

# 2019 Annual Report to The School Community



**School Name: Beulah Primary School (3109)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 28 April 2020 at 12:45 PM by Stuart Robinson (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 July 2020 at 12:32 PM by Mark Williams (School Council President)

## About Our School

### School context

Beulah Primary School provides a strong, inclusive learning environment, which focuses on assessment and differentiated teaching and learning. The school values of Confidence, Persistence, Organisation, Getting Along and Resilience underpin everything that takes place within the school. Excellent school facilities are well-maintained and pleasant surroundings reflect the high value placed on education by the local community. Strong community partnerships support educational opportunities provided where students and families actively support each other. Junior School Council is active and helps in the development of leadership and life skills. The student population in 2019 was 17 students, most students being rural bus travellers, having strong generational farming ties to the district.

Most families participate as School Councillors, Parent Club members and volunteers in and around the school. The Principal has teaching responsibility for Years 4-6 and a second full-time teacher has responsibility for Foundation-Grade 3 students. Specialist areas are undertaken in Music, Drama, P.E., Art and Library across F-6 whilst LOTE is taught via Webex from Birchip P-12.

The culmination of a year's work is demonstrated at the end of the year school production, which highlights the school's values and goals that had been set at the start of the year.

The Business Manager is responsible for finance and administration, works 0.2 and a MARC Library specialist visits 0.5 days per fortnight. The Southern Mallee Cluster combines together to provide social, sporting and educational opportunities for all students in the school cluster, including performances, camps and excursions, sporting events and teaching and learning opportunities. The school also works closely with the Yaaapeet Primary School in providing a range of further educational opportunities for students from both schools. The Beulah Community is a very vibrant one and is always looking at ways to improve the lifestyle of its residents. The township of Beulah has great sporting and recreational facilities and is a great place for students to grow up within a farming community that has excellent values and where people really do care for each other.

### Framework for Improving Student Outcomes (FISO)

In 2019, the Beulah Primary School's AIP focused on adopting consistent teaching and learning protocols and high impact teaching strategies.

This included:

- the development and implementation of a whole-school reading instructional model
- professional learning on HITS and embedding these into the whole-school literacy program
- implementing common planning and assessment tools to ensure greater consistency in these areas
- work on re-designing and implementing a new assessment and data collection schedule

We have successfully implemented our Instructional Model where a major focus has been providing rich learning opportunities to students in a familiar structure.

Staff have also been able to share learnings with other staff in the cluster.

### Achievement

In 2019, Beulah Primary School continued to work on its strategic plan goal of maximising learning growth in literacy. 100% of students across the school were able to make medium or high growth through NAPLAN relative growth. A range of additional programs were introduced to classroom practice whilst staff develop the Instructional Model with a focus on supporting student learning.

In 2020 additional focus will be placed on extending those students who require it.

The school was able to implement an Individual Learning Program for every student, ensuring that students receive point of need teaching.

Beulah Primary School currently has no PSD (Program for Students with a Disability).

## Engagement

Beulah Primary School students are engaged and connected to their school, we are proud of the programs we have in place that stress our values of Getting Along, Confidence, Organisation, Persistence and Resilience. The Average Number of Student Absence Days was rated as 'above' when looking at the Similar School Comparison (meaning that our students on average had significantly fewer absences when compared to similar schools). This is something to be celebrated and shows the importance our families value on education and being at school. In 2019, Beulah Primary School continued to work with families to ensure students were at school and learning. The Principal works to support chronic absences and return to school processes. Parents choosing to take family holidays, longer than 5 days, applied to the principal and school work was provided.

