

# 2021 Annual Report to The School Community



**School Name: Brighton Beach Primary School (2048)**



- 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 2021 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 11 May 2022 at 03:47 PM by Beverley May (Principal)

- This 2021 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 30 May 2022 at 10:53 AM by David Capps (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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

#### Achievement

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

#### Engagement

Student attendance at school

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## 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

Brighton Beach Primary School has a rich history, commencing in April 1878 as the Brighton Orphanage School No.2048. 'Buoyed by the proximity to the sea and the prospect of living 'in the country' on a site which was to be developed as a small farm, the little community had plenty to do (There were paths to lay, vegetable and flower gardens to prepare and lawns to sow) on the twelve-acre site between Dendy Street and Windermere Crescent.' (1878-1978 Centenary)

This rich history influenced our BBPS vision which has been in place for 12 years: 'Building Better Pathways to Success, a community learning globally':

Our goals:

- Foster the natural curiosity of students and respond to their thinking by inquiring further
- Empower students with metacognitive skills to support and drive their learning and performance
- Develop students that take the perspective of others, reflect and be discerning.
- Foster student dispositions and skills that instill civic responsibility and lead children to thrive as world-makers, pursuing a more just and sustainable future.

Our school values are Respect, Resilience, Relationships, Responsibility and Reflection which underpin everything we do.

Our strategic school plan is aligned to our goals and values and also to the four key pillars from the Victorian Department of Education - Framework for Improving Student Outcomes (FISO):

- Achieving excellence in teaching and learning;
- Building professional leadership capabilities;
- Providing a positive climate for learning;
- Creating community engagement in learning.

When developing our strategic school plan, BBPS also considers additional factors to drive high performance in students, including:

- The strong emphasis on inclusivity, using data informed planning and programs that can be differentiated to meet the learning needs of all students;
- Student leadership and agency and the promotion of student voice;
- The supportive and caring social and emotional learning programs underpinned by our strong values; and
- The pursuit of special interests, talents and enrichment opportunities.

'It takes a village to raise a child' and as such the BBPS Community strives to achieve dynamic, learning experiences that are relevant and challenge our students to want to make a difference. Our teachers model learning, embracing current research for high impact strategies that cater for individual learning dispositions and the natural range of developmental stages.

Achieving a balanced approach between wellbeing and academic growth enables improved learning outcomes, with a strong sense of self. We support all our students to come to know themselves as learners and to grow into their own unique dispositions.

Our professional teaching team of 25 teachers, 6 education support staff and 4 administration officers, combine to form a caring education team and a committed leadership group. The collective wisdom, multiple skill sets and passions provide challenging and supportive learning options for our 340 students.

At BBPS, involvement of parents and carers is supported and encouraged. We are proud of our strong partnership with parents and the high level of parent participation. Parents opt to contribute through school council, school council

sub-committees, the parent association, the dads' Dreamers football team, class parent representatives, classroom helpers and by their involvement in community events and fundraising activities.

The school offers several extracurricular activities including a swimming program, an instrumental music program, choirs/bands, running club, book clubs, chess club, and an exemplary camping program. The camping program commences in Year 2 with a sleepover at school and culminates in Year 6 with a celebration of student leadership, democracy with a touring camp to Canberra. Of special note is the adventure camp to Phillip Island, for Year 5, as all students and teachers love the challenge of learning to surf. Our competent swimmers are very experienced and capable in swimming pools. This camp adds another dimension of safety in open water and a knowledge of conditions to be mindful of at Australian beaches.

While BBPS is the smallest of the Bayside schools, we nurture and cherish this reputation as a community school and take great pride in the sense of belonging expressed by our students.

'BBPS is very welcoming. (The people and the teachers, everyone knows each other.) It is very communal and accepting. It was the orphanage School, so it is non-judgmental, and everyone is equal.' The Year 6 Class of 2021

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## Framework for Improving Student Outcomes (FISO)

### Framework for Improving Student Outcomes (FISO)

In Victoria, all schools again responded to COVID-19 and the need for the provision of a 'continuity of learning' program that could be done from home. Once again, our school shifted into the use of mobile devices, asynchronous and synchronous learning options and the use of online platforms in response to the requirements from the Health Department. The goal of striving for 'practice excellence' took on a new focus and sense of urgency. A strong home school partnership was forged and all decisions were made to support the continued learning options we could provide for our students.

The emphasis on supporting the health and wellbeing of all remained a key focus along with Learning Catch up and Extension. To this end the introduction of the Tutor Learning Initiative supported small, focused teaching groups to target those students who needed additional support in English and Mathematics. Having the additional resources from the Department of Education to appoint a teacher specific to this role was an (excellent) initiative. With this additional resource in place, along with the Victorian High Abilities Program, we prioritised learning catch-up and extension. Teaching teams developed appropriate feedback and assessment mechanisms to procure relevant data sets to inform planning and programs for improved student outcomes regardless of whether students were at school for face-to-face learning or in a remote setting, learning from home.

