

2021 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 2021 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 17 March 2022 at 08:23 AM by Phillip Cox (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 17 March 2022 at 08:32 AM by Sophie Shadbolt (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

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 30 students on census day in 2021, however during the year enrolments increased and by the end of the year the student population was 32. 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-cooperatively 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 0.8 Junior classroom teacher, a 1.0 Middle classroom teacher and a 0.8 Upper classroom teacher.

The school's socio-economic profile based on the school's student family occupation and education in 2021 was high at 0.5702. The school was characterised by having 14% 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 the development of teacher knowledge and capacity to use data, plan for and implement effective teaching practices in Reading and Writing. The Cold Write writing assessment, Fountas & Pinnel reading assessments and Essential Assessment Maths assessments were 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 89% of students at or above their expected level in English and 91.7% in Mathematics. Both of these are above the state average of 82.6% in English and 82.8% in Mathematics. Although the school's teaching programs was effected by the COVID-19 pandemic, through remote learning blocks. The establishment of PLC and PLT structures supported teacher collaboration, which strengthened teaching practice

throughout the year. Exceeding the AIP goal in Mathematics of 90% of all students being at or above their prescribed level, was very pleasing. To miss the English goal of 90%, by only 1 percent was also considered an excellent achievement due to the nature of the year.

The second key improvement strategy focused on implementing 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 Program was a successful focus. The school gained a Blue Award in the implementation of the program. This was achieved with the school undertaking the coaching model with a DET SWPBS coach. Staff continued to undertake ongoing professional development and a co-developed an acknowledgement system for students demonstrating the school values. Student absent rates increased from 9.5 in 2020 to 16.9 in 2021. The school will focus on attendance in 2022, this will be assisted through the pilot MHiPS program and the employment of a 0.5 Wellbeing Coordinator at the school. This is compared to the state average of 14.7. Students feel very connected to school with 97.9% 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%.

Achievement

The school provided an effective Literacy and Numeracy program in 2021. 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 89.0% of students in English and 91.7% in Mathematics were at or above their expected level, this is above the state median of 86.2% (English) and 84.9% (Maths). NAPLAN testing was conducted in 2021, but with the small cohorts of school comparisons on achievement are not possible.

Reading and Writing were a focus in the 2021 AIP. This included the employment of a Learning Specialist to coordinate the teaching and learning programs at the school. 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 joined the local PLC with 4 other district schools, this has built the capacity of our 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 16.9 days absent throughout the 2021 school year. This was an increase of 7 days absent per student from 2020. The state average was 14.7 days absent. Every year level with a large enough cohort to be reported on, averaged 92% or greater attendance, except for the Grade 6 cohort that averaged a low 79%. The Grade 1 cohort averaged 97%, the grade 5 cohort averaged 92% and the grade 4 group averaged 97%, which was extremely pleasing. Obviously COVID-19 affected attendance at the school, with families deciding to keep their child(ren) at home during periods of the pandemic.

In 2021 the school continued to emphasize to families through the school newsletter, Facebook site, Seesaw 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. Staff at the school worked with families of students with low attendance rates and engaged with agencies when required. The 2021 AIP focused on the implementation of the School Wide Positive Behaviour Program, which certainly had positive effects on attendance and student engagement and wellbeing in most grades 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 was developed including strategies for the continued improvement of attendance at BDPS. In 2022, the school will continue its journey of implementing the SWPB program including a revamped co-created school values reward system.

Wellbeing

The student Attitudes to School Survey indicated the continued pattern of positive responses in the area of 'Sense of Connectedness' from 81.5% in 2018, 98.5% in 2019, 98.9% in 2020 and 97.9% in 2021. This was well above the State average of 79.5%. The '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 96.5% positive response rate compared to the state mean of 78.4%.

Parent satisfaction in the parent opinion survey was very high at 98.7%, which compares strongly to the state average of 81.8%.

During 2021, the school engaged with the Respectful Relationships and SWPBS program coaches receiving professional development, and funding to implement the programs throughout the year. The School Wide Positive Behaviour Program with the co-created values around respect, responsibility and resilience and the creation of an acknowledgement system connected to 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 similar to tried methods 2020. Daily check ins on webex with students and regular phone calls with family members were conducted during remote learning. 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 2022, allowing students and staff to share work samples, celebrate progress and conduct three way communication.

