



Beaumaris
Primary School

Annual Report

2013

Reflections and Actions on our Year of Change

Introduction

This Annual Report highlights the strengths of our school, our students and the community, and also sets out targets and focus areas for improvement. The Report is made up of three sections: (a) School Features; (b) Student and School Achievement Information; and (c) School Improvement and Planning.

These sections, collectively, provide a wide variety of information about the school, our students, staff, policies and curriculum. We provide information about the academic achievement of our students across various learning areas including students' social and emotional growth.

Our planning going forward takes into account the evidence collected over the past 12 months and the recommendations of the Independent School Review.

Josephine Stephens
Principal

SECTION ONE

School Features

School & Context

Beaumaris Primary 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. The community supports several local schools including government and non-government sectors. Parents are generally well off trades people, business people, professionals and skilled workers. Most families participate in activities that promote positive outcomes for their children.

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 provides educational facilities for Years K– 7

(children aged 4 - 12 years). Important features of the school include its focus on 21st Century Learning, technology, the Arts, health and well being, Languages, Awards Program and Student Services.



Our Vision

Equipped to thrive in the 21st century.

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 Values

The pursuit of knowledge and a commitment to achievement of potential and 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

Staff Profile

In addition to the Principal, Beaumaris Primary School has forty seven teaching staff, four instrumental teachers and thirty non-teaching staff, ranging from cleaning staff to educational assistants and office staff. The majority of teaching staff are in full-time roles (62%), though a significant number of part-time arrangements exist at present. 93% of teaching staff are female.

The school has two Deputy Principals, who hold significant responsibilities for the Leadership of the school, in conjunction with the Principal.

The school has a significant number of specialist teaching staff, including a Physical Education teacher, two Art teachers, Music teacher, two Language teachers (French) as well as part-time staff specialising in instrumental music.

All teaching staff are appropriately registered with the Teacher Registration Board Western Australia and have appropriate teaching qualifications.

School Enrolment Profile

A projected rise in enrolments predicted by the Education Department did not occur with enrolments dropping from 2012 levels. This trend is expected to continue in 2014 with enrolments expected around 800. With the move of Year 7's to Secondary in 2015 the school enrolment could drop under 800.

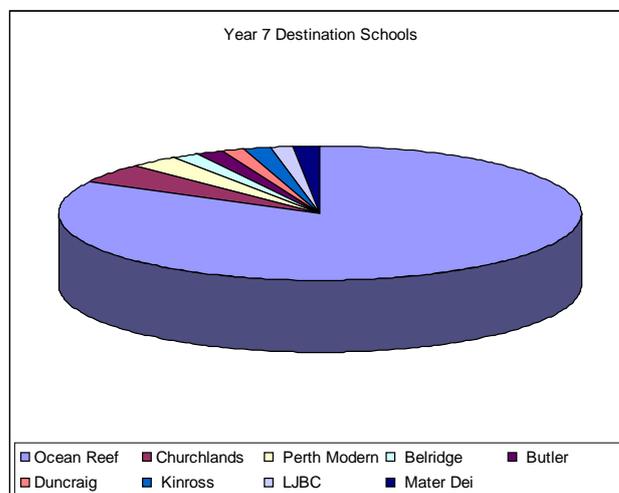
YEAR	ENROLMENT
2013	833
2012	866
2011	756
2010	760
2009	754
2008	774

Student Attendance Data

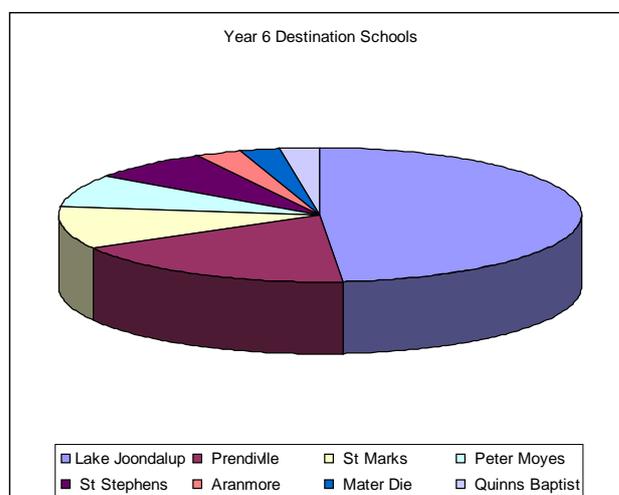
2013 Attendance Rates

	Total		
	School	Like Schools	WA Public Schools
2011	95.4%	94.7%	92.7%
2012	93.9%	94.5%	92.3%
2013	95.3%	94.5%	92.6%

Attendance rates at Beaumaris exceeded Like Schools with a successful campaign highlighting the risks associated with in term vacations being positively received. Attendance will continue to be targeted in 2014 with a focus on reinforcing the messages of 2013.



The vast majority of our Year 7 students continue on to Government Secondary Schools. In 2013 83% were enrolled to attend Ocean Reef Senior High.



Thirty nine students left at the end of Year 6. These students left to continue their education at private schools continuing the trend in recent years. The

main destination was Lake Joondalup Baptist College with 19 students.

Student Welfare

Our school recognises and believes strongly in the importance of developing the whole child. We therefore have a strong focus on the pastoral needs of our students. In addressing this need the school conducts a range of programs including:

- A strong commitment to managing bullying and assisting students to manage such situations. The school has a clear policy on the issue of bullying, available through the school website to guide interventions and support students in this area.
- The school has continued to utilise a buddy program, which has seen opportunities for students in junior and senior classes to meet regularly and conduct activities with the aim of enhancing the children’s social skills and the overall tone of the school.
- Rock and Water is an internationally recognised program providing a physical/social approach for our students in the senior years. All staff have undertaken the accredited training with a focus on developing the students self-awareness, self-confidence, understanding of boundaries and self projection.
- Reward system implemented to promote positive behaviours and reward students for demonstrating the behaviours promoted by the school.
- Structures to manage the behaviour of students throughout the school include the use of merit certificates and classroom based procedures. Where appropriate, the school has accessed support through external agencies to assist with the management of students.

