

# 2020 Annual Report to The School Community



School Name: **Beaumaris Secondary College (7566)**



- 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 2020 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 29 April 2021 at 08:23 PM by Debby Chaves (Principal)

The 2020 Annual Report to the school community:

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

Attested on 03 May 2021 at 12:54 PM by Steve Pearce (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

The About Our School section 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.

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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 Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### 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).

## 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Beaumaris Secondary College is a newly established secondary school that began enrolling Year 7 students in 2018. We have an enrolment of 715 students across Year 7 to 10 in 2021. We anticipate consistent growth as we add a group of Year 7 students each year. Beaumaris Secondary College recognises its unique geographic position and the strong educational and community infrastructure that has developed over the past 50 years. It is located in the leafy bayside suburb of Beaumaris in close proximity to the bay, a marine sanctuary and nature reserves. The excellent sporting facilities on site are part of a developing relationship with the Melbourne Cricket Club (MCC). The community and family partnerships have been central to our success. This transforms the identity of a community and builds on our local connections that welcomes everyone. A place where we have high aspirations and expectations of our students, families, school and community. Our aim for our students to understand their personal agency and group capacity to contribute to our world in a positive, honest, and sustainable way with responsibility, pride and integrity. Beaumaris Secondary College's vision is to inspire our students to become critical global citizens. A commitment to the pursuit of academic excellence across a diverse and engaging curriculum, both in and outside the classroom, which is inclusive and responsive to the diversity of learners. Beaumaris Secondary College encourages its students to strive for excellence in all their endeavours.

We ensure that the learning is meaningful. We deliver a comprehensive, broadly based and culturally inclusive curricula in line with the Victorian Department of Education. We support the development of cognitive, intrapersonal and interpersonal competencies that enable our students to transfer what they have learned to new situations and new problems. By engaging in deep learning our students become creative, connected and collaborative problem solvers who gain knowledge and skills for lifelong learning and who can use contemporary digital technologies to enhance their learning. Through our instructional model, students learn purposefully through:

- Making connections
- Learning intentions and success criteria
- Cultivating curiosity
- Reflection

At Beaumaris Secondary College, we want our students to graduate as engaged global citizens armed with transferable skills. Our students learn problem solving skills using Microsoft 21st Century Learning Design architecture. This model teaches students to work in new and challenging contexts through 'learning-how-to-learn' skills. The 21st Century Learning Design capabilities include:

- Collaboration
- Knowledge Construction
- Self-Regulation
- Real-world Innovation and Problem Solving
- Skillful Communication
- ICT for Learning

Project Based Learning (PBL) provides students with opportunities to discover passions and make connections through the process of meaningful inquiry. We believe that problem solving is at the heart of learning, thinking and development. Our students are encouraged to be curious, ask questions and are taught how to engage in problems through PBL tasks. Students demonstrate learning that follows a cycle of Inquire, Create and Showcase.

Beaumaris Secondary College curriculum and co-curricular program supports students to make healthy choices. Participation and understanding the importance of a healthy and active lifestyle is central to our school mission. We value our unique local environment. Beaumaris Secondary College will foster and develop our sense of place in the world as global citizens who can contribute within the wider context of sustainability and environmental stewardship.

Our teachers are experts in their fields who guide our students to inquire, create and exhibit their understanding and knowledge. Through this process, students ask probing questions that link their knowledge, engage in authentic

problem solving and reflect on their learning. The staffing profile of Beaumaris College includes a Principal and 2 Assistant Principals. We have 46.76 EFT staff, including office administration staff, wellbeing, specialist area support and classroom support staff.

### Framework for Improving Student Outcomes (FISO)

#### Excellence in Teaching and Learning

The Beaumaris Secondary College Strategic Plan 2020 to 2024 was based on our 2019 Term 4 review. It was a wonderful opportunity to review our progress thus far and develop goals that provided an updated FISO focus for 2020. Our school is preparing for the crucial phase of senior schooling. We needed to continue with this work throughout remote learning. We continued this process throughout 2020 and the remote learning period. We maximized curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning. Our PLTs have further developed the Year 9& 10 specialism program with the offering of 5 VCE units. Our Year 9 and 10 curriculum is organised into CORE learning areas and Specialisms. Each course is aligned to the F-10 Victorian Curriculum which is structured as a continuum across levels of learning. This approach allows students to choose their specialisms, giving them greater ownership and commitment to their education. Students are encouraged through course counselling to select courses that will give them a breadth of experience and allow them to identify their academic strengths and interests. We also focused on the development of a range of pathways which would support students to be successful in further education, training and employment beyond school. We will offer a flexible senior school program underpinned by our vision for teaching and learning. This will cover a breadth of VCE offerings enabling the discovery and pursuit of individual passions and supports all students to flourish both personally and academically. A clear goal has been set for all staff to work collaboratively to curate and refine curriculum. The College continues to build a strong learning culture of transparency and feedback to drive improvement.

