

2020 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).
- 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 March 2021 at 10:19 AM by Phillip Cox (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 22 March 2021 at 03:29 PM by Sophie Shadbolt (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

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 29 students on census day in 2020, however during the year enrolments increased to 33 pupils, but at the end of the year the student population was 31. Predominantly students are drawn from the rural farming areas of Vinifera, Woorinen North, Tyntynder, Murraydale, Speewa and Beverford areas, the majority of which are bussed in each day. Some students also travel out from Swan Hill as they prefer the smaller school option to the larger schools in town.

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 - recognizes that there is no limit to the achievement possible, recognizes 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-operatively with others, to take pride in their school and their work, to value achievement, and respect staff and other students. The School is a School Wide Positive Behaviour School with the values of respect, responsibility and resilience explicitly taught.

The school was structured into three classrooms (P-2, 3/4 & 5/6) for Literacy and Numeracy sessions in the mornings except when the Marc Van visited on a Wednesday mornings. In the afternoons when all other curriculum areas were taught the school ran two classrooms in the form of a 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 1.0 Junior classroom teacher and a 1.0 Middle/Upper classroom teacher.

The school's socio-economic profile based on the school's student family occupation and education in 2020 was high at 0.5702. The school was characterised by having 16% indigenous, 0% English as a second language (ESL), 0% Program for Students with Disabilities (PSD), 0% refugee, 55% female and 45% male enrolments.

Framework for Improving Student Outcomes (FISO)

The school focused on maximising learning outcomes for all students in literacy and numeracy, improving students' motivation to learn as well as their active involvement in learning and maintaining and improving an inclusive, safe, orderly and stimulating environment for learning.

The FISO Improvement initiative focused on was around 'building practice excellence'. The key improvement strategy aligned with this was embedding a consistent approach to curriculum planning, differentiated classroom practice and assessment. The Cold Write writing assessment and Essential Assessment Maths assessments were introduced and used to monitor student progress in writing and mathematics, inform point of need teaching for individuals and also to gauge the success of the writing and mathematics programs. Students were making positive gains with 90% of students at or above their expected level in English and 89.1% in Mathematics. Both of these are above the state average. The introduction of Learning Intentions and Success Criteria in all sessions was also successful and during instructional rounds and peer observations students were able to articulate what they were learning and why.

The second key improvement strategy focused on implementing the School Wide Positive Behaviour Program at the school. This was achieved with the school undertaking the coaching model with DET SWPBS coach Sharon Houldon.

Staff continued to undertake ongoing professional development and a co-developed positive behaviour matrix was introduced across the school. The increase of attendance at the school since the introduction of SWPBS is very pleasing. The average number of days absent is only 9.5, compared to the state average of 13.8. Students feel very connected to school with 98.9% compared to the state average of 79.2%.

Achievement

The school provided an effective Literacy and Numeracy program in 2020. Overall, students responded well to remote learning, with staff utilising Instructional Clips and Webex conferencing to deliver content and assessment. All students engaged in remote learning through the use of school devices, which was very pleasing. The literacy intervention program continued for the majority of remote learning and this ensured all students made growth in reading. Teacher judgments assessing the Victorian Curriculum indicated 90.0% of students in English and 89.1% in Mathematics were at or above their expected level, this is above the state median of 86.3% (English) and 85.2% (Maths). NAPLAN testing was not conducted in 2020 due to COVID-19.

Reading and Writing were a focus in the 2020 AIP. This included the introduction of Little Learners Love Literacy into the Junior Room and also a reading intervention program focused at Grade 3 and 4. Both of these programs will continue in 2021. The essential assessments online assessment program for both Numeracy and Literacy was introduced and proved very valuable to ensure point of need teaching was planned and delivered by teachers. Consistent assessment and curriculum planning, including evidence of the Gradual Release Instructional Model and Learning Intentions were embedded in teacher practices throughout the year. The school is excited to join the cluster PLC (Professional Learning Community) in 2021, which will be led by a newly appointed Learning Specialist at the school. This will build the capacity of the staff at the school with a focus on curriculum planning and assessment.

