

# 2022 Annual Report to the School Community

School Name: Beverford District Primary School (5407)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 16 March 2023 at 10:42 AM by Phillip Cox (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

Attested on 16 March 2023 at 12:46 PM by Sophie Shadbolt (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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### School context

Beverford District Primary School is set just off the Murray Valley Highway 15 kilometres north of Swan Hill and 350 kilometres from Melbourne. The school is situated in a fruit farming area with a population of 32 students on census day in 2022. Predominantly students are drawn from the rural farming areas of Vinifera, Woorinen North, Tyntynder, Murraydale, Speewa and Beverford areas, the majority of whom are bussed in each day. Some students also travel out from Swan Hill. The school bus allows access to After School Care in Swan Hill, which is run by the city council.

The school's vision is; We work together to develop potential.

**We** - conveys a sense of unity between students, teachers, support staff, parents and the community.

**Work together** - acknowledges that all stakeholders have an investment in and responsibility for having a productive school, and that partnership of teachers with other teachers, with parents and with students will always result in better outcomes for each student when compared to teachers working in isolation.

**To develop potential** - recognises that there is no limit to the achievement possible, recognises that development occurs academically, socially, physically and emotionally.

We believe that students learn best when actively engaged in learning tasks in a happy, safe, positive and supportive environment, with every effort made to provide individual assistance. Within this environment, students are expected to develop decision-making skills, a sense of responsibility, self-discipline, resilience, the ability to work co-cooperatively with others, to take pride in their school and their work, to value achievement, and respect staff and other students. We are a School Wide Positive Support Behaviour school and our values of Respect, Responsibility and Resilience are explicitly taught.

The school was structured into three classrooms (P/1, 2/3/4 & 5/6) for Literacy and Numeracy sessions in the mornings, except when the MARC Van visited on a Wednesday morning. In the afternoons, when all other curriculum areas were taught, the school ran two classrooms in the form of P-3 and 4-6.

The workforce composition of the school included a 0.4 Business Manager, a Principal with part time teaching duties, a 0.8 Junior classroom teacher, a 1.0 Middle classroom teacher, a 0.8 Upper classroom teacher, 0.5 Mental Health & Wellbeing Coordinator and a 0.3 Tutor.

The school's socio-economic profile based on the school's student family occupation and education in 2022 was high, at 0.5652. The school was characterised by having 16% Aboriginal or Torres Strait Islander, 0% English as a second language (ESL), 0% Program for Students with Disabilities (PSD), 0% refugee, 47% female and 53% male enrolments.

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2022, the school's FISO Improvement initiative focused on learning was around; 'building practice excellence in Mathematics'. The key improvement strategy aligned with this was; The development of teacher knowledge and capacity to use data, plan for and implement effective teaching practices in Mathematics.

The school embedded Professional Learning Community (PLC) practices, which was coordinated by the Learning Specialist at the school. The PLC focused on data driven practices by monitoring student progress in Mathematics. This informed point of need teaching for individuals and also to gauge the success of the Mathematics programs being taught across the school. The establishment of PLC structures supported teacher collaboration, which strengthened teaching practice throughout the year.

Students made positive gains in teacher judgements with 89.2% of students assessed at or above their expected level in Mathematics, compared to the state average of 85.9% and 84.6% in similar schools. This was an excellent result considering the school's teaching programs were effected by the COVID-19 pandemic and a terrible cold and flu season that combined to have above state average student absences. Through the PLC and focus on Mathematics the school engaged in professional learning with a focus on differentiation and feedback. This was a great benefit and this work will continue in 2023.

The results in English were below the state average of 87% and the similar schools average of 82.9%, with 80.6% of students achieving at or above the expected level in the Victorian Curriculum. This was due to the poor attendance across the school, especially in Semester 2. Teachers were unable to teach, assess and therefore progress students who missed large chunks of schooling. Some of these students were absent for over 60 days.

Individual Education Plans (IEP) were established and student support group meetings conducted for students who were 12 months or more below in English and Mathematics. The IEP development was led by our Disability Inclusion Coordinator. Students identified as being below the expected level in English through formative assessment, were supported by the Tutor Learning Initiative. All students will have an IEP in 2023 to support point of need teaching and learning.

