ANNUAL REPORT
2015

Principal: Jo Stephens
Beaumaris Primary School is committed to providing every student with a high level of education.

We strive for continuous improvement through the ongoing review of student performance information as well as ongoing reflection on our teaching practices and delivery.

It is our belief that it is the quality of teaching and learning; strong leadership; quality resources; a well structured learning environment and strong relationships that maximise student learning.

In 2015 the school provided a range of educational opportunities and experiences for approximately 750 students from Kindergarten to Year 6. Specialist programs were provided in the areas of Visual Art, Music and Performing Arts, Physical Education and Languages other than English (French).

The 2015 academic year continued to strengthen and bring positive changes to our core programs, provided opportunities for the school to refine processes and policy in a range of areas including Reporting and Assessment, our Awards Program, curriculum committee processes and student leadership programs.

Our School Board continues to strengthen in the role of governance and accountability, and in 2015 we saw growth in community representation as well as a change to the leadership of the group with the selection of Mr Paul Blomley as Board Chair.

As with other School Reports, this account of the year should be read in conjunction with the Beaumaris Business Plan, which is still available on the Beaumaris webpage:

http://www.beaumaris.wa.edu.au

and other Department material such as the High Performance High Care: Strategic Plan for WA Public Schools, which can be found at

http://www.education.wa.edu.au

This report is organised into 3 sections:

1. SCHOOL PERFORMANCE & STUDENT ACHIEVEMENT 2015

2. SURVEY INFORMATION

3. FINANCIAL SUMMARY

In 2016 we will be considering the findings of the Independent Review as well as our self-review information to bring together the next Business Plan 2016-2018. Throughout the first semester of 2016 we will collate the best research, ideas and views to shape our strategies and targets.

Our high expectations for student learning, high quality teaching and leadership will continue in 2016 and beyond. We believe this set us up for another successful year at Beaumaris.

In the next 12 months the school will also be developing a Wellbeing strategy for staff and students, and this will strengthen our approaches to educating the whole child.

We encourage the parents in our school and community to peruse this report and consider ways in which contributions can be made to shaping our future and the journey ahead.

Jo Stephens  Paul Blomley
Principal  Board Chair
INTRODUCTION
Beaumaris Primary School is a dynamic, state of the art learning and teaching environment with a true community spirit. The school provides children with variety and opportunities for success in the learning program provided and we are inclusive of all learning needs. The school offers a comprehensive curriculum that is consistent with the expectations of the School Curriculum and Standards Authority and has already implemented the core areas of English, Mathematics, Science and History. We offer high quality learning programs in the areas of Visual Arts, French, Physical Education and Music.

OUR MISSION
We are committed to making a difference for our students by providing a strong, holistic foundation for relevant learning and living in a dynamic global environment.

OUR EXPECTATIONS & VALUES
We promote the pursuit of knowledge, inquiry and achievement of potential. We strive for excellence through our core values:
• Self-acceptance and respect of self.
• Respect and concern for others and their rights.
• Environmental responsibility.
• A pursuit of knowledge and a commitment to achievement.

SECTION 1: SCHOOL PERFORMANCE & STUDENT ACHIEVEMENT 2015
ON ENTRY ASSESSMENT - LITERACY
Language development is critical to the development of reading. Data collection for this area included analysis of teacher observations, reading analysis of reading behaviours and anecdotal records. As part of our focus in the English learning area we have a number of approaches that are utilised across the school, resulting in an improvement of progress in reading.

Reading data from the beginning of PP On-Entry Assessment in reading demonstrated an increase in the number of students achieving above 0.3 progression points to 85%, an increase of 11% from 2014. Steady growth in this area can be attributed to whole school approaches in Reading. Students in Kindergarten are screened for oral language skills, and then engage in a Phonological Awareness and phonics program through the Early Phases of Letters and Sounds.
This is complemented with a strong oral language program and structured modelled and shared reading.

An improvement was seen in the reading data for 2015 compared with 2014, with significantly less students being identified in the <0.5 group. A continued focus for the early years in 2016 will be on developing oral language in the areas of concepts of print, vocabulary and phonological awareness. Oral comprehension will also continue to be a priority focus in the literacy development program.

In 2015 some students in Years 1 and 2 were included the On-Entry Assessment in order to build a good picture of growth from PP to Year 3 NAPLAN. Teaching and Learning in PP – Year 2 will be continued to be monitored closely with only 52% in Year 1 and 65% in Year 2 achieving at or above expected levels in Reading.

In Kindergarten through to Year 2 we have an explicit focus on Whole Body Listening, Skills of Oral Communication, Concepts of Print, Phonological Awareness, systematic monitoring of reading comprehension (PM Benchmarks) and synthetic phonics through the Letters and Sounds program. Skills are explicitly taught and this is a holistic phase of learning approach across the school.

