Beaumaris Primary School

Annual Report
2014
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INTRODUCTION

This Annual Report outlines what we have achieved in our programs, how well we are going and what we need to focus on next to continually improve the educational programs and services to students in our community. This report also provides an account and some assurance about the way resources have been used to provide the very best quality teaching and learning environments for your children.

This report should be read in conjunction with the Beaumaris Business Plan 2013-2015 and our Delivery and Performance Agreement 2013-2015, the various Department of Education WA Focus Documents the Equity & Excellence: Strategic Plan for WA Public Schools 2012-2015 which set out our strategic direction and intent WA for our school.

The Business Plan is available on the Beaumaris webpage: http://www.beaumarisps.wa.edu.au/ and other Department material can be found at http://www.education.wa.edu.au

The Annual Report is made up of three sections:

• **Section 1: School Overview** - This section provides information about school context, our students, the staff and the curriculum we offer. This section also includes data on a range of operational aspects such as attendance, student destinations and enrolment trends.

• **Section 2: Learning Area Reports** - In this section of the report information is provided on student academic achievement, performance and the opportunities and learning experiences we have offered through the year.

• **Section 3: School Improvement and Planning.**

The final section of the report provides information about the strategies and action the school will take in 2015 to improve student achievement and enhance school effectiveness.

This report aims to provide a wide variety of information about the school, our students, staff, policies and curriculum. We also provide information about the academic achievement of our students across various learning areas including students’ social and emotional growth.

Looking Ahead

Much of the information presented in this report is a result of an ongoing review process and helps to shape the direction for the coming year.

This information also assists in delivery of the strategic targets outlined in the Business Plan and our current Delivery & Performance Agreement.

In 2015 the school will continue to focus on building a strong professional learning and development culture in the school; we will continue to lift performance in Literacy and Numeracy; and we will continue to provide a safe and supportive learning and work environment.

We are committed to improving the quality of classroom teaching and will refine our delivery of the Australian Curriculum and specialist areas. We will sharpen our focus on building positive and productive partnerships with the community and continue to refine our governance processes and communications around these areas.

Our high expectations, quality teaching, leadership, home-school partnerships and resources will set us up for another successful year for our students at Beaumaris.

We encourage the parents in our school community to peruse this report.

\[Signature\]

Jo Stephens  
Principal  

Nathalie Brooks  
Board Chair
SECTION 1

Overview

OUR CONTEXT
Beaumaris Primary School is a happy, inclusive school with a true community spirit. The school focuses on providing children with variety and success in their learning through the flexibility of delivery and diversity of our programs and the support of our wider school community.

Our school is located in Ocean Reef, a suburban coastal estate, some 30 kilometres north of Perth. Beaumaris is a relatively affluent area, with a socially mobile population that includes many immigrants from the UK and South Africa who have reinvested their wealth for a preferred lifestyle by the sea. Parents are generally well off trades people, business people, professionals and skilled workers.

The school draws the bulk of its student population from within the surrounding Beaumaris, Ocean Reef, Iluka and Burns Beach suburbs. The School was established in 1991 and in 2014 provided educational facilities for Years K–7 (children aged 4-12 years). The 2014 Year 7 cohort was the last group to graduate from the school as the move to secondary education for all future Year 7 students takes hold across Western Australia.

From 2015 our school will cater for students from Kindergarten to Year 6 and our projected enrolments are around 715 students.

Our school has excellent facilities. This includes air conditioning in all classrooms; interactive smart and wireless technology; purpose built specialist teaching areas and covered play areas around the school. We have 24 classrooms clustered in 5 blocks

and 6 well equipped transportable classrooms in the Early Learning Centre.

Our school offers a comprehensive curriculum consistent with the expectations of the School Curriculum and Standards Authority and is currently implementing the Australian Curriculum in the phase one subjects of English, Mathematics, Science and History. We also offer high quality, state of the art specialist programs in Visual Art, French, Music and Physical Education.

A multi-modal approach is taken to instruction including traditional techniques and use of electronic learning devices such as interactive whiteboards, tablets, desktop computers and laptops. The steady implementation of tablets into the learning program throughout 2014 has enriched our programs and delivery, and this will continue in 2015.

Our school adopted the Positive Behaviour Supports program, which is founded on a strong research base to create a positive whole school culture. This approach outlines four universally known behaviour expectations that assist students throughout their schooling experiences at Beaumaris. The behaviour expectations are the same for every learning context in the school- in classrooms, specialist programs, playground and when representing the school on excursions. The expectations are as follows:

- We Are Respectful
- We Are Responsible
- We Do Our Best
- We Are Safe

The students at our school participate in fortnightly assemblies at which excellence is recognised publicly. This includes Merit Awards, Letters of Commendation, Community Song awards, Showcase events, and Faction Tokens. Our student leaders have a high profile at these events in the various roles offered. These roles include Music and Faction Captains, Student Council and School Ambassadors.

Beaumaris enjoys a strong sense of community and special events such as the ANZAC ceremony, the Easter Fair, Welcome Barbeque, Musical Soiree and Open Night provide opportunities for us to gather together.

Our Mission
We are committed to providing a strong, holistic foundation for relevant learning and living. Our endeavour is to make a difference in a dynamic global environment, encouraging excellence and well-being.
Our Expectations and 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
- Social and civic responsibility
- Environmental responsibility
- A pursuit of knowledge and a commitment to achievement

Human Resources

STAFF PROFILE

| Staff Information |
|-------------------|---|---|
| No | FTE | ASSE No |
| Administration Staff |
| Principal | 1 | 1.0 | 0 |
| Deputy Principals | 2 | 2.0 | 0 |
| Total Administration Staff | 3 | 3.0 | 0 |
| Teaching Staff |
| Level 3 Teachers | 1 | 1.0 | 0 |
| Other Teaching Staff | 19 | 33.0 | 0 |
| Total Teaching Staff | 20 | 34.0 | 0 |
| School Support Staff |
| Cleaner / Administration | 5 | 4.0 | 0 |
| Gardening / Planting | 1 | 0.5 | 0 |
| Other Non Teaching Staff | 16 | 11.6 | 0 |
| Total Support Staff | 22 | 16.0 | 0 |
| Total | 65 | 53.0 | 0 |

The majority of teaching staff are in full-time roles with a number of part-time arrangements in place. The majority of staff is female and many staff have 10 or more years experience. The team is very stable.

In addition to the Principal, Beaumaris Primary School has 40 teaching staff and 22 support (non-teaching) staff ranging from cleaning and grounds staff to education assistants, library and administrative staff. The majority of the teaching staff are in full time roles, though a range of part-time positions exist within the school. The majority of support staff hold part-time positions.

The school has 2 Deputy Principals who hold significant leadership responsibilities in collaboration with the Principal. Each member of the Executive Team is aligned to a teaching team (formerly known as sub-schools); K-1, 2-3 and 4-7, as well as areas of whole school responsibility.

The school has a significant number of specialist teaching staff including 2 French teachers, 2 Visual Arts teachers, 1 Physical Education teacher and 1 Music teacher.

All teaching staff are appropriately registered with the Western Australian Teacher Registration Board and have appropriate teaching qualifications. Our teachers are both experienced and capable. In 2014 one teacher gained Level 3 Classroom Teacher status, which is the highest level that can be achieved. We congratulate Mrs Rebekah Brand on this achievement.

The administration and management of the school is handled and overseen by a full time Business Manager. We have 3 School Officers, and 2 part-time library officers who manage the library and school resources. The school also employs a part-time Chaplain for one half day per week. In 2015 this will increase to 2 days per week.

The school employed 16 Education Assistants in 2014. Staff were deployed to positions in Kindergarten, Pre-Primary, Year 1 and support for students with disabilities, specific learning disorders or experiencing difficulty with their academic progress.

4 cleaning staff and a part-time gardener manage our beautiful grounds and buildings.

WORKFORCE PLANNING

The school's workforce plan takes into consideration the various stages of career development as well as a succession plan. As the school adjusts to the new K-6 context in the coming years, there will be further opportunities to refine the Human Resource plan and profile.

It is intended that these programs continue to provide high-level exposure and opportunities for marketing the school. Further, as the Australian Curriculum continues to be shaped in Phase 2 and 3 subjects, the Specialist Teachers will be keeping a careful eye on Consultative Drafts and recommendations as they unfold over the next 2 years.

Succession planning for Ministerial (office and library) staff and Specialist teaching will be an area of attention in 2015 in the event of any vacancies (LSL, Fixed Term and permanent) or fractional work arrangements emerging. Given the new parameters of the Student Centred Funding Model there will need to be more flexibility in work arrangements for
Permanent support staff in relevant areas, and this will be a consultative process in Semester 1, 2015.

