



Beaumaris
Primary School

Annual Report 2020

INTRODUCTION

The Annual Report 2020 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 Delivery and Performance Agreement 2019-2021, 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 2021.

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 2021 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

21st CENTURY LEARNING

Throughout 2020 teachers evolved their understanding of how to incorporate technology into teaching and learning in a rich and purposeful way with students exploring and mastering iPad technology. During lockdown teachers explored ways to deliver the curriculum online and maintain contact with families in an online forum.

Our collaboration with the local network (OREN) was strengthened through the Network's Innovation Project in STEM and planned events over the course of the year.

In 2020 the *Change and Innovation Committee* assisted in the cultivation of a whole school learning environment that promotes creativity, innovation and critical thinking skills, readying our students (and teachers) for the challenges and 'disruptions' of the 21st century.

With the shadow of COVID19 still hanging over 2021 the school community is well placed to move to a digital platform for learning should school closures be enforced again.

Looking ahead to 2021:

The Science and STEM Committee will oversee the Technologies Curriculum implementation and further development in 2021. The addition of our new Digital Technologies teacher Mr Dan Ahern has provided us with a new focus and we are able to draw upon his experience in working in a Teacher Development School with a Technology focus.

We will continue to develop industry connections through opportunities for a 'Lego Robotics Club' facilitated by Young Engineers, once a week after school. This is aligned to the expansion of the enhanced learning environment and development of extra-curricular learning opportunities at our school.



ENGLISH

2020 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 2020 despite the challenges of working with COVID restrictions.

Leadership development in English in 2020 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.

****Due to the impact of COVID19 The National Assessment Program Literacy and Numeracy (NAPLAN) was cancelled.**



Looking ahead to 2021:

This year the school will be adopting Spelling Mastery in Years 3-6 with students cross set to work on their assessed levels from book A – F. This change recognizes that our students have not recorded the level of progress that has been achieved by other schools who have adopted this program. The Heggerty Phonological and Phonemic Awareness curriculum will be implemented in P-2 strengthening the base offered to our Early Childhood students.

The ongoing improvement of writing will be supported with Talk for Writing now a whole school approach and primary driver of student engagement with writing.

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.

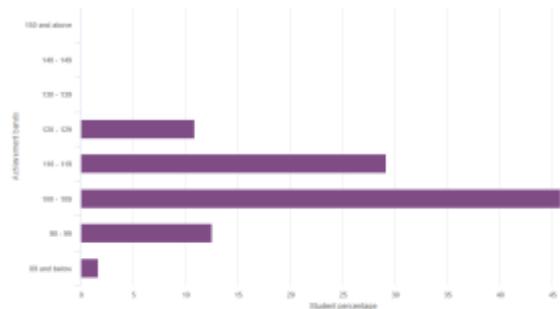
Beaumaris Primary School will further develop our leadership and professional learning profile with the Teacher Development School Initiative which began in Term 1 of 2019. Drawing on teacher expression of interest, our model as a Teacher Development School in English will continue to evolve throughout 2021 to enhance leadership in the school and targeted professional learning for the system.