Support Student Learning

Currently our school offers a number of programs to support students experiencing challenges with their learning. In keeping with the philosophy of early intervention, many of these programs are targeted at students in the early years of schooling. Students in Kindergarten with learning difficulties are identified early and referred for Speech, Occupational Therapy or assistance through the West Coast Language Development Centre. All Pre-primary students are screened using the On Entry Assessments and Individual Education Plans are developed for those students identified at risk. The school has continued the Support A Reader program under the coordination of Mr Paul Storey

with the support of a dedicated group of parents who have assisted on a weekly basis. The parental support is greatly appreciated, as the program has impacted positively on student learning.

SECTION TWO

Student and School Achievement Information

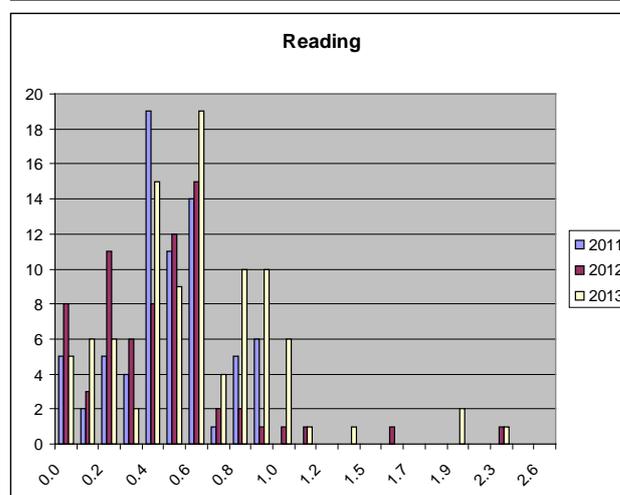
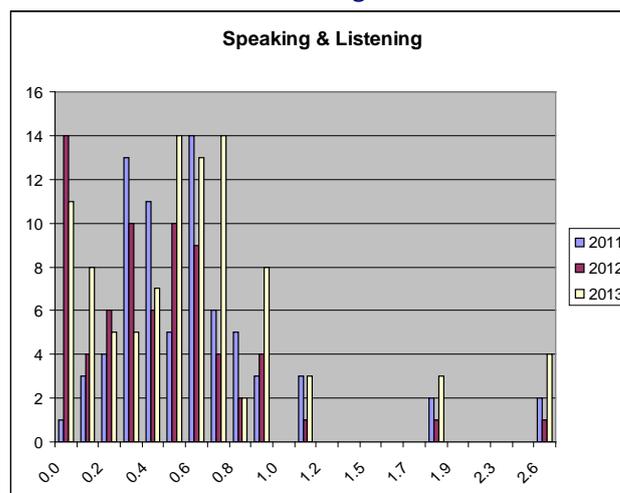
This section of the Annual Report provides a brief summary of the performance information collected on the students achievements across a range of Learning Areas.

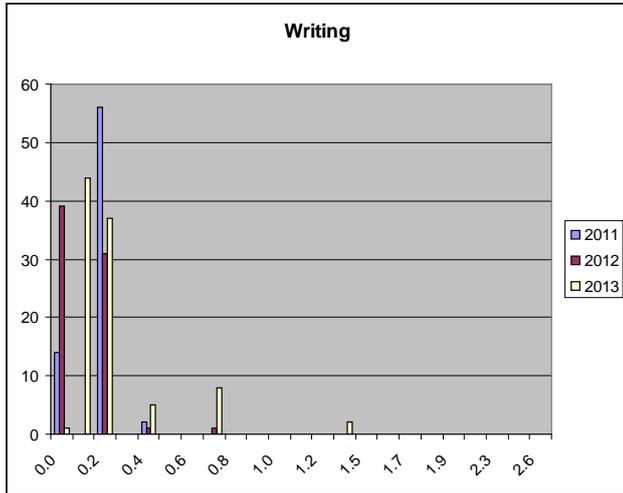
English

The **Pre-Primary On Entry Assessment** and **NAPLAN** assessments provide an overview of the School’s performance in 2013.

Pre-Primary On Entry Assessment

This year was the third year that our students under took this test and as such longitudinal data is limited.





The Speaking & Listening, Reading and Writing show the number of students recorded at each of the Literacy Progression Points. The students represented at the extreme right of each graph are functioning at a high level and were identified for inclusion in the North Metro Primary Extension and Challenge program.

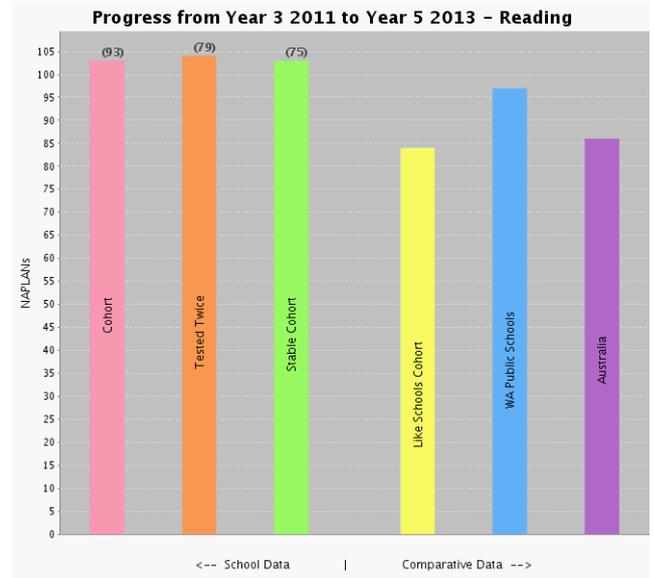
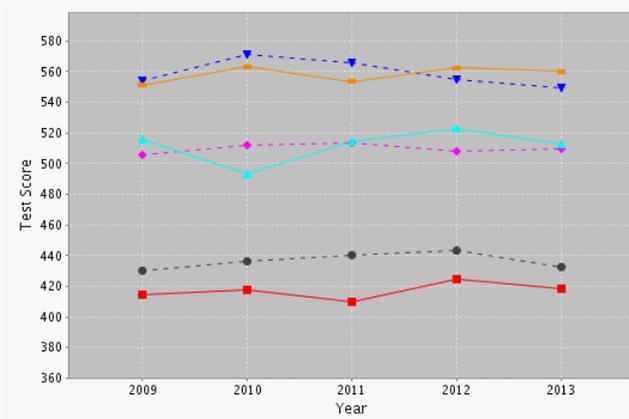
NAPLAN

2013 was the sixth year for National Assessment Program Literacy and Numeracy (NAPLAN).