The NAPLAN results were very positive in 2022. Unfortunately the small Grade 3 cohort meant this data could not be published and compared to state averages. However the Grade 5 cohort achieved above state and similar school averages in all areas. In Reading, we had 80% of students were in the top 3 bands, compared with the state average of 70.2% and similar school average of 60%. In Numeracy, 60% of Grade 5 students were in the top 3 bands, compared the state average of 54.2% and similar school average of 43.6% This was an excellent achievement for the school and an example of the successful teaching and learning programs at the school.

## Wellbeing

The second key improvement strategy in the 2022 Annual Implementation Plan focused on implementing and continually refining a whole school approach to Wellbeing, including the consideration of actions at the leadership, teacher and student levels. The continued implementation of the School Wide Positive Behaviour Support (SWPBS) Program and Respectful Relationships was a successful focus, this was enabled by the employment of a 0.5EFT Mental Health and Wellbeing Coordinator at the school through the MHiPS pilot program. The professional development received through the MHiPS program has been invaluable in the form of building the staff capacity in the area of Mental Health and Wellbeing. This program has proved to be very successful at BDPS.

The student Attitudes to School Survey indicated a pattern of positive responses in the area of 'Sense of Connectedness', with 97.9% in 2021 and 97.8% in 2022. This was well above the State average of 78.1% and similar schools average of 83%. 'Management of Bullying' was ranked considerably higher when compared to the state mean, with the students in Grade 4-6 at Beverford District Primary School giving 96.3% positive response rate, compared to the state mean of 75.8%. This is evidence of the safe and supportive environment at the school.

During 2022, the school engaged with the Respectful Relationships and SWPBS program coaches, receiving professional development and funding to implement the programs throughout the year. The SWPBS Program, with the co-created values of Respect, Responsibility and Resilience, and the refinement of the acknowledgement system, directly connecting to the positive behaviour matrix, made expectations of the students very clear. BDPS is on track to be the first school in the Mallee Region to gain the 'Silver Award' for SWPBS. Our Principal and Learning Specialist undertook the first two days of the Berry Street Trauma Informed Practices professional learning. The second half of this training will occur in 2023. The Sentral program was used to document any student incidents and informal and formal communication occurred through the online platform of Seesaw and on Webex, which was very popular with parents and carers.

The staff at BDPS are also very satisfied with the culture and climate at the school and this has seen collective efficacy. The School Climate component of the School Staff Survey received 94.7% positive results compared to the state average of 73.4%. This is a wonderful result and a testament to the strong collaborative approach adopted by the entire staff. The staff team remains the same in 2023, with a continued focus on collaboration and working together to create the best learning opportunities for all students.

## Engagement

Student absent rates increased from 16.9 days per student in 2021 to 29.2 days in 2022. This is compared to the state average of 23.3. Although this was a marked increase from previous years, the majority of absences were approved due to cold/flu, COVID and families taking extended holidays in school times, with the opportunity to travel presenting with borders opening up. The school will continue to focus on attendance in 2023 with the development of a new attendance policy including strategies and processes to improve absence rates. The school will investigate programs for parents to promote the need for students to be at school everyday.

Breakfast Club was introduced to school running every Tuesday morning. This was coordinated by a Classroom Teacher and the Junior School Council. The Breakfast Club was very popular with students and a fun weekly social event.

Students feel very connected to school with 97.9% positive responses compared to the state average of 79.5% in the Student Attitudes to School Survey. Students also feel safe and supported with the Management of Bullying at Beverford being 96.5%, compared to the state average of 78.4%. These are very pleasing results and show the safe environment that has been developed at the school. Senior students feel valued and connected to the school and this builds pride in the learning community.

Parent satisfaction in the Parent Opinion Survey was extremely high at 98.9%, which compares strongly to the state average of 79.9%. This is a very pleasing result and consistent with the results over the past few years. Parent satisfaction has had a direct connection to the rise in student enrolments at the school. Word of mouth from existing families is a powerful advertisement for the very effective teaching and wellbeing programs at the school.