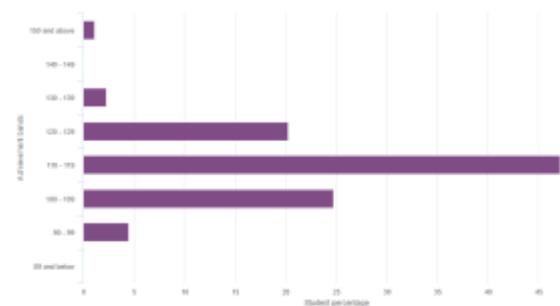
PAT Testing

Vocabulary Skills

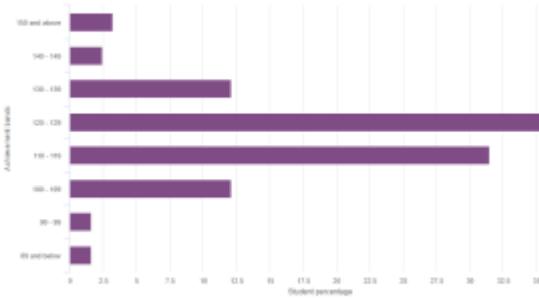
Year 3



Year 4

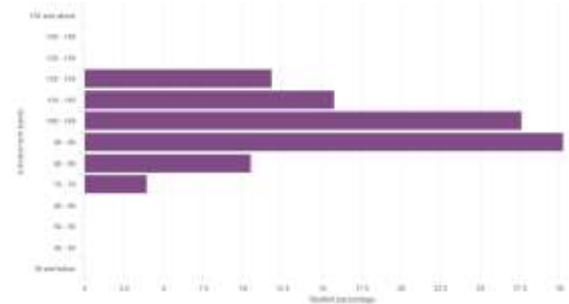


Year 5

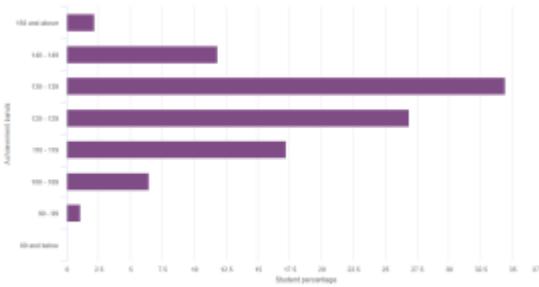


Australian median by 2% was achieved in 3 out of the 5 years.

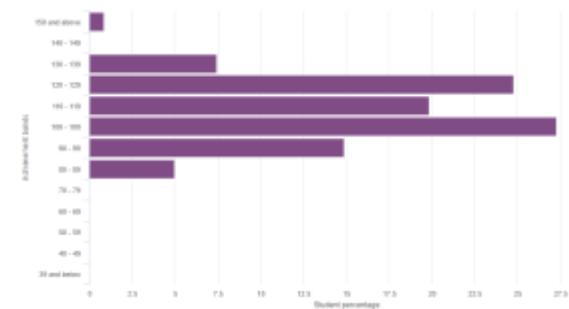
Year 2



Year 6

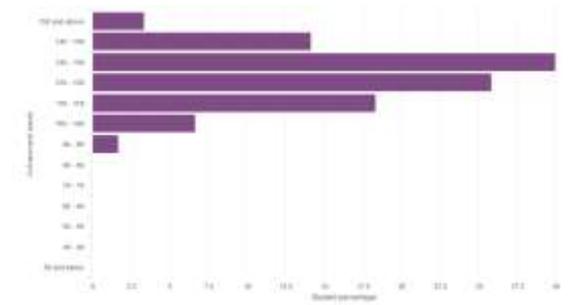


Year 3

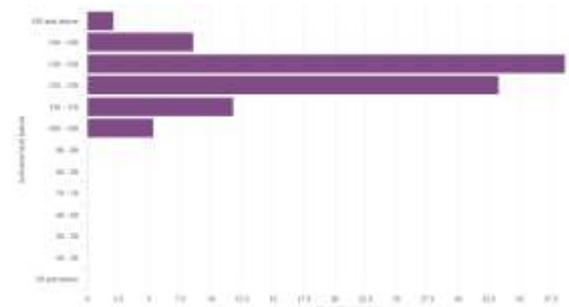


The Vocabulary Skills testing from Years 3-6 demonstrates a positive progression through the bands. By Year 4 we had some students able to categorise and order rare words based on abstract concepts and the number of students achieving this level increased each year.

