

# Annual Report

2022



## Beaumaris Primary School

## INTRODUCTION

The Annual Report 2022 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 2022-2024, the various Department of Education WA strategic planning and *Focus* documents which set out our strategic direction and intent 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>



This report is comprised of two sections:

### Section 1: School Performance

This section provides information about student academic achievement, and planning for 2023.

### 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 2023 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. 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.

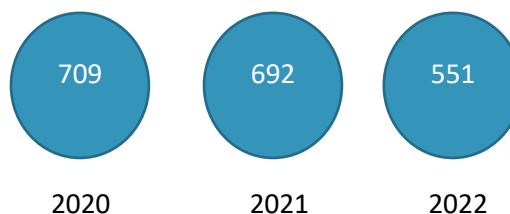
### SECTION 1: School Performance

#### Student Engagement, Behaviour & Attendance

The staff are committed to providing high quality services to support the individual needs of students in a wide range of areas to maximise engagement and positive behaviour and elevate levels of attendance through a whole school focus on mental health and wellbeing.

#### Student Enrolment Trends

The beginning of 2022 saw a sharp decline in the school's enrolments (PP-Yr 6) following changes to the school's catchment area with the opening of Burns Beach Primary School.



#### Suspensions

In 2022, 0.5% of the total enrolment were suspended for a total of 8.0 days in line with the Education Department's policies.

## Attendance

COVID has made a lasting impact on the school's attendance data with the percentage of students achieving maintaining regular attendance of 90% dropping from 84.1% in Semester 2, 2019 to 61.9% in Semester 2, 2022.



2022 saw Beaumaris continue to strive for integrity and excellence in teaching, learning and assessment through our whole school English approaches and operational planning.

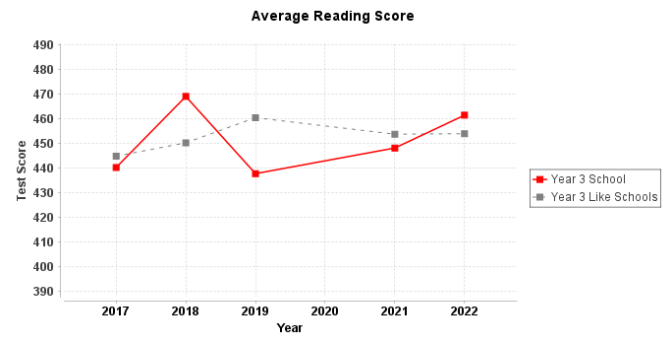
Our approach to differentiation and guided instruction is now firmly embedded in Literacy Blocks and teachers have been able to teach responsively 'at point of need' to support all students in their development across all areas of English. The school was recognized in 2017 as providing a high level of expertise and was selected to become a Teacher Development School (TDS) in English, Early Childhood, Health and Physical Education which continued throughout 2022.

Leadership development in English in 2022 continued to grow across the school following the exodus of a number of staff who had been successful in attaining promotional positions. 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.

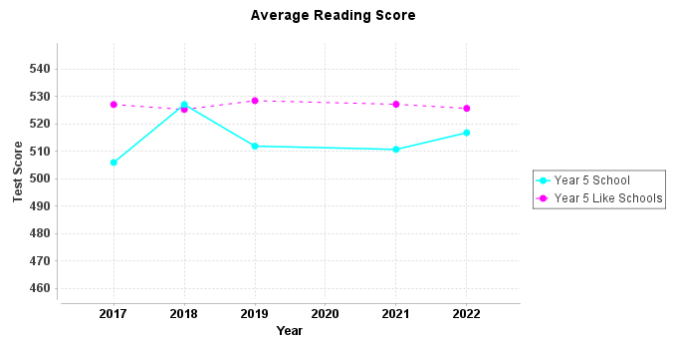
Collaborative processes, such as writing moderation, continued to evolve with our continued use of **Bright Path** across the school. Writing moderation is routine in the school now with comparisons to writing exemplars from across Western Australia providing comparisons for strengthening consistency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

## NAPLAN Reading

### Longitudinal Summary



The Longitudinal Summary for Year 3 Reading indicates a positive trend since 2019 with the school now exceeding the performance of Like Schools.



