

# 2022 Annual Report to the School Community

School Name: Beverley Hills Primary School (4813)



- 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 of the previous calendar year 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 17 March 2023 at 11:55 AM by Jennifer Watson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 19 March 2023 at 04:41 PM by Ann-maree Allen (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

# About Our School

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## School context

Primary education provides the foundation upon which later success is built. At Beverley Hills Primary School in Doncaster East, children are given 'A Great Start' to their educational journey through the provision of high-quality programs, a safe and nurturing environment, and the opportunity to achieve their personal best. At Beverley Hills, curriculum priority is given to the development of students' literacy and numeracy skills. Well-researched, suitably-resourced, quality programs are provided. Beverley Hills has a long and proud tradition of high academic standards and excellent student results. Students are encouraged to achieve in academic studies, in the Arts, in sport and in life skills. Whilst teachers set high standards, students are also asked to strive for their personal best. Excellence is nurtured and acknowledged at Beverley Hills. In 2022, Beverley Hills had 686 students at the February census and 699 at the August census. By December, 718 students were enrolled. There were 52 equivalent full-time staff, comprising of three Principal Class employees, 44 teachers and 12 Education Support Staff. There is a strong partnership between parents and staff at Beverley Hills that fosters a spirit of co-operation.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Beverley Hills' commitment to well-researched and evidenced-based educational programs, explicit teaching and high student engagement has resulted in outstanding achievement in English and Mathematics. In English, 97.7% of students performed at or above age-expected standards and in Mathematics, 96.5% of students did so.

Programs at Beverley Hills are designed to challenge the most able and to assist those who find learning difficult. School resources are distributed to ensure success for all. Students are grouped for instruction at their level, regardless of age or year level, and it is an expectation that all students will make at least 12 months learning growth each academic year, if deemed capable.

At Beverley Hills, further support – either in small groups or individually – is provided to those students who need it. Additionally, highly qualified teachers support our students for whom English is an Additional Language/Dialect (EAL/D).

Teacher teams collaborate to use student data to plan targeted teaching, and students use tools such as the success criteria, rubrics, 'bump it up walls', and self- and peer-assessment to develop agency in their learning. The gains that students make are evidence of the high-quality teaching and the exceptional programs offered.

### Wellbeing

Beverley Hills Primary School acknowledges that student wellbeing and student learning outcomes are inextricably linked. We continually emphasise the importance of social and emotional learning. This is evidenced by our strong 2022 student survey data: 89% of students (Years 4-6) reported positive endorsement in their 'sense of connectedness' to school.

Students are regularly engaged in class discussions and collaborative activities centred on safety, appropriate behaviour, positive social interactions, and personal growth. We foster a culture where personal responsibility, independence, resilience and self-regulation/self-control are developed. Our staff strive to deliver stimulating classroom and specialist programs that ensure our students are fully engaged. We are focused on and committed to identifying talents and celebrating differences to effectively meet the students' diverse learning needs.

The following is a list of the many wellbeing personnel, approaches, frameworks and programs that are implemented at Beverley Hills Primary School: Student Wellbeing Coordinator, School Nurse, Inclusion Coordinator, Provisional Psychologist, community partnership with a local aged-care facility, Harmony Day celebrations, an external mentor program, puberty education, various student leadership roles, Student Support Services (Psychology and Speech Pathology), Transition to High School program, and Values Program.

In 2022, our students had the opportunity to raise funds to build a new toilet block for the children at Lingelihle Early Learning Centre in South Africa. They did a remarkable job completing a Fitness Challenge and 'Acts of Service', as well as earning badges for important skills, such as kindness, perseverance, and empathy. We celebrated their success during our Ubunye Challenge days. This experience allowed our students to develop an awareness of how other children live and cultivated within them a desire to 'act'. Their efforts were rewarded by the knowledge that they had created positive change in others' lives!

### Engagement

In 2022, Beverley Hills had an attendance rate of over 90% for every year level, and 90% of students (Years 4-6) reported positive endorsement in 'stimulated learning'.

