

2022 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).
- 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 04 April 2023 at 02:19 PM by Beverley May (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 27 April 2023 at 05:36 PM by David Capps (School Council President)

How to read the Annual Report

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.

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)

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.

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.

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

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 was the back story for the BBPS school vision which has been in place for 12 years: 'Building Better Pathways to Success: a community learning together'.

Our goal is to foster the natural curiosity of our students. Our young learners are encouraged to be metacognitive and to respond to their thinking by inquiring further, taking the perspective of others, reflecting and being discerning.

Our strategic school plan guides our efforts through 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.

Our school values of: Respect, Resilience, Relationships, Responsibility, Reflection and Reconciliation underpin everything we do.

Factors contributing to this high performance include:

- 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 learner agency and the promotion of student voice;
- The supportive and caring social and emotional learning programs underpinned by our school values;
- The pursuit of special interests, talents and enrichment opportunities.

'It takes a village to raise a child' and as such the BBPS Community strive 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 teaching staff, 8 Education support staff and 4 administration staff, combine to form a caring education team and a committed leadership group.

Progress towards strategic goals, student outcomes and student engagement

Learning

The shift in focus on achieving a balance between academic outcomes and health and wellbeing improvements for our students (FISO 2.0) aligns with the BBPS ethos of developing the whole child. Our ongoing partnership with The Resilience Project along with the funding for the extension of the Tutor Learning Program supports differentiating programs to the needs of all students for continuous improvements in the teaching and learning of English and Mathematics. The emphasis on catering for a range of learning opportunities enabled a number of our students to take part in the High Achievers Program. Middle leaders supported teaching teams to refine student centered feedback and assessment formats to enable a stronger student agency in shared learning intentions and goal setting. Our emphasis is for students to see themselves as learners. This means children are able to self-regulate because there is a personalised connection to the learning purpose, the learning intention is clear, there is relevance to the practice for mastery and there is recognition of how their choices lead to personal learning growth.

In achieving strong learning growth in literacy and numeracy for every student the focus remains on using individual student progress data to refine planning from curriculum scope and sequence resources to more realistically reflect the time on task learning activities. Learning opportunities are designed to engage our students to be curious, to think more deeply and to set their own challenging learning trajectories.

Book Club and Literature circles have been consolidated as a student centred, highly engaging differentiated practice. Student collaboration with teachers in the selection of texts has enabled increased student agency in having input into the learning program. Using processes to encourage participation of all group members has enabled students to appreciate the importance of including each other and listening to hear the thinking. This is facilitated by the allocations of explicit roles within each group such as time keeper, summarizer, connections, inferences, predictions, synthesizing, author's craft, clarifying, passages and vocabulary, questions. Responses from our year 5 students highlight their engagement:

- The more you read the more interesting it gets
- I read the whole book in one night
- It is a really good experience sharing your thoughts with everyone else in the group
- My mum really wants me to read 'Once' she read it with my brother.

The emphasis on critical literacy and the synthesis of rich texts to think more broadly about the author's purpose leads to student discussion about big ideas and enduring concepts. The development of the concept of a reader's personal schema, and the recognition of text to self, text to text and text to world connections builds our students' understanding of comprehension. This increases the focus on reading for understanding and to make meaning. Strong links are made between reading and writing. Our students use mentor texts to inspire and experiment in their own efforts as writers. The teachers use a combination of writing frameworks to explicitly teach the multiple elements involved in composing a text.

Mathematics became a whole school focus in 2022, with teachers building their knowledge and understanding of the teaching of Mathematics, the role of the four proficiencies in understanding concepts, and a deeper exploration of learning trajectory and the big mathematical ideas. Teachers engaged in regular professional learning, and BBPS was an active participant in the Beachside Mathematics Community of Practice. Building capacity in this area impacted the planning of rich learning tasks to support students at varied levels of understanding to access learning at their point of need.