The Longitudinal Summary for Year 5 Reading indicates an improved performance with the school closing the gap on Like Schools.



## Proficiency Bands

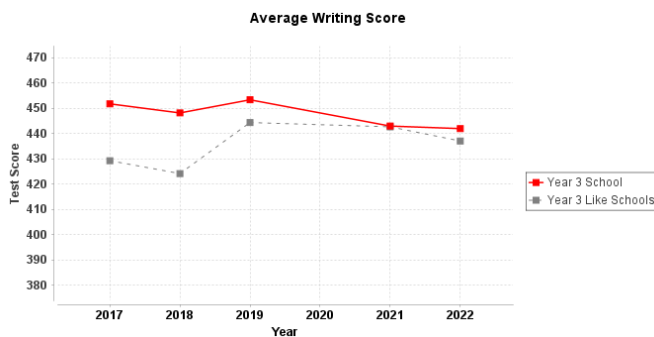
Proficiency Bands Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2021		2022		2021		2022	
School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					10%	20%	19%	17%
7	530 - 581					25%	32%	25%	31%
6	478 - 529	37%	39%	39%	39%	37%	26%	29%	32%
5	426 - 477	17%	23%	29%	22%	20%	15%	20%	14%
4	374 - 425	28%	20%	17%	20%	7%	6%	7%	5%
3	322 - 373	13%	9%	9%	11%	15%	25%	1%	2%
2	270 - 321	4%	7%	5%	6%				
1	Up to 269	0%	2%	1%	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.

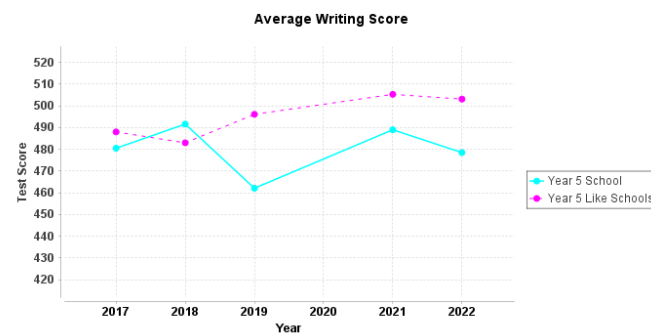
## NAPLAN Writing

### Longitudinal Summary



The Longitudinal Summary for Year 3 shows that the school's performance is consistent with Like School performance.

Average Writing Score



The Longitudinal Summary for Year 5 continues to indicate the need for additional focus on whole school

writing programs to address the gap between the school's performance and that of Like Schools and is being addressed.

## Proficiency Bands

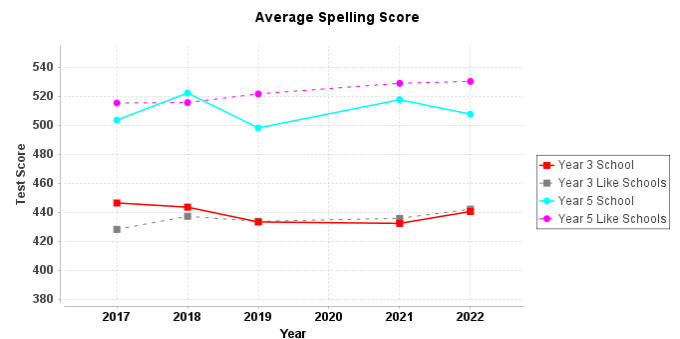
Proficiency Bands Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch		
10	686 & Above								
9	634 - 685								
8	582 - 633					8%	13%	4%	13%
7	530 - 581					12%	21%	16%	19%
6	478 - 529	25%	28%	23%	27%	45%	32%	34%	35%
5	426 - 477	42%	40%	41%	35%	21%	24%	31%	23%
4	374 - 425	21%	21%	26%	25%	11%	7%	10%	8%
3	322 - 373	11%	5%	7%	7%	3%	2%	6%	2%
2	270 - 321	1%	3%	1%	4%				
1	Up to 269	0%	2%	1%	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 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