STAFF DEVELOPMENT
All teaching staff are participating in a newly devised Performance & Development process linked to self-assessment and reference to AITSL National Professional Teaching Standards as per the Department of Education Employee Performance Policy (2014). In 2015 the process will be further refined with staff input to include peer feedback and observation to support goals set through the Self Assessment Tool through the Australian Institute for Teaching and School Leadership (AITSL). Explicit links will also be made to the Focus 2015 document.

Currently the support staff access a Performance Management process linked to the respective Job Description Forms and relevant award. In 2015 this process will be further refined to align to a coaching paradigm and the Employee Performance Policy (2014).

Professional learning program 2014
All teaching staff at Beaumaris Primary School are expected to engage in professional learning to ensure their teaching reflects contemporary understandings about best practice. In 2014 staff participated in a range of professional development. In 2014 the key areas of focus included:

- Australian English Curriculum
- Australian Mathematics Curriculum
- Australian History Curriculum
- Australian Science Curriculum
- Kagan Cooperative Learning
- Using interactive whiteboards to support student learning
- Early Years Learning Framework
- National Quality Standard
- Leadership for Numeracy Learning
- Guided Reading
- Guided Writing
- Mathematics Games in the Classroom
- Mathematics strategies (First Steps)
- Letters and Sounds
- I Tell It - comprehension
- Using iPads to support student learning

STAFF COMMITTEES
Core curriculum committees were reintroduced in 2013 to ensure that staff had a structure through which to participate meaningfully in curriculum decision-making, planning and review.

This structure also provided realistic opportunities for distributed leadership in the school, and enduring Chairpersons (12 months positions) were introduced in 2013. In 2014 all positions were deputised for succession planning and broadening opportunities for staff.

This structure, with administration team guidance, allowed staff to develop the 2015 Operational Plans for the core areas of English, Mathematics, Science, ICT, History and Pastoral Care. It is important to note that in some cases this was the first time staff had participated in strategic and operational planning, and in setting improvement targets. The staff are to be congratulated on their diligence and participation in the key committees in the school.

The function, roles, protocols and collaborative work of the committees will continue to be refined throughout 2015 with the advent of the Independent Review in February 2016.

Planning

SCHOOL BUSINESS PLAN
The School Business Plan provides our school with clear direction for the future. The plan comes to a conclusion in 2015 and has a strong focus on supporting student achievement, improving teacher quality, building a professional learning culture, building strong positive partnerships, ensuring a safe, supportive and sustainable learning environment, and strengthening the governance processes and structures in the school. In 2014 we saw good progress towards Business Plan targets, and the
actions taken by the school to achieve the targets are detailed in Section 2 of this report.

Student engagement

ENROLMENT & ATTENDANCE

The trend over the past few years has seen numbers around 800 students. With the move of Year 7 students to Secondary in 2015 the school enrolment may drop under 800. In 2015 families will meet with a member of the Executive Team upon enrolment, and the school will initiate a School Entry Questionnaire in order to reflect and improve on the experiences for new families in the school community. This will also provide ongoing data for school improvement processes.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENROLMENT</th>
</tr>
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<tbody>
<tr>
<td>2012</td>
<td>866</td>
</tr>
<tr>
<td>2013</td>
<td>833</td>
</tr>
<tr>
<td>2014</td>
<td>821</td>
</tr>
</tbody>
</table>

Primary Attendance Rates

Attendance Rate

School | WA Public Schools

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2012</th>
<th>93.9%</th>
<th>92.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>95.3%</td>
<td>92.6%</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>94.8%</td>
<td>92.1%</td>
</tr>
</tbody>
</table>

Processes for monitoring and recording attendance will continue to be targeted in 2015 with a focus on reinforcing the messages of 2014.

Attendance Category Primary as at Semester 1, 2016

<table>
<thead>
<tr>
<th>Type</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>87%</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>At Risk - Identified</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>At Risk - Non-Compliance</td>
<td>4%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>At Risk - Other</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Destination of Students 2014

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y7</td>
<td>40</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Destination Schools</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4140 Ocean Reef Senior High School</td>
<td>20</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>4122 Greenwood College</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4132 St Mary’s Anglican Grammar School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4130 St Mark’s Anglican Grammar School</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

In 2014 the majority of the last cohort of Year 7 students transitioned to Public Secondary Schools. In 2014 98% of the cohort enrolled to attend public secondary schools. Of the total group 89% enrolled at Ocean Reef Senior High and 2% in non-government schools. For the first time in the history of the school, 95 students transitioned to secondary schooling at the end of Year 6. 64% were enrolled to attend Public Secondary Schools – i.e. 48 % to Ocean Reef SHS and 16% to other public schools. 36% of students were enrolled elsewhere.

The majority of this group who enrolled in non-government schools attend Lake Joondalup Baptist College with 21 students taking up places there.
Community Partnerships

SCHOOL BOARD
As an Independent Public School, our School Board shapes Beaumaris Primary School’s strategic direction and improvement actions. The Board includes 5 parent representatives, 5 staff representatives and 1 community representative. In 2014 our community representative was Albert Jacob MLA, Minister for the Environment and Heritage. Our School Board has been through a renewal process with all new representatives in 2014.

In the 2012 Independent Review it was affirmed by reviewers that the School Board needs to promote the processes and functions of the Board to the community. This has, and will continue to be, a focus in 2015, with the expansion of the Board to include more parent representatives.

The Board continues to enhance the articulation of its activities to the community via the website, School notice board, email and active involvement in School events.

One of the focus areas of the School Board in 2015 is the reflection on our work over the past few years and the preparation for the pending Independent Review in February 2016. Part of this work will assist decision making to inform the development of the Business Plan 2016 – 2018.

There will be continued focus on School Board development and training for members, and communicating the purpose and function to the school community. The development and implementation of the Marketing Plan will also figure prominently.

P&C ASSOCIATION
The Beaumaris Parents and Citizens Association is committed to providing a forum for families to work with the school to provide the best resources and facilities possible for students in our care. The P&C Association has worked tirelessly throughout 2014, donating $40,000.00 for the school. These funds have purchased iPads, reading materials, interschool sports uniforms and shade structures. We acknowledge and thank the members of the P&C Association for their contribution to the school and our students. We thank the P&C Executive in particular, the fundraising committees and outgoing

P&C President Louise Wolhuter for their contribution.

FACILITIES USE AND DEVELOPMENT
Beaumaris Primary School encourages both community groups and commercial providers to utilise our facilities outside of the normal hours of instruction and the school day. This allows members of the school community to access a range of activities and experiences for their children on site. The use of our facilities can contribute to the development of the Beaumaris community, social capital, welfare and wellbeing. A range of groups access the school including commercial sporting groups, Kidz Biz- a commercial Out of School Hours day care facility located on site, as well as local sporting clubs.

The removal of the barrier fence between the Kindergarten and Pre-Primary buildings in 2014 created a more open and integrated play space for our students. The school will continue to pursue the development of a Nature Playground in this area of the grounds in 2015.

The removal of two transportable classrooms from the eastern end of the school late in 2014 created a space for development. Given that the area has power and water installed the potential for innovative science programs will be explored in 2015.

In consultation with the School Board, OSH representatives, staff, Disability Services Commission and City of Joondalup, we will re-develop a long-term master plan to guide future improvement to the grounds and facilities. The plan will include upgrading shade in the school, air conditioning, and recarpeting classrooms, resurfacing lawn areas outside the Undercover Assembly Area, installation of volleyball courts, repaving the front entrance to the school, installation and redevelopment of a new front garden.

School Highlights 2014

Beaumaris Primary School has had a full and productive year with highlights in academic achievement, sporting and success in the arts. We continue to set high standards and the quality of our whole school approaches to teaching and learning in
English in particular is gaining a strong foothold throughout the school.

I wish to acknowledge the work of our teachers in developing classroom routines and procedures in Guided Reading instruction over the past 2 years. This approach has created targeted and predictable learning experiences for our students, and has permitted a more tailored approach to matching children to instructional reading level books.

Our hardworking education assistants in the school continue to work closely and responsively with teaching staff in the development of phonics and spelling programs in Kindergarten to Year 3. The introduction of Letters and Sounds to the general program in 2014 is now impacting positively throughout the school, with a more diagnostic approach to instruction developing as a result.

The professional learning program in 2014 has been highly focused and relevant for classroom application. Of note were the teacher led Maths Cafes, which were initiated this year. These were well attended and provided practical ideas for new approaches to teaching content and concepts in Mathematics. This will be an area of focus for us in 2015 as we implement whole school approaches to instruction.