Finance performance and position

The final school reconciliation has been completed with the school ending the year with a \$33,147 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 \$68,000 (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. A Minor Works Grant of \$222,000 was awarded to the school to upgrade play equipment and shade sails, this will be installed during Semester 1 of 2022 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 30 students were enrolled at this school in 2021, 16 female and 14 male.

0 percent of students had English as an additional language and 14 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).

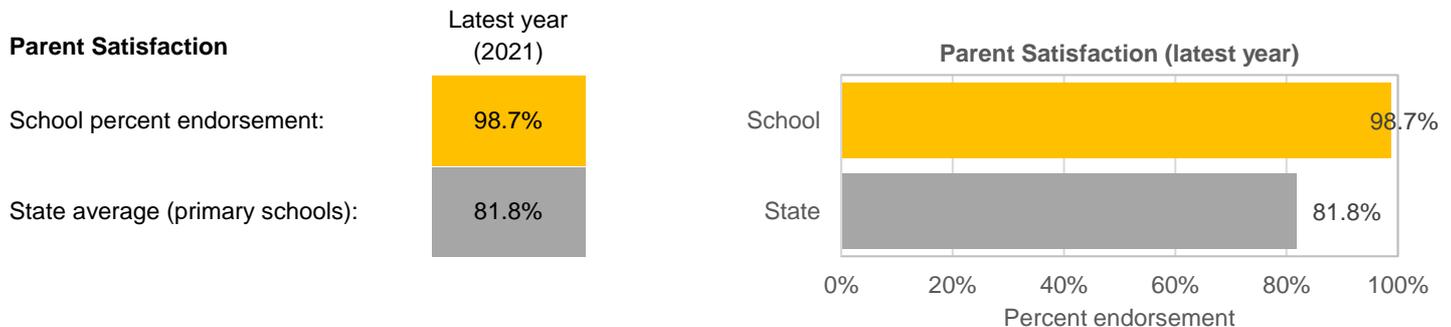
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

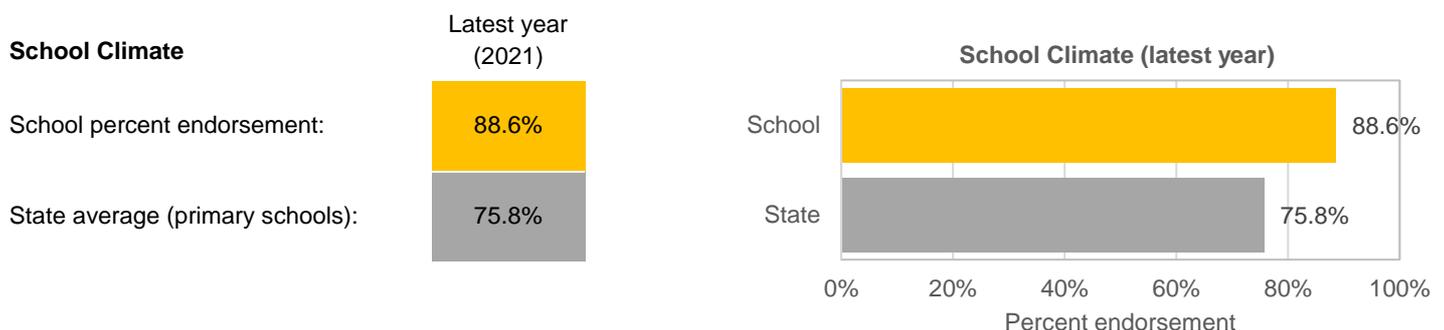


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

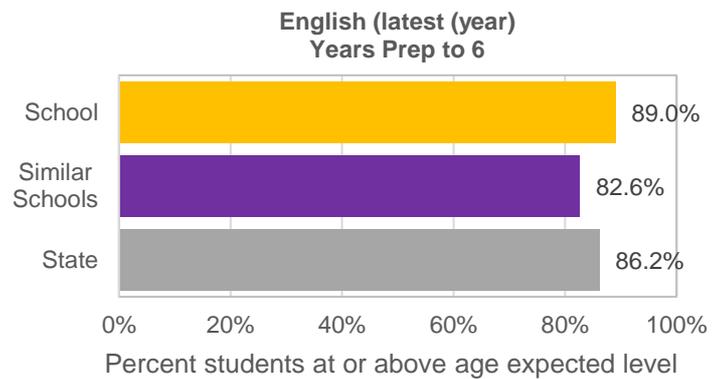
89.0%

Similar Schools average:

82.6%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

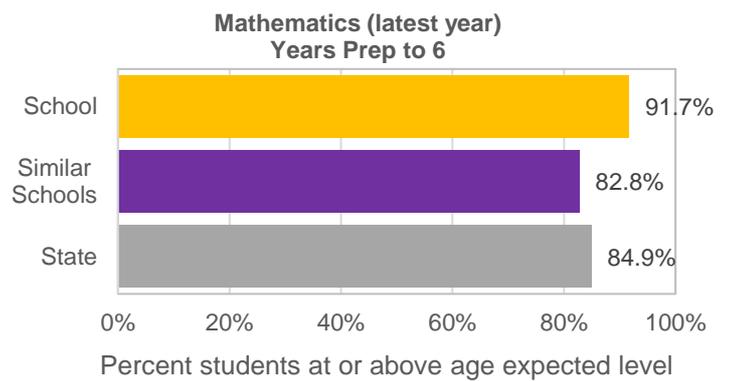
91.7%

Similar Schools average:

82.8%

State average:

84.9%



ACHIEVEMENT (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.

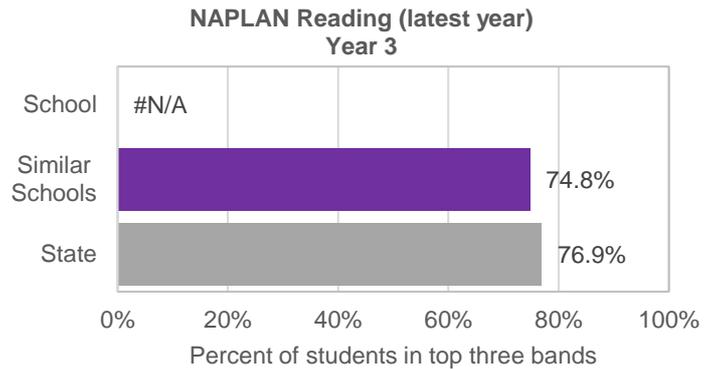
NAPLAN

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 2018, 2019 and 2021 data.

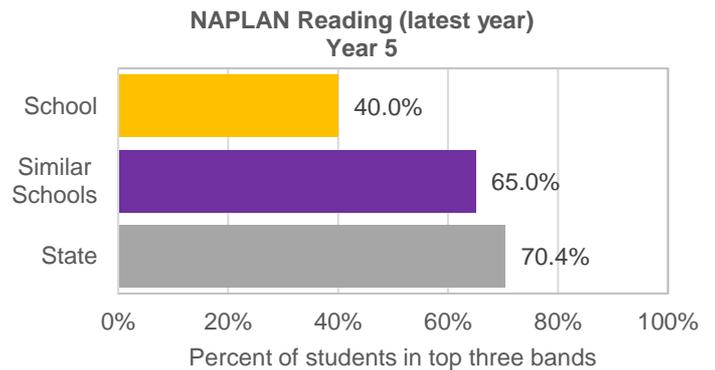
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	55.6%
Similar Schools average:	74.8%	70.6%
State average:	76.9%	76.5%