COVID continued to impact on the implementation of Spelling Mastery with restrictions placed on the school's ability to group students across cohorts meaning a delayed start to the program in 2022. The fall in results for the Year 5 cohort is not a reflection of the program which will be assessed at the end of 2024. 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			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					17%	23%	15%	23%
7	530 - 581					24%	31%	22%	26%
6	478 - 529	29%	34%	30%	35%	31%	23%	32%	29%
5	426 - 477	26%	23%	24%	23%	20%	15%	23%	15%
4	374 - 425	23%	21%	32%	20%	7%	5%	6%	6%
3	322 - 373	18%	12%	9%	14%	1%	2%	3%	1%
2	270 - 321	3%	6%	2%	4%				
1	Up to 269	1%	4%	2%	4%				

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 and Writing data with the cohort under-represented in Bands 7 and 8 when compared to Like Schools.



## Looking Ahead to 2023

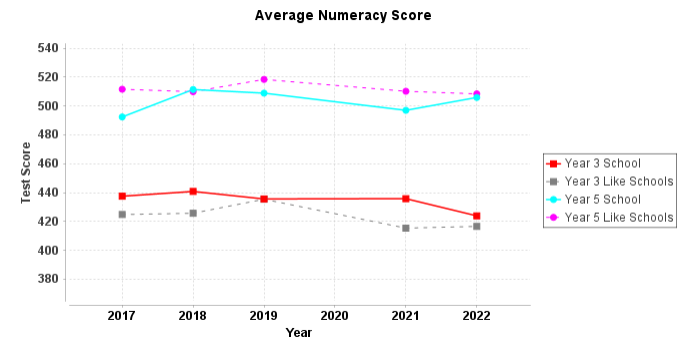
In 2022 all staff had the opportunity to undertake professional learning engaging with the School Curriculum and Standards Authority's Teaching and Learning Exemplars. In light of this learning, whole school processes will be reviewed in 2023 to see where improvements can be made that positively impact on student performance.

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.

## MATHEMATICS

In 2022 Mathematics continued to be a key focus for the school. Oxford Mathematics has been implemented across the school having been chosen for its comprehensive, engaging and differentiated mathematics program.

## Longitudinal Summary



Year 3 students outperformed Like Schools although the 2022 results were down on the 2021 result. Year results closed the gap on Like Schools recording the best result since 2018.

## Proficiency Bands

Proficiency Bands Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2021		2022		2021		2022	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					6%	13%	10%	10%
7	530 - 581					22%	25%	26%	25%
6	478 - 529	19%	19%	17%	21%	39%	31%	28%	33%
5	426 - 477	28%	24%	29%	22%	23%	22%	29%	24%
4	374 - 425	36%	30%	34%	26%	10%	6%	7%	6%
3	322 - 373	14%	18%	12%	22%	1%	2%	0%	2%
2	270 - 321	3%	7%	7%	8%				
1	Up to 269	0%	0%	0%	1%				

A strong positive from the 2022 data was that no students in Year 3 and 5 fell below the National Minimum Standard for the first time in recent years. Our continued focus on increasing the number of students in the higher bands continued the positive trend of 2021.



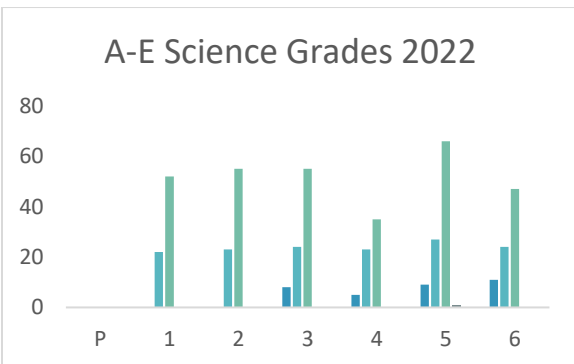
### Looking ahead to 2023

The introduction of Oxford Mathematics in 2022 will be monitored and individual student progress monitored with increased use of Brightpath Mathematics Assessments in Number, Algebra, Measurement & Geometry providing detailed analysis.