Additionally, emphasis was placed on building a positive Mathematics growth mindset – an acknowledgement of data and research around maths anxiety and risk taking confidence of students in this subject area. In the classroom this led to practical applications such as building a common language around Mathematics, establishing Mathematics vocabulary walls, articulating maths learning goals and understanding the neuroscience of the brain to learn the multiplication tables for example and commit them to memory for quick automatic response.

Wellbeing

With relationships at the heart of everything we do the BBPS community embraced being back at school with a renewed vigour, anticipation for the possible, and genuine desire to be involved and to contribute. In 2022, with safe practices in place, enthusiasm and energy for an exciting, reimagined sense of community emerged and evolved.

Ongoing focus in the area of wellbeing was supported by established relationships with The Resilience Project and as a Lead School for Respectful Relationships.

Classroom learning centred around supporting students to reconnect and build relationships, develop social skills and an understanding of friendship. Following two interrupted years, students engaged in weekly social and emotional learning activities through circle time, class lessons, specific GEM (Gratitude, Empathy, Mindfulness) practices using resilient journals and age appropriate interventions such as Fun Friends in Grade 4, Upstanders in Grade 5. Involvement of guest presenters such as Andrew Fuller throughout the year, supported families to continue the conversation around building student resilience and managing stages of anxiety.

Communication in all its forms ensures the partnership between home and school can be maximized for the benefit of our learners. The strong home school partnership and the involvement of agencies that we invite into our school each year to work alongside our teachers and students have assisted common understandings that contribute to a sense of belonging.

In another successful year in implementing the Respectful Relationships curriculum, a key focus was building community understanding – particularly around Topic 7 and 8. This was highlighted in newsletter communication, focused professional learning sessions for staff, and community events in this area (Education Week, Grade 6 Leadership Action Plan).

As a school we are extremely grateful for the overwhelming positive support we receive from our parent community.

Engagement

In 2022 we continued to develop the focus on student agency, self-regulation and assisting students to trust themselves as learners. Students grapple with concepts that support risk taking as learners. They come to understand terms such as a growth mindset and confidence to be resourceful in the decisions they make,

and the different options they can choose to engage with the learning program. The inclusion of the school values in one to one or small group reflections has increased student ownership of choices and their ability to make decisions when problem solving around interpersonal interactions. The focus on student agency and student voice is supported by using questioning and sentence stems promoting self-responsibility and reflective thinking about experiences.

Opportunities for student agency and voice continued to be at the forefront of classroom practice, with numerous events supporting student leadership (Grade 5 Upstanders art installation project, active involvement of the Student Representative Council in introducing a 6th R to our school values), connection to community (Grade 6 leader action projects; Kinder-Transition community program with St Peter's Kindergarten) and avenues for feedback (student feedback groups as part of the school review process).

Recognition of individual strengths and areas for improvement, have enabled students to personalize their learning goals. The self-regulation checklist has also contributed to the student comments which are gaining much more prominence on semester reports. Three Way Conferences amplify student agency and voice in communicating their learning progress. Some of the innovations that were adopted during home learning remain enduring and have become ongoing. These include:

- 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.

Other highlights from the school year

The School Review endorsed the school for its prioritisation of the improvements to the indoor and outdoor learning environments. The establishment of the STEAM (Science, Technology, Engineering, Arts and Mathematics) program and the dedicated space and resources. The review acknowledged the efforts of the community and the locally raised funds that consistently contribute to key improvements to facilities, including a fully resourced sport and PE program, Performing Arts and Visual Arts programs and the opportunity for facilities to be used by community groups. The school review panel in its assessment of the FISO 2.0 Continua of Practice endorsed BBPS as 'excelling' in four of the five criteria. The areas of Leadership; Teaching and learning; Student engagement; and Support and resourcing. The area of Assessment was rated as 'embedding'.

Brighton Beach Primary School is a lead partner school for Respectful Relationships.