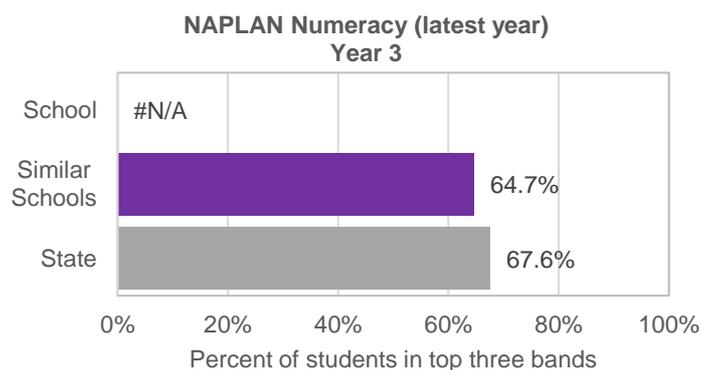
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.0%	66.7%
Similar Schools average:	65.0%	63.9%
State average:	70.4%	67.7%



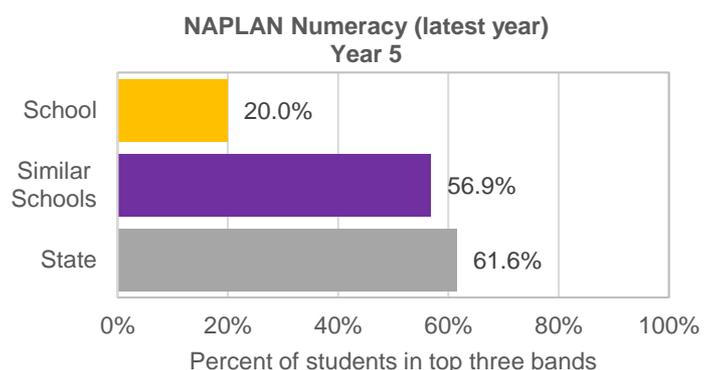
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	100.0%
Similar Schools average:	64.7%	68.2%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	20.0%	58.3%
Similar Schools average:	56.9%	56.8%
State average:	61.6%	60.0%



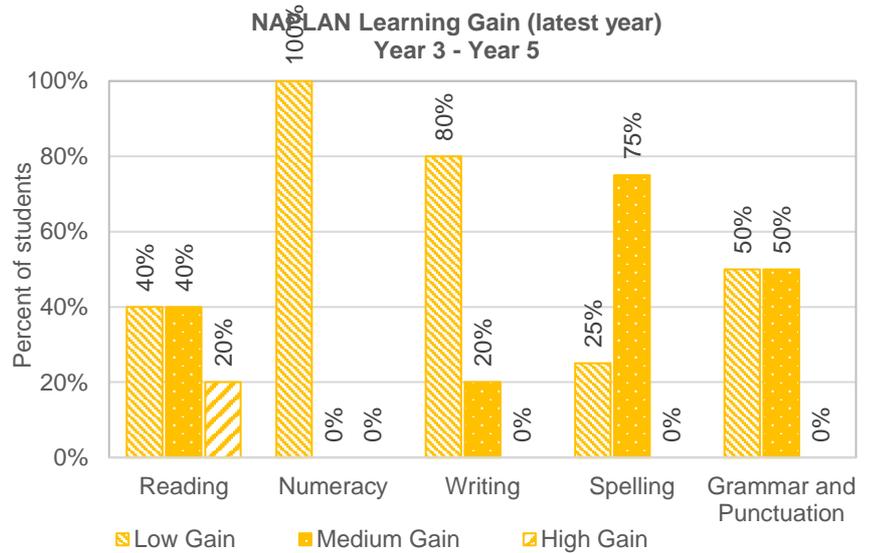
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	40%	40%	20%	30%
Numeracy:	100%	0%	0%	25%
Writing:	80%	20%	0%	15%
Spelling:	25%	75%	0%	24%
Grammar and Punctuation:	50%	50%	0%	23%



ENGAGEMENT

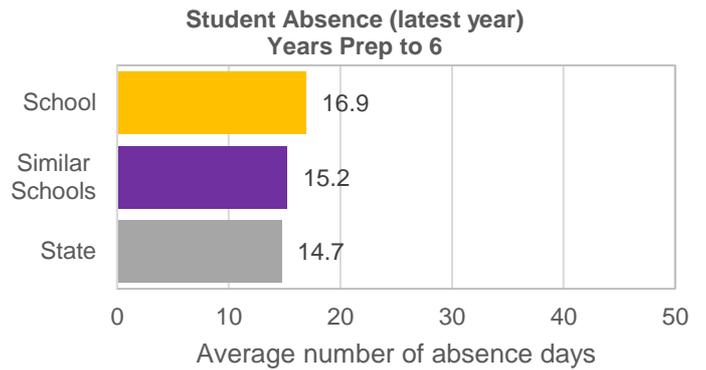
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.9	13.1
Similar Schools average:	15.2	14.7
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDP	97%	NDP	NDP	96%	92%	79%