BBPS responded (as all Victorian Schools) and adapted to the conditions and settings as required. Our students and our families were kept fully informed through the diligence of the school Compass 'comms'. Recognition of the Assistant Principal's role in establishing these as the go-to reference cannot be overstated.

The Key Improvement Strategies, as detailed in the Annual Implementation Plan, were flexible enough to be re-interpreted and thus guide our efforts for continuous improvement.

For instance, high expectations for strong learning growth in literacy and numeracy for every student was maintained, due to staff accepting the challenge to 'think differently'. Our students responded and demonstrated their natural 'can-do' resilience in spades. Their inventiveness and stamina in managing their learning at home boosted our creative efforts to inspire learning at all levels. Smart Spelling was embedded after its introduction in 2020. The explicit and predictable routines of the program built confidence at every level for both teachers and learners. Students could monitor and share their success in identifying word patterns and structures and use their understanding and knowledge of the vocabulary as a competent speller. BBPS spelling results in our Naplan Data showed strong growth.

The teaching of reading placed a renewed emphasis on reading rich texts and thinking deeply about the author's

purpose with a critical lens. This also positively impacted learning outcomes. Students from Years 1 to Year 6 participated in Book Clubs and learnt to 'track their thinking' as they read and interpreted the author's intent. Teachers made the strong connection between reading and writing and as such our young writers were inspired to take risks and build their knowledge of the craft of writing and composing texts for impact. The school's writing results in Naplan for 2021 also showed significant improvement in learning gains.

Indeed, the national manager of Headspace Schools stated, 'I think the absolute profound and incredible resilience of educators and families has been extraordinary, particularly from educators and school leaders, I think they have been extraordinary in extraordinary times.'

It is testament to our Action Teams for the ongoing momentum achieved during the lockdowns and restrictions, for our whole school commitment to social and emotional learning. Our strong partnership with The Resilience Project proved to be critical in supporting our families. Many activities were designed around Gratitude, Empathy and Mindfulness (GEM). This simple acronym enabled our students to focus their thinking, manage anxiety and help to direct calm reflection and sharing of positive choices with family.

Upon the return to school, explicit planning included a continued focus on social interaction:

- Teaching students how to play with each other
- Adjustments to instructional practice in the junior school to plan for differentiated play
- Awareness of fostering strong relationship building opportunities to alleviate separation anxiety
- Feedback to provide reassurances in learning progressions for students and parents.

'The worlds of the educator and the school leader go so far beyond teaching. It is about developing humans, it's about family, it's about community.' (Headspace)

As the year progressed the genuine caring and professional interventions supported all members of our community – (staff, students and parents). Professional learning with a focus on wellbeing was factored in regularly to ensure staff were looking after themselves and each other.

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## Achievement

Brighton Beach Primary School is proud of its continued achievements in student learning. Relationships are at the core of everything we do and every decision we make. We know there is no ideal one-size-fits-all approach or method that will meet the needs of all learners. We are not defined by the test scores, the data sets or the programs. (That is one part in our story). Our success is based in the hundreds of daily interactions we have with our students. These genuine exchanges are what matters, what is remembered and what makes the difference for our learners.

With a goal of maintaining a minimum of 12 months growth for all students in the key subject areas of literacy and numeracy, all our students demonstrated continued developmental growth and individual achievement over the 2021 school year.

It is our belief at BBPS that all students can learn and as such, learning pathways are differentiated to support the full range of individual developmental trajectories. Some students require Individual Education Plans (IEPs) to explicitly identify next step learning goals and to assist the targeting of instruction to meet specific learning needs. IEPs target additional support interventions or extension/enrichment. The Victorian Education Department has supported schools with the introduction of the Tutor Learning Initiative and the Victorian High Ability Program. All schools have a Program for Students with Disabilities to support students with additional needs.

Given the interruption to NAPLAN testing, in 2020, the Department of Education, expanded the range of assessments and data sets used to monitor student learning progress. At BBPS our efforts have been focused on continuous reporting to ensure parents are fully informed of learning progressions. In 2021 the focus became 'making learning visible'. As such, teachers have continued to build their use of digital assessment platforms along with the use of co-created checklists for student learning regulation. Teachers sought to improve modes of meaningful feedback for

learners. (teacher to student; student to teacher, student to student). We continue to fine tune observation checklists and student learning reflections including the use of artefacts/images and student report comments as evidence to show learning, demonstrate progress and highlight achievement using student voice and agency.