At Beverley Hills, we believe that student voice, agency and leadership are essential to creating a positive and inclusive learning environment. Within the classroom, there are opportunities for students to collaborate with their teachers around what and how they learn, and how their learning is assessed. Students are taught strategies to become independent, self-regulating learners: knowing where they are at and how they can improve. There are also many avenues for students to become leaders and advocates for themselves and their peers. At Beverley Hills Primary School, each class elects a Student Representative Council Captain. This is an excellent opportunity for students to exercise their leadership skills and gain valuable experience in the democratic process. Our Year 6 students have the increased responsibility of being role models for younger peers. Formal leadership positions for Year 6s included: School Captains, House Captains, and Peer Mediators, who work in pairs to resolve low-level issues between younger students at break times. An extensive program of camps, excursions and incursions contribute to an atmosphere of 'learning made fun' and support students to develop their personal and social responsibility, and a sense of citizenship.

Students enjoy the process of education whilst achieving high academic standards. Student successes are recognised at assemblies, through the school e-newsletter and by a comprehensive award system.

Effective transition programs are essential to keep students engaged in the learning process. Beverley Hills has a comprehensive program of transitions at the Foundation level and at Year 6 so that students entering and exiting the school are prepared for the immediate challenges of the next year.

## Financial performance

Sound financial management enabled Beverley Hills Primary School to achieve a surplus of \$272 064. The majority of funds allocated to 2022 was spent on ensuring a quality learning experience for students. Fundraising opportunities, income from hire of school facilities and student Camps and Excursions were impacted by Covid-19. Asset acquisitions of \$110 134 were made over the year. The additional assets included the replacement of the senior school playground, construction of a new play area, installation of roller blinds in all teaching areas and new furniture throughout the school. The school received \$17 861 in Equity (Social Disadvantage) funding. The Capital Reserve of \$191 152 will assist with lease payments for additional laptop computers and Clevertouch boards in all classrooms, and new furniture in three classrooms and a new Art room.

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

# Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 686 students were enrolled at this school in 2022, 322 female and 364 male.

73 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

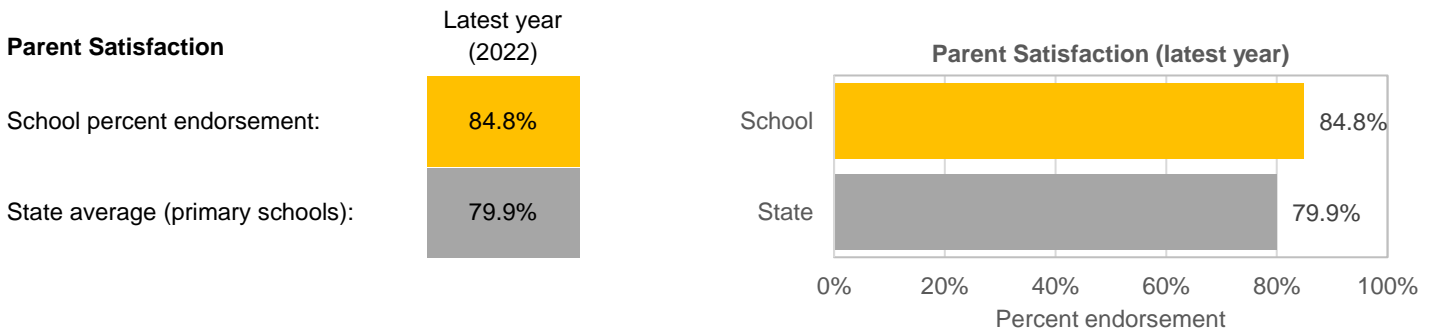
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