The school also celebrated the ten year anniversary of the combined schools Bully Stoppers Upstander Project with the 'Speak up' Exhibition at the Bayside Gallery. We thank the Bayside Youth Services team for their ongoing support for this excellent annual schools' community project.

BBPS initiated this yearly focus along with a neighbouring school. The Upstanders Program consists of five schools. Each year, groups of year five students from Beachside schools collaborate on a common project to address and raise the awareness of social and emotional challenges in relation to bullying. In 2022 the year 5 Sustainability Action Team has been established.

Financial performance

Brighton Beach Primary School maintained a very sound financial position throughout 2022.

Gradually throughout the year, the annual fund-raising activities, facility hires and events that contribute to school resources came back. The Financial Performance and Position report shows an end of year surplus of \$85,841. The reduced surplus is indicative of the completion of another renovation as part of the staged upgrade to our learning spaces. The completion of the beautiful upgrade

to the school library after the previous pandemic related delays was indeed an opening worthy of celebration. The minor works grant that also enabled the resurfacing of our playground has given a noticeable lift to the attractiveness of the school. The outdoor playground spaces have been fully embraced by our students, the teachers and parents and the broader community.

The continued emphasis on smaller class sizes does impact on our surplus, however this is proving to be beneficial and supportive of the needs of our students in our current context i.e. recovery from the impacts of the global pandemic. The Rolling Facilities Audit by the VSBA (Victorian School Building Authority) occurred in Term 4. We await the outcome in terms of future upgrades particularly to the original heritage building and the preservation of the chimneys and restoration of internal classroom walls.

For more detailed information regarding our school please visit our website at
www.brightonbeachps.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 325 students were enrolled at this school in 2022, 166 female and 159 male.

6 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).

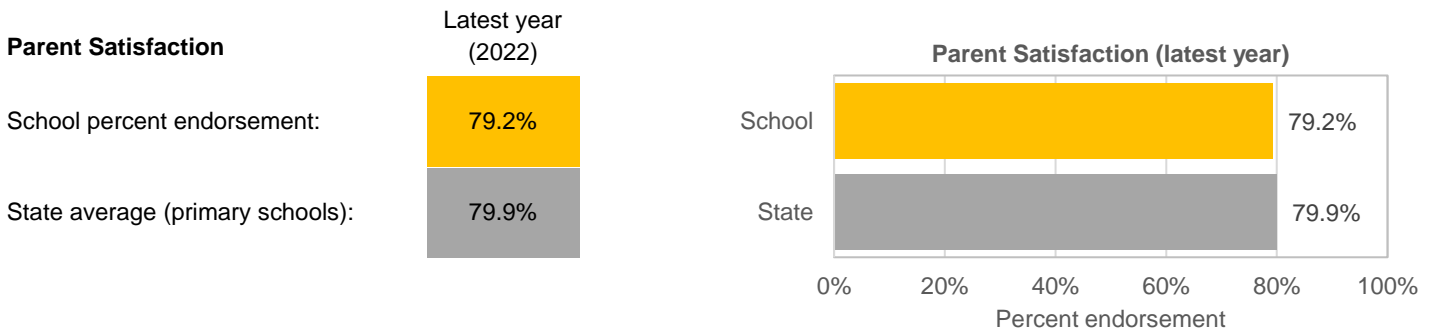
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

