



Beaumaris
Primary School



Annual Report 2021

INTRODUCTION

The Annual Report 2021 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 School Plan 2019-2021 and our Statement of Expectation 2021-2024, the various Department of Education WA strategic planning and *Focus* documents which set out our strategic direction and intent for our school.

This year was impacted by COVID 19 which resulted in many changes to how schools were able to operate. Short term school closure was followed by restrictions on how we could operate and the way that the community inclusive of parents were able to participate in our school programs. The strong bond with our community was maintained by using technology to maintain connection.

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>

This report is comprised of two sections:

Section 1: School Performance - This section

provides information about student academic achievement, and planning for 2022.

Section 2: School Resources and Governance

This section of the report provides information about the budget and achievements of the School Board.

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

LOOKING AHEAD

In 2022 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 with a developing focus on Explicit Direct Instruction. We will sharpen our focus on building positive and productive partnerships with the community and continue to refine our governance processes and communication 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 will work responsively with information gathered from our community. This information will continue to shape our reporting to parents approaches.



SECTION 1: School Performance





ENGLISH

2021 saw Beaumaris continue to strive for integrity and excellence in teaching, learning and assessment through our whole school English approaches and operational planning.

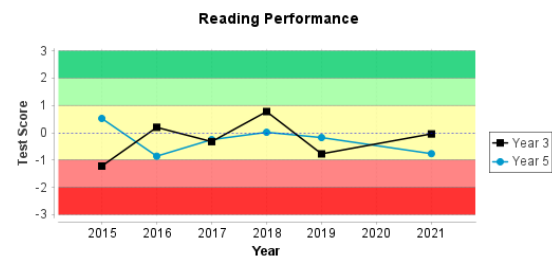
Our approach to differentiation and guided instruction is now firmly embedded in Literacy Blocks and teachers have been able to teach responsively ‘at point of need’ to support all students in their development across all areas of English. The school was recognized in 2017 as providing a high level of expertise and was selected to become a Teacher Development School (TDS) in English, Early Childhood, Health and Physical Education which continued throughout 2021 despite the challenges of working with COVID restrictions.

Leadership development in English in 2021 continued to grow across the school. Strong, purposeful collaboration between key teachers created a ripple effect resulting in teachers impacting positively in their classrooms and across the school through mentoring colleagues and constructively influencing whole school approaches in English.

Collaborative processes, such as writing moderation, continued to evolve with our continued use of **Bright Path** across the school. Writing moderation is routine in the school now with comparisons to writing exemplars from across Western Australia providing comparisons for strengthening consistency of teacher judgments.

NAPLAN Reading

Longitudinal Summary



The Longitudinal Summary for Reading indicates a positive trend in Year 3 Reading. Year 5 Reading fell slightly on 2019 performance (no data for 2020 due to COVID) but within one standard deviation of expected performance.

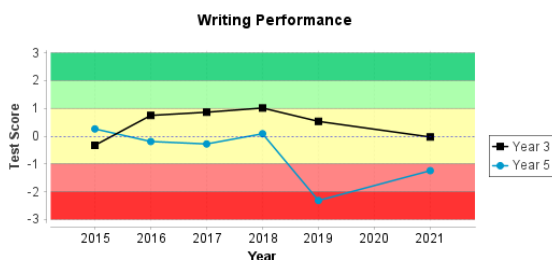
Proficiency Bands

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2019		2021		2019		2021	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					7%	20%	10%	20%
7	530 - 581					38%	31%	28%	32%
6	478 - 529	22%	41%	37%	39%	24%	29%	37%	28%
5	426 - 477	35%	39%	17%	23%	24%	17%	20%	18%
4	374 - 425	26%	17%	28%	20%	8%	5%	7%	6%
3	322 - 373	7%	10%	13%	9%	0%	2%	0%	2%
2	270 - 321	10%	4%	4%	7%				
1	Up to 269	0%	0%	0%	2%				

The Year 3 data demonstrates that the school is comparable to Like Schools in its distribution curve with a good representation of students achieving Bands 5 and 6. The school will continue to target improved performance across the top bands in Year 5 with the school underperforming when compared to Like Schools performance in Bands 7 and 8.

NAPLAN Writing

Longitudinal Summary



The Longitudinal Summary for Year 3 shows that the school’s performance is consistent with Like School performance. Year 5 results have recovered slightly from 2019 but are still below Like Schools by more than one standard deviation.