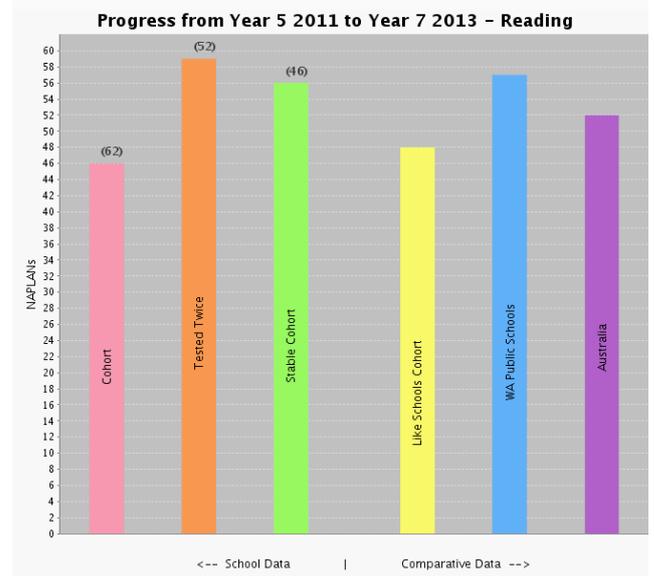
Reading Compared to Like Schools

In 2013 Beaumaris out performed like schools in Years 5 and 7.

Average Reading Score



The Year 5 cohort recorded progress well above the National average and like schools.

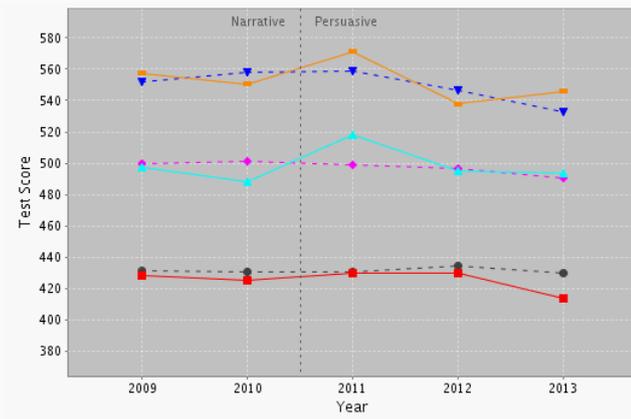


The Year 7 stable cohort also recorded progress above like schools and the National average. The performance of the overall cohort was below the Australian and Western Australian averages.

Writing Compared To Like Schools

In 2013 Beaumaris was competitive when compared to like schools. Performance in Year 7 and Year 5 was above Like Schools. The trend line for Year 3 has dipped and is being addressed by our Whole School Approaches.

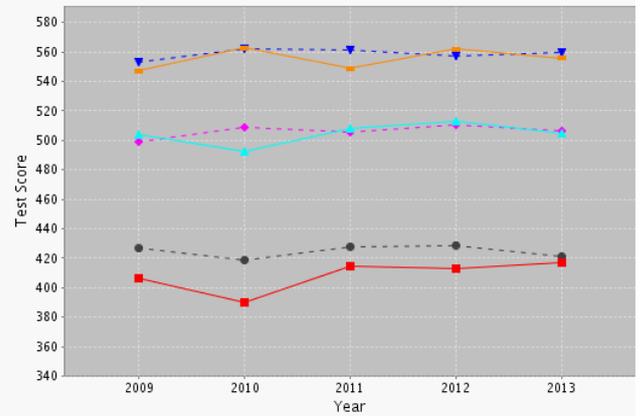
Average Writing Score



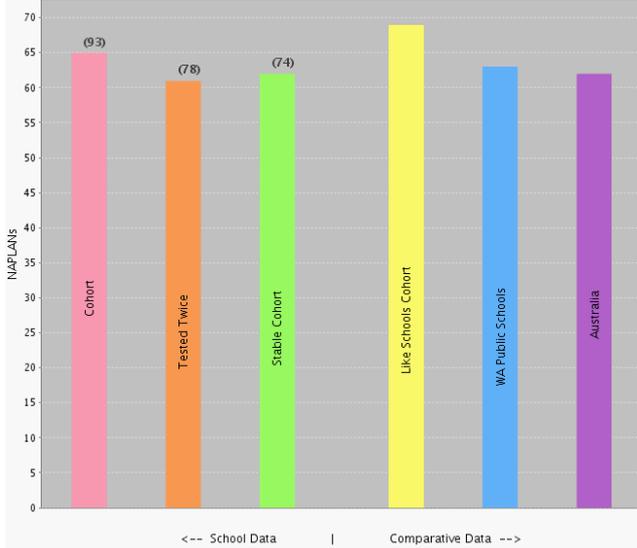
Spelling Compared To Like Schools

In 2013 Beaumaris was out performed by Like Schools in Years 3, 5 and 7.