## Wellbeing

Beulah Primary School continues to maintain the wellbeing of student's at the heart of all decisions within the school. In 2019 the results of the Attitude to School Survey - Sense of Connectedness was 'similar' when looking at the Similar School Comparison. In 2019 the results of the Attitude to School Survey - Management of Bullying was 'below' when looking at the Similar School Comparison. Student wellbeing will continue to be a focus whilst promoting a positive learning environment and our School Values - Getting Along, Confidence, Organisation, Persistence and Resilience. The RRRR program was implemented during 2019 and will be continued in 2020. Due to school size Parent and Staff satisfaction results from the Parent Opinion Survey and School Staff Survey were unavailable.

## Financial performance and position

Beulah Primary School has continued to maintain a very sound financial position throughout 2019. The current Strategic Plan continued to provide the framework for targeted spending to support school priorities. The Financial Performance and Position report shows an end of year surplus of \$16,374. One of the major contributing factors to this surplus occurred through the continued exceptional work of our Parent's and Friends Association. Beulah Primary School received a minimum amount of \$5,000 Equity Funding. The Government Provided DET Grants of \$85,765 mainly consisted of the Maintenance Blitz Grant. This has contributed towards a Safety Switch upgrade (\$14,000+), Bushfire Preparedness Program as well as maintenance and other minor works.

**For more detailed information regarding our school please visit our website at**  
<http://www.beulahps.vic.edu.au/>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 16 students were enrolled at this school in 2019, 8 female and 8 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

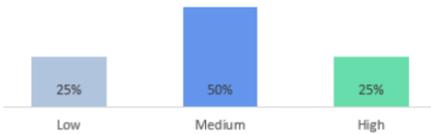
## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>		Similar School Comparison	
Results for this school: <span style="color: blue; font-weight: bold;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green; font-weight: bold;">◆</span>		<span style="color: teal;">●</span> Above	<span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below
Achievement	Student Outcomes	Similar School Comparison	
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	No Data Available	
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	No Data Available	

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
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## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>99 %</td> <td>95 %</td> <td>99 %</td> <td>94 %</td> <td>97 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	99 %	95 %	99 %	94 %	97 %	94 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
99 %	95 %	99 %	94 %	97 %	94 %	94 %										

## Performance Summary

Key:		Key:	
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Wellbeing	Student Outcomes	Similar School Comparison	
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p>Similar <span style="color: cyan; font-size: 2em;">●</span></p>	
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>	

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$237,953	High Yield Investment Account	\$142,001
Government Provided DET Grants	\$85,765	Official Account	\$7,726
Government Grants Commonwealth	\$3,000	<b>Total Funds Available</b>	<b>\$149,727</b>
Revenue Other	\$8,951		
Locally Raised Funds	\$19,574		
<b>Total Operating Revenue</b>	<b>\$355,242</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,000		
<b>Equity Total</b>	<b>\$5,000</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$242,017	Operating Reserve	\$14,645
Books & Publications	\$190	School Based Programs	\$55,018
Communication Costs	\$1,065	Repayable to the Department	\$10,000
Consumables	\$21,265	Maintenance - Buildings/Grounds < 12 months	\$13,106
Miscellaneous Expense <sup>3</sup>	\$8,648	<b>Total Financial Commitments</b>	<b>\$92,769</b>
Professional Development	\$2,499		
Property and Equipment Services	\$22,112		
Salaries & Allowances <sup>4</sup>	\$21,178		
Trading & Fundraising	\$11,768		
Travel & Subsistence	\$821		
Utilities	\$7,304		
<b>Total Operating Expenditure</b>	<b>\$338,868</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$16,374</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
 (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.  
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

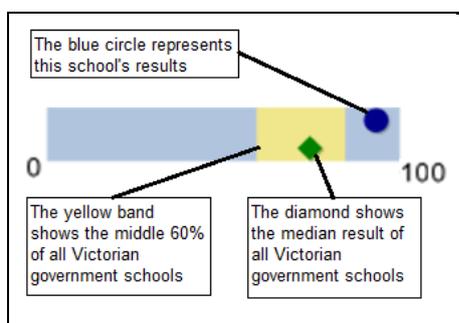
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).



## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').