Proficiency Bands

Proficiency Bands Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2019		2021		2019		2021	
School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	7%	8%	13%
7	530 - 581					7%	20%	12%	21%
6	478 - 529	34%	25%	25%	28%	33%	37%	40%	32%
5	426 - 477	39%	49%	42%	40%	46%	28%	23%	24%
4	374 - 425	20%	22%	21%	21%	8%	6%	11%	7%
3	322 - 373	8%	7%	11%	5%	8%	13%	3%	1%
2	270 - 321	0%	2%	1%	3%				
1	Up to 269	0%	0%	0%	0%				



Looking Ahead to 2022

COVID is expected to still impact upon our programs in 2022 with restrictions on student movements impacting upon established practices.

Monitoring of students identified as underperforming, including SAER and Talented and Gifted students, will continue through a case management approach and differentiated plans that link to whole school approaches in English.

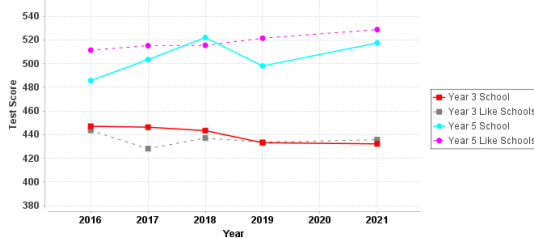
Beaumaris Primary School will further develop our leadership and professional learning profile with the Teacher Development School Initiative which began in Term 1 of 2019. Drawing on teacher expression of interest, our model as a Teacher Development School in English will continue to evolve throughout 2022 to enhance leadership in the school and targeted professional learning for the system.



The Year 3 data demonstrates that the school is comparable to Like Schools in its distribution curve with a good representation of students achieving Bands 5 and 6. The Year 5 data is reflective of the Reading data with the cohort under-represented in Bands 7 and 8 when compared to Like Schools.

NAPLAN Spelling

Longitudinal Summary



This year's results show a positive trend from 2019 with the school performing near Like Schools in both Years 3 and 5. 2021 was the school's first year in using Spelling Mastery for Years 3-6. The Heggerty Phonological and Phonemic Awareness curriculum was also implemented in P-2 strengthening the base offered to our Early Childhood students.

Proficiency Bands

Proficiency Bands Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2019		2021		2019		2021	
School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	12%	17%	23%
7	530 - 581					25%	29%	24%	31%
6	478 - 529	26%	29%	29%	34%	40%	28%	31%	23%
5	426 - 477	28%	30%	28%	23%	19%	19%	20%	18%
4	374 - 425	29%	24%	23%	21%	7%	5%	7%	5%
3	322 - 373	15%	14%	18%	12%	3%	1%	1%	1%
2	270 - 321	4%	4%	3%	6%				
1	Up to 269	0%	0%	0%	0%				

Representation in the top two bands has increased for both Year 3 and Year 5 when compared to 2019.



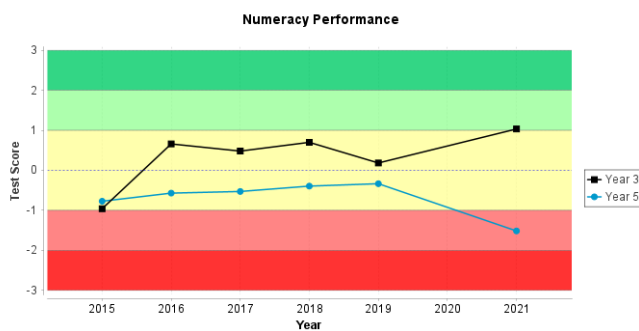
students underperformed when compared to Like Schools in Bands 7 and 8 and this will continue to be a focus of our planning.

MATHEMATICS

In 2021 Mathematics continued to be a key focus area for the school. Staff engagement in our whole school approaches to problem solving and vocabulary were refined and reflected upon, resulting in a more consistent approach across the school aided by our Maths Coach.



Longitudinal Summary



Year 3 students outperformed Like Schools demonstrating a positive trend from 2019. Year 5 students dipped below Like Schools by more than one standard deviation.

Looking ahead to 2022

Our whole school approach has benefitted from the work of our Mathematics Coach over the last two years and our continuing focus on explicit teaching; the impact of these changes should be visible in our Year 5 results this year and is already reflected in our strong Year 3 performance this year.