#### Professional Leadership

All teachers have been part of the development of every aspect of the college values, mission and teaching and learning vision. The establishment of a visible presence of the College values and mission throughout the school helps to embed the expectations of the community of learners. All members of leadership are present and visible modelling and fostering a strong culture of learning and improvement.

The school community has been central to forming the vision, values, culture and priorities for driving the school opening. This school is the result of a very committed and engaged school community. The leadership team is part of PLTs and professional learning sessions. There is a clear interconnectedness between the whole school team towards improving whole-school curriculum planning and practice between the AIP and FISO initiatives. This is also evident through the strategic work of PLT teams, and through the instructional model.

The importance of a shared and distributive model of leadership is to ensure succession planning and improving leadership capacity. PLTs provide all team members with the collective responsibility of curating curriculum, determining resource needs and leading PLT planning sessions. This is with the intent of increasing the leadership capacity of the each team, with the prospect of succession plans within the school. This has provided all teachers and leaders with an opportunity to engage in readings and discuss effective leadership. Induction of new staff has been vital to the ongoing growth of our college. We have provided 3 structured sessions offered; in 2020. The remote learning meant that 1 of the sessions was a virtual session. The addition 2 sessions were held on-site following COVIDsafe guidelines.

The College has a broad and distributive leadership structure which builds on shared responsibility. Teachers are actively encouraged to pursue leadership opportunities and pathways, and are provided with formal and informal feedback having the principal as the PDP reviewer.

#### Wellbeing

At Beaumaris Secondary College, we know that the heart of education is the education of the heart. The very core of a caring school and morally mindful education is a well-structured and considered wellbeing program that builds student capacity across all areas. The year that was 2020 required us to direct a strong focus on student and staff wellbeing. The need to adapt to the everchanging circumstances of the worldwide pandemic was paramount to keeping our school community connected. We continue our focus on the wellbeing of our students to be known throughout their journey through the school while also maintaining the connection with school, teachers and classmates when we were

not on-site. The college commitment to sustain a positive climate for learning as we embed our students' wellbeing based on the shared values and vision continued throughout the year both in remote learning and on-site. We have developed leadership roles for 4 Heads of Houses leaders to embed wellbeing, working hand in hand with GOAL mentor and the Head of Wellbeing. GOAL Mentors are key figures in the delivery of wellbeing programs to students. Each GOAL Mentor plays an important leadership role in the College. Not only do they maintain effective communication between students, their learning area teachers and parents, they also have an integral role in the development of a collaborative culture. The main focus of a GOAL Mentor is the wellbeing of each student in his or her care. The role requires wise judgement, an open mind, a focus on consultation, collaborative problem-solving and team work. GOAL Mentors must do their best to ensure that there is a positive vibe within their group and between them and the students. Students must build trust with the GOAL Mentor, that their views are given consideration, and that they receive honest, concerned and professional care and that there is consistency. Our new Mental Health Practitioner increased her hours at the college providing additional supports to staff and students. We also recognised an opportunity to acknowledge learning that was happening outside of the school structure during remote learning. The Micro-credentials Program nurtured and paid respect to individual skills and talents of students. The College is committed to developing the whole person and providing an environment that supports the physical, social, intellectual and emotional engagement of every student.

### Achievement

In 2020, the College has 2 learning specialists, Literacy and Numeracy experts, providing an opportunity for staff to improve their professional development, as well as drive an overall culture of curriculum development, teacher efficacy and self-reflection. This provides staff with constant opportunities for personal and professional growth as well as developing leadership capabilities and building a culture that is focused on improvement. We also added a Curriculum Senior Pathways leader to our team in 2020 in order to prepare for students beginning their senior years in 2021. The team worked to meet the registration requirements of the VCAA across 2020. There was also development and planning of our VCE/VCAL pathways leading into 2021. The challenge was that much of this work was done during remote learning.