The quality of relationships and the tone of our school is an area of strength. I acknowledge the members of our community for their contributions to this aspect of Beaumaris, as well as the staff who go above and beyond the call whenever it is needed. I would like to particularly acknowledge the Student Ambassadors program, which is a leadership role for our older students in welcoming new families to our school. This approach continues to receive very positive feedback from the community and reinforces our commitment to this program into the future. The Buddy Class initiative also continues to provide excellent pastoral benefits for our older and younger students as they work together throughout the year. The whole school assemblies, which moved from weekly to fortnightly rotations permitted an authentic avenue for Buddy Classes to work together in preparing for these events. In 2015 we will pursue expanded opportunities for the program.

Beaumaris has a strong sense of community. Our connectedness is evident when we come together for significant events such as the wonderful ANZAC Ceremony, Easter Fair, Welcome Barbeque, Open Night, Musical Soiree, Crown Concert Series, West Coast Song Festival, interschool sporting activities and various P&C led social fundraising activities throughout the year. This spirit is a highlight to our prospective families and staff, where we ensure there is a balance of learning rigour and fun in the school.

I also acknowledge the successful implementation of iPads in the learning program to support student learning. The P&C has greatly assisted the roll out of the program with their generous donation to enable the purchase of several sets of devices for the school. Our teachers are supported by our ever willing technician, Matthew Adair, who works proactively and responsibly across the campus. I am impressed with the efficiency and progress we have made in the use of technology in classrooms, and how quickly any issues are resolved without fuss.

The curriculum we offer is enriched with great opportunities for our students. Beaumaris Primary offers our older students a camp in the final year of schooling. In 2014 students again had a choice of the Sydney-Canberra tour or Logue Brook camp. Both were well attended and students were offered experiences of a lifetime for 7 days. I would like to congratulate the staff who coordinated these events and worked long and hard during the week away from the school. Student and community survey data indicated that a local camp for all students is preferred, and therefore students will attend Harvey Camp School in 2015.

Our students continue to benefit from the high quality instruction in French, Visual Arts, Music and Physical Education. In 2015 increased opportunities for public recognition and showcasing groups and individuals will be given further consideration.

I wish to acknowledge our teaching staff as a core strength of our school. Both parent and student surveys indicated the aspect of the school they most value is our teaching staff.
SECTION 2

Learning Area Reports & Data

PASTORAL CARE

Student Wellbeing and the Learning Environment
Pastoral care continues to be a pillar of school improvement, with a specific focus on the development of optimal conditions and support in the classroom & playground for social and emotional learning.

At the end of 2013 the Student Services Committee conducted a review of the Behaviour Policy and recognised the need for a research-based program to bring about whole school practices. The well regarded and system endorsed Positive Behaviour Support (PBS) program was initiated through a needs analysis and ‘buy-in’ survey with all staff, resulting in excess of 80% commitment to the need for change and adoption of the new program.

In Term 1, 2014 the ‘Positive School’ leadership team of 8 people was formed and initial training accessed. In Term 2 the team co-opted 2 parent representatives to ensure a shared understanding and ownership of the change process and whole school adoption of the 4 agreed Behaviour Expectations. The Behaviour Expectations were developed through a structured, consultative process involving students, staff and the community.

Explicit teaching of these expectations in all aspects of school life has brought about widespread recognition. They are:

1. We Are Responsible
2. We Are Safe
3. We Do Our Best
4. We Are Respectful

The Positive School program rests on the foundation that behaviour is taught through an explicit, agreed curriculum and school culture shifts over time. In 2014, the awareness-raising phase of program implementation involved the development of a communications strategy, the collection and use of data for planning and the development of visual icons for each of the Behaviour Expectations. The PBS Committee represented a distributed leadership structure and became the driver of this development across the school. A school-wide poster competition led to the ultimate development of school signage for each of the Behaviour Expectations. In 2015 a parent brochure will also be developed.

In Terms 3 and 4 the PBS Committee initiated the development of a Behaviour Matrix that represents all areas of the school, with procedures and routines developed consultatively with staff. This will continue to be developed in 2015 as well as a review of the School Awards system which aligns with the four expectations. Other areas for further development include the development of a Commitment Mural.

We look forward to further refinement of a whole school approach to working positively and proactively with students to support social and emotional learning.

STUDENT SUPPORT

Academic Extension
At Beaumaris we differentiate the curriculum to cater for more academically able children in a range of ways including use of target groups and rotations in the classroom, cross grade grouping with teacher support, and access to specific extension activities in the classroom program. Our reading assessments identify instructional levels of each child, and so those children in Years 2 and 3 exceeding Level 30 in the PM assessment are mapped with the PROBE assessment tool so that a tailored approach can be devised for our more able children.

Teachers also use Kagan grouping strategies to ensure that children of similar ability work together to extend their current thinking and learn ‘proximally’. In Term 2 each year our Year 4 students are tested for PEAC entry in Year 5 and 6. At Beaumaris we had 8 students eligible for the PEAC program in 2014.

Students who demonstrate superior ability in mathematics are invited to sit the NSW Mathematics Competition each year. In 2015 the school will be investigating other avenues to cater for these students in our classrooms, and will enlist the support of University Academics to assist our planning and course design.

Enrolment processes will be adjusted in 2015 to include parent and student interviews, which will enable early identification of academically able students, and highlight areas of student interest.
Support for Students at Educational Risk

To support the learning environment, an emphasis on Bullying Prevention and management gained prominence through the PBS Committee, administrative and student survey data in Term 3 and 4 in 2014. In Term 4 the school staff agreed, through a consultative process, to implement the Friendly Schools Plus program from K-6 for 2015.

Professional learning and training and resources were sought and a Pastoral Care plan drafted. More input from the School Board through the use of data, feedback and research to inform the development of policy will be required in 2015.

In 2014 the school continued to use the established buddy-class program, which allowed students in ECE and middle primary classes to meet regularly and conduct activities together to enhance relationships, social skills and the overall tone of the school. This arrangement was extended to the whole school assembly format where buddy classes were encouraged to work together. This was deemed necessary after reducing the weekly whole school (P-7) assemblies to fortnightly to enable increased instruction during morning Literacy and Numeracy learning time.

Other elements to support learning and behaviour included the use of whole school faction tokens, Merit Awards, Letters of Commendation, parent contact and class based incentives and recognition. In 2015 the processes and routines to use these elements will be reviewed to align with the four Behaviour Expectations and agreed whole school approaches.

Supporting Student Learning

Beaumaris offers a number of strategies to support students experiencing challenges with their learning and behaviour. Where appropriate the school has accessed support through external agencies to assist with the management and engagement of students. In 2014 the school accessed the North Metropolitan Primary Behaviour Centre for support and assistance with program adjustment and planning for a few students. Parents of students involved appreciated the close monitoring and support made available to them.

During the year 128 students from Pre-Primary to Year 7 required an Individual Education Plan, and the school worked extensively with parents to develop and support the children involved. Most of these students required finer grained planning to support literacy and numeracy development.

The careful selection of quality instructional methods and strategies allows for sufficient differentiation and support in the general program. In 2014 the school ceased to use the Bee Well-a locally devised withdrawal program, Reading Intervention Program (based on Neale Analyses) after measuring the extent of the impact on student learning, teacher pedagogy and appropriate support for Students at Educational Risk (SAER). Elements of the Reading intervention program, however, were adopted in the whole school Guided Reading strategy.
The Critical Learning Path developed by the West Coast Language Development Centre was broadly introduced in 2013 and key elements and associated literacy programs were implemented as a focus in 2014. These critical elements included Spelling, Phonological Awareness and Phonics in particular. Specific foci included:

- Letters and Sounds K-2;
- Words Their Way Years 3-7;
- Phonological Awareness programs;
- Rainbow Assessment Tool; and
- Elements of the Kindergarten Assessment Tool

Further, the use of On Entry data (Pre-Primary and Year 1) to inform planning in early intervention required assistance and guidance in 2014. All students deemed at risk were identified and Individual Education Plans developed. This will continue to be a focus for the school in 2015 as the cohorts for testing increase to include Year 2.

Students in Kindergarten with learning difficulties are identified early and referred for Speech and Occupational Therapy through the Community Nurse Health program and the West Coast LDC.

Other students throughout the school who were identified to be at an E standard received more detailed planning through the Special Educational Needs (SEN) reporting system in 2014. This process will continue to be refined in 2015.

Further, the school will invest time and staff training in the Improving Literacy and Numeracy Partnership (ILNP) in 2015 which will assist the school in developing case management approaches to support and move groups of children with similar needs towards set targets in English and Mathematics. Through ILNP the school will receive preferential professional learning opportunities for staff to develop a deeper professional knowledge about assessment and monitoring progress, and responsive planning and action.