Year 5



Year 6



Reading Comprehension

Literacy Targets

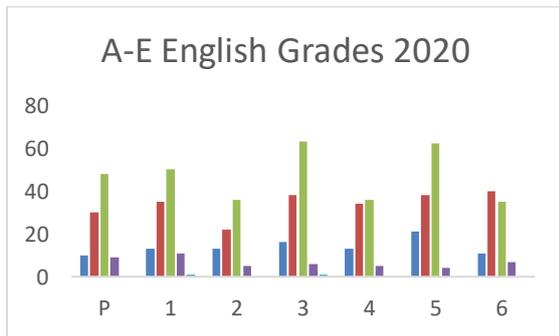
3. Our existing target is for each cohort Year 3-6 median score to exceed the Australian Norm by 2%.

Year	Avg. Median	School Median	Differential
Year 2	100.5	102.8	-2.3 (0.2%)
Year 3	110.9	111.7	-0.8 (0.7%)
Year 4	118.7	123.6	-4.9 (4.1%)
Year 5	124.5	127.8	-3.3 (2.6%)
Year 6	128.8	129.4	-0.6 (0.5%)

Priority continues to be to get a higher percentage of our students performing above the Australian median and smaller numbers in the bottom quartile. Or target of exceeding the



Reporting to Parents Semester 2, 2020



MATHEMATICS

In 2020 Mathematics continued to be a key focus area for the school with our Maths Coach Suzy Lamb working with 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.

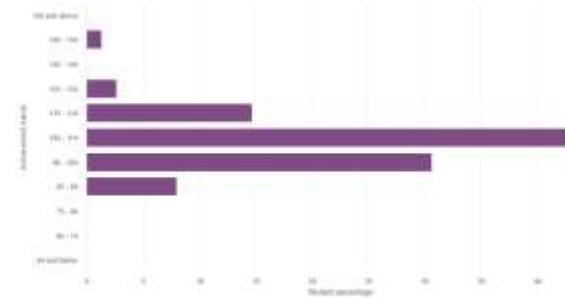
In 2020 the development of differentiated planning documents supported collaborative planning processes and enabled staff more direction when moderating and planning for learning from diagnostic assessment.

Formative assessment continued to be a focus area and staff engaged in collaborative discussions about embedding more efficient and targeted ongoing assessment into their lesson delivery.

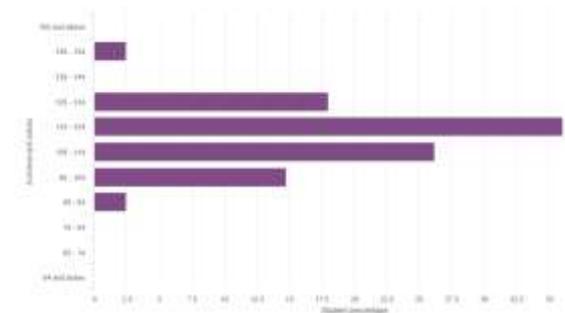
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PAT Mathematics