To further strengthen our consistency of curriculum across the school we have adopted Oxford Maths with texts provided to all students Year 1-6.

Proficiency Bands

Proficiency Bands Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2019		2021		2019		2021	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					9%	18%	6%	13%
7	530 - 581					32%	25%	22%	25%
6	478 - 529	28%	26%	19%	19%	26%	33%	39%	31%
5	426 - 477	26%	28%	28%	24%	23%	19%	23%	22%
4	374 - 425	26%	27%	36%	30%	9%	6%	10%	6%
3	322 - 373	15%	13%	14%	18%	0%	1%	1%	2%
2	270 - 321	6%	5%	3%	7%				
1	Up to 269	0%	1%	0%	3%				

Copy Options

Year 3 students outperformed Like Schools in attainment of Bands 5 and 6 which was reflected in our school's strong performance overall. Year 5

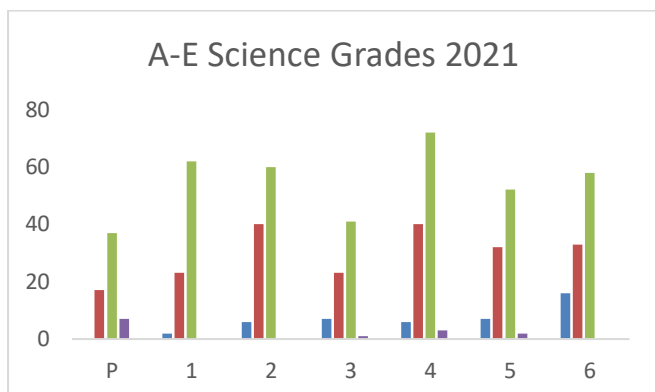
SCIENCE

Although Primary Connections continues to be central to the delivery of our Science programs P-6 our teaches have introduced STEM projects in 2019. These projects have a cross curricula focus and provide opportunities for explicit teaching of the General Capabilities.

It has been noted that each year level teaching team has worked collaboratively to plan a comprehensive and sequenced Science program that featured the following elements to support the embedded literacy and numeracy in the program:

- Visibility of assessment in the program
- Word walls with specific language as a reference point to support writing and vocabulary development
- Investigative approaches adopted school-wide

Reporting to Parents Semester 2, 2021.



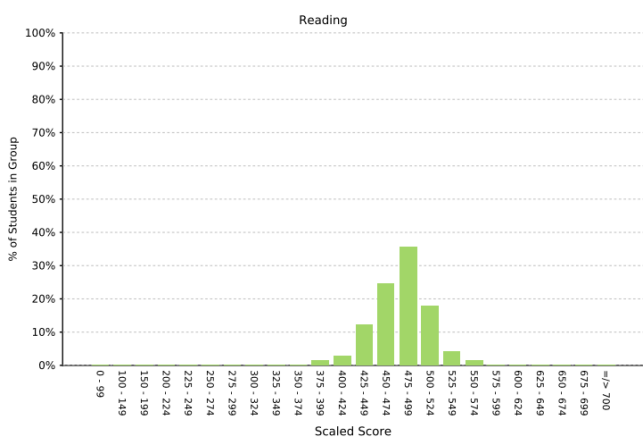
Looking ahead to 2022

Our grade allocations indicate that we still have a disproportionate number of our students receiving a “C” Grade; although this represents “At Standard” we aspire to more students demonstrating the skills, knowledge and understanding required to achieve at a higher level.

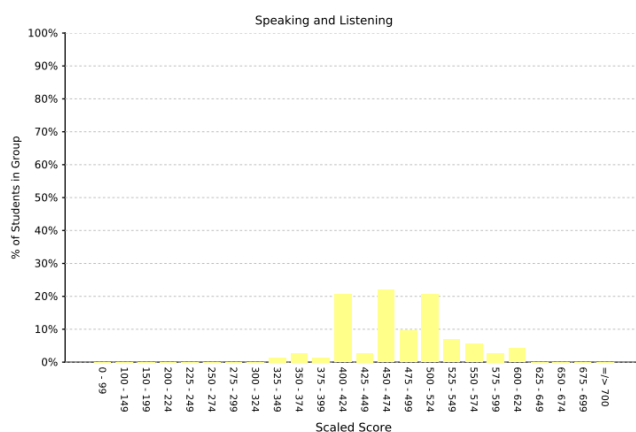
This can be done with a sustained effort in building coherence with planning, professional support, accountability and development of staff. In addition we will trial Science as a specialist area drawing on the expertise and enthusiasm of Mr Patrick Sugrue.