At Beaumaris our goal is to continue to develop a deep learning pedagogy with rigour and challenge that allows for a strong educational experience and growth for each student. Our teachers work collaboratively to curate curriculum the using Understanding By Design framework and by enacting our vision for teaching and learning (We learn purposefully by cultivating curiosity, being reflective and making real world connections). Professional Learning Teams (PLTs) across all learning areas have worked towards differentiating tasks for all learner by incorporation modified and deep learning tasks that target students learning at the point of need. Learning Intentions and success criteria are made visible to students and allows them to see the purpose of each lesson. In addition, an inquiry based approach to learning has resulted in higher levels of student engagement. Staff worked collaboratively to create a PBL vision. 'Project Based Learning provides students with opportunities to discover passions and make connections through the process of meaningful inquiry' and this vision along with a focus on 21C learning skills drive curriculum development. During remote learning, we used the same approach to adjust the curriculum to suit students' learning from home. This required PLTs to identify what was "essential" to the growth within a particular unit of learning.

Teacher judgement data in English and Maths indicate that students are performing above the age expected standard when compared to the median of all government schools. Our hybrid model of teaching and learning ensures that students English and Maths' skills, knowledge and understanding are developed in line with the Victorian curriculum using technology as a tool to enhance opportunities to demonstrate growth while still providing pen and paper tasks throughout the curriculum. Our implementation of our instructional model provided teachers with an evidence informed framework for best practice within the learning spaces. Our math's teacher judgement data is very strong and further supported by the number of students choosing a specialism in mathematics alongside their Core Maths program (70%). Our goal is to have the students continue with mathematics throughout Years 11 and 12. The success of the mathematics curriculum is preparing students to meet the more complex mathematics curriculum they will face in their senior years.

Progressive Achievement Tests in Reading and are used at the start and end of each year to measure student growth and progress. We were able to use this assessment data to identify students for the Tutor Learning Initiative in 2021. The data is currently used by teachers to provide insight into student learning needs and adjust curriculum as required.

We will continue to build on staff data literacy and look towards introducing students to their learning growth with the data sets available.

We continue to provide our EAGLE (Educational Assistance Group Learning Enhancement) literacy intervention program which is based on the multi-sensory language approach to support students with dyslexia and low literacy levels. The program has helped students to develop their learning confidence and we starting to see growth which is evident in their PAT Reading results. We also have students receiving support through the DET funded Middle Years Literacy and Numeracy Program. Students are supported both in and out of class to promote growth in literacy and numeracy. Teachers are also supported with professional learning that promotes a stronger understanding of additional needs within the learning spaces.

To improve student achievement, our focus is to allow students to have an input into what deeper learning looks like at the school. In response to the 2020 school year, the DET has provide a Tutor Learning Initiative for 2021 and this should also address students who did not demonstrate the level of growth anticipated. The tutors will also work with the the incoming Year 7 students to support the smooth transition into secondary school learning and expectations.

The Student Excellence Program was implemented for students who are performing significantly ahead of their peers in one or more learning areas. The selected students participate in school based, virtual and masterclass programs in the identified areas they excel in. We had strong representation across a range of areas for students in the High Abilities Program which is a 10 week intensive for highly able students followed by a full day masterclass with like-minded students. Due to remote learning, the sessions began in Term 4 2020 and have limited follow up data. The program continues into 2021 and with numbers increasing there should be some strong growth for students into 2022.

A student centred curriculum critique program was established based on the DET Amplify handbook. Students reviewed, critiqued and provided direct feedback to teachers outlining the successes and areas for development within units of work. The Amplify curriculum critique program will grow in 2021 with the inclusion of the Year 9 curriculum specialisms to review.

During remote learning, we ensured there was continuity of learning through adapting curriculum. We provided students with structures and processes that were supported by our shared language and common cues and consistent use of technology with Microsoft Teams. OneNote is a digital notebook for capturing and organising student learning. Project Based Learning-summative assessments refined to be completed at home. We used the MEET NOW function on Microsoft Teams for sessions and the CHAT function for more individual and personalised learning discussions with students.