ON-ENTRY ENGLISH

The On Entry Assessment program occurs in early in Term 1 each year. The annual mandatory testing of the Pre-Primary cohort presents a baseline of diagnostic information for all schools, longitudinal information for school planning and raw data that assists teachers to devise differentiated programs to meet the needs of students as early as possible in the first compulsory year of schooling.

At Beaumaris our intention is to closely monitor the progress made from Pre-Primary to Year 2 through the On Entry Assessment program, and in 2015 all cohorts will be tested.

In 2014 85% of our Pre-Primary students were above the expected level for Literacy at the beginning of the year, with relative weaknesses in the area of writing. This is in line with state-wide data that shows fewer students achieving at or above progression point 0.2 at the beginning of the year in writing. This has led to a greater focus on the development of Phonemic and Phonological Awareness in Kindergarten and the introduction of explicit teaching and guided writing in the early years of schooling.

Writing development and teaching practice will be more closely monitored from 2015 onwards. There will be a focus on assessment, moderated teacher judgement, explicit teaching through Gradual Release instruction, goal setting and improved feedback to students. In 2015 the school will investigate the Bright Path Assessment Ruler for writing in order to map gains made by students at significant educational risk in early writing.

Year 1 students were also assessed in the On-Entry Literacy Module 2 at the beginning of 2014. Results showed 50% of students achieving above progression point 1.5 at the beginning of 2014, which is exceeding the expected level for the end of the year. Of concern is the 33% of students scoring below 1.0, which is the expected level for the end of Pre-Primary.

This data showed a diverse range of achievement across the cohort with a large number of students demonstrating high achievement and a significant number of students showing achievement below the expected level. A small number of students scored within the expected range.

This led to targeted planning and teaching and the development of Individual Education Plans and Group Education Plans to meet the needs of this
diverse cohort. This cohort will be tracked with Year Two On-Entry in 2015 with progress and achievement monitored as they move into Year 3 NAPLAN in 2016.

ON-ENTRY NUMERACY
Approximately 33% of students placed below development point 1.0 indicating the strength of the cohort. Achievement of 1.0 is expected by end of the year and 67% of cohort had achieved it upon commencement. Target setting and expectations have been adjusted accordingly for 2015.

In 2014 Year 1 students were also assessed in On-Entry Assessment with only 3% of students falling below the expected level for the beginning of Year 1.

From 2015 onwards Year 2 will be included in the On-Entry Assessment to enable close monitoring of student progress and provide additional information for planning, teaching and targeting support. The additional information will enable teachers to make judgements about growth over time, and provide a continuum of evidence as students move into Year 3 NAPLAN.

As First Steps becomes embedded across the early years and performance continues to grow our expectation would be for all students to reach the end of year targets in Numeracy On-Entry Assessment.

NAPLAN
Year 3 NAPLAN data shows an over-representation of students at the lower end of achievement. Increased monitoring of progress in the early years from K to 2 has been identified as a response strategy to intervene as early as possible and discover unsatisfactory performance before students enter Year 3. In 2015 On Entry testing will include Year 1 and 2. Under representation of high achievers, compared to like schools, has been identified as a school target and

with First Steps practices being embedded across the whole school practices, growth in higher achievement bands is expected to follow.

The Year 5 data shows stronger growth over two years than like schools, especially in the higher bands. It is clear many of our students grew strongly from the like school deficits of Year 3 (2012) but not enough to match current achievement levels at the high level. This is in keeping with an across school target for 2015/16. It is pleasing to see less than like school numbers in the lowest achievement category.
The Year 7 results show a continuing trend of growth out of the limited achievement category. Beaumaris students are still over represented in the Satisfactory category compared to like schools and the whole school focus of increasing representation in the top 20% is evident once again in the Year 7 data. Increased focus on assessment as a diagnostic tool across the school will allow more accurate determinations of need at an individual level and generate growth accordingly.

Average performance was strongest in the early years where whole school pedagogical growth has been most pronounced to date. Results across the middle primary are average to slightly below average in nature and we expect that the shifts in practice across these years will start to show gains by the end of 2015.

**Average Stanine: School and State**

Year 5 performance was the least strong with almost a third at or below minimum standard. A greater movement to evidence based practices in 2015 will allow a greater level of individualised focus to support these students.

**EMTS DATA**

These assessments (Easymark) were carried out at the end of 2014 to validate existing data and to help triangulate trends in performance across the school. The tests were carried out from Pre Primary to Year 5 and were summative in nature.

<table>
<thead>
<tr>
<th>Year</th>
<th>Yr F</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students reaching Average Score</td>
<td>71</td>
<td>63</td>
<td>67</td>
<td>59</td>
<td>68</td>
<td>50</td>
</tr>
<tr>
<td>Students near or below minimum standard</td>
<td>3</td>
<td>8</td>
<td>10</td>
<td>20</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>

Performance based on gender was negligible across the school with boys marginally out performing girls in the higher stanines and in Years 1 and 2. It should be noted however that 310 boys sat the test compared to 253 girls.

**NAPLAN ENGLISH**

Reading

The school picture for Reading reveals a similar picture at Year 3 level to Numeracy. Cohorts have been consistently behind like schools and then exhibit considerable growth by Year 5 and Year 7 to be at or near like-school level.
Year 3 Reading
Reading shows higher than expected numbers in the lower achievement levels and some deficiency at the higher end of the achievement scale. Increased interrogation of performance prior to Year 3 will allow us to intervene earlier and address the imbalance.

Growth from Y3 to Y5 is comparable to like schools in the higher achievement bands and exceeds like schools in the moderate category with 10% of these students showing significant growth. At the lower achievement levels we exceeded like school performance with lesser numbers present.

Year 5 Reading
The Year 5 results were pleasing when compared to like schools. A small differential exists at the high end of achievement that is consistent with 2015 targets in this area, that is, improvement in the top 20% of students.

Writing
Overall performance approximated that of like schools in Years 3, 5 and 7. Growth from Yr 3 to Yr 5 continues to exceed that of like schools. Year 3 and Year 7 results were marginally below that of like schools.

Year 3 Writing
Year 3 results show a concentration of good to average performance with less students achieving at the high end of the scale when compared to like schools. Beaumaris students at the lower end of achievement were half that of like schools and this is a pleasing result. Planned initiatives and target setting will address the “gap” at the higher end of achievement.
**Year 5 Writing**

Progress from Yr 3 to Yr 5 is pleasing, with comparable results to like schools. Our high performing students exceeded like schools whilst being marginally lower at the very highest level.

Actual Year 5 performance was centred on Satisfactory to Good results for approximately 93% of the group. 5% had limited achievement and school targets are focused on developing finer grained individual targets for these students whilst also looking to increase representation in the “Excellent” achievement category.

**Year 7 Writing**

The Year 7 writing performance was somewhat skewed to the lower middle when compared to like schools. Some 60% of students fell into the satisfactory performance category and target setting and curriculum initiatives will address the movement of some numbers into the higher achievement categories.

Growth from Y5 to Y7 was pleasing in the moderate to high categories with equal or better growth than like schools. Some 15% of students made very little growth over the two years, which is an area of focus through more clinical planning and identification of target areas for specific children in 2015.

**SPELLING**

Spelling results across the three tests saw Beaumaris perform lower than like schools with Year 3 and 7 the most significant. Year 5 results were comparable. Year 3 data trends over 5 years see similar results with different cohorts. With increased assessment in the early years to determine needs and further embedding of whole school practices, we would expect to see greater achievement at Year 3 over the next two years.
Year 3 Spelling

17 students were at or below National Minimum Standard. The group average score is equivalent to the Australian average. Beaumaris students were well represented in Bands 5 and 6 of the assessment.

Year 5 Spelling

9 students were at or below NMS with the group average of 510 placing above the Australian average. Growth was high amongst this cohort from Year 3 but achievement levels remain at satisfactory levels.

Year 7 Spelling

The growth for this cohort was lower than expected. In 2012 they had outperformed like schools but were well behind in 2014. Average growth was only 45 NAPLANs. There were 3 students at or below National Minimum Standard.

GRAMMAR AND PUNCTUATION

Overall performance was lower than that of like schools with the Year 3 cohort continuing a trend of lower than expected results. Once again, the growth from Year 3 to Year 5 was significant.

Year 3

Results in the higher categories were pleasing with some 30% of Beaumaris students achieving band 6. Nine students were at or below National Minimum Standard.

Year 5

In 2014 14 students placed at or below the National Minimum Standard. Overall the group achieved as expected when compared to overall norms.

Year 7

Growth was lower than expected at 45 NAPLANs. 31% of students achieved high Band 8 to Band 9, which is pleasing. There were 8 students at National Minimum Standard.