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## Other highlights from the school year

There were many highlights of the 2022 school year at Beverford District Primary School. A Prep cohort of 7 students was the largest intake for over ten years. This is an indication that the current staff have built a positive reputation in the local district for excellent teaching & learning and wellbeing programs. Bucking the trend of small rural schools, enrolments increased for the third year in a row at Beverford. The school was nominated in the staff team category for a Victorian Education Award, this was incredible recognition for the excellent and collaborative work undertaken in 2022. During 2022, four students in Grade 5/6 were involved in the Victorian High Achievers Program (VHAP), this was a wonderful way to support those students achieving well beyond their expected level in Numeracy and Literacy.

The school enjoyed a camp to Creswick, which supported the learning from the Inquiry topic on the Goldfields. The camp also allowed students to complete adventure activities such as abseiling, flying fox and high ropes course. The whole school also enjoyed a late stay and sleepover at school, which again was connected to an Inquiry topic around Healthy Living.

The end of year concert was very well attended and celebrated the year with students performing a number of acts including dance, skits and singing. The most popular two pieces were the songs performed with Auslan and sang by the junior and senior students. There were many celebration days throughout the year, as COVID restrictions were lessened. These included a Meet & Greet Picnic and Leadership Induction Ceremony, Easter hat parade, Father's Day breakfast, Mother's Day luncheon, Grandparents Day, Open Day and numerous very successful district sports days.

The upgrades made to the facilities and grounds were also highlights, and will be assets at the school for many years to come. These included a new playground, shade sails, obstacle course, beach volleyball court, fitness track, outdoor blinds and garden improvements.

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## Financial performance

The final school reconciliation has been completed with the school ending the year with a \$56,824 surplus. 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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.

The equity funding of \$64,000 (credit & cash) was primarily spent on staffing ensuring all necessary programs could be taught. This allowed the school to run three classrooms during the important Literacy and Numeracy blocks. Grants were received through Sporting Schools which allowed the school to run a comprehensive physical education program with specialised teachers and equipment in the areas of gymnastics, basketball and swimming. A Minor Works Grant of \$222,000 was awarded to the school in 2021 to upgrade play equipment and shade sails, this work was completed during Term 3, 2022. A grant for \$30,000 from Active Schools was received and allowed the installation of a very popular obstacle course and beach volleyball court in the first half of the year. The remainder of the grant was put towards a 660m running and fitness track around the oval and boundary of the school. Another grant saw the installation of outdoor blinds worth \$25,000 on the deck area, which created a very usable outdoor classroom area for any weather conditions. Netbooks and iPads were purchased to continue the one to one program at the school and the Sentral Management system was purchased and continued to be implemented to map attendance, wellbeing, academic progress and incident reporting.

**For more detailed information regarding our school please visit our website at**  
[www.beverfordps.vic.edu.au](http://www.beverfordps.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 32 students were enrolled at this school in 2022, 15 female and 17 male.

0 percent of students had English as an additional language and 16 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).

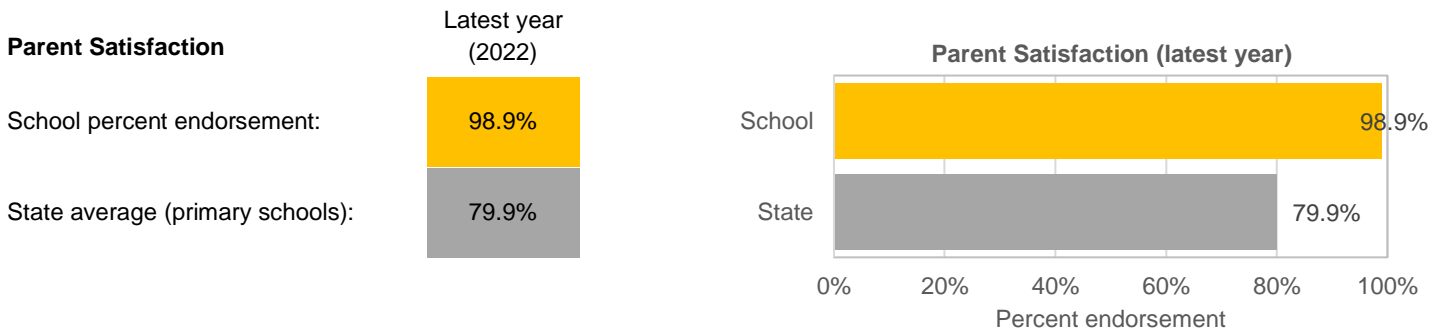
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