## Engagement

Our students felt a strong sense of connectedness to the college in 2020 as is evident in our Attitude to School Survey. Our approach to remote learning was to provide students with shortened online sessions and adjust curriculum to ensure that it was engaging. This maximised engagement through shortened lessons for students with less time in front of a screen. We monitored attendance for each session and followed up on session absences with phone calls. This resulted in our strong attendance data as well. Our students were encouraged to participate in physical activities on a daily basis during remote learning. The school provided activities and suggestions for keeping active during lock down. We also encouraged students to turn on their cameras during sessions once this feature became available on TEAMS. It was difficult to get the students to turn them on as they had become accustomed to the informal nature of learning from home. It is not surprising given they had 168 days of remote learning.

We communicated regular updates on remote learning expectations through COMPASS to students and parents. It was important to provide regular updates but not to overwhelm the community with notifications. Our 80% positive school endorsement from the Parent Opinion Survey supported the level of communication from teachers, leaders and the school.

We continued to promote our school leaders to have an active voice in the college even during remote learning. This was accomplished through student leaders leading online information events for current parents and prospective

parents. We have over 100 leadership positions for students across all year levels. The student voice and agency leadership structure includes College Captains, Vice Captains, Learning Team Leaders, CORE Learning Area Leaders, GOAL/ House Captains, Student Wellbeing Action Group, ICT Champions and Crime Prevention Leaders. We expect to expand these roles as the college continues to grow in numbers.

During remote learning, we provided some virtual lunchtime activities to keep students connected. There was a varying degree of attendance as these were voluntary and we were also encouraging students to have some down time from the screen. In 2021, we will offer a broad range of lunchtime clubs and activities which include Robotics, Book Club, Computing Club, Dance and Drama, Media, Art, African Drumming, Yoga, Wildlife Warriors, Lab Rats, African Drumming, Vocal Group, Chess Club and a number of musical ensembles. The instrumental music program was successful in receiving funding for 2021 and will incorporate more instruments into the school offerings. This requires the employment of specialised instrumental teachers to support the program.

The level of attendance and participation in whole school and Year level events which we were able to hold was strong. There were many excursions and camps that were cancelled as a result of the pandemic. We were able to postpone our first Reef to Rainforest Camp for 2021 and it will be offered to both Year 9 and 10 students.

Our GOAL Mentors are the key conduit in the engagement, academics and wellbeing of all students with the addition of four Heads of Houses who monitor and support attendance protocols, and student individual education plans. The culture of engagement is further supported through the embedding of a School Wide Positive Behaviour framework.

## Wellbeing

The health and wellbeing of our students is central to their schooling experience at Beaumaris Secondary College. We worked to ensure that there was continuity of care throughout the year. Across the course of the 2020 school year, we have ensured that the focus on wellbeing continues for our school community whether on-site or remotely. The school has used the School Wide Positive Behaviour Framework to develop in consultation with staff, students and parents the School Wide Positive Expectations which were further modified to cater for remote and flexible learning to include online expectations. SWPBS: is a systems approach (instructional model) which is based on developing, organising and delivering evidence based social-emotional and behavioural interventions and supports that enhance schools' capacity to maximise outcomes for all students. The tiered framework of SWPBS utilises high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. The expectations focus on the visible behaviours of students being respectful, being a learner and being safe.

The constant adapting and changing to the pandemic which altered our school year required professional support for our teachers to support students during remote learning. We allocated more professional learning time to GOAL Mentors to collaborate on keeping students connected throughout the remote learning period. We appointed 4 Heads of Houses in Term 3 2020. These new leadership roles will evolve as the school grows but the areas of professional leadership are:

- to ensure all teachers promote a positive culture of student centred learning,
- to support and assist teachers in maximising student growth,
- in teaching and learning practices that incorporate our learning space expectations throughout the college,
- in facilitating collaboration and respectful relationships with all,
- to ensure that staff are guided and supported with the needs of students and,
- Modelling and promoting continuous improvement through reflective practice.

Our Heads of Houses worked with GOAL Mentors to monitor students through weekly online wellbeing check-ins. These were available to all students on Microsoft Forms and regularly checked by teachers

The wellbeing team provide professional learning sessions for staff which were valuable learning in these challenging times.

- o Mental Health First Aid supporting staff awareness of student mental health issues.



- o Accidental Counsellor providing staff the tools to guide students in need of wellbeing support
- o Managing Difficult Conversations equipping staff to tackle the difficult conversation that are often required with students, parents and colleagues.