### SCIENCE

2022 has seen the school introduce a specialist Science teacher with a focus on science investigations in physical and chemical sciences. The dedicated use of the Science Lab has had a positive impact with a greater emphasis on hands on experiments which are difficult to implement in a standard classroom environment.

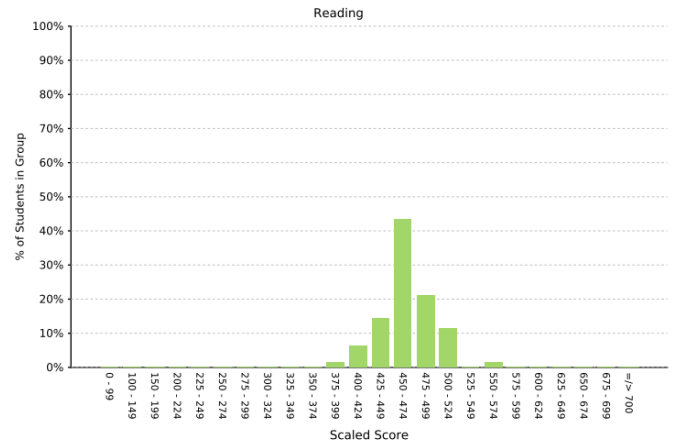


### Looking ahead to 2023

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.

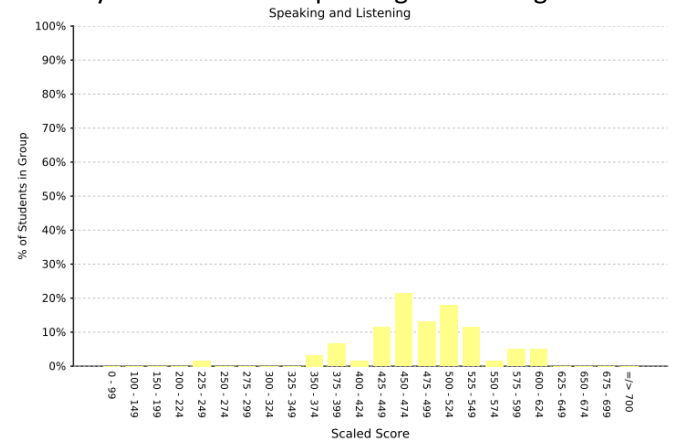
### ON ENTRY ASSESSMENT- PRE-PRIMARY

#### On Entry Module 1 2022 Reading



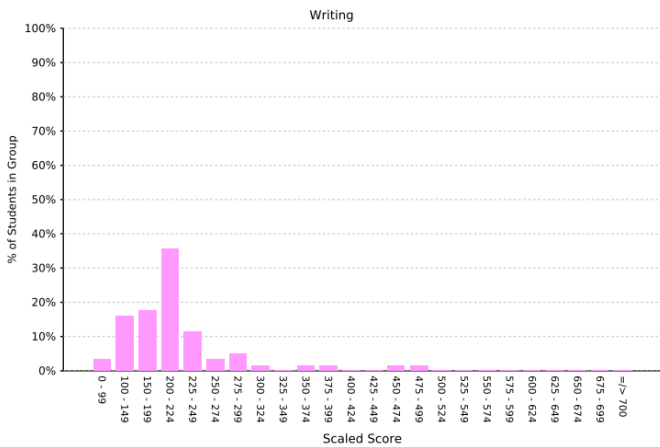
Students identified at risk will be monitored through out the year and receive additional support as required.