Average Spelling Score

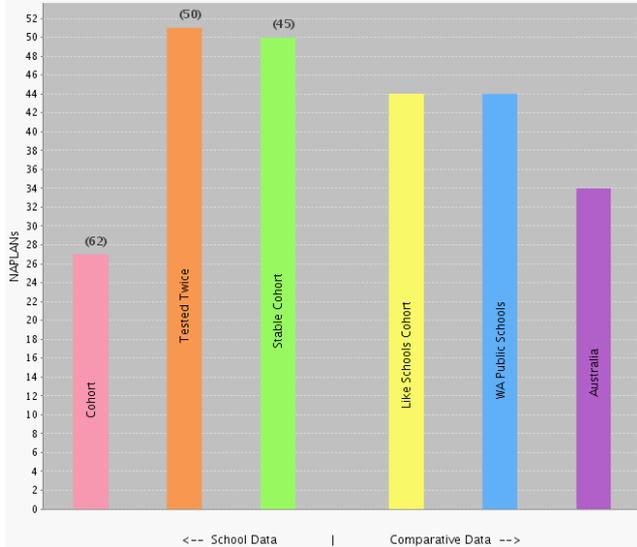


Progress from Year 3 2011 to Year 5 2013 - Writing



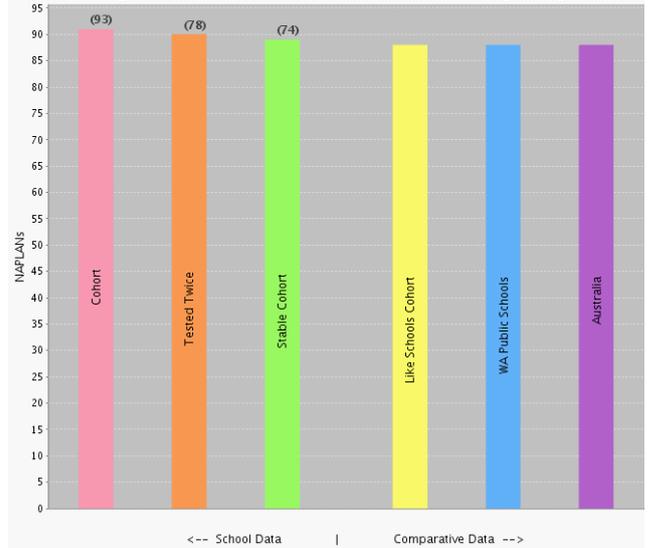
The Year 5 cohort recorded progress below like schools but above the progress recorded Nationally.

Progress from Year 5 2011 to Year 7 2013 - Writing

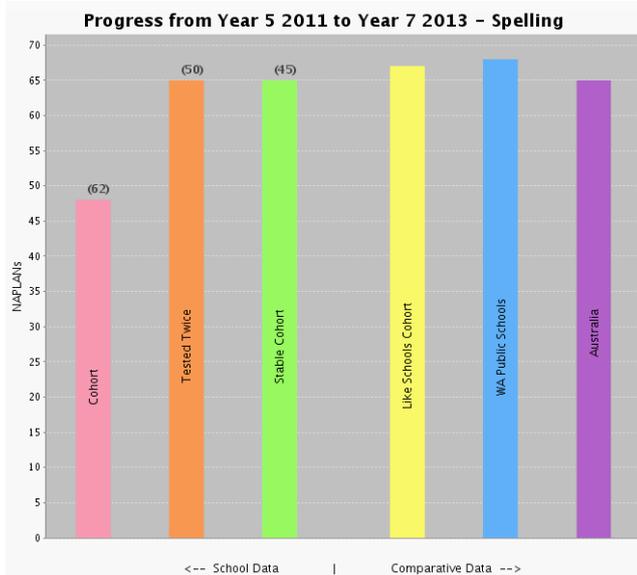


The Year 7 cohort recorded progress below like schools however the Stable Cohort out performed like schools.

Progress from Year 3 2011 to Year 5 2013 - Spelling



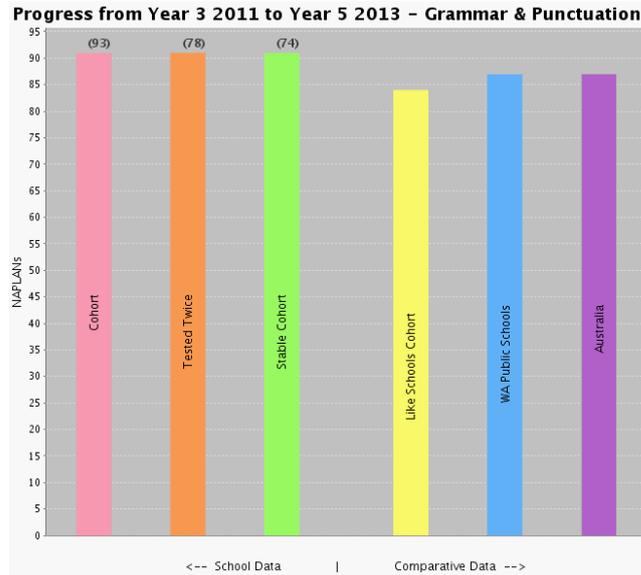
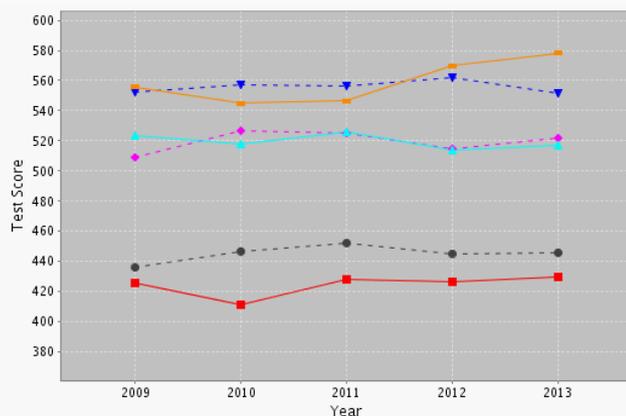
The Year 5 Cohort recorded progress slightly above like schools.