All Pre-Primary students participated in On Entry Assessment interviews at the start of 2015. The information gathered was used to tailor programs to meet the needs of all students. This information also assists in the setting of priorities for 2016.

The 2015 cohort showed the majority of students achieving at an average of 0.4 progress points in the Speaking and Listening productive mode of literacy. This was a similar picture to 2014. The average score for our students was 0.4 however it is pleasing to note that five of our students scored 0.6 progress points and two students scored 1.6. By the end of Pre-Primary it is expected that students will be at a minimum of 1.0 progress points.

In 2015 some students in Years 1 and 2 were included the On-Entry Assessment in order to build a good picture of
Kindergarten and Pre-Primary with increased opportunities and teacher instruction for role-play writing and explicit modelling, language experience and shared writing instruction. The development of oral narrative skills to support early story telling skills will also be maintained.

ON ENTRY ASSESSMENT - NUMERACY
On Entry Assessment (module 1) for Pre-Primary continues to demonstrate high achievement, with 98% of students sitting above 0.3 placing them on track to reach the expected standard of 1.0 by the end of Pre-Primary. This is slightly above state 90% of students above 0.3 across the state.

Some students demonstrated high progress with five students achieving at very high levels. This has brought the average of the cohort to the highest progress point average in 2015 as compared to previous years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Numeracy Average</th>
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<tbody>
<tr>
<td>2015</td>
<td>1.0</td>
</tr>
<tr>
<td>2014</td>
<td>0.9</td>
</tr>
<tr>
<td>2013</td>
<td>1.1</td>
</tr>
<tr>
<td>2012</td>
<td>0.8</td>
</tr>
<tr>
<td>2011</td>
<td>1.2</td>
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NAPLAN
The overall picture of student progress and achievement from 3 to 5 shows a growth trend in Reading, Grammar & Punctuation and Writing. This is in keeping our whole school approaches to Literacy now taking hold after three years of development.

There is scope for improved achievement although Grammar and Punctuation and Writing are aligned with like schools. Growth in Numeracy and Spelling is comparable to like schools but when combined with achievement, provides evidence of the need for significantly more attention in 2016. This has been prioritized in the 2016 Operational Plan.

MATHEMATICS
Overall NAPLAN performance over time in mathematics shows a downward trend. While growth from Year 3 to Year 5 is a positive, the gap between Year 3 performance when compared to like schools, is significant. The disparity between Year 3 performance and the performance of like schools has been the case for the past five years. An increased focus on provision of appropriate mathematics programs in the K-2 area is required, and in 2016 an audit of programs will be conducted. Examination of year level performance overall reveals some positive results, however the development of mathematics as a key focus area in the next strategic plan will be given the highest priority.

The development of teacher quality and support for more contemporary approaches to delivery of the mathematics learning area will be resourced accordingly. Characteristics of each cohort will be taken into consideration for strategic target development.

In Year 3, the strand of Number in mathematics was best performed with item numbers consistently scoring above expected and in most cases above the Australian mean also. Algebra was less positive as was Geometry requiring more attention and detailed planning and support in the future. In Year 5, Algebra showed stronger performance, but there is scope for significant improvement across the school.

The strength areas can be attributed to the explicit focus on mental computation strategies throughout 2015 and the introduction of the Daily 10 in most classrooms. Data from PAT Maths and NAPLAN has confirmed the numeracy performance and also supports the Number & Algebra findings.

Year 3
The cohort tested indicates that performance is below like schools and is trending to more than one standard deviation from the mean (red). This has been the case for several years and needs to be addressed as a priority. This also indicates a need for more targeted support with teacher planning, assistance with case management, focused performance management and accountability for all staff to lift performance in the higher bands. Further, the school will develop clear statements and refine parameters for the curriculum in 2016.

Emerging practices that have become part of classroom and cohort planning include increased use of physical materials and games to support the development of concepts, proficiencies and skills. This will continue to be refined in 2016 as staff comes to terms with Concrete-
Representational-Abstract (CRA) approaches to developmentally appropriate instruction in Mathematics.

There are significant numbers of students in Band 3, which is below the National Mean (all schools). The concentration of students (78%) between Bands 3 and 5 indicates a conservative approach to grading student performance and achievement.

In 2016 there will be an increased focus on refining teacher judgement through collaborative teams decision-making structures. This will be supported through the Curriculum Coach structure. The profile of continued support for monitoring and differentiated teaching to address individual needs of students will be increased.

Year 5
Performance as shown in the proficiency bands indicates performance that is significantly lower than like schools and the state. The higher number of students in the middle bands and significant under representation in Band 8 compared to like schools provides justification for additional resources and support for our teaching and learning approaches.