We started a Breakfast Club in Term 4 funded by DET and the Food Bank Australia. This was made available to students twice a week and available as a grab and go option for any student wanting breakfast at school. We had a reasonable response from students but this was further impacted by the remote learning period.

We received funding from Rotary for a Zero Drop Out Program which we were not able to commence during 2020 due to remote learning. It has commenced in 2021 with great success.

The school has applied to be a lead school for Respectful Relationships and was successful for 2021 funding. This program provides age appropriate curriculum that provides students with comprehensive skills and knowledge around help seeking, problem solving, emotional literacy, as well as gender, power and respect. Safe Schools program is being developed by a team of staff who support LGBTQI+ programs, student groups and events.

The Wellbeing team has expanded and includes a psychologist, a mental health practitioner and a teacher counsellor. The team will continue to provide individual counselling, group programs and family referral support.

We continued to provide year level based wellbeing days in 2020. Due to remote learning some of these were held virtually.

Year 7: October 2020

Click Against Hate: To raise awareness of racism, sexism homophobia, and what we can do to respond to this.

Tai Chi: Focus on mindfulness and movement.

Silent disco: Team building and re-connection with peers.

Year 8: March 2020

Project Rockit: To raise awareness about bullying and how to speak out against it.

Martial arts Therapy: Using martial arts techniques to learn about emotional regulation and taking responsibility.

Year 9: November 2020

A Day in the Life of a Yonngu student: Speaker was Jemma Ford, one of our teachers, who shared her experiences teaching and living in an indigenous community.

Silent Disco: Team building and re-connection activities.

Sonya Karas Speaker: Drug and Alcohol awareness

Inspirational Speaker Vinh Giang's Presentation to the whole school on communication skills:

On Monday the 19th of October students from year 7, 8 and 9 watched an inspirational speaker via their laptops named Vinh Giang, his presentation was based on building your self-confidence and how you show yourself to the world while using magic and a wonderful demonstration to highlight his point.

We are planning to introduce the Resilience Project student journals in 2021. The Wellbeing Team, Heads of Houses and GOAL mentors are collaborating on how to introduce the resilience journals into GOAL session.

In 2021, we will continue to develop responsive and relevant student wellbeing days. We will also provide parents with parenting sessions to support them as students begin to move into more senior year levels and the social decision making becomes more complex.

There were a small percentage of students who attended on-site during remote learning to support their wellbeing. The wellbeing provided virtual support to students and families during the remote learning period.

The school will continue to grow as we add a year level each year. It is vital that the wellbeing of students and staff remain the focus on our developing school culture and community.

## Financial performance and position

The College has a robust financial staffing and budget planning system in place. Our school's Strategic Plan has provided a framework for school council which allocates funds to support school programs and priorities. The College finances are also reviewed by the Finance Sub Committee and College council ensuring that income and expenditure is meeting budget expectations. The surplus occurred through the generous community grants and donations to camps, excursions and targeted teaching areas in 2020. Our surplus will be used to ensure students have the equipment and furniture throughout the entire Learning Hub that facilitates the learning experiences we are aiming to achieve. The college received a small amount of equity and catch up funding which contribute towards our Eagle Program. We ensure planning and forecasting complies with regulations set out in the Finance manual for Victorian Government Schools.

As a result of the COVID-19 Pandemic the restrictions imposed and the move to remote-online learning the College undertook an assessment of all Essential Learning Items, Excursions, Incursion and Optional Charges and applied credits to family accounts where payments had been made and funds were not going to be utilised. We were therefore at the end of 2020 holding \$245 325.06 in unallocated funds for parents which would have been reflected in the College surplus.

As part of the 2020 funding the College was allocated additional funding for Maintenance Blitz Grounds allowance \$26 564 and Annual Contracts and Essential Safety Measures \$70 765 again due the restrictions imposed the College was unable to spend the funds which resulted in us carrying forward the funding and increasing the College surplus. These funds have been committed to the construction of fencing along the Northern Oval as well as much needed irrigation system to maintain the school grounds.

The state government granted \$18.97 million in capital works funding to our school. The funding will increase the school's capacity from 650 to 1,100 students upon completion in 2022. This is in response to the strong enrolment demand by a very committed and engaged community.