Growth data yielded the following movement:

- Year 7 students had a net gain of +2.3 standard deviations above the mean in Year 5 and when exiting at Year 7 had a net position of -1.4. Further exploration of this downward trend has yielded a refocus on more specific targets and greater emphasis on measuring and assessing progress.
- Year 3 moved from a net position in 2012 of -1.0 to +0.8, a shift of almost 2 standard deviations. This is a very positive result. It also supports continued emphasis with On Entry Assessment, measurement and transition strategies throughout the early years.
- In general terms Beaumaris students will aspire to more challenging targets across all learning areas in order to lift achievement in 2015 and beyond. This will be matched to an increased focus on assessment for planning and planned interventions.
Learning Area Reports

ENGLISH

The focus in English for 2014 was to refine and consolidate research based practices leading to whole school improvements in Literacy. 2014 saw a whole school Literacy Block introduced consisting of an explicit phonic and spelling component, whole class, small group and individual teaching in reading and writing.

In 2013 Guided Reading was a focus teaching strategy with Professional Learning being completed by a large cross-section of staff and action research involving the use of iPads for the sharing of videoed lessons at staff meetings. During 2014 Guided Reading became a staple practice in all classrooms with an increased focus on using data to inform teaching and learning. Whilst the adoption of this strategy is widespread, there is still variable practice in some classrooms. This strategy will continue to be refined in 2015.

PM Benchmark Levels were introduced to inform reading instruction and a substantial stock of texts were purchased and levelled to support the teaching of students in Guided Reading at their instructional level. Refining practice in this area was supported with staff having the opportunity to engage in peer observation and receive peer feedback on Guided Reading practice.

As evidence was collected it became clear that many students at Beaumaris were achieving above the highest achievement level of PM benchmarks but more information on the comprehension levels of these students was sought by teachers to inform good teaching. Alternative assessment options were explored with the English Committee electing to introduce the PROBE reading assessment for students achieving beyond PM level 30. This was trialled in Semester Two 2014 and will become fully operational in 2015.

The school identified the need to purchase high quality, levelled home readers to support students' independent practice of reading skills. These texts were rolled out across Kindergarten to Year 3 during the 2014 school year. This home reading program was supported with parent education in the form of a parent forum after an assembly and a handout developed for all parents to raise awareness of the role of home reading as a practice to build fluency. Certificates were awarded to students as they reached key milestones in nights of home reading completed.

The teaching of the 18 reading strategies that good readers use was a focus of modelled, shared and guided reading lessons with whole school focus on connecting to the text, predicting and creating images. Book week was celebrated by the whole school reading the text ‘Granny Grommet’ and focusing on connecting to the text. This culminated in an assembly and a whole school display of work from Kindergarten to Year Seven.

The English Committee explored the use of a Lexile reading system for independent reading practice for students beyond year 3. This Literacy Pro Lexile system was trialled by Year 3 and 4 students in Semester 2 of 2014 with feedback that more resources were necessary before this could be implemented across Years 4 to 6. All Year 4 students will utilise this system in 2015, with further rollout as resources are increased.

The introduction of the Beaumaris Literacy Block brought an explicit phonic and spelling program into all classrooms in 2014. Whole school programs were introduced to ensure that the teaching was systematic and built on previous knowledge.

During 2013 the English Committee engaged in considerable research about best practice in this area, identifying Letters and Sounds and Words Their Way as the designated approaches to be used at Beaumaris Primary School. Data identified the need to ‘fill the gaps’ for some students and this was a focus particularly across Years 2 and 3. It was identified that high quality phonics teaching in the Early Years will see growth in the spelling of students throughout the school. For this reason the school allocated time to a specialist literacy teacher to support staff in assessing and planning for this area across Pre-Primary to Year 2. Considerable growth in this area was identified for many students by the end of 2014. Growth in spelling will be monitored as we go forward as we begin to see the benefits of a systematic approach.

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 approaches to teaching writing were unpacked with all staff with an increased emphasis on the modelling of writing processes in all classrooms. The school committed to the introduction of the ‘I Tell It’ program in Kindergarten to Year 2 classrooms with a focus on the development of strong oral skills to support the development of writing.
Years 3 to 7 classes introduced the *Seven Steps to Writing Success* with a particular focus on ‘Sizzling Starts’. The programme chunks writing in parts and develops students’ ability to engage the reader by utilising processes that authors use. Writing sessions are short and sharp with oral work and brainstorming making writing lessons fun and engaging for all. 2015 will see further professional learning in this approach with other components being introduced across all year levels.

The introduction of a tablet program across the school during 2014 has enhanced the teaching of Literacy at Beaumaris Primary School. iPads have become fully functional as a literacy rotation in many classrooms during literacy blocks and the English Committee have begun researching apps which will support the teaching of high quality literacy practices such as *creation* apps. In 2015 we will increase access to iPads in the early years and the selection of high quality apps to meet individual learning targets will be a focus.

**MATHEMATICS**

The focus for Mathematics in 2013-14 was to develop a whole school approach towards Mathematics, developing teacher understanding, improving instruction and catering for differentiation of the curriculum to target students’ learning needs.

A distributed leadership model is developing, whereby a total of 5 teachers have now completed the Leadership for Numeracy Learning (LNL) program over the past 2 years – 2013 and 2014. This opportunity supported the leaders’ understanding of developing a consistent and whole school approach towards the teaching and learning of mathematics and is creating a critical mass of leadership and a network that can influence professional discussion and decision making across the school. In 2015 with our involvement in the *Improving Literacy & Numeracy Partnership* (ILNP) program, 3 more staff will attend the Leadership for Numeracy Learning program.

2014 saw some growth in Mathematics pedagogy across the school. There was a conscious effort by staff to build capacity in their delivery of Mathematics. This was led by a dedicated group of curriculum leaders who form a Mathematics Committee and who conducted highly interactive Maths Cafes after hours. The Cafes were popular elements of the Professional Learning program and were very well attended. The success of the sessions is attributed to the ‘short and sharp’ nature of the sessions and led to practical application in the classroom for staff the very next day. The sessions provided teachers with applicable ideas for assessment on the go, strategies for teaching concepts and use of games for targeted purposes.

As a result of these well-designed processes for sharing best practice across the school, there has been an increased use of common language, shared understanding and pedagogy.

One key factor that is leading to the development of whole school approaches includes the use of a consistent vocabulary across all year levels. In 2014 all staff were provided with the Beaumaris Primary School Mathematics Vocabulary Booklet, which supported the exposure of students to meta-language of the learning area and reinforced the emerging classroom practice of the word wall strategy in all classrooms via the literacy focus.

Another key element to improved practice was the adoption of a customised Numeracy Practices Guide with a focus on the classroom environment to
support mathematics inquiry, language and development of proficiency strands.

The introduction of the Numeracy Block concept led to phases of learning setting timetables to deliver programs at the same time of the day preferably during the morning. Elements of the Numeracy block were introduced and staff investigated the importance of a warm up to start and plenary to sum up the lesson. In 2015 the restructure of the school day to allow for a longer morning session will permit more structured planning and adequate coverage of Mathematics in the overall curriculum. The development of the Numeracy Block to provide a consistent approach across the school will be a feature of the Operational Plan in 2015.

Another successful aspect of the Mathematics area was the emphasis on active learning through play, manipulating materials and introduction of relevant games to support student learning of Mathematical concepts. The emphasis on games allowed for differentiation of curriculum content according to individual student learning needs. This will be further refined in 2015.

The resources received as a result of the Woolworths 'Earn and Learn' program were vast in number. This has impacted on ‘staple’ supplies for each classroom, and has improved the resource collection in general. Additionally, the research based understanding of the value of games in teaching mathematics and developing student learning, lead to a review of Mathematics resources, and the purchase of games for each classroom has been a significant undertaking.

The initiation of the role of Mathematics Support Teacher to the school (0.4 FTE) in 2014 provided greater support and focus to classroom teachers. The Specialist contributed to the school by assisting staff with planning and modelling lessons and conducting professional development to develop whole school understandings of the Proficiency Stands. Given the scope of improvement needed across the school and the foothold of whole school approaches, there will be a continuation of this support in the form of a Level 3 Teacher - Curriculum Coach in 2015.

Whole school data collection processes were further developed in 2014. In addition to the usual data collection points of On-entry Assessment for all Pre-Primary students, the Year 1 cohort was included for 2014 with the intention of retesting at the start of the year in 2015 when this group is in Year 2. The development of longitudinal data for the purposes of tracking our stable cohorts allows for targeted planning and action in the classroom, as well as considered collaborative team and school planning.

Additionally, the assessment schedule included the Westwood Basic Facts tests for Year 2 to 7 students and EMITS testing for Foundation to Year 5. Refer to Data Analysis in this report for further information of this data. The introduction of these assessments is leading to the development of teachers’ understandings and analysis of data to inform classroom planning and student learning. A team of staff from the Mathematics committee worked together to analyse the school data collected, including NAPLAN results and applied this information to inform the Mathematics Operational Plan for 2015.

