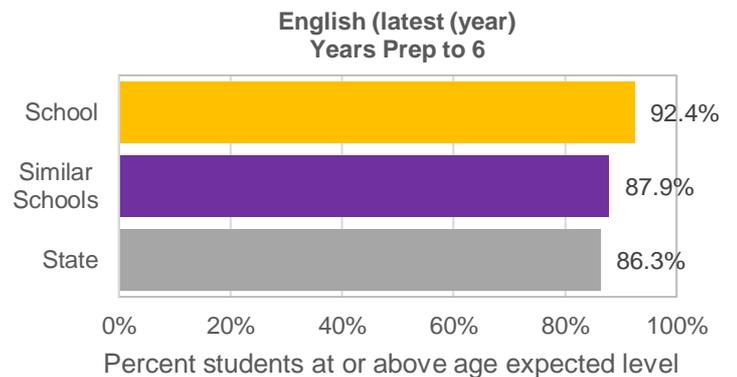
92.4%

Similar Schools average:

87.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

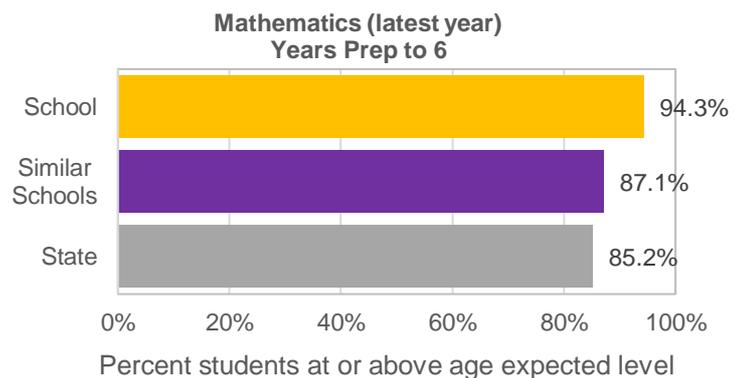
94.3%

Similar Schools average:

87.1%

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

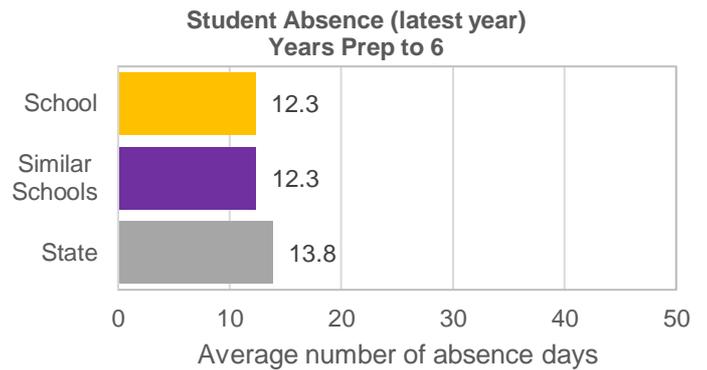
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	12.3	14.6
Similar Schools average:	12.3	14.8
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):	93%	95%	93%	93%	93%	94%	96%

WELLBEING

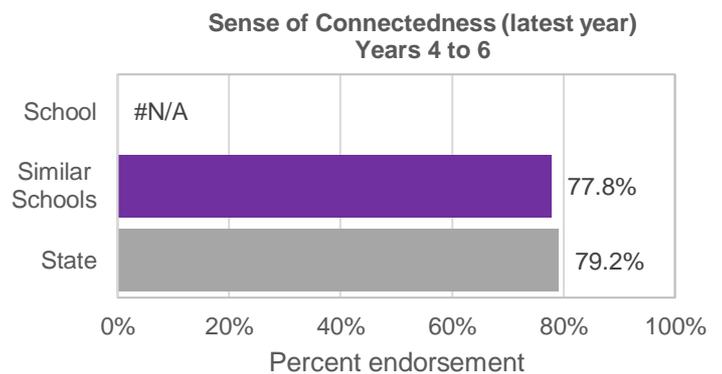
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	81.2%
Similar Schools average:	77.8%	79.5%
State average:	79.2%	81.0%



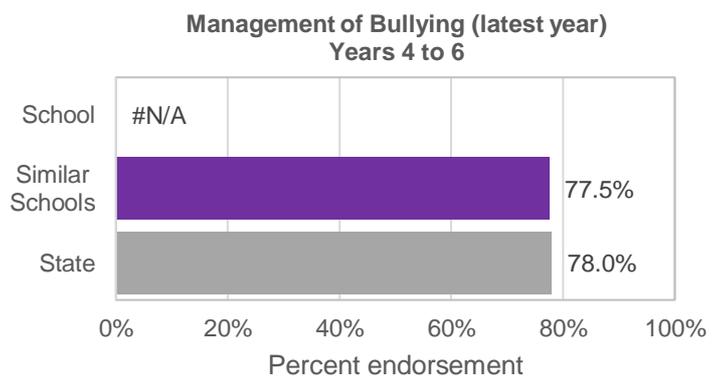
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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	80.9%
Similar Schools average:	77.5%	80.7%
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	\$2,831,919
Government Provided DET Grants	\$385,326
Government Grants Commonwealth	\$12,592
Government Grants State	NDA
Revenue Other	\$4,376
Locally Raised Funds	\$110,439
Capital Grants	NDA
Total Operating Revenue	\$3,344,652

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,370
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$26,370

Expenditure	Actual
Student Resource Package ²	\$2,640,789
Adjustments	NDA
Books & Publications	\$10,067
Camps/Excursions/Activities	\$6,034
Communication Costs	\$4,087
Consumables	\$61,123
Miscellaneous Expense ³	\$20,315
Professional Development	\$4,782
Equipment/Maintenance/Hire	\$16,918
Property Services	\$23,937
Salaries & Allowances ⁴	\$84,575
Support Services	\$46,324
Trading & Fundraising	\$16,802
Motor Vehicle Expenses	\$55
Travel & Subsistence	NDA
Utilities	\$24,462
Total Operating Expenditure	\$2,960,271
Net Operating Surplus/-Deficit	\$384,381
Asset Acquisitions	\$60,372

- (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	\$472,860
Official Account	\$5,621
Other Accounts	\$13,843
Total Funds Available	\$492,324

Financial Commitments	Actual
Operating Reserve	\$49,878
Other Recurrent Expenditure	\$1,095
Provision Accounts	\$3,523
Funds Received in Advance	\$44,162
School Based Programs	\$42,342
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$81,505
Asset/Equipment Replacement > 12 months	\$30,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$80,000
Total Financial Commitments	\$412,505

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.