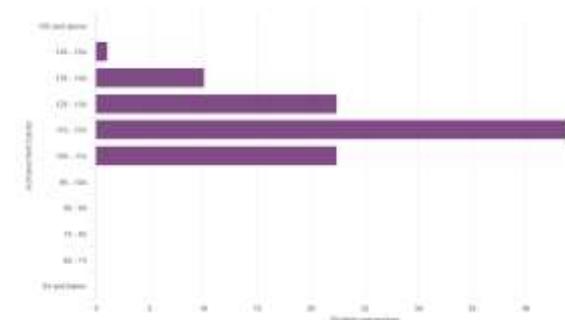
Year 2



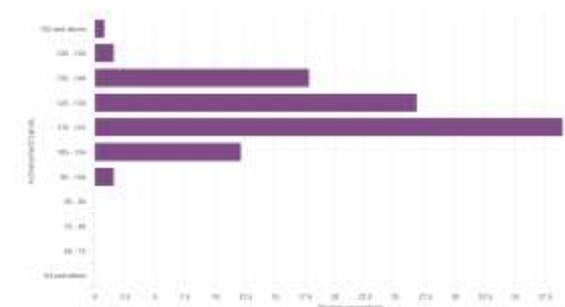
Year 3



Year 4

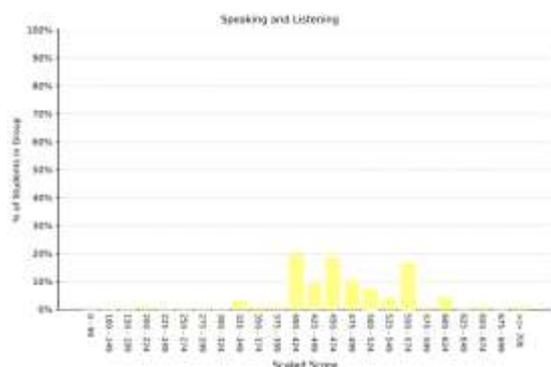


Year 5



Year 6

On Entry Module 1 2020 Speaking & Listening



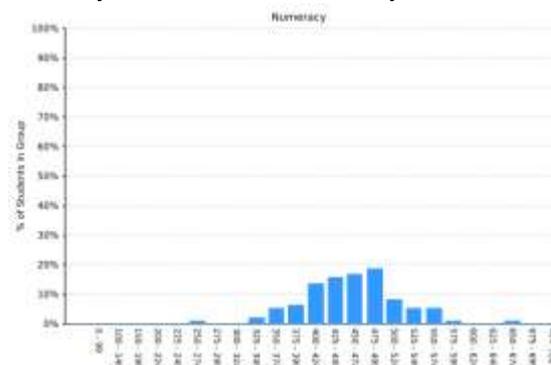
The oral language program was enhanced with the introduction of the Talk for Writing process which has embedded oral retelling of nursery rhymes and simple stories within the Kindergarten program and oral assessment tasks allowed for targeted individualised teaching. Students were also assessed against 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 2020 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 2020 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 2021. Mr Dan Ahern was appointed as the school's first ever Digital Technologies teacher providing an innovative approach to the

delivery of technology understandings to students and coordinated approaches in classes.

In the Performing Arts we elected to adopt a Drama program for 2021, overseen by Mrs Brenda Smith. This will be reviewed and the students surveyed later in the year. The opportunity to explore another option was created with the loss of our music teacher Miss Jen Clarke.

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 schools programs, replacement and upgrading of resources, furniture and fittings, and general maintenance throughout our school.

2021 Targeted Initiatives:

Chaplain Program \$21 769.13

Sport For schools \$ 2 800

Teacher Devt School \$ 44 000

Targeted Initiative: CHAPLAINCY PROGRAM

The Chaplaincy Program is closely linked to the Positive Schools Program at Beaumaris, and is

an integral part of the social and emotional learning program in the extended learning environment.

The program is funded under The Commonwealth Funding Agreement. The service is a joint venture between Department of Education & service provider, YouthCARE. The Chaplaincy program is non-denominational and is not linked to religious instruction.

2020's COVID situation provided a unique opportunity for the Chaplain to have phone conversations with many parents, particularly in the Early Childhood demographic, supporting mums at home with their children during lockdown. 195 Pastoral conversations were held in 2020.

Ms Pyrc discovered a considerable number of frontline service staff are represented in the Beaumaris PS community. She was able to encourage during stressful, unknown times faced individually and as a community. Business was conducted via email, phone and SMS during that time.

Third & fourth term presented opportunity for the Chaplain to work hands on in Pre-Primary supporting a smooth transition of a few students with social and emotional challenges. At the same time assisting with the transition back to school post COVID lockdown.

Ms Pyrc collaborated with Year 6 teacher, Mrs Brenda Smith to integrate the Virtues program in the Personal & Social Capability Learning Continuum within the curriculum. The objective being the virtues embedded across all learning areas as the child journeys through Primary School from K – Year 6.

Our Chaplain provides support to new families, the school community as well as whole school events. She attends new families Welcome

BBQ, Sports Carnivals, ANZAC Ceremony, Graduation Ceremony and other school community events.