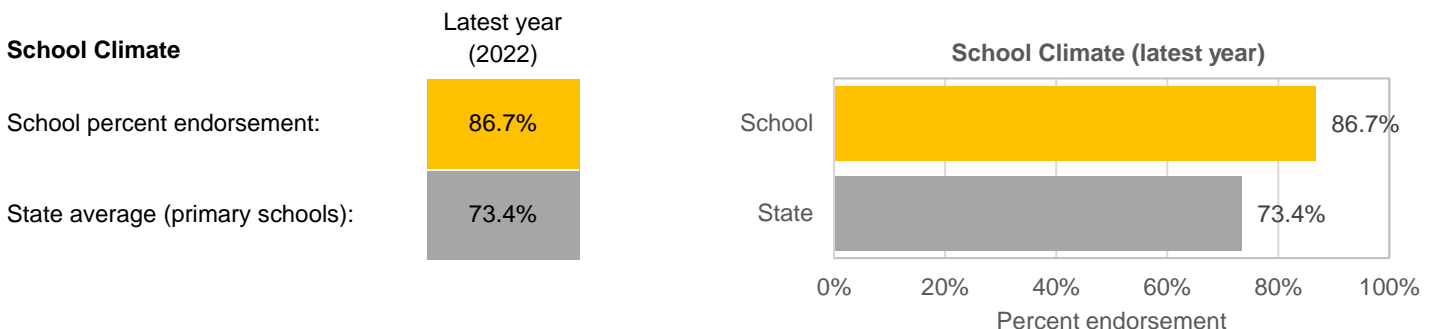


School Staff Survey

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:

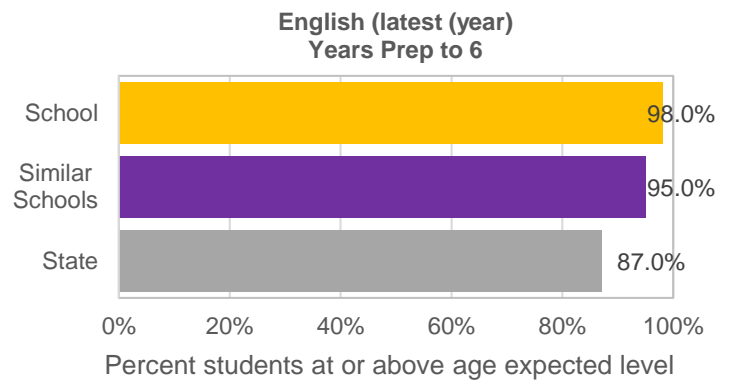
98.0%

Similar Schools average:

95.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

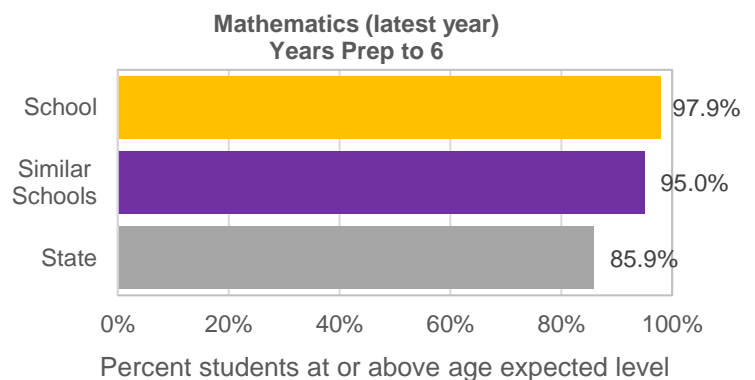
97.9%

Similar Schools average:

95.0%

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.

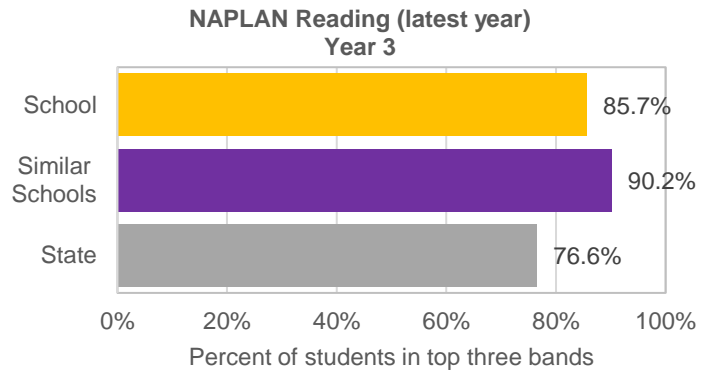
NAPLAN

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.