Progressive Achievement Test (PAT) Mathematics
The cohort data in the table below suggests there is strong performance in Years 1 and 2. The Year 1 result is well above the Australian Norm (right side) with some students performing at very high levels. The extent of achievement in Year 2 indicates a larger group of students achieving above the norm, and some students performing at very high levels. The trend at the higher years for “clumping” towards the middle is evident, which indicates lower achievement and progress.

The Year 3 result is considerably lower than the normed data, with an absence of high results and an oversized set of lower results (box and whisker plots). It has been determined that this particular cohort will require careful planning and tracking of progress in future years, and targets set to increase achievement gains.

Year 6
Year 6 data shows a satisfactory range of performance with under-representation at the higher bands. Two thirds of students lie at stanines 3, 4, and 5, with a small number of students demonstrating very high and some very low achievement. A greater focus on differentiation of programs to cater for the needs of students will continue to be a focus of our attention in 2016. The school has allocated resources to support staff with their planning through the support of school based Curriculum Coaches, continued involvement in the Improving Literacy and Numeracy Partnership (ILNP) and ongoing support from Dr Paul Swan.

Workforce Plan 2016 – 2018 includes the targeted recruitment of staff with specific expertise and leadership in Literacy and Numeracy. Three classroom teacher vacancies arose in December 2015, allowing for the appointment of staff whose skills align with the required profile.

Year 5
The Year 5 data shows large numbers of students clustered around the middle bands. A total of 55 students lie at stanines 3 and 4, which is significantly below the Australian Norm.

Case management of groups and differentiated teaching practices will continue in 2016 to target the needs of groups of students in each classroom. Teachers will continue to be supported with all elements of planning and professional development.
Year 4
The Year 4 data is below the Australian norm with the bulk of the cohort toward the low-middle range. No student achieved stanine 9. At the lower end of the scale 24 students are at stanines 1 and 2. This is a consistent pattern, and as mentioned elsewhere in this report, will become the focus of planning and support in 2016.

Year 3
A broad spread of data across the cohort with 21 students at stanine 8 and 9. There are 11 students at stanines 1 and 2 who will require targeted intervention. Whilst the group average is skewed slightly lower, this is an overall positive observation.

Year 1
As evident in Year 2 data, the performance of the Year 1 cohort is spread, however the majority of this cohort (75%) sits at stanine 6 or higher. This can be attributed to the stability of the whole school approach being adopted in K-P classrooms, and having had extra time to take hold in student performance and teacher pedagogy. Tracking and supporting these students through to Year 3 NAPLAN will be crucial to ensure the success is sustainable. An increased focus on building on what is working well in the K-P program will be made with staff in Years 1-6.

PAT Mathematics – Looking ahead to 2016
The current trend of stronger performance in the early childhood program where whole school initiatives have had longer to impact is evident. This observation will need
to be validated in other ways through sampling of assessment, teacher observation, classroom observation by Curriculum Coaches, work sample collection and teacher moderation against WA Curriculum judging standards for Mathematics. The observation of the decline in student performance up to Year 6 with an absence of high achievers correlates with other data sources available.

Targeted intervention (case management) for the groups of low and very low achievers will be a focus in 2016 as will be the development of more capable students into the higher achieving bands. This will require careful planning and support to ensure that all groups benefit and we value add to student progress.

Further, the performance of each cohort has been profiled with a range of assessments to ensure that appropriate stretch targets are set for each year level. These targets drive the planning, assessment and monitoring of student performance. Girls tended to under-perform compared to boys. Therefore close attention to the learning needs of girls in each cohort will be necessary to lift performance—particularly in Year 4.

In addition to the requirement of staff to engage with reflective practice, the provision of the following support to improve consistency of lesson design, and Numeracy Block structure will be given resourcing priority:

- Curriculum coaches to support the development of evidence based planning and review and the use of technology to support learning;
- Professional support from Dr Paul Swan;
- ILNP leadership team development in numeracy;
- Strengthen role of the Mathematics Committee;
- Teacher self-assessment (Go Pro and Swivel) and Peer Observation and Feedback training will be a priority for the Professional Learning plan.

The elevation of priority status for the Mathematics area in 2016 will include the following actions:

- Development of staff knowledge and practice in Case Management differentiated planning and monitoring of student progress;
- Performance development and accountability to include focused discussions about student progress based on traffic light system to indicate none, little, some or excellent progress towards targets;
- Collaborative practices revised for planning and teacher moderation for assessment;
- The Numeracy Practices Guide brought to prominence in teacher reflection and planning;
- Introduction of Brightpath® software to support teacher judgement across the school (selected to trial in 2016 in all phases across 6 identified classrooms);
- Specialist subject teaching staff to enrich programs through numeracy teaching as appropriate.