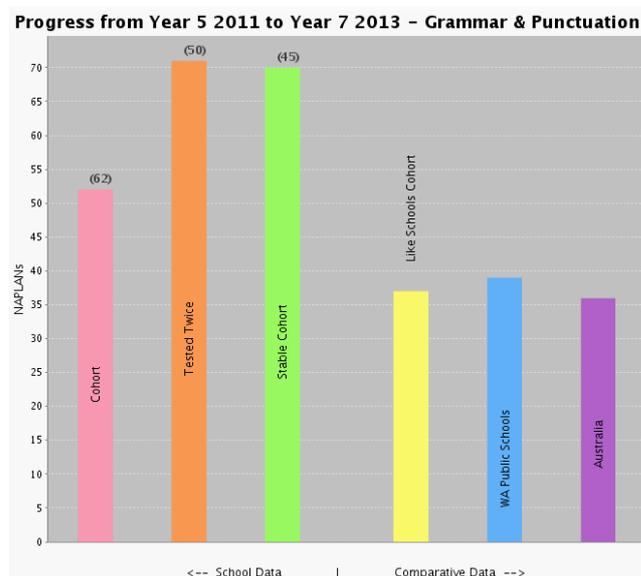
The Year 7 Cohort recorded progress significantly below like schools and National average. The stable cohort recorded results similar to like schools.

Grammar & Punctuation Compared To Like Schools
 Beaumaris out performed like schools in Year 7 achieving an outstanding result. Year 3 and Year 5 were below Like Schools.

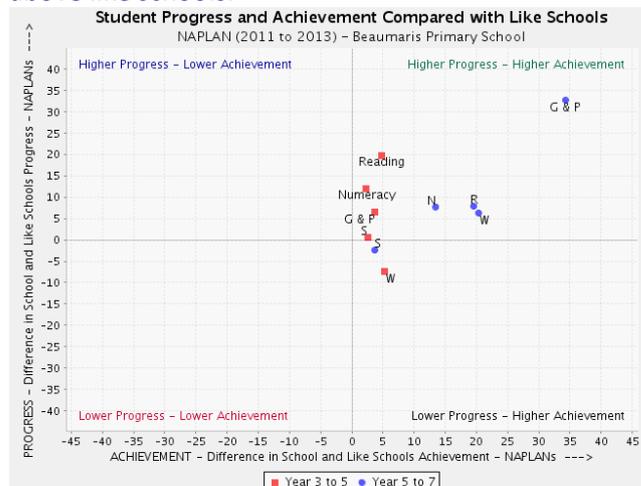
Average Grammar & Punctuation Score



The Year 5 Cohort recorded progress above like schools.



The Year 7 Cohort recorded progress above like schools with the stable cohort performing well above like schools.



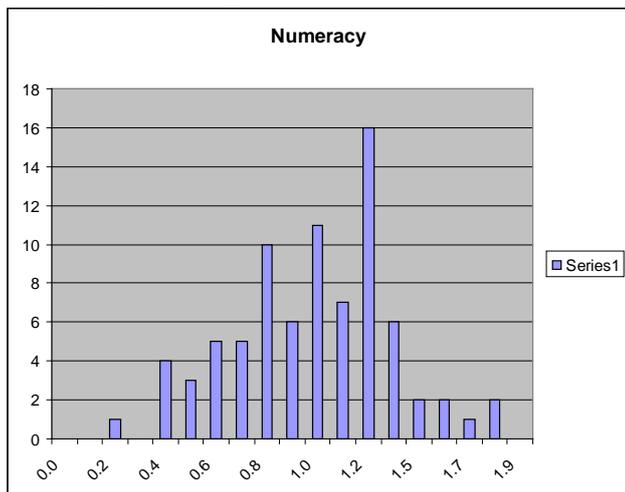
An overview of performance reflects a solid progression from Years 3-7. Seven of the ten assessments recorded Higher Progress - Higher Achievement. However; only the Year 7 Grammar &

Punctuation was exceptional being well above Like Schools.

Numeracy

The Progression Point Scale for On Entry Numeracy has been modified in 2014 making comparison over time not possible.

On Entry Numeracy 2013

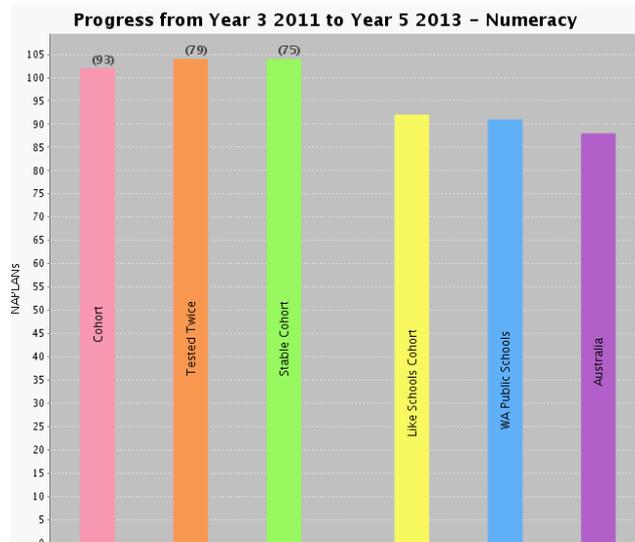
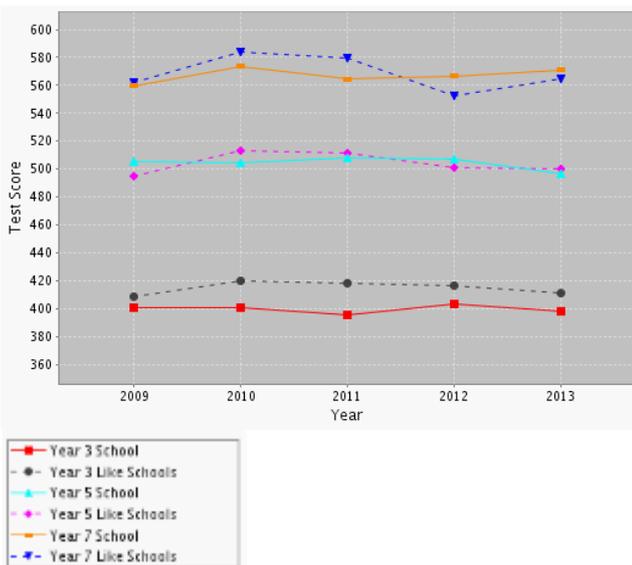


80% of students tested had attended kindergarten at Beaumaris for at least one semester. Students on the extreme right of the graph were identified for extension.

