

2019 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 2019 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 18 March 2020 at 05:15 PM by Phillip Cox (Principal)

The 2019 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 19 March 2020 at 10:23 AM by Sophie Shadbolt (School Council President)

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 25 students on census day in 2019, however finished the year with 26 pupils with one student arriving during Term 2. 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 schools 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 had 25 students on census day in 2019, however finished the year with 26 pupils with one arrival. The school was structured into three classrooms (P-2, 3 & 4-6) for Literacy sessions in the mornings on Monday to Thursday. All day Friday and in the afternoons where 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 0.8 Middle/Upper classroom teacher.

The school's socio-economic profile based on the school's student family occupation and education in 2019 was low at 0.525. The school was characterised by having 7.5% indigenous, 0% English as a second language (ESL), 0% Program for Students with Disabilities (PSD), 0% refugee, 48% female and 52% male enrolments.

During October and November of 2019, a school review was undertaken on the 2016- 2019 strategic plan period. At the conclusion, the panel's recommendations instructed the creation of a new strategic plan for the next 4 years.

Framework for Improving Student Outcomes (FISO)

The school continued to focus 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 improving student outcomes in literacy by increasing teacher capacity in the instruction of writing. The Cold Write writing assessment was used to monitor student progress in writing, inform point of need teaching for individuals and also to gauge the success of the writing program. Students were making positive gains in their writing results, but not all achieved the expected 12 month growth throughout the year. The Principal conducted observations on teacher practice during timetabled Writing Spelling lessons.

The second key improvement strategy focused on the investigation of 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 attended the initial Professional Development in Semester 2 and developed an action plan that sees the bulk of the implementation to occur in 2020.

Achievement

The school provided an effective Literacy and Numeracy program in 2019. Teacher judgement assessing the Victorian Curriculum indicated 82.1% of students in English and 78.2% in Mathematics are at or above their expected level, this is below the state median.

Our 2019 NAPLAN data indicated that 80% of students in English and 75% in Mathematics achieved a high or medium relative Learning Gain from year 3 to year 5. This relative growth is above the state average. The percentage of students achieving results in the top 3 bands were far above the state in Grade 5 Reading and Numeracy and Grade 3 Numeracy. However in Grade 3 Reading the percentage of students achieving in the top 3 bands was below the state average.

Reading and Writing are a focus in the 2020 AIP. This will include the introduction of Little Learners Love Literacy into the Junior Room and also a reading intervention program focused at Grade 3 and 4. The essential assessments program for both Numeracy and Literacy will also be introduced. Consistent curriculum planning, including evidence of the Gradual Release Instructional Model and Learning Intentions will be embedded in 2020.

Engagement

Student attendance data showed our school student population to have an average of 10.7 days absent. This was a favourable result compared to state average of 16.3 days absent. Every year level except for two, averaged 93% or greater attendance. The grade P, 2, 3 and 6 cohorts averaged 95% or above which was pleasing.

In 2020 the school will continue 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 outlines the implementation of the School Wide Positive Behaviour Program, which will most certainly have positive effects on attendance and student engagement at the school. The school has implemented the Sentral Program, which is being used to map and analyse attendance of specific students and cohorts of students.

Wellbeing

The student Attitudes to School Survey indicated a huge increase in positive responses in the area of 'Sense of Connectedness' from 81.5% in 2018 to 98.5% in 2019. This was well above the State Medium of 88.9%. 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 a perfect 100% positive response rate compared to the state medium of 81.6% and a massive improvement from 71.8% in 2018.

Connectedness including the management of bullying and fostering respectful relationships will be a continued focus for 2020. The school is engaging with the Respectful Relationships program coach Gaby Hogg 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 will make expectations of the students very clear. The Sentral program will be used document any student incidents and informal and formal communication will occur regularly with parents with an increase in parent involvement and face to face reporting and goal setting at the school.

Financial performance and position

The final school reconciliation has not been complete due to complex staffing matters, however an approximate surplus for the 2019 school year of \$25,000 is expected, this was greatly assisted by \$42,000 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 \$34,313 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 golf 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 will be installed during Semester 1 of 2020. The school was also successful in gaining an Equipment Boost Grant of \$4955.91 to purchase C-Pens and iPads for students with specific reading needs. 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.

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

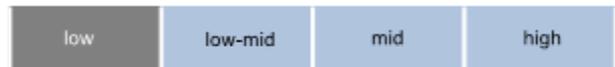
Enrolment Profile

A total of 25 students were enrolled at this school in 2019, 12 female and 13 male.

0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



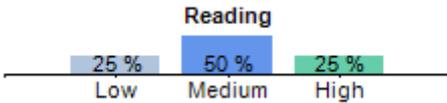
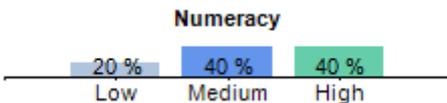
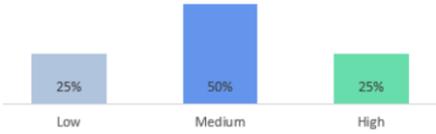
Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Above </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Above </p>		

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p> <p>No Data Available</p> <p>Spelling</p> <p>No Data Available</p> <p>Grammar and Punctuation</p> <p>No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>97 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>93 %</td> <td>92 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	97 %	94 %	95 %	95 %	93 %	92 %	96 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
97 %	94 %	95 %	95 %	93 %	92 %	96 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$387,177	High Yield Investment Account	\$82,672
Government Provided DET Grants	\$97,327	Official Account	\$3,380
Government Grants Commonwealth	\$1,500	Other Accounts	\$0
Government Grants State	\$18,000	Total Funds Available	\$86,052
Revenue Other	\$4,431		
Locally Raised Funds	\$16,426		
Total Operating Revenue	\$524,861		
Equity¹			
Equity (Social Disadvantage)	\$34,313		
Equity Total	\$34,313		
Expenditure		Financial Commitments	
Student Resource Package ²	\$368,079	Operating Reserve	\$18,491
Books & Publications	\$96	School Based Programs	\$30,000
Communication Costs	\$1,522	Asset/Equipment Replacement < 12 months	\$35,500
Consumables	\$15,327	Maintenance - Buildings/Grounds > 12 months	\$20,000
Miscellaneous Expense ³	\$14,939	Total Financial Commitments	\$103,991
Professional Development	\$2,588		
Property and Equipment Services	\$32,643		
Salaries & Allowances ⁴	\$35,429		
Trading & Fundraising	\$7,472		
Utilities	\$7,868		
Total Operating Expenditure	\$485,964		
Net Operating Surplus/-Deficit	\$38,897		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

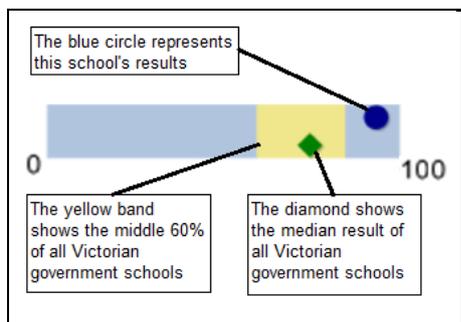
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

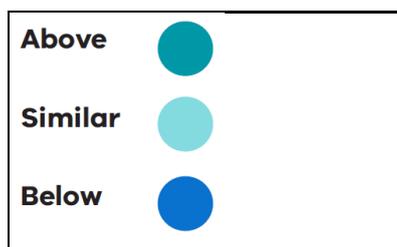


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').