**ENGLISH – Overview**

Guided Reading became an embedded practice at Beaumaris Primary School in 2015 with many teachers setting Performance and Development goals to refine practice in this strategy for teaching reading. In the first semester staff moving to different year levels were offered priority support by the Curriculum Coach to use data to plan and improve practice in Guided Reading. A gradual release model of support was utilised to build staff capacity in teaching Guided Reading, and this approach was generalised across the school.

Professional Learning in reading assessment and analysis was provided to all staff. This provided focused assessment support for PM Benchmark reading assessment of students achieving up to and including Level 30, and the use of the Probe Reading Assessment tool for teachers of students in Years 4-6 achieving beyond Level 30. The accuracy of assessment of students learning to read (<L30) and those reading to learn (>L30) will continue to be a focus in 2016.

The LiteracyProLexile reading system was established for all Year 4 students in 2015 and a bank of core Lexile levelled readers were created in the school library. All Year 4 students regularly borrowed a Lexile reader and a book of choice from the school library. In 2016 all students from Year 4-6 will access the LiteracyPro system and Lexile reading resources as the stock of resources are built in the library. During 2015 Reading Eggs was re-established as a support for teaching reading in Years K-3.

The continued building of reading resources continued to be a focus during 2015. Reading texts were made available to all year levels with a continued shift to reading appropriately levelled texts in all year levels both at home and at school. Students with identified reading difficulties such as Dyslexia were also supported with appropriate resources and targeted strategies. Planning and resource acquisition for differentiation of reading programs for all groups of students will continue in 2016.

During 2015 the teaching of our explicit phonics program was further refined. The introduction of the Beaumaris Literacy Profile in semester two of 2014 began the process of building detailed information tracking student learning to assist student transition, teacher handover and to ensure that phonics instruction was incrementally building on the previous year’s learning. This will continue to be refined over time.

Approximately 50% of the classroom teachers moved into different year levels in 2015. Professional Learning and collaborative planning time assisted in the development of Teaching and Learning programs from K-2 in phonics. In 2016 further Professional Learning and support is required to ensure that the Letters and Sounds phonics program remains the program of choice until students have a solid phonics foundation. Planning will take place to support the transition between phonics and spelling mapping the links between Letters and Sounds and Words Their Way.
On-entry assessment and NAPLAN data identified a need to develop the skills of students in writing, with particular emphasis on extending the skills of our competent writers. First Steps writing approaches were again the focus of a Professional Learning session in writing, with the use of Seven Steps to Writing Success as a support structure for enhancing the writing of more able students. Talk for Writing as a support in the Early Years will be investigated in 2016. The trial of the BrightPath software will be utilised as a continued support for planning and assessment in writing.

The Beaumaris Primary School literacy block structure supported the teaching of English in a consistent way in a specified block of the day throughout 2015. 2016 will see the review and refinement of the Literacy Block structure and a revisiting of the explicit teaching of grammar and punctuation through productive and receptive modes of English and appropriate differentiated practice in each area.

Speaking, Listening and vocabulary development became a focus in 2015. Professional learning in vocabulary development and the collection of baseline data raised awareness of the need to explicitly teach subject specific vocabulary across all learning areas. Speaking and Listening was a focus of Book Week, where students from Years 1-6 presented an oral book report with prizes presented to class and year level representatives. The ‘I Get It’ Whole Body Listening and comprehension program was rolled out across the school with the focus on whole body listening supported by ‘Compy’ the monitor lizard in Kindergarten to Year 2 classrooms.

**NAPLAN - Reading**

Overall performance shows positive growth from 3 to 5, placing the Year 5 cohort just above like schools in 2015. The same is not true of the Year 3 cohort. The year 3 cohort will need to be closely examined to ensure that tailored programs match student instructional reading levels and learning needs. Further it will be necessary to review phonics capability in the Year 4 cohort in 2016 to ensure that a strong foundation is established.

**Year 3**

The year 3 cohort is considerably under-represented in the top proficiency bands compared to like schools, and Beaumaris only has 8% in of students sitting in the top 20% of Australian Students. The high percentage of students sitting in Band 5 attributes to the significant shift from the predicted school mean. A large number of students in this cohort were placed on documented plans with significant adjustments in 2015 accounting for overrepresentation at or below National Minimum Standard compared to like schools and the state. A case management approach and ongoing support from our level 3 Curriculum Coaches will assist in the close monitoring of student performance against carefully devised targets. Year 3 student achievement in reading will be closely monitored over the next few years to identify trends as opposed to cohort specific data.