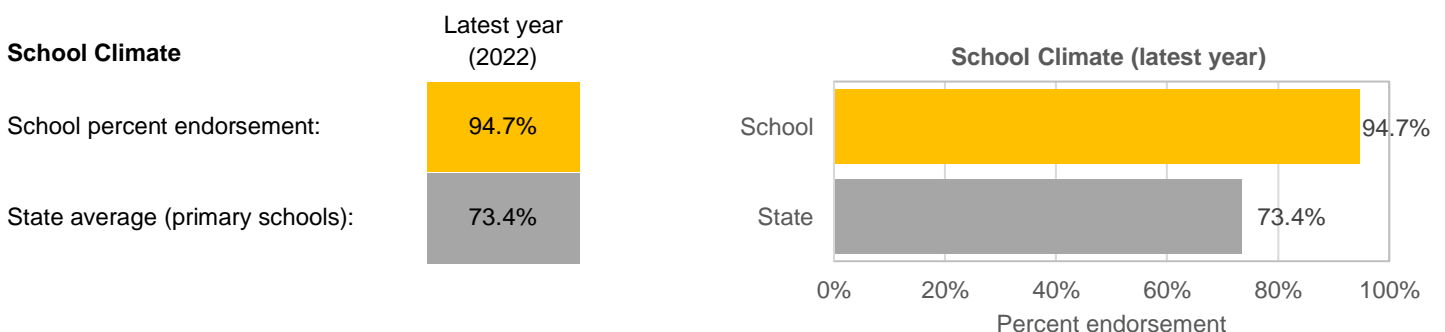


### School Staff Survey

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:

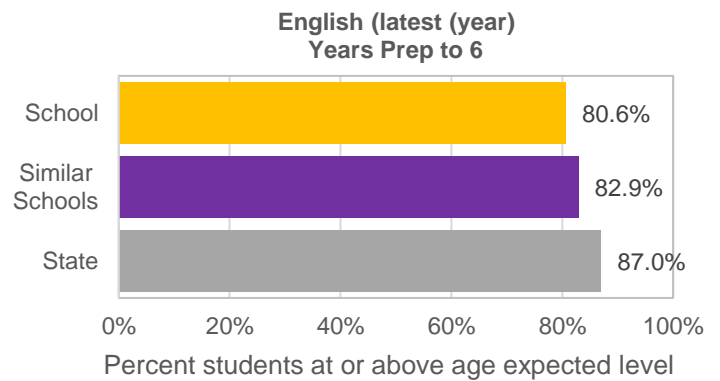
80.6%

Similar Schools average:

82.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

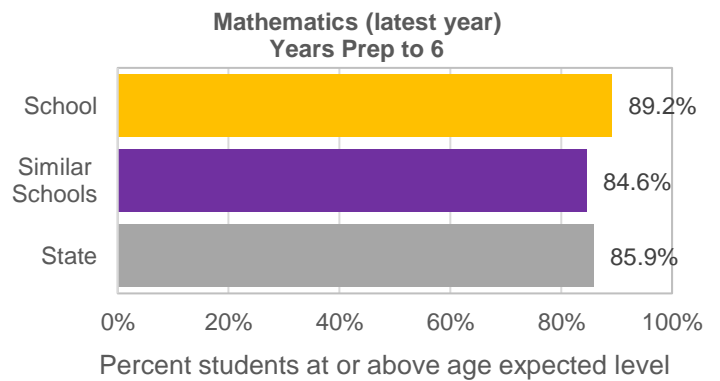
89.2%

Similar Schools average:

84.6%

State average:

85.9%



## LEARNING (continued)

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

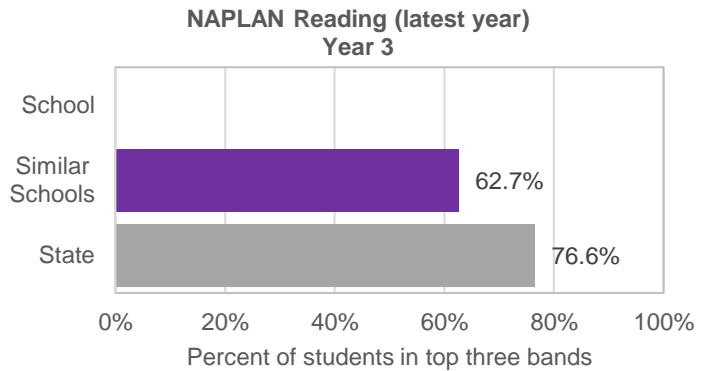
### NAPLAN

Percentage of students in the 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.

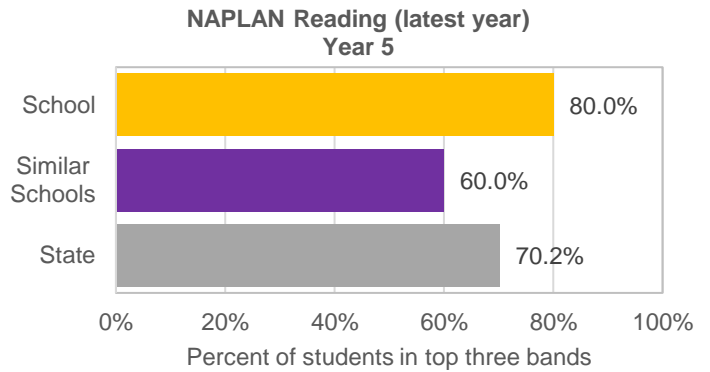
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	44.4%
Similar Schools average:	62.7%	67.0%
State average:	76.6%	76.6%



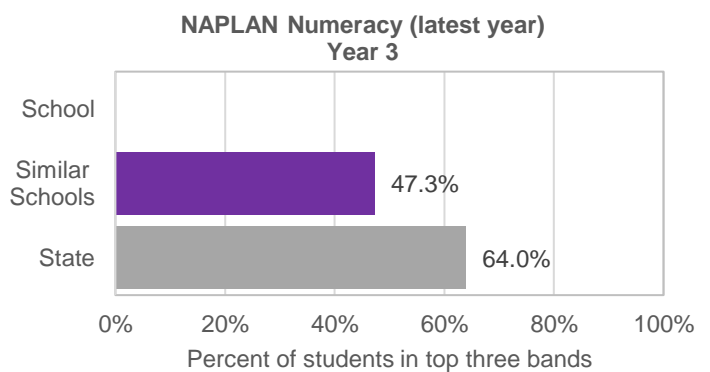
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	70.0%
Similar Schools average:	60.0%	60.5%
State average:	70.2%	69.5%



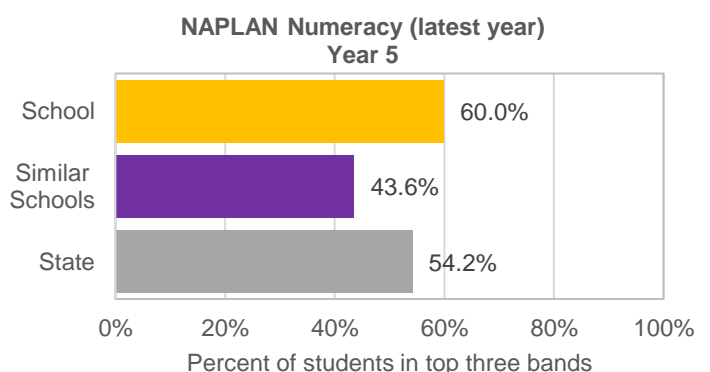
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	100.0%
Similar Schools average:	47.3%	59.5%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	55.0%
Similar Schools average:	43.6%	50.5%
State average:	54.2%	58.8%