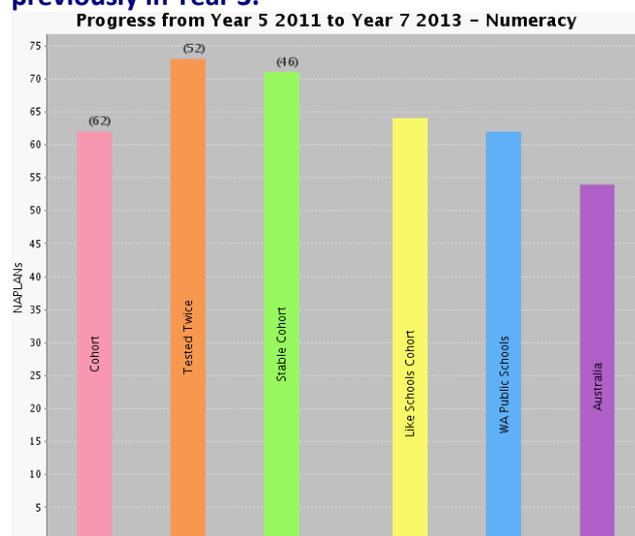
NAPLAN

Numeracy Compared To Like Schools

Beaumaris out performed like schools in Years 5 and 7. The differential in Year 3 is being addressed through changes in the curriculum associated with the Australian Curriculum.



Year 5 students achieved progress well above like schools and the Australian average with the majority of the students having been tested previously in Year 3.



Year 7 students achieved progress below like schools and the stable cohort was above Like Schools and the Australian average.

WAMSE

Science

This assessment was undertaken in August as part of the Western Australian Monitoring Standards in Education assessment program. Assessment activities are linked to WA outcomes rather than the Australian Curriculum. Results achieved reflect a good understanding of the concepts, given that Beaumaris teachers have adopted the Australian Curriculum.

State	Year 5 Science					
	School			Like Schools		
	2011	2012	2013	2011	2012	2013
Top 20%	34 %	36 %	33 %	39 %	32 %	32 %
Middle 60%	61 %	61 %	61 %	55 %	61 %	56 %
Bottom 20%	5 %	3 %	5 %	7 %	7 %	12 %

The Year 5 Cohort achieved very good results when compared to like schools in 2012. 33% represented in the top 20% and only 5% of students represented in the bottom 20% our cohort performed well.

State	Year 7 Science					
	School			Like Schools		
	2011	2012	2013	2011	2012	2013
Top 20%	27 %	24 %	44 %	36 %	26 %	30 %
Middle 60%	66 %	67 %	50 %	58 %	63 %	55 %
Bottom 20%	6 %	9 %	6 %	7 %	11 %	14 %

The Year 7 Cohort achieved results above like schools with 44% represented in the top 20% and 6% represented in the bottom 20%.

Society & Environment

Results achieved reflect a good understanding of the concepts, given that Beaumaris teachers have adopted the Australian Curriculum and have focussed largely on integrating the History component in 2012.

State	Year 5 Society & Environment					
	School			Like Schools		
	2011	2012	2013	2011	2012	2013
Top 20%	33 %	36 %	36 %	33 %	33 %	30 %
Middle 60%	62 %	58 %	51 %	59 %	59 %	58 %
Bottom 20%	4 %	6 %	13 %	8 %	8 %	12 %

The Year 5 Cohort achieved result above those in like schools with 36% represented in the top 20% and only 13% represented in the bottom 20%.

State	Year 7 Society & Environment					
	School			Like Schools		
	2011	2012	2013	2011	2012	2013
Top 20%	32 %	28 %	45 %	35 %	33 %	31 %
Middle 60%	60 %	67 %	50 %	59 %	58 %	57 %
Bottom 20%	8 %	6 %	5 %	7 %	10 %	12 %

The Year 7 Cohort out performed like schools with 45% in the top 20% of students. Only 5% of students appear in the bottom 20% of students.

Physical Education

The Health and Physical Education program is designed to assist students to:

- Develop an understanding of the need for a balance between physical, social and emotional components of health in the effective functioning of individuals.
- Develop the knowledge and skills to make informed judgements, plan strategies and implement and evaluate actions that promote the health and well being of individuals, families and the community.

In 2013 highlights included:

Cross Country

Beaumaris has once again come out victorious in the Interschool and State Cross Country this year, proving that we are a force to be reckoned with. Congratulations to all competitors on a fantastic performance, including 7 students who made it to the top 50 in the State.



Faction Sports

Bathurst once again made its mark on the Athletics Shield in 2013, winning the carnival held over two days, the 3rd and 5th of September. The build up to the carnival was an exciting one with everyone putting their best foot forward to try and get their team over the line on the day. The inclusion of shot put and discus, in the field events, and timing gates for the sprints this year took the event to a whole new level.



Music

The school's music program in 2013 has been extensive with specialist instrumental programs, musical theatre, bands, choirs and our Rock Band. In 2013 highlights included:

Musical Theatres performance of Les Miserables.



The Musical Soiree .



Visual Art

Visual Art has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. 2013's art work showcases the engagement of Beaumaris students, their ability to explore and express themselves with confidence, creativity, aesthetic awareness and competence. Students have worked cooperatively and independently with a wide range of media, both 2D and 3D. Art forms relate to classroom units, art specific learning and link to cultural understanding, particularly that of the Aboriginal communities.



Mrs Herriman's farewell at the Christmas Concert represented the end of an era at Beaumaris. She has championed the Performing Arts during her time at the school and is largely responsible for the school's wonderful reputation for music excellence. In 2014 we welcome Miss Clarke who has been merit selected as our new full time music teacher.



SECTION THREE

School and Student Improvement Processes



As one of the first 34 Independent Public Schools Beaumaris Primary participated in an Independent Review during 2012. The findings of the review continues to shape the school's planning as the school addresses the findings of the [Independent Review](#).

Quality Teaching And Learning

Goal: Beaumaris will have a whole school approach to quality teaching and learning, so that teachers are instructionally intelligent, resulting in improved student outcomes.