<table>
<thead>
<tr>
<th>Percentage of students in each Proficiency Band</th>
<th>Include School Student Numbers</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Above Expected</td>
</tr>
<tr>
<td>3</td>
<td>Expected - within one standard deviation above the predicted school mean</td>
</tr>
<tr>
<td>4</td>
<td>Below Expected</td>
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</table>

**Year 5**

The trend line for Year 5 reading indicates that school performance is improving. There are less students at risk and more at or better than like schools in very high progress. Year 5 consistently performs at expected level, and high student progress from Year 3 to 5 has significantly reduced the number of students at or below National Minimum Standard, with only 5% of students at this level as compared to 16% at like schools and 27% of the state. The target to increase the number of students in top proficiency bands remains a focus to bring us in line with like schools. Year 5 boys remain over represented in satisfactory progress as compared to like schools whereas girls’ achievement is more highly represented in the categories of Good and Excellent.

**Looking ahead to 2016**

- The school will refine and articulate whole school expectations in terms of curriculum delivery, assessment processes and targets for each year level from P-6;
- Effective reading instructional strategies are refined further with focus on the needs of boys;
- Explicit attention to lesson structure- i.e. warm ups, gradual release methodology to secure learning opportunities for profitable teaching, learning and engagement will be a whole expectation for all classrooms;
- Further refine Literacy block structure; and
- Use of technology to support learning (SAMR).
The school will further support the development of a Professional Learning Community through a structured support model as follows:

- ILNP support by Curriculum Coaches;
- Extend ILNP leadership development in English and Mathematics to ensure sustainability of the strategy;
- Further develop the function and role of the English Committee to steer operational and strategic planning;
- Revision and support for improved collaborative planning; and
- Teacher self-assessment (Go Pro/Swivel) and Peer feedback training.

Monitoring school improvement throughout 2016 will entail the following points of accountability:

- Evidence based planning and monitoring of student progress. This will be a targeted, ongoing discussion between teachers in each cohort, with visibility of student data available to support planning.
- The Literacy Practices Guide will be used by all teachers to assist ongoing reflection, planning and monitoring of the learning environment.

**WRITING - On-Entry**

Early writing continues to be a focus at Beaumaris with only 13% of students achieving above 0.3 progression points at the beginning of PP. Although this is above statewide data, showing only 9% of students achieving above 0.3 across the state, the continued aim is for growth in this area. In 2016 Kindergarten teachers will unify their approaches for early writers and use the WA Primary Principals’ Early Writing Guide and First Steps commercial resources to guide development of programs.

On Entry Assessment writing showed growth for the Year 1 group of children tested. This data revealed 61% of students achieving above 1.0 and 65% of students achieving above 1.5 at the beginning of Year 2.

**NAPLAN**

Based on the longitudinal summary, relative assessment and proficiency band data, there is a slight decline-trending below like schools.

The number of students at or below National Minimum Standard in Year 3 is consistently low and in line with like schools. The achievement profile is similar to like schools and slightly above the Australian mean. However the school is under-represented in the top proficiency bands with the majority of students sitting in Bands 4 and 5. Boys are underrepresented in the top proficiency bands with girls outnumbering the top-achieving boys 3 to 1.

There has been a considerable increase in progress from Year 3 to 5 in writing, although the majority of achievement is sitting in the satisfactory range. Again the Year 5 cohort has very few students at or below National Minimum Standard, significantly better than like schools and the state; however the cohort is under represented in the higher proficiency bands with the majority of students sitting in bands 5 and 6. Boys are again under represented in the top bands at Year 5.

**GRAMMAR & PUNCTUATION**

Information presented in the proficiency bands for Year 3 performance indicates that the school is significantly under-represented in Bands 6-10 when compared with like schools.

This particular cohort of students will require close monitoring to ensure that targets for Year 4 in 2016 are carefully matched to student needs. Case management approaches to lift group performance will be a priority in the next 12 months with significant support and accountability for teacher planning and assessment.
As seen in the Year 3 information, the Year 5 data shows over representation (a ‘belly’) in the lower bands. The school is over represented in Band 6 compared to like schools. Whilst the cohort performance is close to like school performance it sits just below -as it has done for the past 3 years. To arrest this pattern, the school will need to ensure that collaborative and classroom level planning is comprehensive and that there is explicit integration of all elements of grammar and punctuation across the three strands of English. Further, a focus on program delivery and staff professional learning to explicitly include teacher modelling in all productive and receptive modes of Speaking and Listening, Reading, Viewing and Writing will progress the refinements needed in collaborative processes across the school. This will be closely monitored throughout 2016. Year level targets will be set for all year levels in operational planning not just Years 3 and 5 as articulated in the Business Plan 2016-2018.

SPELLING

Year 3 and Year 5 achievement in spelling is sitting slightly below like schools with a drop in achievement for Year 5 students falling away from like school achievement. This will need close monitoring to ensure the decline is stopped and does not become a trend.

Year 3 data shows a reduction in students in the bottom bands similar to like schools and below the state. The majority of students are sitting in the middle bands with over-representation in bands 4 and 5. The school is under represented in bands 6 – 10 when compared to like schools and the state. This observation was confirmed throughout the Independent Review conducted in February 2016.