SCIENCE

In readiness for a whole school approach to teaching and learning in Science, 3 staff were trained in Primary Connections in 2013. The implementation of the program was postponed in 2014 to allow for continued focus on English and Mathematics reforms, and alleviate workload concerns. Primary Connections will be launched school-wide in 2015 and a coordinated approach will be taken from P-6.

This decision meant that the three staff could conduct action research in their own classrooms and teams- and a collaborative planning model was used in the school. At the end of 2014 the adoption of the Primary Connections program was wholly agreed to by staff and formed a key part of the Operational Plan for 2015. Staff training and purchase of key resources in 2015 will provide a stable platform for positive whole school development in this area.

The Kindergarten program implemented 'Seeds of Science' for the second year, which was developed by Curtin University. This program transitions well into the literacy focused Primary Connections program for Pre-Primary. This program, alongside the WA Curriculum Kindergarten Guideline will continue in 2015.

Apart from the Reporting to Parents data the school did not collect broad level information in this learning area in 2014. The usual WAMSE testing has been ceased centrally and therefore the school will need to investigate standardised testing and common assessment tasks that provide a measure of whole school and cohort performance and diagnostic information to inform teacher planning.

The Business Plan 2013-2015 outlined the possibility of a Specialist Teacher model to support the
effective teaching of science through the school. However the new funding model requires alternate thinking about this venture for the next few years, and as such a support model could be an alternative.

In 2015 the development of a reporting schedule in Science will be factored into the Assessment and Reporting Policy, and will inform the program and resource allocation over the next 3 years. The increased profile of science in 2015 will enable whole school teacher training and celebration of practice, whole school events and more targeted communication about the importance of science in the learning program.

MUSIC

Beaumaris welcomed Miss Jennifer Clarke to the position as Music Director in 2014. Miss Clarke revamped the school’s music program in 2014 with the inclusion of new program elements and opportunities for public performance in a variety of ways.

The purpose of the music program at our school is to create a whole school approach to the love of music and how students engage with it. Weekly lessons are designed to develop not just each student’s music skills but to encourage cooperation, sharing, compromise, creativity and concentration.

Music ignites all areas of child development. It helps the body and the mind work together. Exposing children to music during early development assists the learning of sounds and meanings of words. Dancing to music helps children build motor skills and allows self-expression. For children and adults, music helps strengthen memory skills and provides us with joy.

Highlights of the 2014 program included the following:
- Development of the Performing Arts Club (PAC)
- Year 3-4 Choir
- Senior Band and Beginner Band
- WAGSMS Concert series at the Crown Theatre and public celebration of our Year 6 and 7 comperees
- SongFest and meeting Robbie from “The Voice Kids”
- Battle of the Bands
- Introduction of whole school Community Songs at fortnight assemblies
- Our improved annual Musical Soiree
- Established leadership opportunities through Music Captains, Band Leaders and PAC Leaders
- Implemented Musical Futures through informal learning and non-formal teaching in classroom music lessons
- Friday Dance Sesh
- ANZAC Ceremony — past student Joe Shore performed The Last Post and the PAC performed the ANZAC Song
- Choirs sang at both Year 6 and Year 7 Graduation Ceremonies
- Our students participated in the Nation-wide event Music: Count Us In with the Beginner Band accompanying the rest of the school singing.
- The Director of Music participated in the School Curriculum and Standards Authority moderation
process for the development of judging standards.
- The Instrumental Music program continued to flourish and we offered classical guitar, flute, clarinet, trumpet and baritone trombone.

Recommendations for the program in 2015 and beyond include making more explicit links to other curriculum areas – French, PE (through Jump Jam), English & Mathematics. This includes the use of meta-language in the program to promote learning area specific literacies. The inclusion of song writing to the program will be linked to English focus areas in each year level. Given the apparent interest of students in the instrumental program at Beaumaris, the school will conduct research to determine whether a user-pay instrumental program to increase opportunities for all students is a viable proposition.

Further evidence based planning will continue to develop and will draw from information and data from a range of sources, including standards based information, SiM, teacher judgement (reporting data) and student survey information.

Public performances will continue to be refined with a focus on improving vocal and aural skills and techniques. There will be extra attention given to the improvement of singing at assemblies and specific performances such as at the Crown Theatre.

**VISUAL ART**
The key aims of the Beaumaris art program in 2014 were to build confidence, curiosity, imagination and enjoyment in the visual arts. There have been a few highlights through the year including:

The Open Night exhibition which brought many parents and students into the art room and community feedback was extremely positive. The celebration of student work will continue to be a focus in 2015, and avenues for showcasing beyond the school will be explored through community galleries and social media.

Explicit links were made throughout the program to Cross Curriculum priorities and General Capabilities in the Australian Curriculum. Special attention was given to Cross Curriculum Priorities in literacy, maths, Aboriginal and Torres Strait Islander histories and cultures and sustainability. This approach will continue in 2015.

An example of one of the high quality programs delivered by the Visual Arts staff was a whole school exploration of traditional and contemporary art practices of Aboriginal and Torres Strait Islander communities. This led to quality individual products and collaborative art projects, as well as critical discussion across year levels throughout the school.

Another positive aspect of the program included Portrait Parties. Students were also encouraged to have these at home with their family members. Many students embraced the concept and reported success of the strategy. In 2015 the art room will be an alternative to outdoor play for students during breaks.

2015 Operational planning for Visual Art will include the following:

- Use of social media, blogs to showcase artwork of students will be investigated and acted upon;
- Gathering feedback from the community via survey will be featured;
- Increased community involvement in the program;
- Increased school involvement in community events;
- Opportunities for students to enter competitions;
- Exhibitions in local community.

**FRENCH**

In 2014 the French learning area comprised of two teachers and covered two lessons per week at 50 minutes each from years 3-7. Both teachers were housed in transportable classrooms. This provided a localised teaching and learning environment compared to 2013 when both teachers of French were mobile. All learning and teaching included a range of text types such as music, drama, role-play, writing, listening and speaking tasks. All year levels used a theme based learning program. Language and vocabulary was also monitored, taught and assessed according to the Operational Plan.

All assessment was delivered to students in year level groups enabling a consistent approach. Assessment was completed in varying forms. Listening, speaking and responding, viewing, reading and responding and for year 6 and 7 students, Writing.

Year 6 and Year 7 students participated in the French Graduation Dinner in term 4 at Chez Pierre, Nedlands. Students voted this excursion as the most enjoyable event of the year.

In 2015 the French program will continue to be predominantly theme based. A content based, Australian Curriculum program will be devised in consultation with teachers (year 5).

Networking across the district will include sharing of content-based programs (to include year 3) and moderating students’ work across the three strands. The school will continue to monitor the development of the Australian Curriculum Languages subject over the next 2 years.

In 2015 the shift to one 60-minute lesson per week will impact on program design and student learning opportunities. This is a result of reduction in student numbers and staffing required to cover all programs.

The introduction of mental maths strategies in every French lesson in Years 2-6 will reinforce key learning in each priority learning area.

**PHYSICAL EDUCATION**

The Health and Physical Education program is designed to assist students to develop skills and an understanding of the need for a balance between physical, social and emotional components of health in the effective functioning of individuals.

Beaumaris had another successful year in the area of Physical Education. The implementation of a strong Physical Education and timetabled Sport program has made a difference to the outcomes being achieved, and the PE Specialist continues to do an outstanding job.
The interschool uniforms have created a unified look for our hockey, league tag, AFL, Cross Country and soccer teams, and our school looks outstanding! The newly acquired custom shelters have also made a significant difference to the comfort of our students as they compete at local and interschool events.

Our wonderful P&C provided the funding for these impressive shelters and uniforms, and we are most grateful. The shelters for students, and our amended Dress Code to include bucket hats rather than caps has progressed Beaumaris Primary to become a SunSmart School.

The Northern Coastal Districts Lightning Carnival for Year 6 and 7 students was a successful event for the school with wins in Boys Soccer in both A and B divisions. Similarly, our two League Tag teams placed first and second for the second year in a row. Girls’ Soccer, Netball A and Hockey placed second. Football, Netball B and C placed third.

The Cross Country running program continues to be a strength with Beaumaris placing second from 14 schools, at the Northern Districts Invitational Cross Country. The team participated in the State Competition and placed third out of 46 schools. The commitment to training before and after school with the dedicated Physical Education specialist certainly paid off.

Swimming lessons are an integral part of the Physical Education curriculum and it is highly recommended that the students at Beaumaris take the opportunity to take part. Enrolments in 2014 were high, setting a new enrolment record. The approach taken with communicating to parents about the benefits was a factor in the success of the program.