## WELLBEING

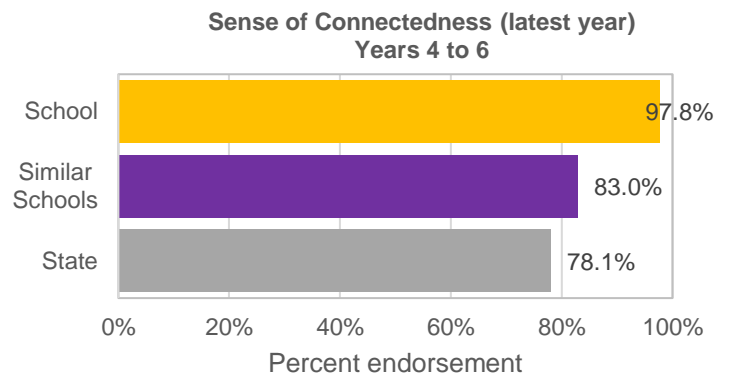
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	97.8%	98.2%
Similar Schools average:	83.0%	83.6%
State average:	78.1%	79.5%

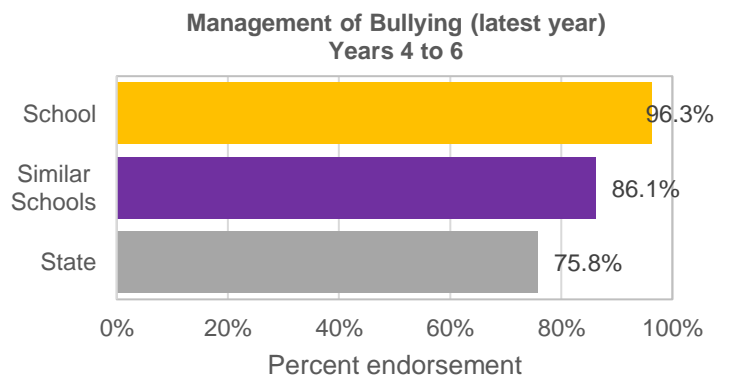


### Student Attitudes to School – Management of Bullying

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:	96.3%	97.1%
Similar Schools average:	86.1%	85.9%
State average:	75.8%	78.3%



## ENGAGEMENT

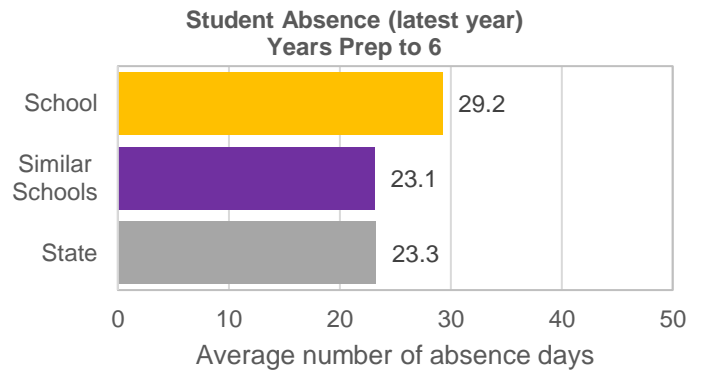
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	29.2	16.9
Similar Schools average:	23.1	16.6
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):	89%	NDP	NDP	85%	NDP	88%	83%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$631,316
Government Provided DET Grants	\$216,525
Government Grants Commonwealth	\$3,600
Government Grants State	\$1,800
Revenue Other	\$13,512
Locally Raised Funds	\$15,414
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$882,168</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$64,099
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$64,099</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$574,492
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$10,639
Communication Costs	\$819
Consumables	\$25,703
Miscellaneous Expense <sup>3</sup>	\$9,900
Professional Development	\$4,773
Equipment/Maintenance/Hire	\$19,737
Property Services	\$42,040
Salaries & Allowances <sup>4</sup>	\$42,342
Support Services	\$0
Trading & Fundraising	\$10,143
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$10,593
<b>Total Operating Expenditure</b>	<b>\$751,180</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$130,988</b>
<b>Asset Acquisitions</b>	<b>\$57,071</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$144,954
Official Account	\$9,548
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$154,502</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$26,311
Other Recurrent Expenditure	\$80
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$45,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$25,000
<b>Total Financial Commitments</b>	<b>\$156,391</b>

*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.*