The introduction of whole school approaches to phonics in K-3 and Words Their Way for years 4-6 in 2013 has brought about consistency across most classrooms. This whole school approach has set the conditions and foundations for learning success for our students coming through. From 2016 onwards we will examine the long-term impact of these programs on student performance, and monitor quality of instruction and consistency in Phonological and Phonemic Awareness.

For students in Years 3-6 phonics knowledge will need to continue to be tracked closely to ensure all students have comprehensive phonics knowledge to apply to their spelling. Recent version 8.1 adjustments to the WA Curriculum will provide the planning framework to assist staff in their planning.

Year 5 data shows a similar pattern to Year 3. Whilst the number of students at or below National Minimum Standard remains low only 5% of students sit in bands 8 to 10. Although this is not dissimilar to the state it is in decline in comparison to like schools.

Looking ahead to 2016

- Close monitoring of phonics knowledge for all students in Years 3 – 6;
Refinements of Words Their Way program and develop seamless links to later phases of Letters and Sounds;

Monitor use of the Critical Learning Path documents for team planning to ensure a comprehensive program is in place;

Checklists to be developed for team level planning to ensure coverage of all elements of the Critical Learning Path for every year level;

You Tube coaching sessions to be developed by L3 Coaches- use of QR codes; and

State-wide services to support – ILNP consultants.

SCIEN

The introduction of Primary Connections to the school curriculum from Pre-Primary to Year 6 led to the initiation of whole school approaches to teaching SCIENCE. Given the links to the WA Curriculum and the excellent planning and assessment processes embedded in the program the development of whole school approaches to program delivery have taken hold relatively quickly.

Each year level teaching team has worked together to plan a comprehensive and carefully sequenced science program. The following elements to support the embedded literacy and numeracy in the science program will be featured in each classroom:

- Visibility of assessment in the program
- Displays of content specific language (word walls) as a reference point to support writing and vocabulary development
- Investigative approaches adopted school-wide

In 2015 the school invested resources to develop a scheduled assessment process across the school via the Progressive Achievement Tests for Science. Students in Years 3 to Year 6 were tested in Semester 2 and this will be a repeated process annually from this point forward.

A broad interpretation of the information collected in 2015 has helped to shape the targets that have been set for the next Strategic Plan 2016-2018.

Further, given the stage of implementation of Primary Connections as a whole school approach, the information collected thus far will be treated as an established base line from which we will set targets on an annual and triennial basis. This information will be regarded alongside the teacher judgements made for reporting to parents each semester, as well as considerable analysis of the breakdown of test items in each strand covered by year level to inform classroom, cohort and whole school planning.

The integrated elements of the Science curriculum (general capabilities) such as Literacy, Numeracy, Critical and Creative thinking and Ethical Understanding will be given greater consideration for teacher planning in the areas of English and Mathematics.

As a school our results are heavily represented by students in the middle stanines with moderate tail (stanines 1-3) and under representation based on expectations in stanines 7-9. The tests are highly dependent upon the students’ literacy and with a sustained commitment to Primary Connections we should expect that the students would build the skills and vocabulary to progress to higher stanines.

A review of the data across the four sub-strands Energy and Change, Earth and Science, Chemical Sciences and Physical Sciences has provided baseline data from which we will monitor against in 2016.

Looking ahead to 2016
The breakdown and detailed analysis of the test items as well as patterns of student performance will be necessary at the classroom, team and committee levels.

With Science a whole school priority focus 2016-2018, there will be significant scope to statistically shift our population further to the right with achievement.

This can be done with a sustained effort in building coherence with planning, professional support, accountability and development of staff. Further, the explicit teaching of concepts, teacher modelling of investigative thinking and reasoning will progress student performance.
Investigation of patterns emerging through the test items indicates that a focus on information (non-fiction) texts and teacher modelling of inquiry thinking and reasoning is adopted in the program for 2016. Further, the use of tables and diagrams in Humanities and Social Science and Mathematics will need to be given consideration due to the number of misconceptions identified.

The focus on Measurement and Geometry in the Mathematics plans with clearly articulated links to the Operational Plans in Science and HASS will be adjusted for 2016. Similarly, the focus on vocabulary specific to the learning area, as well as the structure of information texts, graphic organisers and diagrams will be a feature of all operational planning.

ATTENDANCE
The school’s existing targets over 2015 and moving into 2016 are:

- Maintain high levels of attendance at 95% or above
- Maintain and exceed like schools
- Increase recognition levels for 100% attendance each semester
- At Risk categories to be kept to below 10%
- Exceed annual regular attendance percentages (87.7% in sem. 1/2013)

Target: Maintain high levels of attendance at 95% or above

The school continues to record an attendance rate close to 95% although it has dropped marginally since 2013. We would expect to see some of our new strategies impacting on this figure positively by 2016 and look forward to exceeding 95%. Key strategies are listed below and will be reviewed throughout the school year.