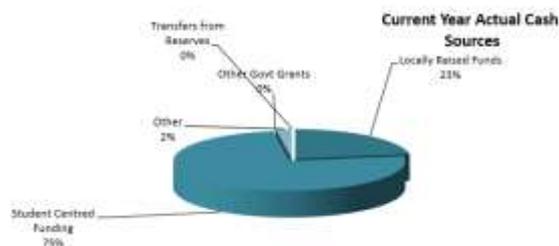
Targeted Initiative: SPORTING SCHOOLS PROGRAM

This is a program supported by the Commonwealth funding agreement for the Australian Sports Commission. More information about this program is available at <https://sportingschools.gov.au/funding/program-parameters>

The school received \$2 800 in 2020 for the newly introduced touch football and tennis program. This was targeted at our students in Years 2 to 3.

Revenue

Cash Revenue received in 2020 totalled \$815 657.17. The majority of this amount being generated from the Student Centred Funding cash allocation.



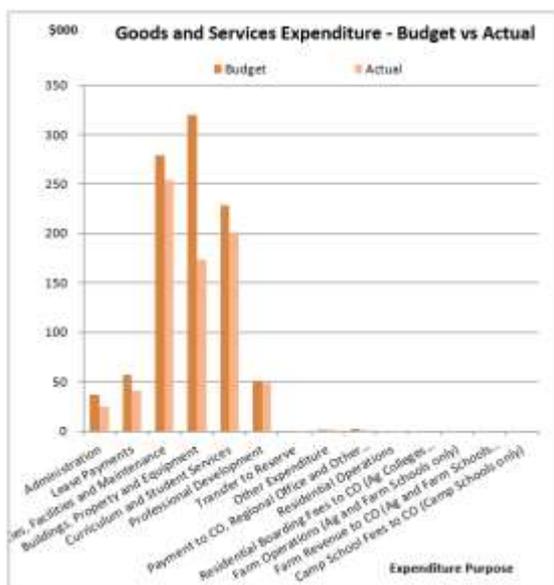
Our P&C contributed a very generous \$18 360.00 to our Alfresco outdoor tables undercover re-vamp.



Expenditure

The cash budget carried the school through 2020 enabling support of our schools 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 curriculum programs offered to the students with \$201 570.85 spent.

Expenditure – Cash	
Administration	\$ 24 551.93
Lease Payments	\$ 40 649.22
Utilities, Facilities and Maintenance	\$ 254 093.88
Building, Property and Equipment	\$ 172 906.32
Curriculum and Student Services	\$ 201 570.85
Professional Development	\$ 48 551.03
Transfer to Reserves	
Other Expenditure	\$ 197.69
Payment of CO, Regional Office and Other Schools	\$ 1 505.00
TOTAL EXPENDITURE	\$ 744 025.92



Voluntary Contributions

The voluntary contributions in 2020 were set at \$60.0 per child, being the maximum allowable under the School Education Act 1999.

Year	Percentage Paid	Revenue Collected
2020	67.17%	\$31 760.00
2019	74.84%	\$34 710.00
2018	75.44%	\$34 627.90
2017	72.02%	\$31 806.00
2016	72.30%	\$32 537.00

School Salary Allocation as at 31 December 2018

The School Student Centred funding allocation requires careful management throughout the year. We finished 2020 with a salary variance of \$343 917, which has been transferred into our 2020 budget.

Salary	YTD as at 24 Dec
Carry Forward	\$190,069
Student-Centred Funding	\$6,603,749
School Transfers	-\$363,751
Department Adjustments	\$0
Total Funds	\$6,430,067
Period Spend	\$494,247
YTD Spend	\$6,086,150
YTD Balance	\$343,917
Projected Expenditure (HRMIS)	\$6,086,150
Future Planned Expenditure (Planning)	\$0
Forecast Expenditure	\$6,086,150
Forecast Variance	-\$343,917

School Board 2020

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 2020, discussing and reviewing:

Reporting to Parents

On Entry Assessment

Various Policy Updates

NAPLAN 2021

Specialist Survey

PAT Data