#### On Entry Module 1 2022 Speaking & Listening



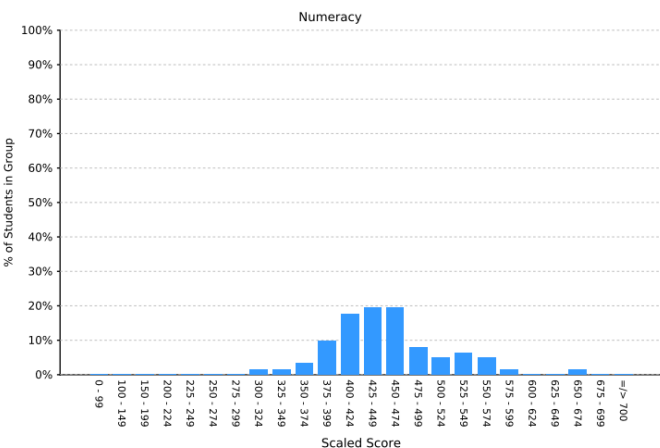
The oral language program was enhanced with the continuation of the Talk for Writing process which has embedded oral retelling of nursery rhymes and simple stories within the Kindergarten program and oral assessment tasks allowed for targeted individualised teaching. Students were also assessed against 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 2022 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 2022 Numeracy



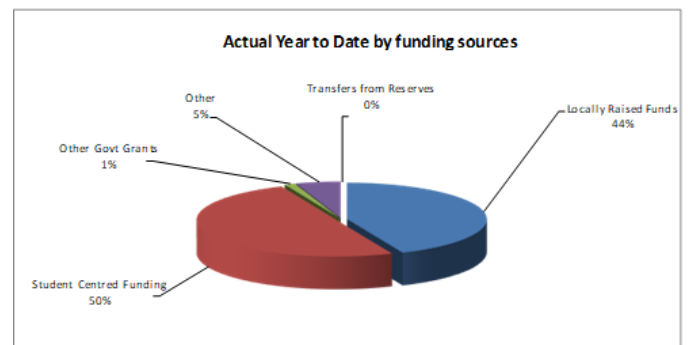
## SECTION 2: School Resources and Governance

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.

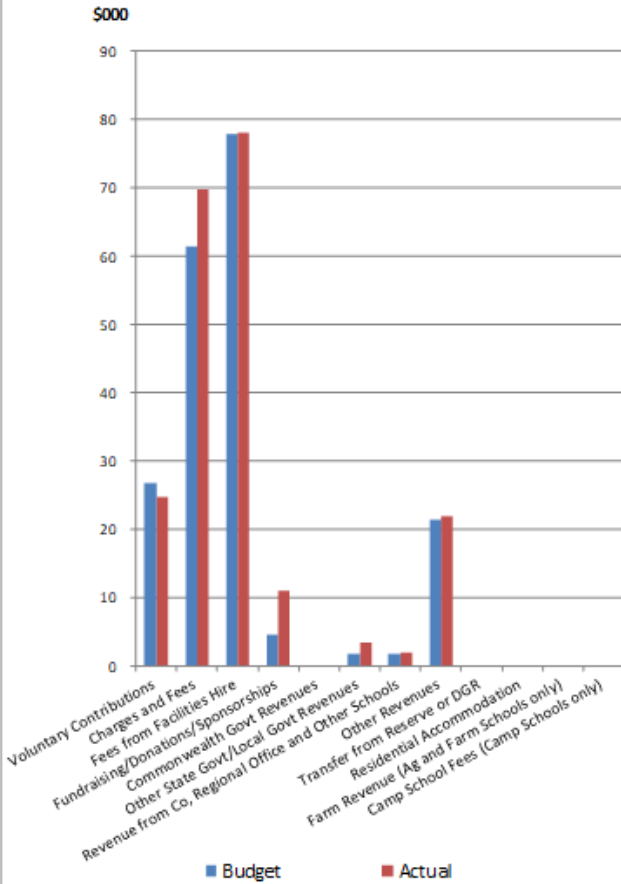
### Voluntary Contributions

Year	Percentage Paid	Revenue Collected
2022	67.14%	\$24,776.00
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