Positive messages via assemblies, newsletters and in classrooms have formed a multi-layered approach to celebrating high attendance and promoting the “Every Day Counts” message.

**Target: At Risk categories to be kept to below 10%**

Attendance in the risk categories has exceeded target level in 2015 and is a focus for 2016 and beyond. The indicated category is over-represented at 15% on average. A trend of increased absence occurs in Semester 2 that requires further investigation.

**Target: Exceed annual regular attendance percentages (87.7% in sem. 1/2013)**

Regular attendance rates have steadily improved since 2012 but experienced a “dip” in 2015. Vacation absences are still accounting for much of this drop-off.

- 2012 = 79.6%
- 2013 = 82.25%
- 2014 = 85.2%
- 2015 = 81%

Vacation absences account for 25% of all explained absences (steady drop since 2013) A Vacation Impact letter has and will be used to educate and inform parents.

- Unexplained absences running at their lowest at approx. 12% of all absences – SMS impact since Sem. 2, 2014

Overall Observations of what works best include the following:

- Early identification of at risk students (attendance below 90%) with home – school communication established early
- Consistent monitoring of at-risk attenders with firm expectations of improvements required
- Attendance action plans initiated for students at moderate and severe risk

QUALITY TEACHING & LEARNING: (NQS) VERIFICATION
Throughout 2015 the school participated in a review process to determine the school’s ratings on seven ‘Quality Areas’ and elements of the National Quality Standard (NQS) for K-2.

A team of four staff led the reflective process and worked across the K-2 teams. In all areas the school was verified as working towards meeting the standards, except for the section on children’s health and safety, where the school actually met the standard.

In 2016 the school will refine planning to address all areas of operation in K-2 in order to meet the National Quality Standards, and the Business Plan will reflect this over a 3 year period.
Business Plan 2016-2018: Focus Areas for improvement in meeting the National Quality Standard

• In 2016 STEM is to be specifically investigated to support learning in the early years;
• Refine information for parents, community and staff about K-2 through Strategic Plans for each year level;
• Establish annual cycle for health and safety procedures in the learning environment;
• Establish procedures and schedules for washing toys and equipment commencing 2016;
• Increase the loose parts in carts play across the K-2 cohorts as a key component of the outdoor play component of the program;
• Develop a Sustainability and Environment Policy that involves all staff input and share with parents for their input.
• Increase accountability for improved collaboration and planning through establishing planning protocols and schedules; and
• Develop a vision statement for Early Learning and our beliefs about successful learning and teaching environments that includes statements about inclusivity, equity and student management;
• Introduce Reggio Emilia principles in planning and practice, commencing 2016;
• Provide Pre-Primary parent information booklets to support transition to fulltime schooling; and
• Improve staff induction processes with revision of the staff handbook and support teacher processes.

SECTION 2: SURVEY DATA
The most recent community survey of school activities and school ethos was undertaken in late 2014. This will be administered bi-annually with another collection in 2016.

Community support of existing activities is in general high. The pictorial summary (right) outlines all areas surveyed in this section.

The following pages contain itemised information and the percentage of responses for each category.

The school has taken action to investigate further on areas that had a rating of 80% or less in the Disagree response option.

This information was provided to the Independent Review team from the Department of Education Services in February, 2016, and is factored into the Strategic Plan for 2016-2018.
<table>
<thead>
<tr>
<th>School Statements</th>
<th>Agree</th>
<th>Disagree</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school has a relaxing atmosphere.</td>
<td>88.06%</td>
<td>12.94%</td>
<td>0.00%</td>
</tr>
<tr>
<td>The school provides opportunities for parents to be involved.</td>
<td>87.99%</td>
<td>7.50%</td>
<td>4.50%</td>
</tr>
<tr>
<td>The school has a safe and secure school.</td>
<td>80.00%</td>
<td>15.00%</td>
<td>5.00%</td>
</tr>
<tr>
<td>I feel well informed about changes occurring in the school and school events.</td>
<td>65.00%</td>
<td>24.39%</td>
<td>9.29%</td>
</tr>
<tr>
<td>The school staff are seen to access for discussions.</td>
<td>77.99%</td>
<td>20.60%</td>
<td>1.41%</td>
</tr>
<tr>
<td>The school's role is an important role to play in the school.</td>
<td>67.99%</td>
<td>4.00%</td>
<td>28.01%</td>
</tr>
<tr>
<td>I enjoy visiting the school to attend organized activities.</td>
<td>87.50%</td>
<td>9.33%</td>
<td>3.17%</td>
</tr>
<tr>
<td>Gathering information on the performance of the school is important.</td>
<td>52.50%</td>
<td>7.50%</td>
<td>40.00%</td>
</tr>
<tr>
<td>School Development plans are important.</td>
<td>75.61%</td>
<td>15.01%</td>
<td>9.38%</td>
</tr>
<tr>
<td>The school staff should participate in regular professional development.</td>
<td>92.50%</td>
<td>4.00%</td>
<td>3.50%</td>
</tr>
<tr>
<td>The school is well perceived in the community.</td>
<td>65.29%</td>
<td>25.00%</td>
<td>9.71%</td>
</tr>
<tr>
<td>Parents should be involved in the mainstream plan through their representatives on the school Board.</td>
<td>70.73%</td>
<td>17.67%</td>
<td>11.60%</td>
</tr>
<tr>
<td>It is easy to access information from the school.</td>
<td>70.66%</td>
<td>27.80%</td>
<td>1.54%</td>
</tr>
<tr>
<td>I am kept well informed about my child's progress.</td>
<td>41.44%</td>
<td>50.96%</td>
<td>7.60%</td>
</tr>
<tr>
<td>I value the school's emphasis on various curricula: Art, Language, etc.</td>
<td>70.36%</td>
<td>22.37%</td>
<td>7.27%</td>
</tr>
<tr>
<td>This school is strongly focused on core curriculum: Math, English, science, History.</td>
<td>95.31%</td>
<td>3.80%</td>
<td>0.89%</td>
</tr>
</tbody>
</table>
Reporting to Parents – Survey 2015