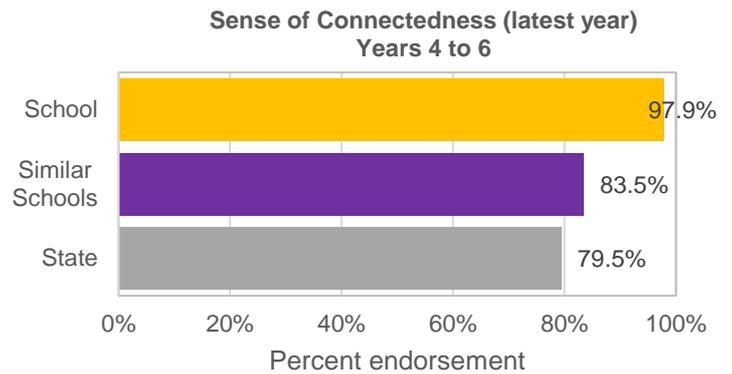
WELLBEING

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 (2021)	4-year average
School percent endorsement:	97.9%	94.9%
Similar Schools average:	83.5%	84.0%
State average:	79.5%	80.4%

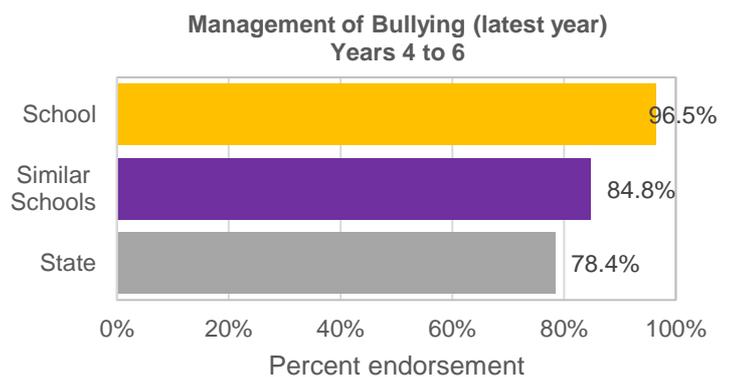


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	96.5%	92.1%
Similar Schools average:	84.8%	84.4%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$474,978
Government Provided DET Grants	\$193,399
Government Grants Commonwealth	\$1,800
Government Grants State	\$1,500
Revenue Other	\$999
Locally Raised Funds	\$11,059
Capital Grants	\$0
Total Operating Revenue	\$683,734

Equity ¹	Actual
Equity (Social Disadvantage)	\$68,372
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$68,372

Expenditure	Actual
Student Resource Package ²	\$441,831
Adjustments	\$0
Books & Publications	\$520
Camps/Excursions/Activities	\$14,487
Communication Costs	\$2,937
Consumables	\$19,779
Miscellaneous Expense ³	\$6,689
Professional Development	\$6,202
Equipment/Maintenance/Hire	\$11,035
Property Services	\$36,368
Salaries & Allowances ⁴	\$39,192
Support Services	\$0
Trading & Fundraising	\$9,783
Motor Vehicle Expenses	\$1,092
Travel & Subsistence	\$119
Utilities	\$8,081
Total Operating Expenditure	\$598,114
Net Operating Surplus/-Deficit	\$85,620
Asset Acquisitions	\$12,573

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$128,867
Official Account	\$7,558
Other Accounts	\$0
Total Funds Available	\$136,425

Financial Commitments	Actual
Operating Reserve	\$22,441
Other Recurrent Expenditure	\$0
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	\$1,381
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$25,000
Total Financial Commitments	\$143,822

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.