The Faction Carnival was again a highlight of the year. Staff and students enjoyed wearing their faction colours and outrageous outfits for the day. Sportsmanship was awarded in the championship medallions for the first time in 2014. The use of timing gates in 2014 was a successful strategy to lift the perception of Athletics in the community and eliminate human error at the finish line.

Bathurst once again took out the title of champion team for the third year in a row.

As the new approach to the interschool Athletics events program was so successful in 2013, all field, track and team events were held in one-day in 2014. This was a success and allowed Beaumaris Primary to demonstrate great school spirit and positive teamwork. As a school we placed second overall.
Survey information

FEEDBACK & ACTION
The school values feedback from the community, and we obtain this in a number of ways: community surveys, direct parent feedback, parent forums and through 360 Feedback.

A. Community Survey
The annual community survey covers all aspects of school life. In 2014 there were 46 respondents representing 15% of our total number of families. In 2015 we will endeavour to increase this response rate to ensure a more accurate and reliable set of data is gathered and planning is responsive to community views. In 2015 we will supplement this information through a process of consultation and confirmation with the community.

What we are doing well
When rating a variety of school experiences and activities parents were most positive about the value of the following:

1. Parent-teacher interviews valued by our community. Open comments indicate that parents expressed a preference to hold scheduled teacher – parent interviews earlier in the year rather than on request. This will be factored into the newly devised Reporting and Assessment Policy and scheduled planning for 2015 to further strengthen this area.

2. The school faction athletics carnival and sports program is considered to be a highlight of the school program. This is largely due to the vibrant approach taken to instruction, overall program organisation, staff involvement and interest of the community. Our dedicated P&C have provided significant funding to provide impressive sports uniforms for our students when competing in the interschool arena. The expansion of the sports uniforms to cover all track and field events will be a focus in 2015 and will again strengthen our stance as a well-presented school of excellence.

3. Our music programs continue to be highly regarded by the community. The program diversified in 2014 to include performance arts as well as the usual instrumental and performance elements. The school enrolled in the WA Government Schools Music Society (WAGSMS) Crown Concert Series for the first time, and this was certainly a highlight for the year. This is described in more detail earlier in this report. In 2015 there will be greater emphasis placed on public performance through the whole school assembly structure and showcase events to ensure that authentic opportunities are provided for our students to perform in front of audiences.

4. Parents generally agree (80%) that the school has a welcoming atmosphere, provides opportunities for parents to be involved, and includes enjoyable experiences on the yearly calendar. The Business Plan is also seen as an important element of the school. To strengthen this area there will be improved and more consistent communication to community about key events through classroom teachers, newsletter and SMS.

What we need to improve
5. An area for attention is parents feeling well informed about core changes in the school and forward planning (30% disagree) and similarly, being kept informed about student progress (40% disagree). Parents indicated dissatisfaction about not being promptly contacted about student learning and progress concerns. In response to this the school will ensure that parent contact about student progress is prompt, with particular emphasis on students at educational risk, earlier in the year. Further, the communication processes throughout the school will be examined to identify key areas of necessary improvement. For example the school will ensure that staff are well informed about any changes to events and whole school programs well ahead of time and that this information is consistently communicated through the class teachers, support staff, newsletters, website, social media and SMS functions. This will be a priority improvement area in 2015.

6. Survey results indicated some families do not value School Development Days. Reasons for this perception include additional supervision requirements for families and lack of information about the value of the training opportunities for staff and impact on the learning program.

Given the importance placed on professional learning and development of our staff at Beaumaris, we will communicate the value of this training and how it translates into classroom practice. The school
will publicly promote and celebrate the contemporary training and development programs and how this links to improved teaching and student learning through school the School Board, P&C Association, newsletter and other communication channels.

We will also assist families by ensuring there is a more predictable pattern for our School Development Days by allocating the first day of each term.

7. Homework is seen as an area for the school to improve on, where concerns were raised about the type of homework given and consistency of application across the school. In 2015 there will be a consistent message delivered to families through the parent meetings in Term 1 and through whole school policy development and implementation. Each year level will have the same information coming from each teacher, therefore improving consistency across each cohort school wide.

8. A number of parent comments indicated a desire to include more educational excursions to promote real life experiences and extend the classroom programs. In response to this the various teams will look at extending the program beyond the classroom and this will be factored into collaborative planning in 2015. Again, promotion and communication of this element of teacher planning will be made more explicit to the wider community.

9. Approximately 25% of respondents had the view that the school was not a safe area and that standards of behaviour were not high. Similarly, student resilience, or ability to bounce back from adversity was raised as an area for development. In 2014 the school focused on positive supports for students through the newly introduced Positive School program (Positive Behaviour Support) and Friendly Schools Plus initiatives. Further implementation of these strategies in 2015 will address this concern in a structured and planned way, with an emphasis on bullying prevention and policy development. See the PBS Positive School recount earlier in this report on page 7.

10. Other areas identified for improvement included the following:

- Parking
  This aspect of school management is consistently under review in order to address unsafe driver behaviour and student safety. In 2014 the school engaged the City of Joondalup to assist with problem solving in this area, as well as maintain a ‘presence’ at peak times of the school day. The P&C Association also conducted surveys and managed to secure a crosswalk attendant for at least 5 years at the key entry point at the front of the school. To support this initiative families will be strongly encouraged to walk children to school using the allocated safety areas and cross walks.

- Increased visibility of teachers on duty
  This area was addressed in 2014 and the introduction of high visibility vests was successful. Each individual staff member assigned playground supervision duty was allocated a vest. Students are reminded to find a duty teacher when required, and this is reinforced continually.

- Introduce more play based extra-curricular activity into the school during breaks
  In 2015 the introduction of dress up boxes, dance club, Jiggle Jam, art club and drama club will provide additional choice for our students.

**B. Other Feedback- STAFF**

What we are doing well
Other information received from staff indicates that the school leadership team is generally approachable and responsive to feedback. This aspect of leadership team development will continue to be strengthened in 2015.

The changes made to the Reading curriculum and teaching practices in the school have been well received and are currently being implemented. The continued focus on Reading in 2015 will be strengthened with additional support for teachers via the Level 3 Classroom Teacher assuming the role of Curriculum Coach.

What we need to improve
Whilst the new leadership team was formed in 2014, there is a need for a more unified approach to change management. This relates to the need for acknowledgement of work already done in the school by staff and school leaders, and with respect given to processes already established in the school. In 2015 this feedback will be given full consideration, and opportunities for more detailed feedback given
to staff at the commencement of the 2015 school year.

In 2015 increased support for implementation will be prioritised for staff new to year levels and as negotiated through the Performance and Development process.

Other Feedback- PARENTS

What we are doing well
The Principal and her delegates conducted Parent Forums in 2014 directly after the fortnightly whole school assembly. This informal discussion and feedback session was advertised with a topic of interest, and with the intent of receiving face-to-face feedback from parents and family members. Topics covered included:

- Choir Uniform consultation
- Reading processes in the classroom
- Reading at home- enjoyment v instructional levels
- Introduction of the PBS Strategy
- Parking and road safety issues
- Meet the Author- Bullying
- Class Representatives – P&C
- Informal coffee morning with the Principal.

What we need to improve
This method of obtaining feedback was seen as an additional rather than the sole means of obtaining feedback. Topics were generated from the Operational Plans and frequently asked questions by parents. Attendance at forums was irregular and was impacted by differing levels of interest in topics, phase of child development, as well as work commitments after an unexpectedly long assembly time.

In 2015 the forums will be scheduled and advertised well ahead of time and occur once or twice per semester on a topic relevant to the school environment and classroom learning programs. Some sessions will be conveniently scheduled for evenings to enable increased parent and wider community attendance.

C. 360 Feedback
As part of the Principal’s Performance Review (PPR), the information gathered through the 360 Feedback process indicated a need to further explain the rationale for change in the school, and how this links to the Independent Review (2012) and the current targets of the Business Plan 2013-2015.

In 2015 the Principal will work with the School Board to establish an explicit communication strategy to fully outline in detail the process of the development of the next triennial Business Plan 2016-2018 and the subsequent pending Independent Review of the school in mid-February 2016. These will be two of the key foci of the School Board Plan for 2015.

Further, the Principal will also factor feedback gathered from other means to devise a professional development and response plan.
Financial Management

FINANCIAL DATA
Beaumaris Primary School has completed its fifth year of being an Independent Public School and operating on a One Line Budget, which incorporates all components of funding, received by the school:

• **School Flexible Salary Allocation** (staffing of the school)

• **Contingencies** (funds that cover the administration of the school)

• **School Salary Pool** (salaries paid by the school for professional learning and special projects for all staff).