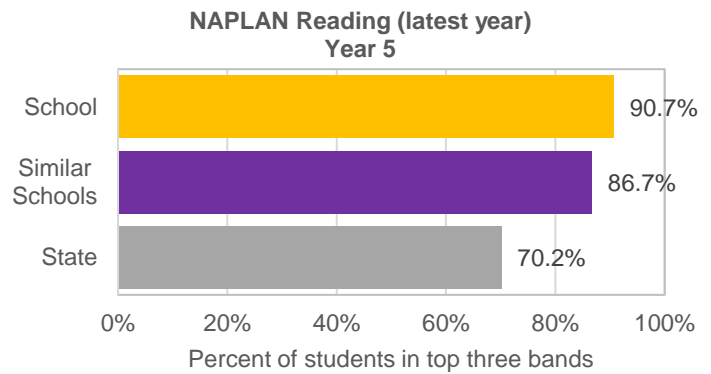
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	82.6%
Similar Schools average:	90.2%	89.6%
State average:	76.6%	76.6%



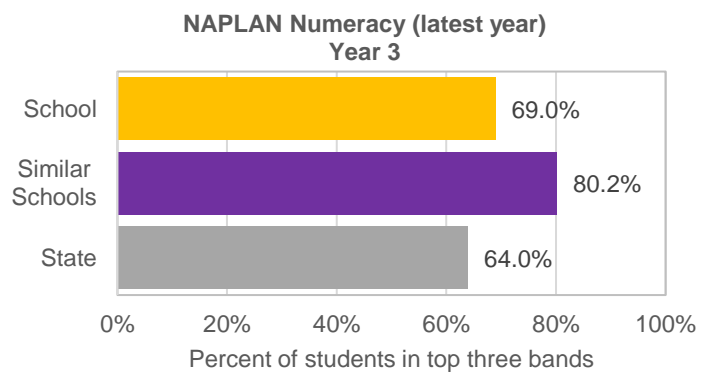
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.7%	81.8%
Similar Schools average:	86.7%	85.5%
State average:	70.2%	69.5%



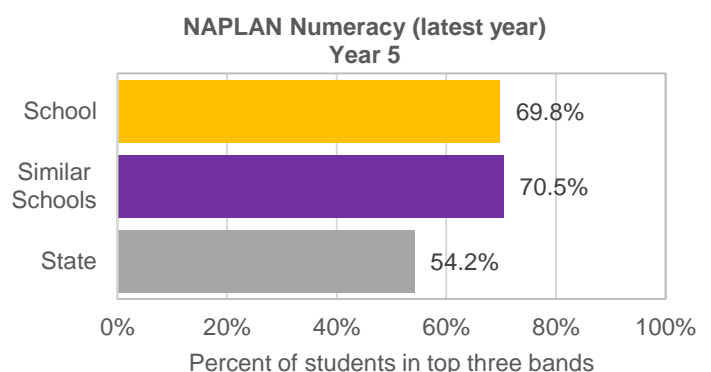
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.0%	75.4%
Similar Schools average:	80.2%	82.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.8%	69.7%
Similar Schools average:	70.5%	75.9%
State average:	54.2%	58.8%



WELLBEING

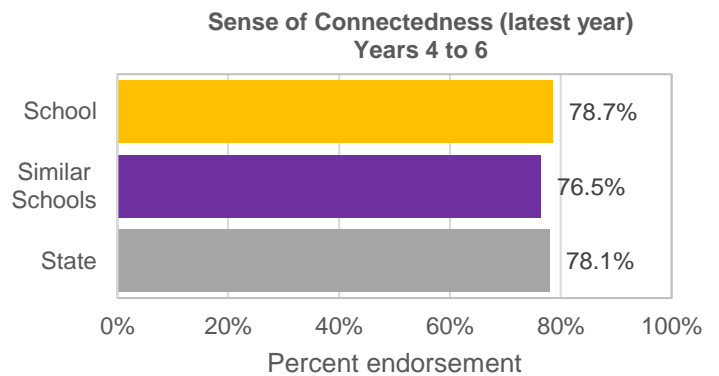
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	78.7%	82.6%
Similar Schools average:	76.5%	77.4%
State average:	78.1%	79.5%