ON ENTRY ASSESSMENT- PRE-PRIMARY

On Entry Module 1 2021 Reading

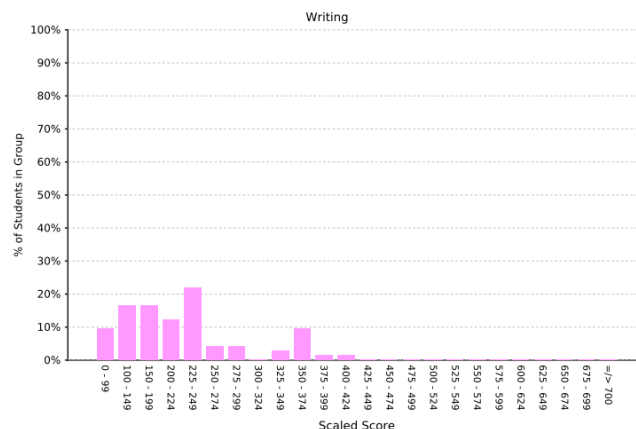


On Entry Module 1 2021 Speaking & Listening



The oral language program was enhanced with the introduction of the Talk for Writing process which has embedded oral retelling of nursery rhymes and simple stories within the Kindergarten program and oral assessment tasks allowed for targeted individualised teaching. Students were also assessed against their ability to answer generic blank level questions and then instruction was differentiated to accommodate the varied starting points within the classroom.

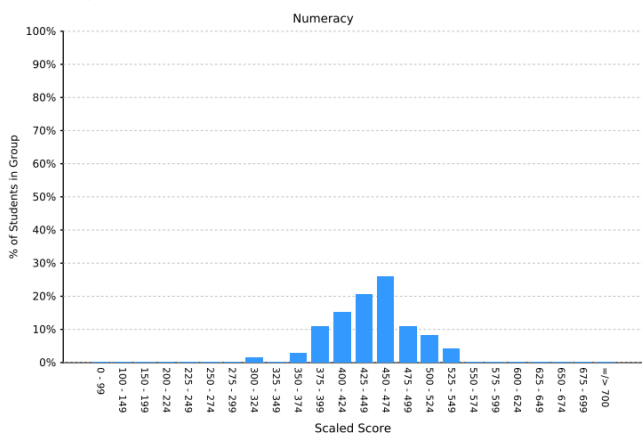
On Entry Module 1 2021 Writing



An ongoing focus on the First Steps writing material and in particular the key strategies required for the **role**

play writing stage of development was a key focus in the classroom. This coincided with more intentional play based zoned areas within the classroom where children were supported and encouraged to write for a purpose.

On Entry Module 1 2021 Numeracy



Students continue to be tracked on the school based early childhood tracking system from the commencement of Kindergarten enabling staff to differentiate instruction. Intentional mathematics play has enhanced the frequency of opportunities for students to engage in open ended inquiry based learning with the intent of extending students thinking. A whole school approach to problem solving and vocabulary again facilitates higher order thinking skills.

SPECIALIST PROGRAMS

COVID19 impacted on many aspects of our traditional specialist programs with events cancelled and restrictions on performances and audience capacity affecting traditional school events. Prior to the school shut down Guilderton was successful in winning the school faction sports. Interschool athletics and school swimming unfortunately had to be cancelled. Musical performances were extremely limited however our students continued to participate in the Instrumental Music program.

Looking Forward

In response to Parent and Student Surveys the school reviewed its Specialist programs for 2022.

Music is back with the appointment of Mrs Gillian Archer an experienced Music teacher with a strong background in performance.

Japanese has replaced French as our specialist language endorsed by the school board and reflective of the Western Australian Curriculum priorities and the Alice Springs Education Declaration highlighting the flexibility and linguistic abilities of Mrs Sharon Johnson.

Science has been introduced as a specialist area allowing us to make greater use of our Science Lab and the expertise of Mr Patrick Sugrue.

Physical Education continues to be a key component of the school’s program and overseen by Ms Robyn Blackwell. Visual Arts and French continue to be important components of our specialist program.