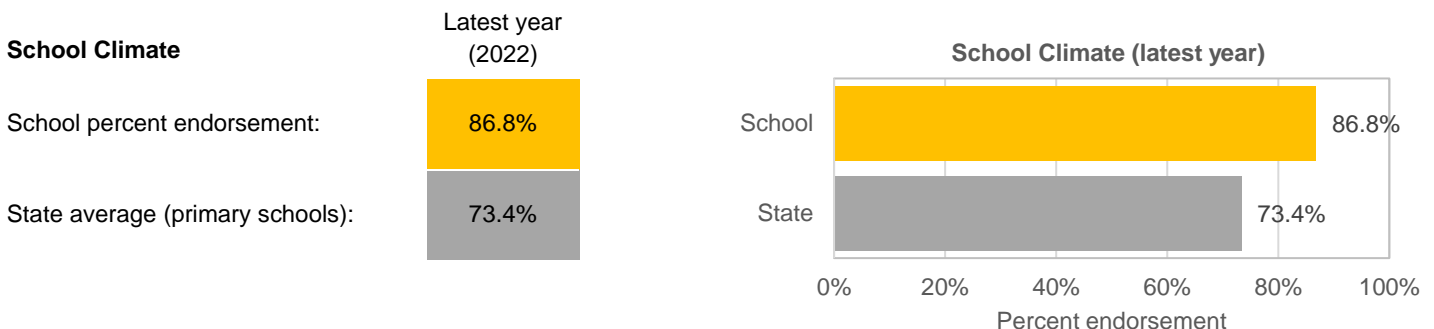


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

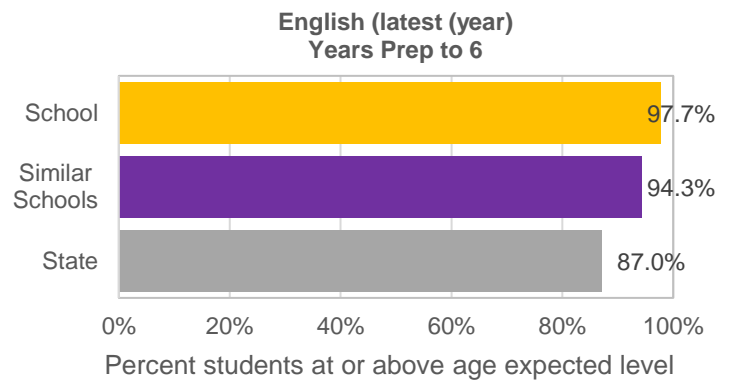
97.7%

Similar Schools average:

94.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

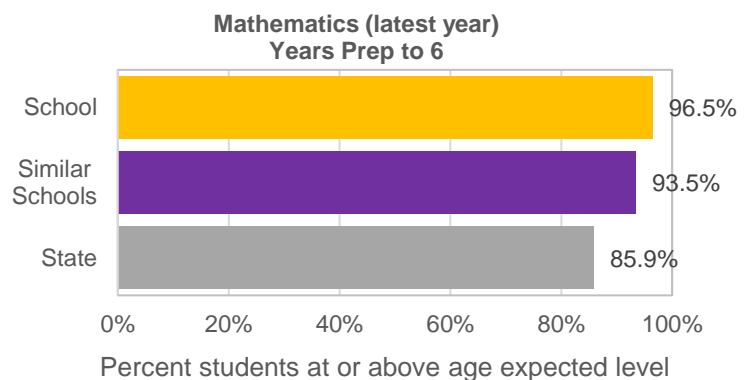
96.5%

Similar Schools average:

93.5%

State average:

85.9%





## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

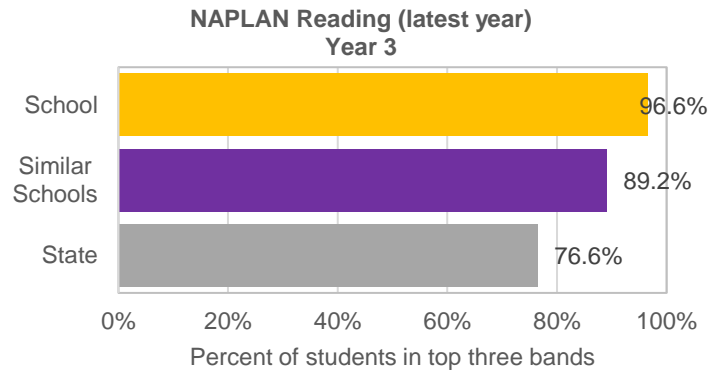
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