By implementing the annual assessment schedule which incorporates Progressive Achievement Tests (PAT), direct instruction programs such as Junior Elementary Mathematics Mastery, Smart Spelling, and teacher designed pre and post tests for planned units of study, teachers routinely plan for evaluation and assessment to demonstrate individual student progress, and to identify areas for consolidation and revision.

Brighton Beach Primary School is a high performing school. In the current disrupted environment some of our students have thrived through remote learning, others have maintained their learning progress, and some students required additional learning or wellbeing support despite the best efforts of their teachers and their families. Every year we focus on areas for improvement and our data sets assist us in placing a stronger focus on the areas where teaching and learning can be improved. Currently that focus is on Mathematics and this remains an ongoing area for improvement.

English:

- 98% of students at BBPS are working at or above their expected level in comparison to similar schools with an average of 94.6% and the state average of 86.2% (Teacher Judgement 2021)

Reading:

- 84% of Year Three students at BBPS were placed in the top three bands, well above the state average of 76.9% (Naplan 2021)

- 75.6% of Year Five students at BBPS were placed in the top three bands, above the state average of 70.4% (Naplan 2021)

- 54% of BBPS students achieved Medium Learning Gain and 27% of students achieved High Learning Gain (Naplan 2021)

Writing:

- 72% of Year Three students at BBPS were placed in the top two bands, well above the state average of 55% and similar schools at 68% (Naplan 2021)

- 29% of Year Five students at BBPS were placed in the top two bands, above the state average of 20% and equal to similar schools at 29% (Naplan 2021)

- 56% of BBPS students achieved Medium Learning Gain and 37% of students achieved High Learning Gain compared to similar schools that achieved 30% High Learning Gain (Naplan 2021)

Mathematics:

- 98.3% of students at BBPS were working at or above their expected level in comparison to similar schools with an average of 94.9% and the state average of 94.9% (Teacher Judgement 2021)

- 71.4% of Year Three students at BBPS were placed in the top three bands, well above the state average of 67% (Naplan 2021)

- 68.3% of Year Five students at BBPS were placed in the top three bands, well above the state average of 61.6% (Naplan 2021)

- 44% of BBPS students achieved Medium Learning Gain and 24% of students achieved High Learning Gain (Naplan 2021)

### Supporting Learning - Additional Strategies and Programs

In 2021, the school made a conscious decision for our Prep classes to be small, with three classes of 16 students. This enabled the teachers to support our beginning learners in their preparatory year to establish learning routines as they transition to formal learning. This was done to support the best possible start for our students based on the disruptions of the previous year and the uncertainty going forward.

The introduction of the important intervention of the Tutor Learning Program complimented our Reading Recovery Program an intensive literacy intervention - this long standing BBPS program targets and supports those students in their second year of school who need one to one intensive support to ensure they reach the expected reading benchmark by the end of Year 1.

A Help Desk was set up to support all students Year 3-6 during home learning who needed one to one support for any reason. Students could access a teacher for one-to-one assistance every day of the home learning program. All teachers were available to parents and students offering additional support as needed. A number of our students who had particular learning needs or could not learn from home (because their parents were working in essential services) attended the on-site program. This was facilitated by our Specialist Teaching Team and Education Support Staff. Our teachers continually responded to and adapted their programs in 2021. Every decision and every iteration were designed, modified or introduced to best meet the needs of all our students over the course of another challenging year. The priority: the health and safety of all our children and their families and each other. BBPS as a community is immensely proud of this achievement.

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## Engagement

Authentic adult-student partnerships thrive, when a school and community culture values collaborative practice and engages learners by building a sense of belonging.

The ongoing restrictions caused by the pandemic again had major implications for all teachers, students and families reinforcing our goal to 'think differently' for engagement in learning. The key goals for BBPS in 2021 were for the learning program to be accessible, relevant, and supportive of achievement for all children given their particular circumstances. BBPS decided it was an opportunity to focus on student agency across the school, to assist students to trust themselves as learners and to be resilient and resourceful in the decisions they make to engage with the learning program. The prominent message from the school to our BBPS community was positive reassurance that together we could keep everyone safe and connected.

Hence in 2021, whether learning from home or transitioning to on-site learning at school, the partnership between home and school was about making it work.

Open communication between home and school was key.

A focus on student agency across the school translated into ongoing key practices within the classroom upon return to school. Using the self-regulation checklist, the student comments are now a much more prominent feature of the semester reports. Teachers have explicitly developed practices for reflection which improved the students' understanding of themselves as effective learners. Three Way Conferences amplify student agency and voice in communicating learning progress. The students value:

- having input into their own learning;
- the flexibility to be adaptive between home and school so that learning is relevant;
- being able to learn outdoors;
- multiple communication options to access a teacher for support;
- the confidence and self-efficacy to tackle and solve problems, being independently resourceful;
- having relationships uppermost, valuing connections to community and friends.