Engagement

Student attendance data showed our school student population to have an average of 9.5 days absent throughout the 2020 school year. This was a favourable result compared to state average of 13.8 days absent. Every year level with a large enough cohort to be reported on, averaged 93% or greater attendance. The Grade 4 and 5 cohorts averaged 95% and the grade 3 group averaged 97%, which was extremely pleasing.

In 2020 the school continued to emphasize to families through the school newsletter, Facebook site and SWPBS program the importance of high student attendance and the positive impact it has on student learning and creating a feeling of belonging at the school. The 2020 AIP focused on the implementation of the School Wide Positive Behaviour Program, which certainly had positive effects on attendance and student engagement and wellbeing at the school. The school continued to use the Sentral Program, which was used to map and analyse attendance of specific students and cohorts of students. During 2021 an Attendance Policy will be developed including strategies for the continued improvement of attendance at BDPS. The school will also continue it's journey of implementing the SWPB program including a school values reward system.

Wellbeing

The student Attitudes to School Survey indicated a continued increase in positive responses in the area of 'Sense of Connectedness' from 81.5% in 2018, 98.5% in 2019 and 98.9% in 2020. This was well above the State Medium of 79.2%. The 'Management of Bullying' was ranked considerably higher when compared to the state medium, with the students in Grade 4-6 at Beverford District Primary School giving 96.3% positive response rate compared to the state medium of 78.0%.

During 2020, the school engaged with the Respectful Relationships program coach receiving professional development, and funding to implement the program throughout the year. The School Wide Positive Behaviour Program with the introduction of co-created values around respect, responsibility and resilience and the creation of a positive behaviour matrix made expectations of the students very clear. 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 used during the remote learning periods.

Our school modified the delivery of Health and Wellbeing supports to students and their families during remote learning, by daily check ins on webex with students and regular phone calls with family members. Feedback was received regularly from parents, and programs were modified to in response to this. A 'screen free' day each week was implemented with a 'Challenge Thursday' grid of activities introduced. The success of the Seesaw online platform that was used for communication, instructional clips, task instructions and submission of work during remote learning is being used in 2021, allowing students and staff to share work samples, celebrate progress and conduct three way communication.

Financial performance and position

The final school reconciliation has not been completed, however an approximate surplus for the 2020 school year of \$65,000 is expected, this was greatly assisted by \$31,500 surplus rolled over from the previous year. 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 \$49,000 (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 block. Grants were received through Sporting Schools which allowed the school to run a comprehensive swimming, gymnastics and tennis program with specialised teachers and equipment. A Shade Sail grant of \$16,500 was awarded to the school to provide a shade structure over the Gaga Ball Pit, this was installed during Semester 1 of 2020. The school was also successful in gaining a Minor Works Grant of \$222,000 for a Playground upgrade, this work will take place during 2021 and will be managed by the VSBA. 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
<https://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.

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 29 students were enrolled at this school in 2020, 16 female and 13 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) which takes into account parents' occupations and education.

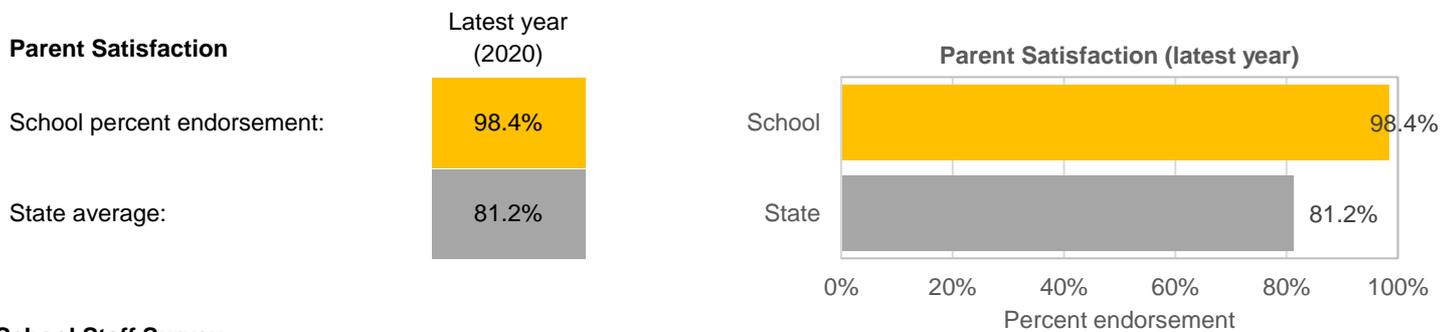
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