SECTION 2: School Resources and Governance

Beaumaris Primary School is an Independent Public School and operates a One Line Budget. The majority of the Student Centred Funding received is assigned to staff salaries, with the remainder going towards our Cash Budget supporting our school’s programs, replacement and upgrading of resources, furniture and fittings, and general maintenance throughout our school.

Revenue

Cash Revenue received in 2021 totalled \$1135950.70. The majority of this amount being generated from the Student Centred Funding cash allocation.

Expenditure

The cash budget carried the school through 2021 enabling support of our school’s education programs, replacement and upgrading of resources, various furniture and fittings and building works through the school. The most significant expenditure was in

support of our building, property and equipment programs offered to the students with \$308995.90 spent.

School Salary Allocation as at 31 December 2021

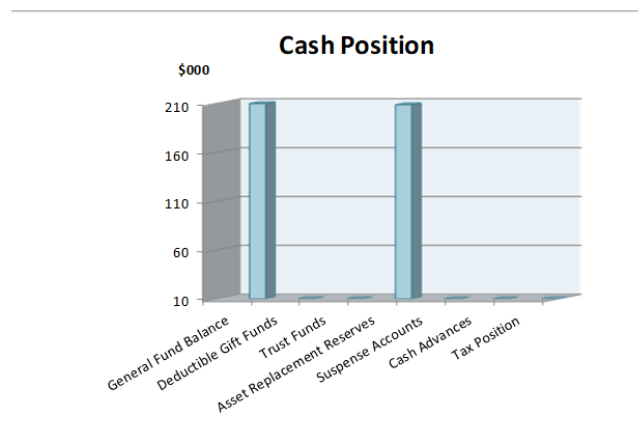
The School Student Centred funding allocation requires careful management throughout the year. We finished 2021 with a salary variance of \$97922.00, which has been transferred into our 2022 budget.

Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 49,125.00	\$ 37,787.45
2 Lease Payments	\$ 60,410.77	\$ 50,450.75
3 Utilities, Facilities and Maintenance	\$ 297,530.00	\$ 183,122.31
4 Buildings, Property and Equipment	\$ 313,270.91	\$ 308,995.90
5 Curriculum and Student Services	\$ 305,627.23	\$ 260,812.03
6 Professional Development	\$ 78,500.00	\$ 68,076.75
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 16,218.03	\$ 15,625.87
9 Payment to CO, Regional Office and Other Schools	\$ 1,250.00	\$ 1,250.00
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,121,931.94	\$ 926,121.06
Total Forecast Salary Expenditure	\$ 6,549,964.00	\$ 6,549,964.00
Total Expenditure	\$ 7,671,895.94	\$ 7,476,085.06
Cash Budget Variance	\$ 845.49	

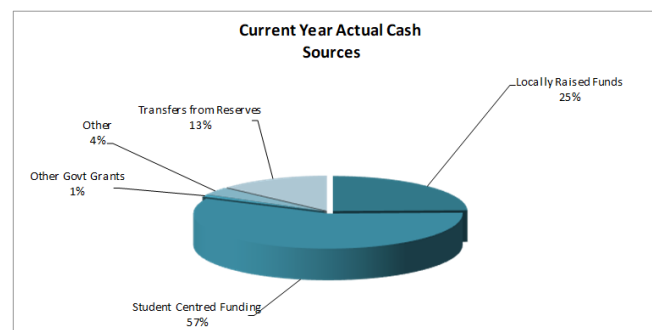
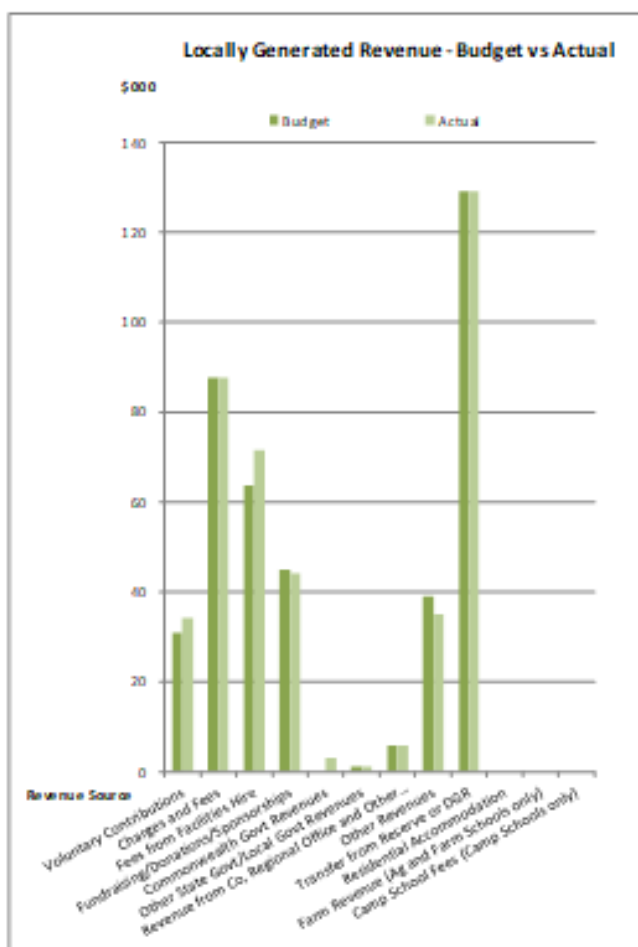
Voluntary Contributions