The words of our Year Six student cohort best sum up the culture and the sense of engagement and wellbeing our students develop over their time at BBPS:

BBPS is very welcoming...No matter where you came from; whether you started in Prep or you may come in later years, the thought and care from the teachers helps everyone to settle in.

It's like entering a different world – we use the school values, to do the learning and we become a community learning together. The teachers come to know you well and what you are capable of – they keep on pushing you to challenge yourself and to learn the best you can. You find out about yourself and discover what you enjoy learning about – whether it is art, sport, Mathematics, becoming a writer, swimming, football, Japanese or music. The options have been endless including chess, raising chickens, musical productions, art shows, BBPS has got talent, dressing up for book parades, growing vegetables, excursions for leadership or surfing at camp. We also reach beyond the limits of the

school to engage with the community. The 'Upstanders' team involved five neighbouring schools working on projects to prevent bullying. We compete against schools in our Bayside area, in sports and academic competitions like debating. We have qualified for districts, divisions, regional, state and even national championships. We also joined together to contribute to traditional ceremonies like ANZAC Day and Remembrance Day.

The teachers believe in us. Sometimes stuff doesn't go as planned, that's when we are encouraged to try and find another solution.

The balance between fun and learning, with the teachers understanding us, 'most of the time', means everyone can be themselves and there is a good energy for learning. Our primary school years offered us a safe place to make mistakes and taught us how to be open to new friends, to walk in the shoes of others and to manage our own thinking. In our final year we managed the Friendship Lunches, these bring all the year levels into groups to learn and mix, no one is left out.

The teachers have done a good job of teaching us the school values, we use the 5R's whenever we can, and everyone respects each other, 'a no means no!' This learning has been handy for us as student leaders when we ran the junior activity clubs like PMP and P-2 Sports. Or like supporting the younger students to join choir, training for Bike-ed and when we led the whole school assemblies.

BBPS is a little school that is big on learning – and learning that the little things add up and can make a difference. By the end of Year Six people appreciate personal space and the fact that everyone has their own personal bubble. Some of us develop key areas of interest. A passion for learning sometimes can start way back in prep, and that curiosity can lead to achievements beyond what you ever thought you could do. You can excel in what you love – like cross country running or being the spelling bee champ. Some of our abilities are recognised and extended and we are grateful for our teachers who support us to dig deeper.

No one could have predicted our final two years of primary school. Coping with a pandemic, remote learning and changing from in and out of 'lockdown' taught us to be resilient, resourceful and respond to the moment. The gratitude journals and using GEM became an important resource along with our family recipe books!

We all agree that by Year Six we really come to know ourselves and we totally discovered the value of connection. It is more than just having a few close friends. Through our day-to-day lessons and our whole school events and celebrations you come to recognise the similarities we all share and appreciate the differences that make us all unique. The Class of 2021 have grown. We embraced our time as the leaders of BBPS. We have grown as one in our learning, our cultural understanding, and our friendship.

(The voices of Year 6 2021 - exit interviews)

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## Wellbeing

With relationships at the heart of everything we do, the BBPS community combined to look after each other and keep everyone safe. Whilst the hope that 2020 was behind us and 2021 would be different, that was not the case, the pandemic morphed and we needed to respond.

In keeping with DET priorities, wellbeing was elevated to the same level of priority as the academic development of all our students.

Once again it was crucial to ensure that every effort was made to link children with each other and with their teachers. Communication with the family unit (in all its iterations) in partnership with the school, was again critical and our teaching team worked together to plan for and conduct engaging learning to suit the health requirements.

Wellbeing sessions to ensure student connection while learning from home or at school were linked to the school 5R values and The Resilience Project GEM. (Gratitude, Empathy and Mindfulness). Regular whole staff videos, student led videos and individual posts were shared with the community to maintain visibility and links to the learning focus either at home or at school. Daily class check-ins and the introduction of the 'Help Desk' played a crucial role in

maintaining contact, building community, and reassuring and resolving problems or challenges. The students' resilience and resourcefulness constantly astounded and inspired through their natural optimism to make the most of any learning situation. Teachers could not help share in their delight to: share pets, share their culinary expertise in the kitchen, perform and dress up, complete activity challenges and to set up, lead and manage their own zoom 'how to craft' sessions. Chat room sessions and book clubs where they could visibly see their teachers and peers became a highlight.

The emphasis on health and wellbeing supports to student and families in 2021 was again strengthened, as stated previously, by our continued partnership with The Resilience Project. With the emphasis on a day a week being explicitly directed towards wellbeing (established in 2020) the specialist program was designed to enable all students and families to select from a menu of options inclusive of sport and physical exercise, visual arts, performing arts and Japanese. Year levels also incorporated inquiry units and problem-based learning into the options available.