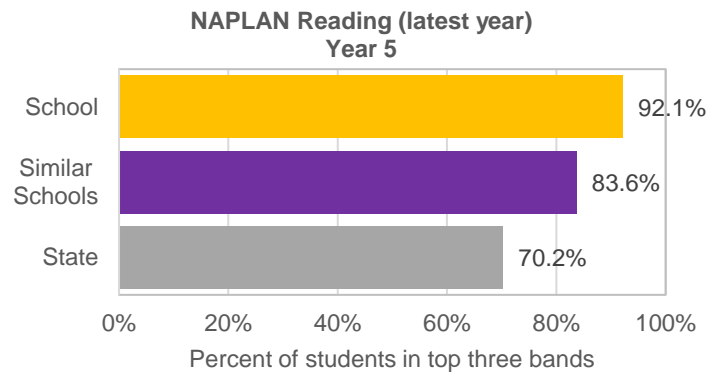
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.6%	95.2%
Similar Schools average:	89.2%	88.9%
State average:	76.6%	76.6%



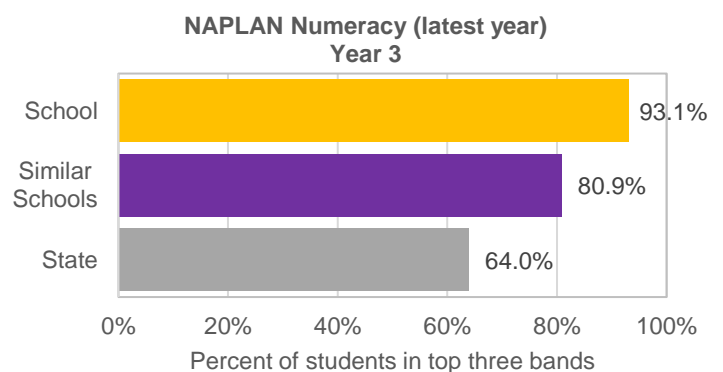
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.1%	91.0%
Similar Schools average:	83.6%	83.6%
State average:	70.2%	69.5%



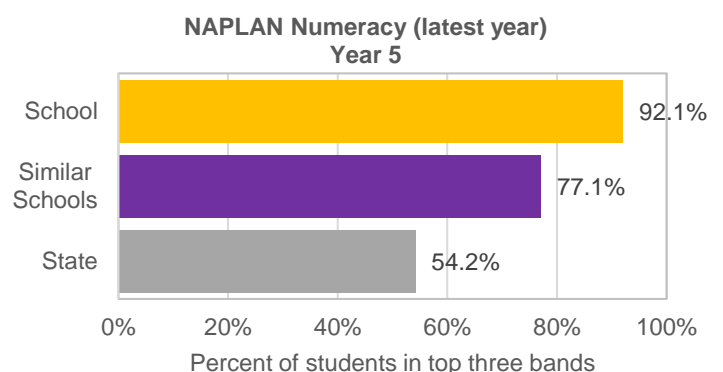
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.1%	92.8%
Similar Schools average:	80.9%	83.2%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.1%	92.2%
Similar Schools average:	77.1%	79.8%
State average:	54.2%	58.8%