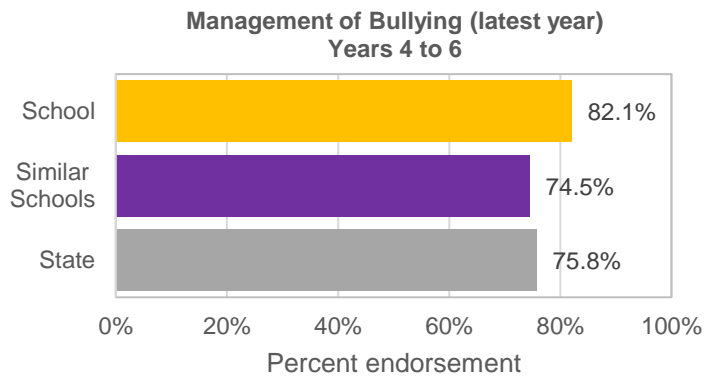


Student Attitudes to School – Management of Bullying

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:	82.1%	85.0%
Similar Schools average:	74.5%	76.6%
State average:	75.8%	78.3%



ENGAGEMENT

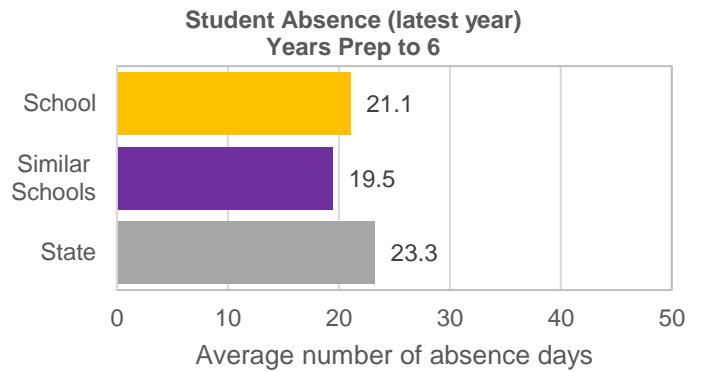
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.1	13.7
Similar Schools average:	19.5	13.0
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):	89%	91%	90%	89%	92%	88%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,083,082
Government Provided DET Grants	\$288,513
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$26,860
Locally Raised Funds	\$556,319
Capital Grants	\$13,480
Total Operating Revenue	\$3,968,254

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

Expenditure	Actual
Student Resource Package ²	\$3,003,772
Adjustments	\$0
Books & Publications	\$3,678
Camps/Excursions/Activities	\$220,942
Communication Costs	\$5,367
Consumables	\$61,706
Miscellaneous Expense ³	\$23,861
Professional Development	\$62,340
Equipment/Maintenance/Hire	\$40,155
Property Services	\$69,857
Salaries & Allowances ⁴	\$250,278
Support Services	\$50,509
Trading & Fundraising	\$48,162
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,306
Total Operating Expenditure	\$3,868,933
Net Operating Surplus/-Deficit	\$85,841
Asset Acquisitions	\$143,767

- (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

Funds available	Actual
High Yield Investment Account	\$211,666
Official Account	\$53,359
Other Accounts	\$44,558
Total Funds Available	\$309,583

Financial Commitments	Actual
Operating Reserve	\$137,306
Other Recurrent Expenditure	\$400
Provision Accounts	\$2,962
Funds Received in Advance	\$0
School Based Programs	\$87,256
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$50,450
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$278,374

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.