1. Implement a whole school approach to pedagogy through instructional strategies and tactics with a focus on cooperative learning
2. Develop and implement a classroom observation and feedback model
3. Implement a whole school approach to the Australian Curriculum, with a focus on the General Capabilities
4. Implement a whole school approach to literacy, numeracy, science and ICT
5. Improve literacy and numeracy standards across the school
6. Embed First Steps Literacy and Numeracy across the school
7. Implement the WA Curriculum and Assessment Outline
8. Continue to build high professional standards across the school aligned to the National Professional Standards for Teachers (AITSL)
9. Ensure rigour through Early Childhood through the implementation of The Early Years Learning Framework, Australian Curriculum and National Quality Standards
10. Develop staff competencies in using static and mobile devices to improve student learning
11. Teachers develop operational plans to provide direction across key areas of learning

Learning Environment

1. Implement a whole school approach to Positive Behaviour Supports for learning
2. Initiate a consistent approach to Classroom Management Strategies (CMS)
3. Encourage creative use of mobile devices to deliver improved learning opportunities for students
4. Establish a Virtues program through a targeted whole school approach
5. Establish Promoting Alternative Thinking Strategies across K-2

Leadership

The School's focus for 2014 and beyond:

1. Provide opportunities for career development and leadership with reference to AITSL standards
2. Continue to develop teacher leadership and distribute this leadership across the school
3. Provide professional learning and action research opportunities for aspirant leaders aligned with school and professional goals
4. Continue to develop staff leadership in operational areas- e.g. OS & H, Social and Wellbeing initiatives
5. Audit knowledge and expertise of staff annually
6. Propose responsive professional learning program annually

Building a Professional Performance & Development Culture

Goal: Beaumaris will have built an effective whole school approach to performance and development, so that all staff are motivated, highly efficient, consciously competent and results driven.

Teaching

1. Establish processes to build a shared understanding of effective teaching as articulated in the AITSL standards
2. Develop assessment know-how to articulate student learning and next steps in the learning
3. Develop data analysis and inquiry to inform classroom planning
4. Provide opportunities for ongoing teacher reflection on professional practice with a range of resources to evaluate effectiveness

Learning Environment

1. Implement an effective review cycle for all staff aligned to AITSL Performance and Development Framework
2. Establish a coaching approach in performance and development processes, school planning and review

Leadership

1. School leaders will engage in learning and lead the development of a learning culture within the school
2. Support for professional learning through team and committee infrastructure, explicit planning and allocation of time for specialist development
3. Implementation of a Professional Learning Strategy
4. Build capacity of Executive Leadership Team in coaching (GROWTH)
5. Provide opportunities for leadership and career development linked to AITSL standards

Implementation of the Australian Curriculum

Goal: Beaumaris will have implemented the Australian Curriculum so that teachers are consciously competent and our students develop the knowledge, skills, behaviours and dispositions that can be utilised within their learning and in their lives outside the school environment.

Teaching

1. Full implementation of Phase 1 Australian Curriculum by Semester 1, 2014
2. Implementation of Phase 2 and 3 Australian Curriculum (as advised)
3. Develop a whole school approach to the General Capabilities of the Australian Curriculum
4. Engage in common assessment tasks and moderation activities within the school

Learning Environment

1. Focus on collaboration in the planning, teaching and assessing of Australian Curriculum

Relationships

1. Development of common assessment tasks and moderation activities across the OREN Network to ensure consistency of teacher judgements
2. Continue to engage in coordinated and targeted professional learning on Australian Curriculum across the OREN Network

Resources

1. Align resourcing to the implementation of the Australian Curriculum

Leadership

1. Continue to develop expertise of Australian Curriculum leaders with specialist knowledge in Phase 1-3 areas as implemented
2. Provide professional learning opportunities to develop expertise
3. Align Executive Team to Australian Curriculum leaders and learning areas

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.

Teaching

1. Establish local community focus in teaching and learning programs as applicable e.g. local coastline and Joondalup lake systems
2. Continue to acknowledge and celebrate cultural and social diversity

Learning Environment

1. 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

1. Continue to foster positive and productive relationships with parents / carers
2. Continue to seek contributions and involvement from members of the school community
3. Continue to seek the opinions of the community through surveys and parent forums with the Principal

Leadership & Governance

1. Provide training for newly appointed Board Members
2. Provide overview of role of the Board to the community on school website
3. Revise Terms of Reference for Board with input from members
4. Provide profiles of Board Members
5. Provide staff with guidelines for Board membership

Beaumaris Primary School has completed its fourth 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).

INITIAL ALLOCATION STATEMENT

The contingency budget carried the school through 2013 enabling replacement and upgrading of resources and various furniture and fittings throughout the school.

The overall Voluntary Contributions collection rate at 80.37% is a good indication of the ongoing support from the school community. Our Parent & Citizens Association worked tirelessly throughout the year donating \$67,500.00.