## WELLBEING

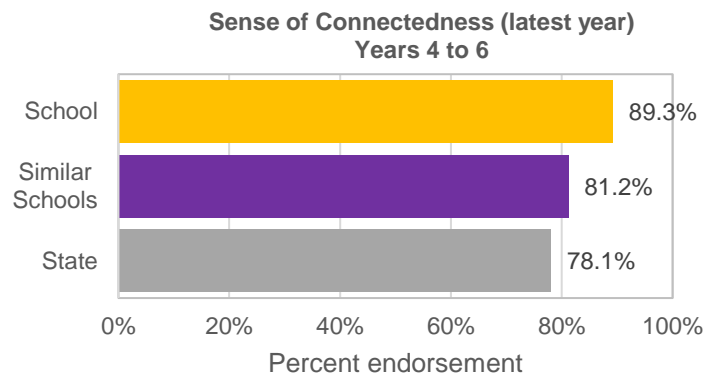
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	89.3%	93.1%
Similar Schools average:	81.2%	82.7%
State average:	78.1%	79.5%

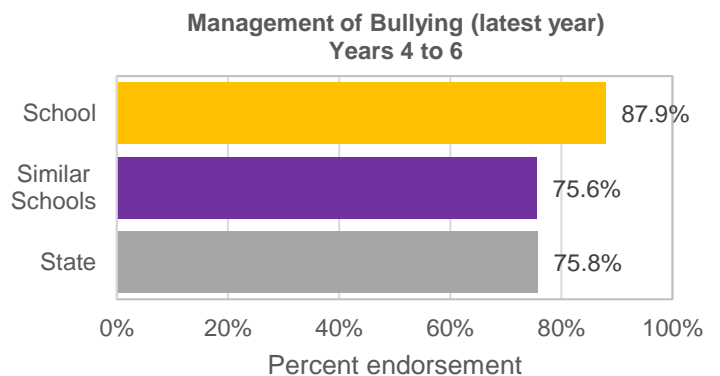


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	87.9%	92.0%
Similar Schools average:	75.6%	78.6%
State average:	75.8%	78.3%



## ENGAGEMENT

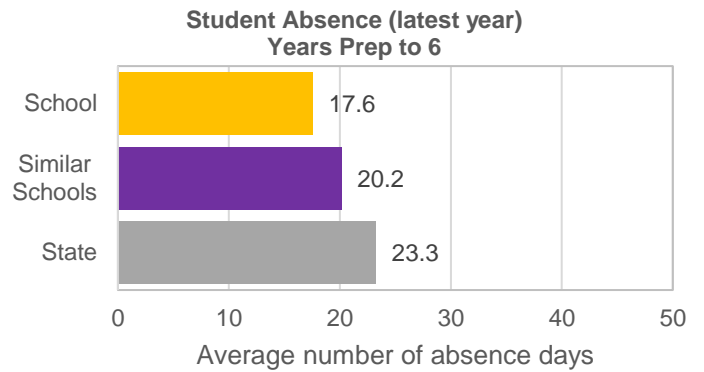
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	17.6	13.5
Similar Schools average:	20.2	14.6
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	93%	92%	91%	90%	91%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,605,929
Government Provided DET Grants	\$887,620
Government Grants Commonwealth	\$0
Government Grants State	\$17,964
Revenue Other	\$30,096
Locally Raised Funds	\$646,483
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,188,092</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,861
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$17,861</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,556,105
Adjustments	\$0
Books & Publications	\$7,973
Camps/Excursions/Activities	\$198,935
Communication Costs	\$7,940
Consumables	\$222,482
Miscellaneous Expense <sup>3</sup>	\$7,602
Professional Development	\$24,371
Equipment/Maintenance/Hire	\$175,540
Property Services	\$79,941
Salaries & Allowances <sup>4</sup>	\$287,751
Support Services	\$198,479
Trading & Fundraising	\$103,527
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,382
<b>Total Operating Expenditure</b>	<b>\$6,916,028</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$272,064</b>
<b>Asset Acquisitions</b>	<b>\$110,134</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$422,863
Official Account	\$13,757
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$436,620</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$215,493
Other Recurrent Expenditure	\$5,490
Provision Accounts	\$0
Funds Received in Advance	\$26,366
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$191,152
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$438,501</b>

*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.*