In response to the information collected in December 2014, in 2015 the community was asked to provide specific feedback on the school’s Reporting to Parents processes. The information collected was given the full consideration of the School Board in order to bring about responsive adjustments to school policy and processes for 2016.

In summary, there are a few areas showing higher ratings (over 80% AGREE responses) whilst others warrant further investigation and action. In 2015 the school inquired into the aspects that most parents responded with DISAGREE, which included communication and reporting to parents.

The survey results are included in this section, and adjustments were made to the Reporting to Parents policy and processes for 2016 as a result.

Other areas that warrant remediation and further investigation are:

- Access to information either on website or in person;
- Student management and consistency in classrooms;
- Learning environment- caring, safe and secure;
- Differentiation of curriculum to meet needs of students;
- Promoting the school in the wider community;
- Conduct school assessment on levels of welcome to students, parents and visitors; and
- School Board development and community representation.
SURVEY DATA (continued)

In-Term Swimming Lessons

A review of community views on the value and otherwise of in-term swimming was conducted. Parents valued the activity, supported cost structures and timing.

As shown (left) there was strong support for the older students to attend their lessons at Mullaloo Beach. Whilst this has commenced in 2016, students and families will be surveyed to determine future planning.

SECTION 3: FINANCIAL SUMMARY

Beaumaris Primary School has completed its sixth year of being an Independent Public School and operating on a One Line Budget, which incorporates all components of funding, received by the school. The majority of funding is assigned to staff salaries and the remainder to the resources needed for the teaching and learning program. The breakdown of major areas of expenditure is as follows:

### Revenue

<table>
<thead>
<tr>
<th>Year</th>
<th>School Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>$872 322.49</td>
</tr>
<tr>
<td>2014</td>
<td>$776 329.88</td>
</tr>
</tbody>
</table>

Revenue in the 2015 school year increased by $95,992.61.

### Voluntary Contributions

The voluntary contributions in 2015 were set at $60.00 per child, which is the maximum allowable under the School Education Act 1999.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Paid</th>
<th>Revenue Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>74.58%</td>
<td>$33 322.00</td>
</tr>
<tr>
<td>2014</td>
<td>81.62%</td>
<td>$39 130.00</td>
</tr>
</tbody>
</table>

A slight decrease in the percentage of payments of voluntary contributions was observed in the 2015 school year.

### Major Areas of Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$32 374.79</td>
</tr>
<tr>
<td>Leases</td>
<td>$22 204.19</td>
</tr>
<tr>
<td>Utilities, Facilities and Maintenance</td>
<td>$173 164.07</td>
</tr>
<tr>
<td>Buildings, Property and Equipment</td>
<td>$73 208.49</td>
</tr>
<tr>
<td>Curriculum and Student Services</td>
<td>$254 556.56</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$35 518.18</td>
</tr>
<tr>
<td>Transfer to Reserves</td>
<td>$130 000.00</td>
</tr>
<tr>
<td>Other</td>
<td>$2 638.36</td>
</tr>
<tr>
<td>Payments to CO and Other Schools</td>
<td>$1 870.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$725 534.64</strong></td>
</tr>
</tbody>
</table>

In 2015 the school was audited. In four of the five audit areas a rating of EXCELLENT was attained, and one area attaining a rating of GOOD.

This was acknowledged by the Regional Executive Director (North Metropolitan Education Region) and is considered one of the best school audit reports for a large metropolitan school in the public school system.