Brighton Beach Primary School continued to be a lead partner school for Respectful Relationships and teachers drew on the curriculum resources as they responded to the needs of all students. Their efforts to engage the students and to adapt programs to challenge and to make the learning fun and relevant was nothing short of inspirational, and all staff must be commended for their efforts.

As a school we are extremely grateful for the overwhelming positive support we received from our parent community. This strong home school partnership ensured that all our students received the best possible support for their wellbeing and their learning whilst responding to the pandemic and the health requirements to remain at home. Finally, the school ensured a safe transition back to on-site learning. The clear, regular communication and the collective diligence to adhere to COVID safe requirements of soft starts, streamlined drop offs and pickups and minimising access to the school grounds and buildings by adults/visitors enabled BBPS to complete the school year - celebrating with the Year Six Graduation on site!

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## Finance performance and position

Brighton Beach Primary School maintained a very sound financial position throughout 2021 despite another year of responding to the health requirements and necessary restrictions linked to the management of the Covid-19 Pandemic. Once again annual fund-raising activities, facility hires and events that would normally have taken place were curtailed. The 2019-2023 School Strategic Plan, along with the 2021 Annual Implementation Plan, responded to the DET modified parameters to provide the framework for school council and the allocation of funds to support school programs and priorities. The Financial Performance and Position report itemises the total funds available moving into 2022. A portion of this amount is set aside to support the ongoing staged upgrade to our learning spaces, in particular the upgrade to the school library which was stalled in 2020 and carried forward to 2021. The ongoing restrictions and delays, that continued as a result of the COVID-19 pandemic again impacted the refurbishment of the school library. This carried forward amount also includes funds for programs that were suspended due to the pandemic. One example is the funds collected for camps that could not take place due to COVID which have been carried forward for the programs to recommence in 2022.

Please note, FY2021 actual expenditure and revenue remained significantly lower than expected due to COVID-19. The AIP Curriculum learning goals were supported through the planned budget allocations. In response to the specifics of the individual learning needs of several of our students in 2021, the Program for Students with Disability (PSD), along with additional funds committed by the school ensures the provision of an inclusive and equitable learning program. This also included staffing for smaller class sizes and our reading intervention programs. The introduction of the Tutor Learning Program in recognition of the impacts of the pandemic on schools also supported the learning program.

Though finances have been severely restricted, the continued diligence in preparing budgets, and the constant monitoring across the year, enables the School Council finance committee to ensure funds are allocated to achieve the best possible outcomes for all our students. The school remains committed to the staged upgrade of our facilities. We

## Brighton Beach Primary School

rely on the community and our collective abilities, to access grants and to raise funds to complete these necessary works. The BBPS school community can be very proud of what is being achieved through a generosity of spirit and the ongoing commitment and support of the School Council, and the Parent Association despite the challenging times.

# 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.

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 351 students were enrolled at this school in 2021, 164 female and 187 male.

8 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).

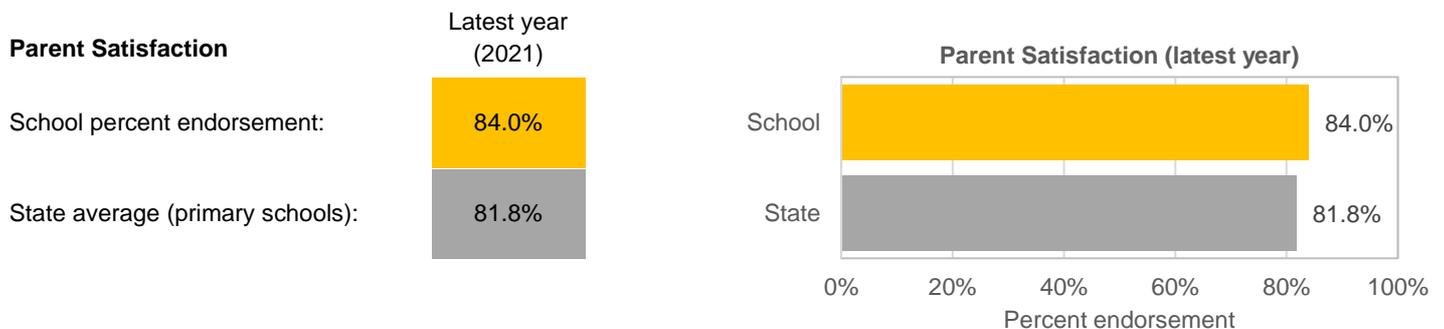
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