**Revenue**

<table>
<thead>
<tr>
<th>Year</th>
<th>School Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>$776,329.88</td>
</tr>
<tr>
<td>2013</td>
<td>$1,112,036.35</td>
</tr>
</tbody>
</table>

Revenue in the 2014 school year decreased by $335,706.47 and this has been driven by a transfer from our Reserve Accounts in the 2013 year to increase our resource budgets and an upgrade to our Pre-primary grounds. The P&C also made a considerable donation of $67,500.00 this year.

**Voluntary Contributions**
The voluntary contributions in 2014 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>2014</td>
<td>81.62%</td>
<td>$39,130.00</td>
</tr>
<tr>
<td>2013</td>
<td>80.37%</td>
<td>$40,362.00</td>
</tr>
</tbody>
</table>

A slight increase in the percentage of payments of voluntary contributions has been observed in the 2014 school year.

**Major Areas of Expenditure**

(ACTUAL)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Services</td>
<td>$243,777.91</td>
</tr>
<tr>
<td>Leases</td>
<td>$16,891.51</td>
</tr>
<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$82,867.58</td>
</tr>
<tr>
<td>Capital Works</td>
<td>$22,282.00</td>
</tr>
<tr>
<td>Assets and Resources</td>
<td>$91,648.46</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$1,628.05</td>
</tr>
<tr>
<td>Salary Pool</td>
<td>$40,000.00</td>
</tr>
<tr>
<td>Transfer to Reserves</td>
<td>$42,851.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$97,171.91</td>
</tr>
<tr>
<td>Administration</td>
<td>$40,532.59</td>
</tr>
<tr>
<td>Assets and Resources</td>
<td>$91,648.46</td>
</tr>
<tr>
<td>Other</td>
<td>$59,464.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$739,115.01</strong></td>
</tr>
</tbody>
</table>
INITIAL ALLOCATION STATEMENT

The contingency budget carried the school through 2014 enabling support of our schools education programs, replacement and upgrading of resources and various furniture and fittings throughout the school. With careful monitoring and financial planning the benefits to the students, staff and school community will continue to grow.

The most significant expenditure is in support of the educational programs offered to the students in our care with $739,115.01 spent. The transfer of funds to reserve accounts to support significant upgrades of infrastructure was also noteworthy; and utilities being the other major source of expenditure for the school.

<table>
<thead>
<tr>
<th>School Flexible Salary Allocation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SFSA - Carried Forward</td>
<td>$250,828.00</td>
</tr>
<tr>
<td>Students with Special Needs Allocation (SSNA)</td>
<td>$409,261.51</td>
</tr>
<tr>
<td>IPS Administration Grant</td>
<td>$51,500.00</td>
</tr>
<tr>
<td>Initial School Flexible Salary Allocation</td>
<td>$5,431,069.00</td>
</tr>
<tr>
<td><strong>School Contingencies</strong></td>
<td></td>
</tr>
<tr>
<td>School Grant Allocation</td>
<td>$11,615.85</td>
</tr>
<tr>
<td>Special Purpose Allocations</td>
<td>$112,982.71</td>
</tr>
<tr>
<td><strong>School Salary Pool</strong></td>
<td></td>
</tr>
<tr>
<td>School Salary Pool Allocation</td>
<td>$18,761.58</td>
</tr>
</tbody>
</table>

In 2015 the Student Centred Funding Model will be introduced. As this has had a significant influence on our school grant allocations received by our school, careful consideration has been undertaken in preparing the expenditure budget for 2015, with an overall reduction of approximately $250,000.00.

The most significant changes being the change from classroom budgets to Year Level Budgets, a reduction of funds transferred to our reserve accounts and a reduced allocation to minor works throughout the school. With careful monitoring, financial planning and support by our P & C, we envisage a positive outlook for future years.
SECTION 3

School and Student Improvement Processes

As one of the first 34 Independent Public Schools Beaumaris Primary participated in one of the very first Independent Reviews in June 2012. The findings of the review have shaped the planning and direction taken over the past two years and many changes have taken place in response to the recommendations.

In 2015 we will continue to shape the school’s planning as the school implements the final year of the Beaumaris Business Plan 2013-2015 and the Delivery and Performance Agreement 2013-2015 as well as respond to systemic Focus 2015 and the Strategic Plan for public schools Excellence & Equity 2012-2015.

Much of the planning for the next Business Plan 2016-2018 will be shaped through self-assessment processes conducted throughout 2015 as we prepare for the second Independent Review scheduled for February 2016.

The School’s continued focus for 2015 and beyond:

Quality Teaching & Learning / Australian Curriculum

This will involve the implementation of a Curriculum Coach, which will be enacted by the Level 3 Classroom Teacher. The role will support teachers in assessment and planning for key focus areas of the English and Mathematics Operational Plans through a Gradual Release of Responsibility and co-coaching model.

The role will also assist in the refinement of teacher understandings and familiarity with Australian Curriculum content, sequences and judging standards.

Implementation and refinement of planning for Phase 1 subjects.

Engage in Common Assessment Tasks / moderation processes in school and network.

Refer to targets set to case manage students in proximity (data sets) as per ILNP processes.

Performance and Development Culture

The school will continue to develop processes for staff development and peer observation and feedback. This will also involve routine reference to the Teaching Standards (AITSL) in order to develop fluency and familiarity in professional conversations.

Leadership distribution will continue through the Committee structure and ILNP opportunities.


Learning and Work Environment

- Continue implementation of Positive Behaviour Supports (PBS) for learning across the school community.

- Establish a Bullying Prevention program through a targeted whole school approach. Friendly Schools Plus will be the program initiated in 2015.

- Continue to heighten staff wellbeing strategies through planning in 2015.

KEY AREA FOR DEVELOPMENT IN 2015

Community Partnerships & Governance

Goal: By the end of 2016 Beaumaris Primary will have publicly defined and developed the role of the School Board and will sustain productive partnerships with a range of stakeholders so that the learning outcomes of students are improved.

Learning Environment

Increased understanding of, and community involvement in, the teaching and learning programs offered by the school e.g. Cooperative Learning approaches, Support-a-reader, etc.

Relationships

- Continue to seek contributions and involvement from members of the school community

- Continue to seek the opinions of the community through surveys and parent forums with the Principal

Leadership & Governance

- Provide training for ALL new Board Members.

- Communicate role and functions of the Board to the school community on a regular basis- e.g. Board updates on Biara noticeboard purchased in 2014, website and in newsletter.

- Board to engage in Independent Review processes.
• Provide profiles of Board Members.
• Provide staff with guidelines for Board membership.
• Board to meet the staff at informal function.

CONCLUSION

Beaumaris is a high quality school with significant potential. Our students are well supported by their families, have an excellent attitude to their learning and enjoy the opportunities put before them.

The staff are highly capable, committed and professional. This aptitude, coupled with determination to bring our school to exceeding ‘like schools’ are factors in our planning for 2015 and beyond.

We have a newly formed and highly motivated School Board. We are again at a point where development of the understanding of the Board members of their roles and responsibilities is at the forefront of planning. Along with the leadership of Nathalie Brooks and our dedicated parents and staff, we are deepening the understanding of governance in the school.

Over the past two years the school has undergone a significant renewal in the delivery of curriculum after a period of very little change for several years. The adoption of Guided Reading as a whole of school reading strategy in 2013, along with a review of the spelling and phonics program, provided a springboard to adoption of whole school change in these areas in 2014.

This change, in addition to a complete renewal of the school leadership team in 2014, has contributed to a more measured adoption of the changes intended.

Improvements in communication and relationships have been a focus following the stressful challenges of change and perceived workload for staff. In 2014 the Executive Team worked responsively within this context, and aligned workforce expectations accordingly.

The staff are to be congratulated on their initial work in 2012 in coming to terms with the Australian Curriculum and finding a way to implement phase one subjects of English, Mathematics, Science and History without any initial tangible support. This is testimony to the commitment and proactive work ethic of staff.

Our school has many teaching staff with considerable leadership potential. This is being realised through providing opportunities to exercise the development of skills and knowledge. For example the staff-led curriculum committees, Level 3 Classroom Teacher aspirant group, specific leadership training and coaching, and opportunities to take on the Deputy Principals’ roles have ignited a new attitude towards leadership in our school.

I am pleased to say that we have our first Level 3 Classroom Teacher at Beaumaris and this is just the beginning!

As we head into the final year of our Business Plan we will adjust our operational planning to ensure key milestones are addressed and reflected upon. Staff ownership of our planning will be a key success factor as we prepare for the school’s second Independent Review in February 2016.

2015 is an important year for Beaumaris Primary School as we reflect on our journey thus far, our achievements and our future goals and aspirations.

NOTES