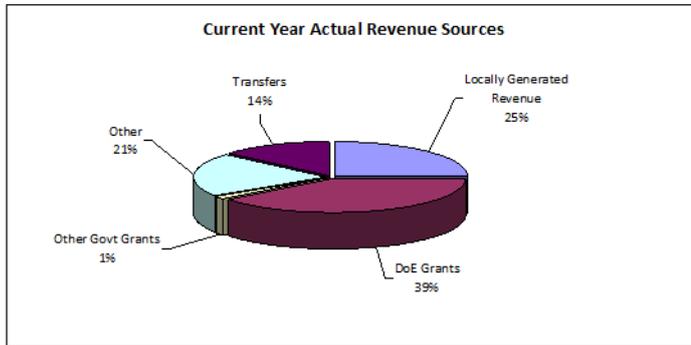
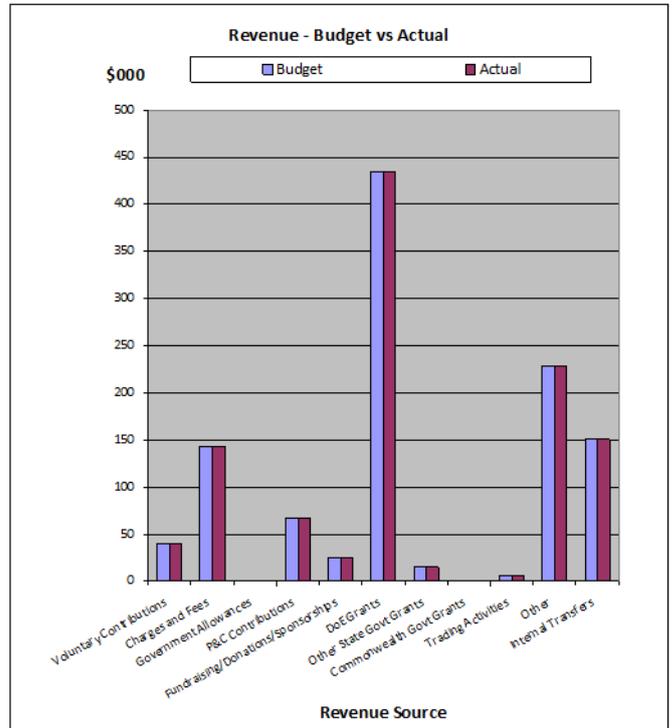
With careful monitoring and financial planning the benefits to the students, staff and school community will continue to grow.

School Flexible Salary Allocation	
SFSA - Carried Forward	\$194,612.00
Students with Special Needs Allocation (SSNA)	\$455,095.00
IPS Administration Grant	\$51,500.00
Initial School Flexible Salary Allocation	\$5,635,736.00
School Contingencies	
School Grant Allocation	\$233,132.46
Special Purpose Allocations	\$110,988.24
School Salary Pool	
School Salary Pool Allocation	\$24,612.23

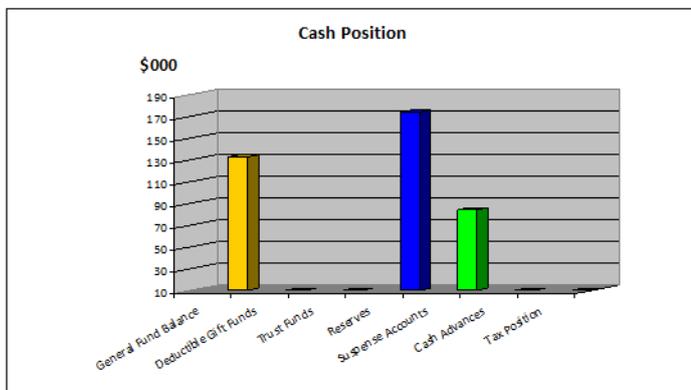
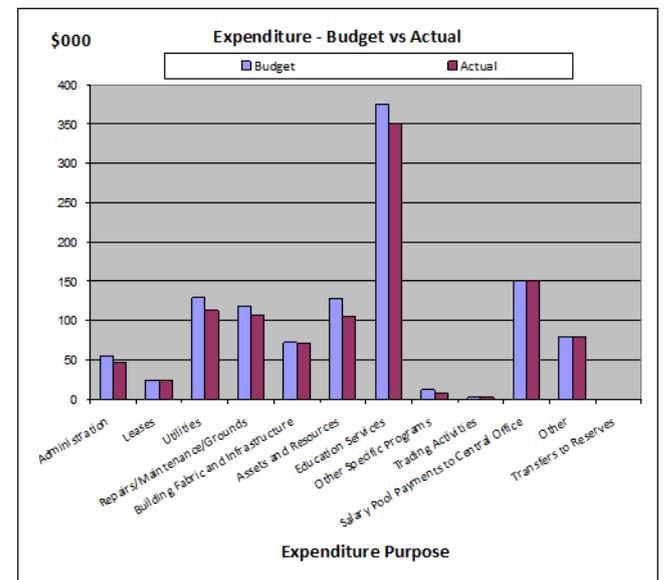


Financial Summary as at 31 December 2013

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 40,362.00	\$ 40,362.17
2	Charges and Fees	\$ 143,507.00	\$ 143,505.54
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 67,500.00	\$ 67,500.00
5	Fundraising/Donations/Sponsorships	\$ 25,071.00	\$ 25,071.33
6	DoE Grants	\$ 435,100.00	\$ 435,100.78
7	Other State Govt Grants	\$ 15,134.00	\$ 15,134.81
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 5,431.00	\$ 5,431.10
10	Other	\$ 228,930.00	\$ 228,930.62
11	Internal Transfers	\$ 151,000.00	\$ 151,000.00
	Total	\$ 1,112,035.00	\$ 1,112,036.35
	Opening Balance	\$ 75,845.00	\$ 75,845.37
	Total Funds Available	\$ 1,187,880.00	\$ 1,187,881.72



	Expenditure	Budget	Actual
1	Administration	\$ 54,005.53	\$ 46,631.72
2	Leases	\$ 24,236.00	\$ 24,197.96
3	Utilities	\$ 128,654.00	\$ 112,647.82
4	Repairs/Maintenance/Grounds	\$ 117,185.00	\$ 105,893.27
5	Building Fabric and Infrastructure	\$ 72,014.00	\$ 71,403.55
6	Assets and Resources	\$ 127,144.00	\$ 104,903.31
7	Education Services	\$ 374,239.97	\$ 350,694.06
8	Other Specific Programs	\$ 11,778.20	\$ 7,337.55
9	Trading Activities	\$ 1,657.00	\$ 1,657.38
10	Salary Pool Payments to Central Office	\$ 150,000.00	\$ 150,000.00
11	Other	\$ 79,662.00	\$ 79,663.90
12	Transfers to Reserves	\$ -	\$ -
	Total	\$ 1,140,575.70	\$ 1,055,030.52



Cash Position as at:	
Bank Balance	\$ 392,006.75
Made up of:	\$ -
1 General Fund Balance	\$ 132,851.20
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 173,875.05
5 Suspense Accounts	\$ 84,229.50
6 Cash Advances	\$ -
7 Tax Position	\$ 1,051.00
Total Bank Balance	\$ 392,006.75