**For more detailed information regarding our school please visit our website at**  
<https://beaumarissc.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.

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 537 students were enrolled at this school in 2020, 219 female and 318 male.

5 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

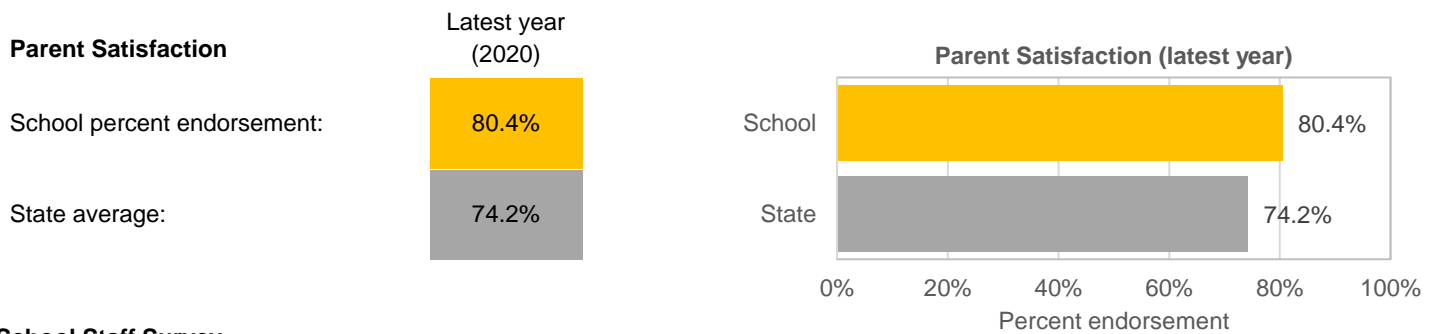
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

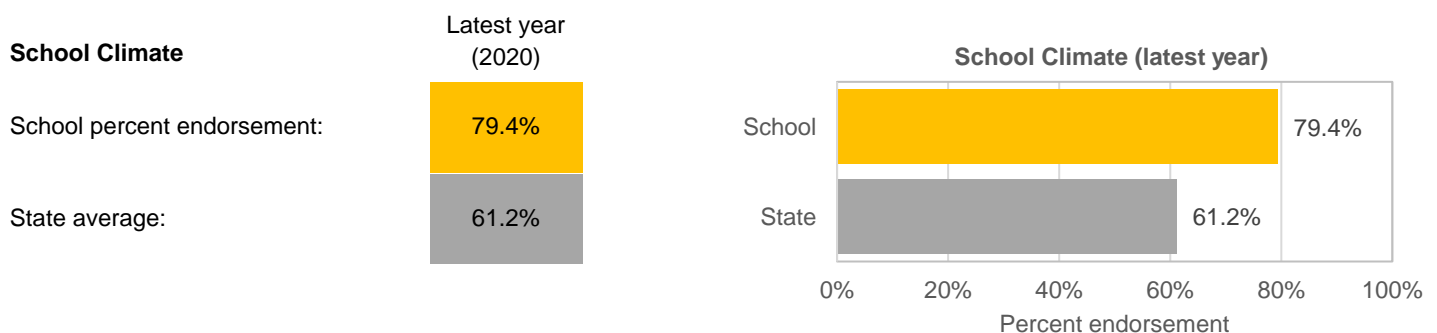


### School Staff Survey

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 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

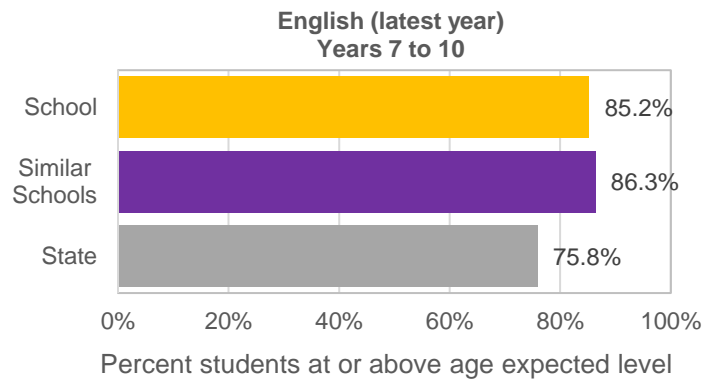
85.2%

Similar Schools average:

86.3%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

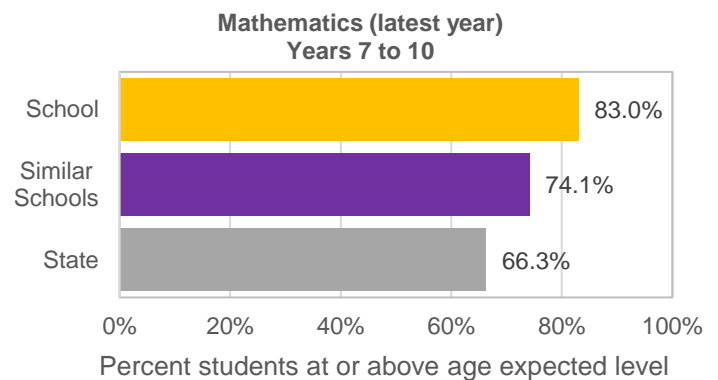
83.0%

Similar Schools average:

74.1%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

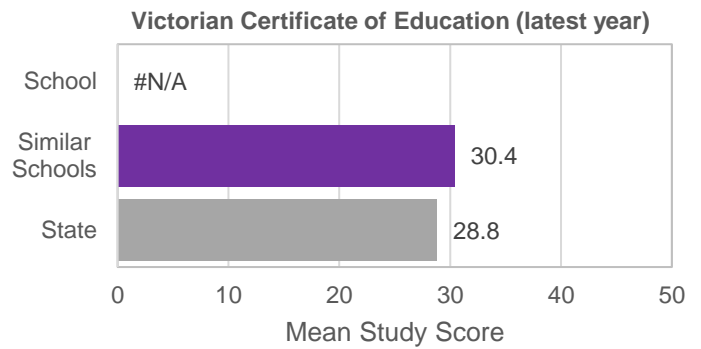
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education	Latest year (2020)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	30.4	30.3
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

NDA

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

NDA

VET units of competence satisfactorily completed in 2020:

NDA

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

NDA

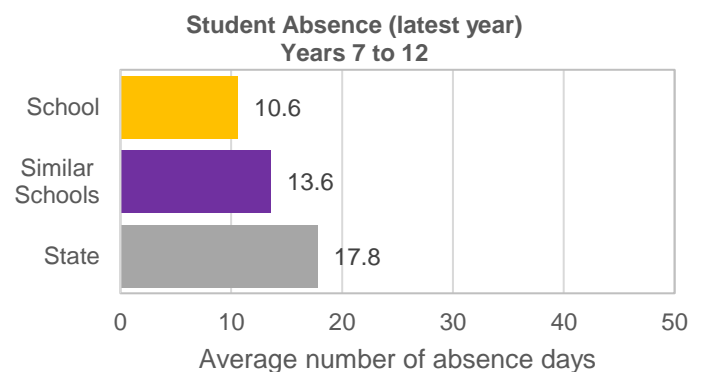
## ENGAGEMENT

**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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years 7 to 12	Latest year (2020)	4-year average
School average number of absence days:	10.6	13.6
Similar Schools average:	13.6	16.0
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

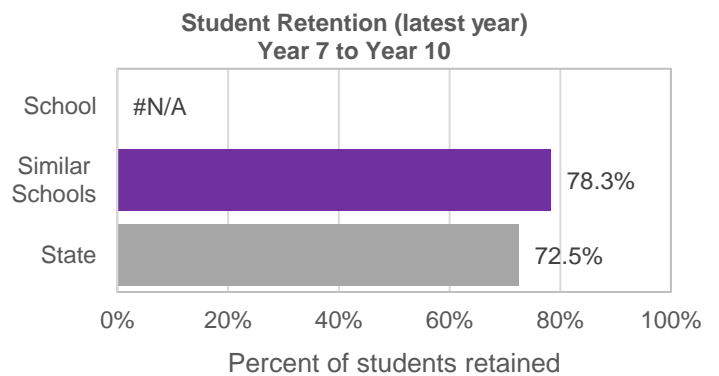
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	96%	94%	94%	NDA	NDA	NDA

**Student Retention**

Percentage of Year 7 students who remain at the school through to Year 10.