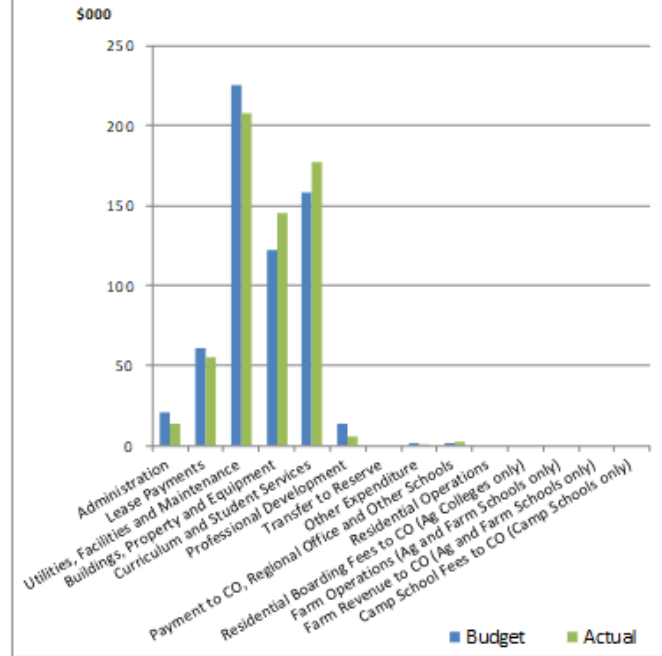
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 26,826.00	\$ 24,775.55
2	Charges and Fees	\$ 61,371.40	\$ 69,753.06
3	Fees from Facilities Hire	\$ 78,000.00	\$ 78,023.64
4	Fundraising/Donations/Sponsorships	\$ 4,548.00	\$ 10,896.63
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,650.00	\$ 3,300.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,739.00	\$ 1,892.85
8	Other Revenues	\$ 21,402.00	\$ 21,900.21
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 195,536.40</b>	<b>\$ 210,541.94</b>
	Opening Balance	\$ 209,829.00	\$ 209,829.64
	<b>Student Centred Funding</b>	<b>\$ 206,827.82</b>	<b>\$ 211,177.82</b>
	<b>Total Cash Funds Available</b>	<b>\$ 612,193.22</b>	<b>\$ 631,549.40</b>
	Total Salary Allocation	\$ 3,575,172.00	\$ 3,575,172.00
	<b>Total Funds Available</b>	<b>\$ 4,187,365.22</b>	<b>\$ 4,206,721.40</b>



### Locally Raised Revenue - Budget vs Actual



### Goods and Services Expenditure - Budget vs Actual



### Cash Position Components

<b>Bank Balance</b>	<b>\$ 226,028.55</b>
<b>Made up of:</b>	
1: <b>General Fund Balance</b>	<b>\$ 22,359.13</b>
2: <b>Deductible Gift Funds</b>	<b>\$ -</b>
3: <b>Trust Funds</b>	<b>\$ -</b>
4: <b>Asset Replacement Reserves</b>	<b>\$ 208,571.12</b>
5: <b>Suspense Accounts</b>	<b>\$ 861.30</b>
6: <b>Cash Advances</b>	<b>\$ -</b>
7: <b>Tax Position</b>	<b>\$ (5,763.00)</b>
<b>Total Bank Balance</b>	<b>\$ 226,028.55</b>

Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 21,031.00	\$ 13,878.16
2 Lease Payments	\$ 60,853.00	\$ 55,414.70
3 Utilities, Facilities and Maintenance	\$ 225,491.00	\$ 207,676.04
4 Buildings, Property and Equipment	\$ 122,515.00	\$ 145,693.45
5 Curriculum and Student Services	\$ 157,921.19	\$ 177,701.85
6 Professional Development	\$ 13,700.00	\$ 5,420.57
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 2,031.82	\$ 1,087.85
9 Payment to CO, Regional Office and Other Schools	\$ 1,760.00	\$ 2,317.65
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 605,303.01</b>	<b>\$ 609,190.27</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ 2,917,019.00</b>	<b>\$ 1,446,308.00</b>
<b>Total Expenditure</b>	<b>\$ 3,522,322.01</b>	<b>\$ 2,055,498.27</b>
<b>Cash Budget Variance</b>	<b>\$ 6,890.21</b>	

### Cash Position Components