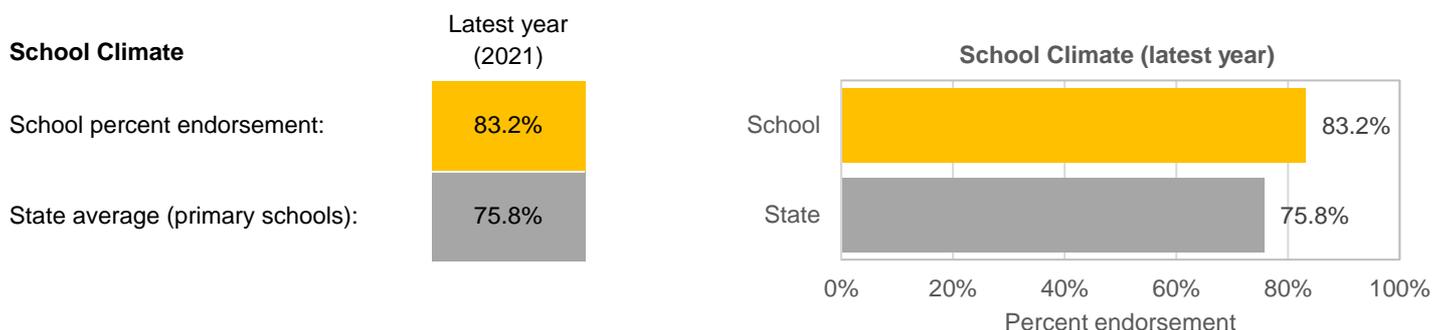


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2021)

School percent of students at or above age expected standards:

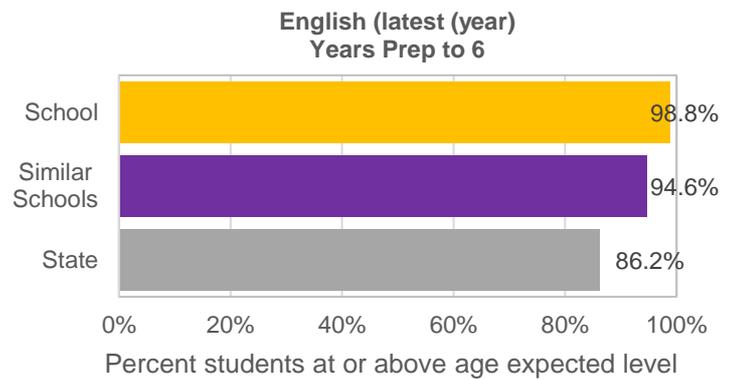
98.8%

Similar Schools average:

94.6%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

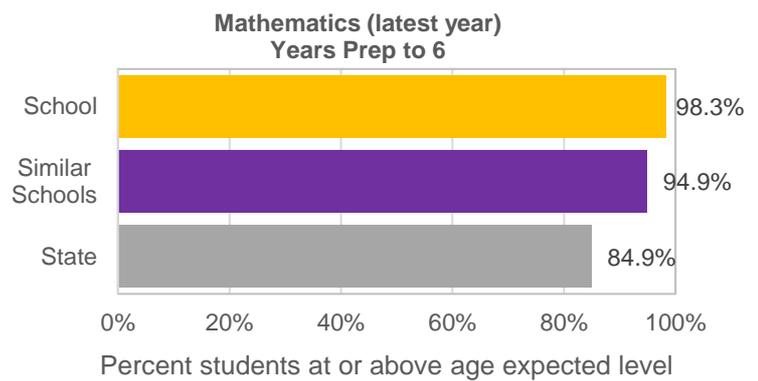
98.3%

Similar Schools average:

94.9%

State average:

84.9%



**ACHIEVEMENT (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.

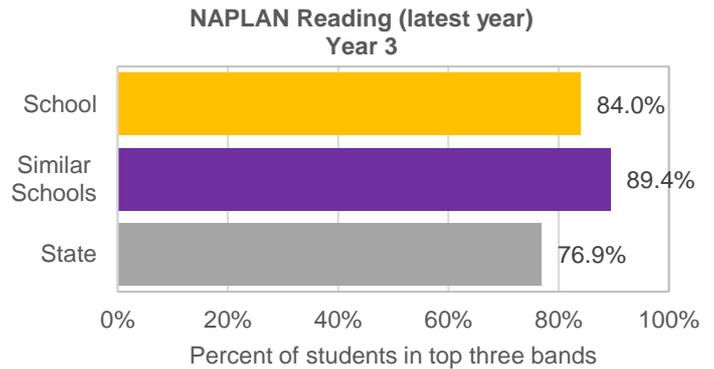
**NAPLAN**

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 2018, 2019 and 2021 data.