**Student Retention Year 7 to Year 10**

	Latest year (2020)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	78.3%	77.5%
State average:	72.5%	72.9%



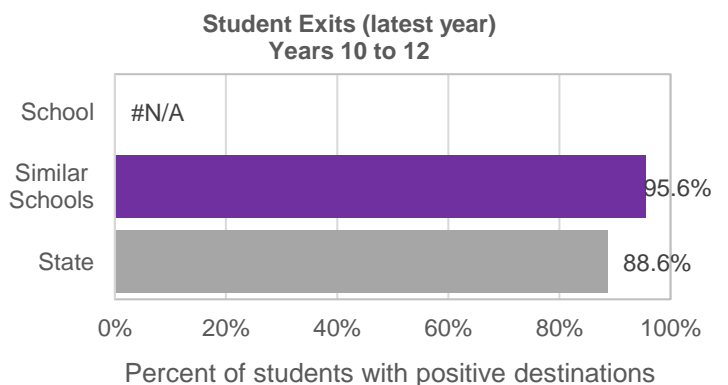
**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	95.6%	95.6%
State average:	88.6%	89.1%



**WELLBEING**

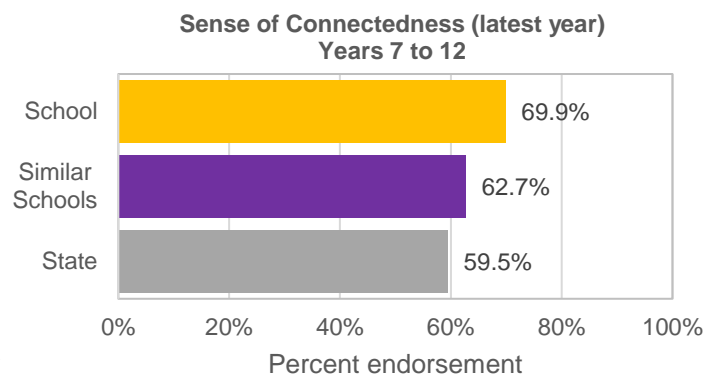
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	69.9%	69.0%
Similar Schools average:	62.7%	57.7%
State average:	59.5%	55.3%



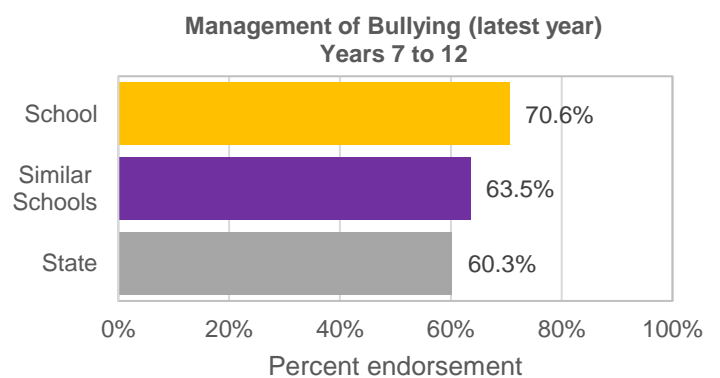
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	70.6%	68.5%
Similar Schools average:	63.5%	59.3%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$5,351,845
Government Provided DET Grants	\$663,118
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$74,853
Locally Raised Funds	\$814,206
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$6,904,022</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$8,482
Equity (Catch Up)	\$19,116
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	\$108
<b>Equity Total</b>	<b>\$27,705</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$5,133,992
Adjustments	NDA
Books & Publications	\$3,264
Camps/Excursions/Activities	\$212,861
Communication Costs	\$13,712
Consumables	\$221,388
Miscellaneous Expense <sup>3</sup>	\$28,532
Professional Development	\$39,228
Equipment/Maintenance/Hire	\$314,946
Property Services	\$18,126
Salaries & Allowances <sup>4</sup>	\$100,495
Support Services	\$134,346
Trading & Fundraising	\$9,503
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$95,672
<b>Total Operating Expenditure</b>	<b>\$6,326,065</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$577,957</b>
<b>Asset Acquisitions</b>	<b>\$32,803</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 02 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,021,210
Official Account	\$112,447
Other Accounts	\$21,996
<b>Total Funds Available</b>	<b>\$1,155,654</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$198,679
Other Recurrent Expenditure	\$19,833
Provision Accounts	NDA
Funds Received in Advance	\$459,145
School Based Programs	\$175,236
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$282,641
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$1,135,534</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.*