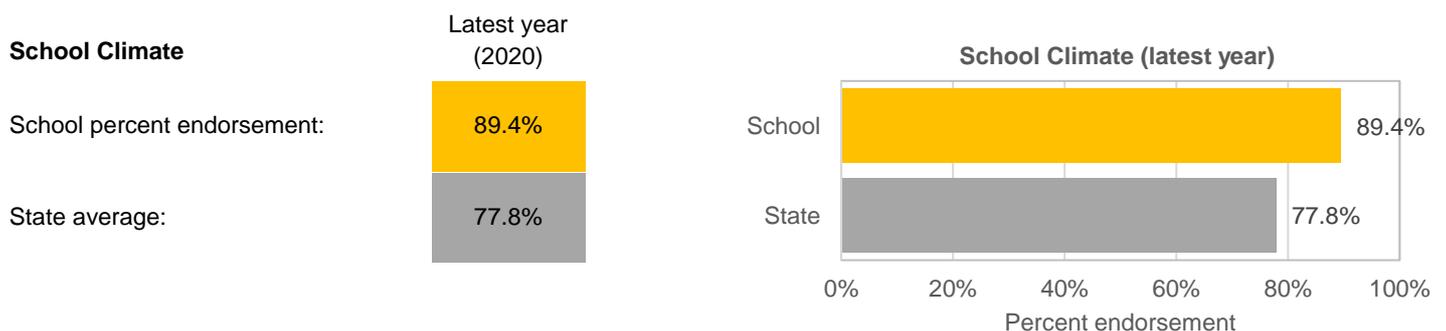


School Staff Survey

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.



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:

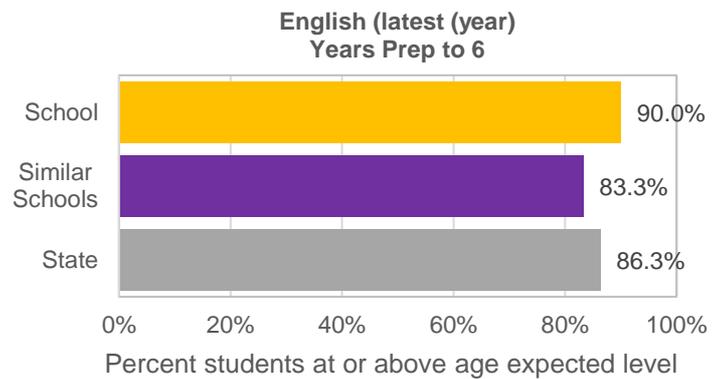
90.0%

Similar Schools average:

83.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

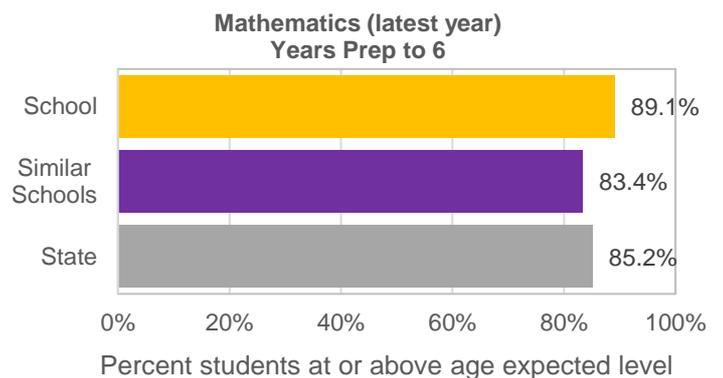
89.1%

Similar Schools average:

83.4%

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

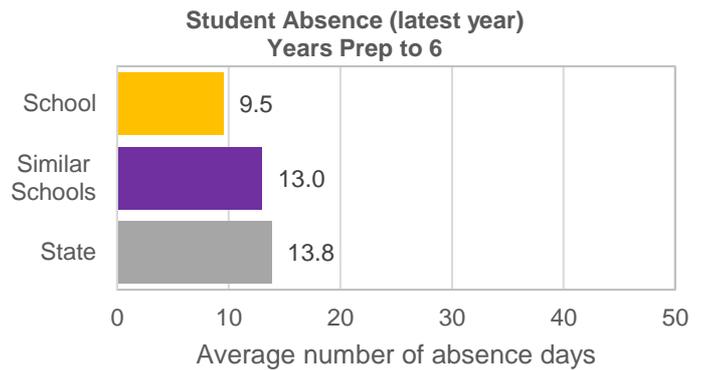
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.5	12.8
Similar Schools average:	13.0	15.0
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):	94%	NDP	NDP	97%	95%	95%	93%

WELLBEING

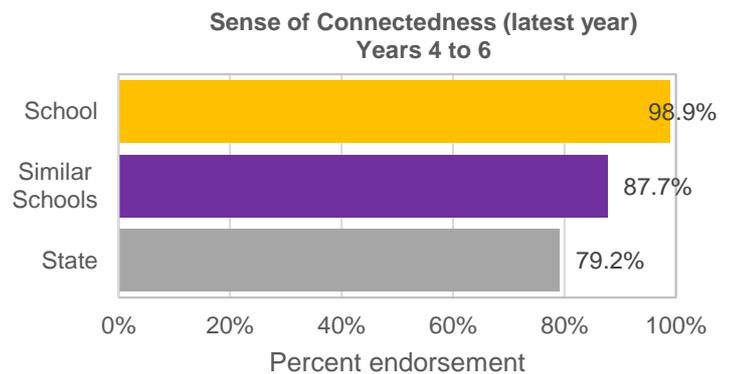
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	98.9%	93.8%
Similar Schools average:	87.7%	83.0%
State average:	79.2%	81.0%



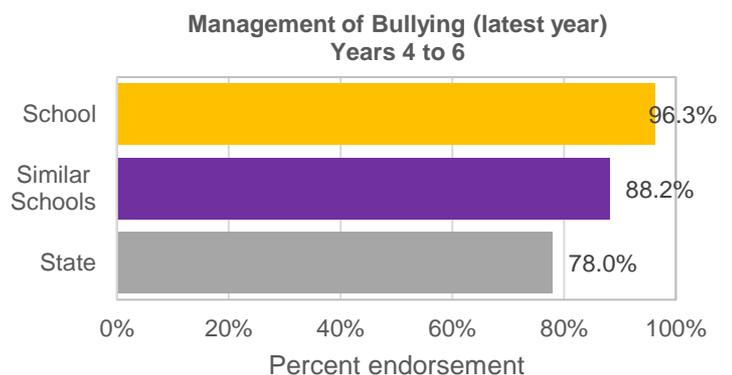
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	96.3%	92.5%
Similar Schools average:	88.2%	84.0%
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	\$443,286
Government Provided DET Grants	\$160,529
Government Grants Commonwealth	\$4,950
Government Grants State	\$2,500
Revenue Other	\$2,032
Locally Raised Funds	\$8,148
Capital Grants	NDA
Total Operating Revenue	\$621,445

Equity ¹	Actual
Equity (Social Disadvantage)	\$48,923
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$48,923

Expenditure	Actual
Student Resource Package ²	\$378,554
Adjustments	NDA
Books & Publications	\$218
Camps/Excursions/Activities	\$7,777
Communication Costs	\$5,584
Consumables	\$19,085
Miscellaneous Expense ³	\$7,566
Professional Development	\$1,620
Equipment/Maintenance/Hire	\$8,972
Property Services	\$50,458
Salaries & Allowances ⁴	\$39,698
Support Services	NDA
Trading & Fundraising	\$5,534
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$8,247
Total Operating Expenditure	\$533,313
Net Operating Surplus/-Deficit	\$88,133
Asset Acquisitions	\$11,375

- (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	\$75,114
Official Account	\$24,294
Other Accounts	NDA
Total Funds Available	\$99,407

Financial Commitments	Actual
Operating Reserve	\$20,492
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$30,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$1,381
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$25,000
Total Financial Commitments	\$106,873

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.