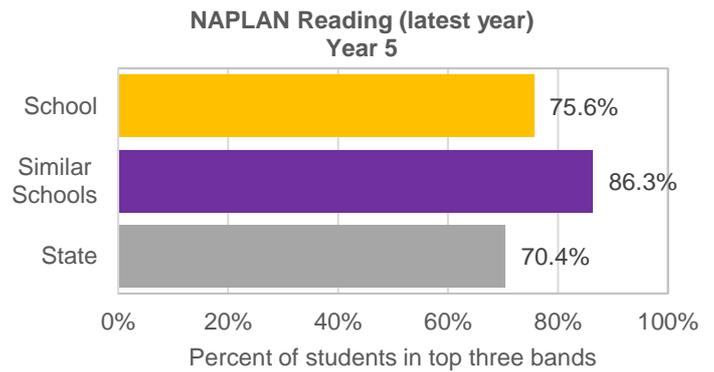
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.0%	85.8%
Similar Schools average:	89.4%	89.1%
State average:	76.9%	76.5%



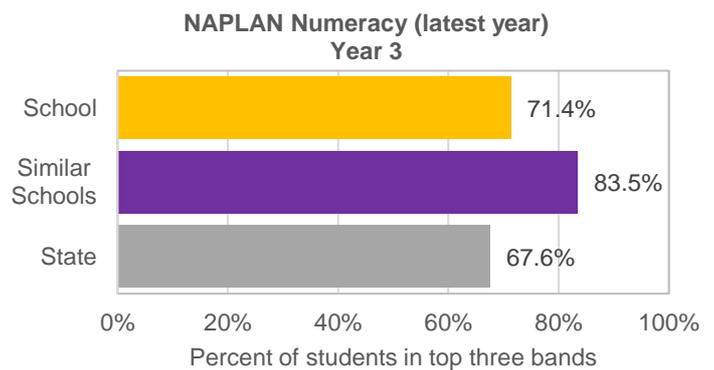
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.6%	81.3%
Similar Schools average:	86.3%	84.0%
State average:	70.4%	67.7%



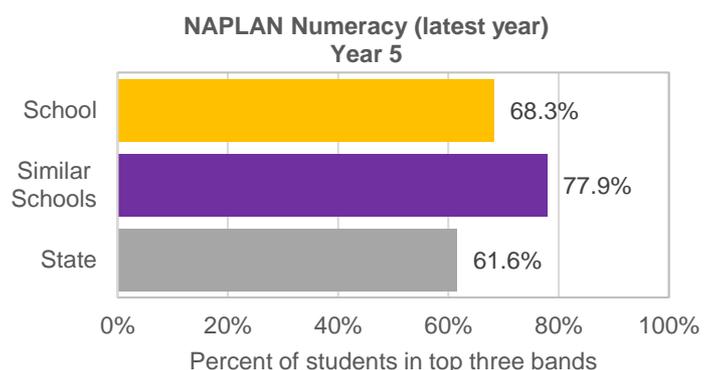
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	83.0%
Similar Schools average:	83.5%	84.9%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.3%	74.1%
Similar Schools average:	77.9%	77.4%
State average:	61.6%	60.0%



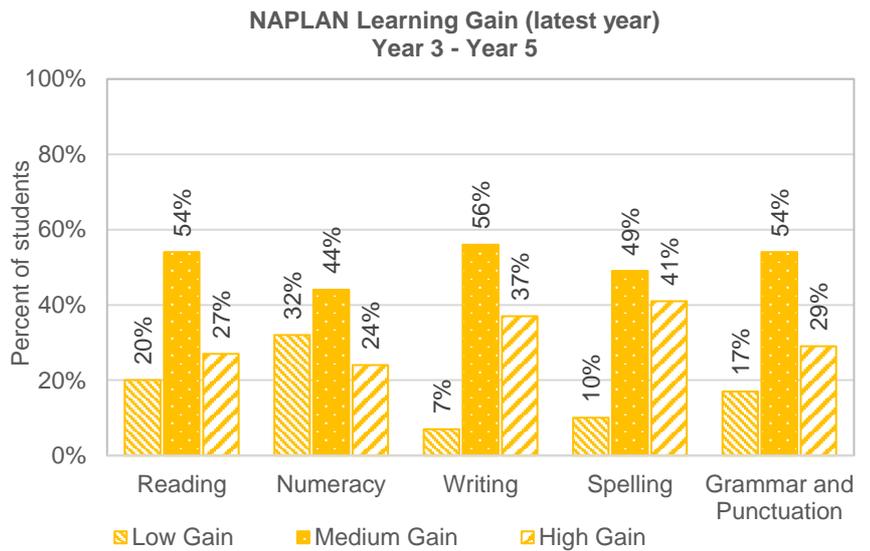
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	54%	27%	29%
Numeracy:	32%	44%	24%	27%
Writing:	7%	56%	37%	30%
Spelling:	10%	49%	41%	29%
Grammar and Punctuation:	17%	54%	29%	27%