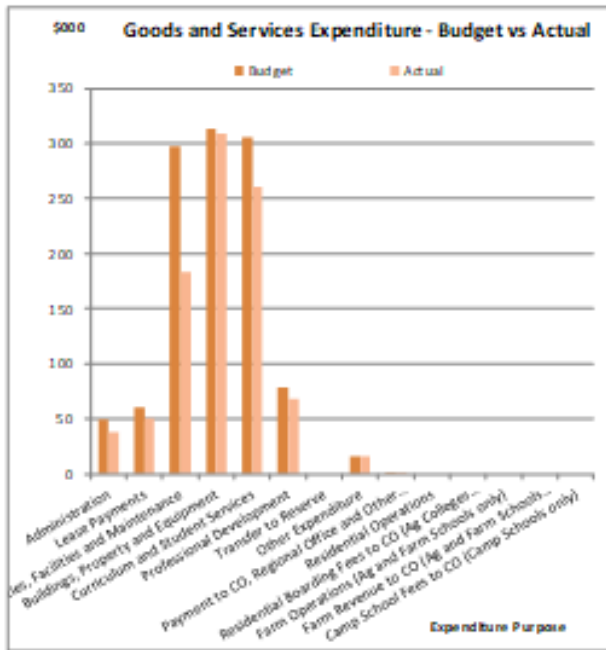
The voluntary contributions in 2021 were set at \$60.00 per child, being the maximum allowable under the School Education Act 1999.

Year	Percentage Paid	Revenue Collected
2021	73.04%	\$34,140.00
2020	67.17%	\$31,760.00
2019	74.84%	\$34,710.00
2018	75.44%	\$34,627.90
2017	72.02%	\$31,806.00



Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 30,732.00	\$ 34,140.00
2 Charges and Fees	\$ 87,680.00	\$ 87,679.73
3 Fees from Facilities Hire	\$ 63,682.00	\$ 71,540.90
4 Fundraising/Donations/Sponsorships	\$ 44,943.72	\$ 44,148.36
5 Commonwealth Govt Revenues	\$ -	\$ 2,982.62
6 Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 5,798.35	\$ 5,798.07
8 Other Revenues	\$ 38,951.23	\$ 34,900.78
9 Transfer from Reserve or DGR	\$ 129,000.00	\$ 129,000.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 401,787.30	\$ 411,190.46
Opening Balance	\$ 172,057.13	\$ 172,057.13
Student Centred Funding	\$ 548,933.00	\$ 552,703.11
Total Cash Funds Available	\$ 1,122,777.43	\$ 1,135,950.70
Total Salary Allocation	\$ 6,647,887.00	\$ 6,647,887.00
Total Funds Available	\$ 7,770,664.43	\$ 7,783,837.70





Cash Position as at:	
Bank Balance	\$ 4,20,009.96
Made up of:	
1: General Fund Balance	\$ 2,00,829.64
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 2,08,571.12
5: Suspense Accounts	\$ 5,913.20
6: Cash Advances	\$ -
7: Tax Position	\$ (4,294.00)
Total Bank Balance	\$ 4,20,009.96

School Board 2021

The School Board is formed with the fundamental purpose of enabling parents and members of the community to engage in activities that are in the best interest of students and will enhance the education provided by the school.

The Board held 4 meetings throughout 2021, discussing and reviewing:

- Reporting to Parents
- On Entry Assessments
- Specialist programs
- Various Policy Updates
- NAPLAN 2021