2014 Annual Report to the School Community

Beeac Primary School
School Number: 482

Name of School Principal: Andrew Rogers

Name of School Council President: Mark Bayne

Date of Endorsement: 17 March 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.
About Our School

School Context

We are the little school where big things happen. Beeac Primary School aims to provide every student with a wide range of educational opportunities from Prep to Grade six with diverse learning experiences from a broad curriculum. At the end of 2014 our enrolment was 34 students.

We aim to develop each child by building on their existing learning, by empowering each child to take greater ownership for their learning and by aiming to engage each child in interesting, interactive and imaginative learning.

Beeac Primary School is located in the small rural town of Beeac, 20 kilometres north of the city of Colac. It was first established in 1862 and relocated to its present site in 1923. The school’s main building is a classic redbrick building with high ceilings and spacious classrooms. The school’s extensive facilities include light timber construction buildings and a new building education revolution (BER) double classroom. Contemporary outdoor playground facilities are placed within grassed and shaded areas.

In addition to the classroom teachers, part-time visiting specialist staff deliver Library and Art. The delivery of LOTE is assisted by Polycom (an education Department internet connecting utility). A range of other learning experiences form part of the school program including a whole school swimming program, and CARS (Colac Area Rural Schools) summer and winter inter schools athletics competitions, the Science initiative, an opt in to Religious Knowledge program for K-2 students and participation in a range of cultural performances. There is a firm commitment to fostering student wellbeing through the SWPBS program where the school is presently being mentored by the Grange P-12 College.

The school is well resourced. There are a variety of computers. Every child in Grades 3 to 6 has access to a Netbook, there are 13 iPads and 11 desktops in the senior classroom, and 11 in the junior classroom. Electronic whiteboards are in both classrooms. The heating and cooling systems throughout the school are no older than six years. There is nearly new furniture in all classroom areas. The school fosters close links with parents and the broader school community through its commitment to open and regular communications. For example the school newsletter is published fortnightly and in addition to being published on the school’s website, is also distributed to all the small businesses in Beeac and Cressy. The local community makes its Community Centre next to the school available for PE, Sport and performances. At the end of each year the Masonic Lodge give scholarships to all Grade six students to assist them with transition to their secondary school. Beyond Beeac, the school is a member of the Colac/Corangamite Network, which holds termly meetings throughout the year. This school has 5.2 equivalent full-time staff: one Principal class, 1.8 teachers and 2.4 Education Support Staff.

Achievement

All results for our NAPLAN and AusVELS data are similar to or compare better than those of all other Victorian schools. We are especially proud of improvements that we make with our low achieving students as measured by our NAPLAN test results. This is especially true for our Writing and Maths results.

Elsewhere we have participated in the Australian Maths Competition where one of our students gained a distinction, one a credit and proficiency award. In a local inter-schools poetry competition three of our students received a first prize in their age group.

Engagement

Student engagement according to our student attitudes to school survey show that the level of student engagement has stayed about the same or trended higher over a the three year period in the following ways: both the level of learning confidence has improved and also student motivation has improved.

Wellbeing

In a small school it would be expected that the level of student wellbeing would be high compared to many other schools in the State. Indeed that is the case according to our Years 5-6 student attitudes to school survey. We have a higher than State and Region result for student safety. Indeed the trend has improved compared to our 2013 results. Non-attendance is addressed with the help of the SWPBS program, and meetings with parents when necessary.

Productivity

Our financial position is healthy, but needs further explanation. A staff member with an on-going illness has drained our high yield investment account, but the credit returned to the school has increased the school’s cash surplus. Additionally the school holds Regional funds for the MARC library. An additional $10,000 Resource Smart grant is being temporarily held, to be spent in 2015 on energy saving devices.

For more detailed information regarding our school please visit our website at

http://www.beeacps.vic.edu.au/
Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key:
- Range of results for the middle 60% of Victorian government schools:
- Result for this school:
- Median of all Victorian government schools:

School Profile

School Enrolments

A total of 28 students were enrolled at this school in 2014, 10 female and 18 male.

Overall socio-economic profile

Based on the school’s Student Family Occupation index which takes into account parents’ occupations.

Proportion of students with English as a second language.

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual School Staff survey. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
### Performance Summary

**Achievement**

- Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)
- Percentage of students in Years Prep to 6 with a grade of C or above in:
  - English
  - Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

**Student Outcomes**

- **Results: English**
  - No Data Available

- **Results: Mathematics**
  - Similar

**School Comparison**

- **NAPLAN Year 3**
  - Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
  - Year 3 assessments are reported on a scale from Bands 1-6.
  - Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

- **Results: Reading**
  - No Data Available

- **Results: Reading (4-year average)**
  - Similar

- **Results: Numeracy**
  - No Data Available

- **Results: Numeracy (4-year average)**
  - Similar

- **NAPLAN Year 5**
  - Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
  - Year 5 assessments are reported on a scale from Bands 3-8.
  - Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

- **Results: Reading**
  - Higher

- **Results: Reading (4-year average)**
  - Similar

- **Results: Numeracy**
  - Higher

- **Results: Numeracy (4-year average)**
  - Similar
**Performance Summary**

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
</table>
| **NAPLAN Learning Gain**  
Year 3 - Year 5 | | NAPLAN Learning Gain does not require a School Comparison. |
| Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. | | |
| NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'. | | |
## Performance Summary

### Engagement

**Student Attendance**

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>93%</td>
</tr>
<tr>
<td>Yr1</td>
<td>81%</td>
</tr>
<tr>
<td>Yr2</td>
<td>92%</td>
</tr>
<tr>
<td>Yr3</td>
<td>94%</td>
</tr>
<tr>
<td>Yr4</td>
<td>86%</td>
</tr>
<tr>
<td>Yr5</td>
<td>94%</td>
</tr>
<tr>
<td>Yr6</td>
<td>91%</td>
</tr>
</tbody>
</table>

### Student Outcomes

**Results: 2014**

**Results: 2011 - 2014 (4-year average)**

### School Comparison

- Similar
- Similar
### Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Attitudes to School</td>
<td>Measures the Connectedness to School factor derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td><img src="Lower" alt="Lower" /></td>
</tr>
</tbody>
</table>

**Results: 2014**

**Results: 2011 - 2014 (4-year average)**

![Similar](Similar)
How to read the Performance Summary

What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of *Data not available*?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.
## Financial Performance and Position

### Financial Performance - Operating Statement  
Summary for the year ending 31 December, 2014

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$522,193</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$143,539</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$6,138</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$318</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$81,048</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$14,072</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$767,308</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$457,397</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$4,981</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$1,580</td>
</tr>
<tr>
<td>Consumables</td>
<td>$14,139</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$15,659</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$2,434</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$34,236</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$78,963</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$3,886</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$12,983</td>
</tr>
<tr>
<td>Utilities</td>
<td>$9,969</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$636,227</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit   | $131,082   |
| Asset Acquisitions              | $32,353    |

### Financial Position as at 31 December, 2014

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$47,521</td>
</tr>
<tr>
<td>Official Account</td>
<td>$1,579</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$49,100</strong></td>
</tr>
</tbody>
</table>

### Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$28,655</td>
</tr>
<tr>
<td>Region/Network/Cluster Funds</td>
<td>$20,445</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$49,100</strong></td>
</tr>
</tbody>
</table>

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

**Financial performance and position commentary**

[Insert financial commentary here]