## ENGAGEMENT

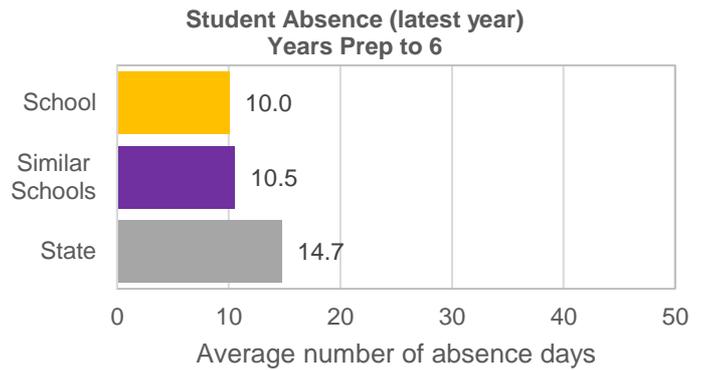
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	10.0	11.9
Similar Schools average:	10.5	11.8
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	94%	95%	96%	94%	94%

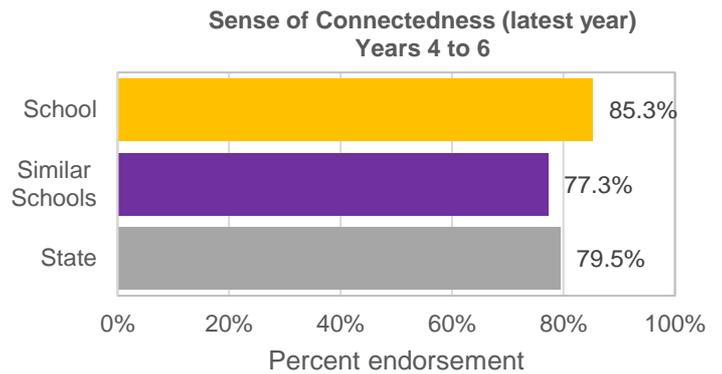
**WELLBEING**

**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 (2021)	4-year average
School percent endorsement:	85.3%	83.2%
Similar Schools average:	77.3%	78.3%
State average:	79.5%	80.4%

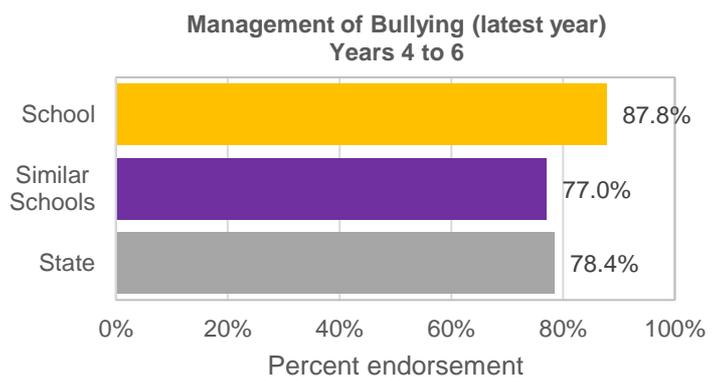


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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 (2021)	4-year average
School percent endorsement:	87.8%	86.2%
Similar Schools average:	77.0%	78.1%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,073,368
Government Provided DET Grants	\$303,531
Government Grants Commonwealth	\$8,501
Government Grants State	\$0
Revenue Other	\$31,259
Locally Raised Funds	\$416,912
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,833,571</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,957,891
Adjustments	\$0
Books & Publications	\$3,353
Camps/Excursions/Activities	\$121,185
Communication Costs	\$7,511
Consumables	\$93,743
Miscellaneous Expense <sup>3</sup>	\$38,079
Professional Development	\$28,978
Equipment/Maintenance/Hire	\$16,114
Property Services	\$46,266
Salaries & Allowances <sup>4</sup>	\$117,960
Support Services	\$59,467
Trading & Fundraising	\$17,203
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,262
<b>Total Operating Expenditure</b>	<b>\$3,543,013</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$290,558</b>
<b>Asset Acquisitions</b>	<b>\$720</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 24 Feb 2022 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 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$362,896
Official Account	\$119,261
Other Accounts	\$7,816
<b>Total Funds Available</b>	<b>\$489,973</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$91,490
Other Recurrent Expenditure	(\$173)
Provision Accounts	\$2,962
Funds Received in Advance	\$0
School Based Programs	\$88,659
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$19,581
Capital - Buildings/Grounds < 12 months	\$174,180
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>\$376,699</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.*