

Beaconsfield Primary School

Annual Report 2017



Message from the Principal

Kirsten Dicker



It is with pleasure I present Beaconsfield Primary School's Annual Report for 2017.

This report provides our parents and community members with a snapshot of our school in 2017.

It documents Beaconsfield Primary School's performance over the past year, including academic achievements, events, highlights and financial management.

2017 was a year of many changes with much to reflect upon and celebrate. It also provided challenges which the school community came together to address. The Independent Review process provided an opportunity for self-assessment against the 2015-2017 Business Plan and to consider the school's performance against the stated targets. Members of staff, students, the board and the community provided feedback to the reviewers.

Beaconsfield Primary School continues to be a dynamic and vibrant school that caters for the diverse community in which it is situated. It enjoys continued support from the wider community as all stakeholders work together to provide students with every opportunity to reach their full potential.

Kirsten Dicker
Principal



Message from the Board Chair

Richard Bostwick



As the Chair of the Board I would like to start by thanking Kirsten and her team for guiding and supporting our school through another year of change. The past year has seen many successes including building of a stronger and more cohesive school community. A significant highlight has been the school having our first Independent Public School review which provides direction to improve and increases the impetus to build on our strengths.

The Board has been working on a planning strategy that covers all aspects of school and community life including important issues such as communication, capital works, monitoring and performance. The underlying aim is to provide a cohesive strategy which improves and enhances our children's school experience.

The role of the Board in helping this occur has been greatly enhanced by the addition of new board members who bring a wealth of skills and experience. I would however firstly thank the previous Board members for their participation and support, they have made a fantastic contribution to the school community.

I would like to thank the new parent members Amelia McPharlin, Jane Ewers -Verge, Kieran Bell and Ben Knowles for their work and commitment during this busy period. We have also enjoyed the considerable experience of our two new community members Myles Draper, Principal Fremantle College and Dr Christine Robinson, Coordinator of the Early Childhood and Care Program (University of Notre Dame). Their knowledge will only help to cement our school as an important part of the local community and help create a vibrant learning environment for our children.

Dr Richard Bostwick

Board Chair

Message from the P&C President

Katherine Woodall



The Beacy P & C had a great 2017. Community events run by the P & C included a student disco, Hoyts movie night, Retro Bingo for parents and a Slip'n'Slide afternoon on the side oval. A Mother's day stall, a Garage/Bake sale and sausage sizzle also provided a great opportunity for all families to engage with our school community. As well as these events, the P&C also held fundraisers, including a school holiday raffle (with some fantastic prizes donated by local business) and sold the Entertainment Book.

It was also the first year of our Beacy Champion Dad's group. Events run by the Fathering Project included a camp out for dads and students on the side oval, a Father's day breakfast and soccer match, and a wind surfing day on the river. It was also great to have many of the dad's involved with the busy bee held on the Jenkin St site.

Organisationally it was also a busy year with the uniform shop moving location to the Year 1 and 2 block and welcoming a new Canteen Manager, Natalie McKinley. Thank you to the many parent volunteers who made it such a wonderful year.

Katherine Woodall

P&C President



Events and Highlights

2017

The School grounds

The Library moved to a more central position in the administration area, allowing it to become a hub of activity. The Senior classes moved to the lower block which gave students greater access to the garden, side oval and use of the central courtyard as an additional learning area. The inclusion of new sail shades in the courtyards allowed for a more comfortable space, all year round. Concertina doors were replaced in classrooms to allow for greater flexibility of learning spaces

Curriculum

2017 saw the continued implementation of the Western Australian Curriculum. Full implementation of the Humanities and Social Sciences, and Health and Physical Education, took place. Our staff continued with the familiarisation of the Technologies and Arts curriculums, ready for 2018. Beaconsfield Primary prepared itself for the implementation of Languages in 2018 through a consultation process with the students, staff and community. A survey determined Italian to be the preferential language.

Incursions and Events

Many exciting events took place throughout 2017. Memorable events include:

- Celebrations during NAIDOC week concluded with a visit from Josie Boyle and her Sand Stories, as well as a performance by the Moorditj Mob dancers



- Science Week was celebrated with a visit from Scitech, which included a junior and senior show. Students engaged in Science activities across the school.
- The theme for Book Week was Escape to Everywhere. Staff and student dressed as their favourite book character and celebrated their love of reading.



- Students were involved in an age-appropriate St John's First Aid training course. Students were exposed to basic emergency procedures and CPR. An ambulance was also onsite and students were treated to a closer look inside and an appreciation for the work our amazing paramedics do.
- Students took part in a number of sporting events at both a school and interschool level. These events included the swimming lessons, the faction swimming carnival, cross-country carnival and the faction sports day. Beaconsfield students also had the opportunity to take part in a number of sports clinics; such as tennis, football, basketball and rugby. A highlight was a visit from members of the Fremantle Dockers squad, including the captain, Nat Fyfe.
- A number of volunteers from Ernst and Young visited the school in November. They worked in the Early Childhood area and undertook a variety of jobs, such as painting, cleaning and moving equipment.
- The school became part of Gilbert's Fresh Support *Our Schools* program. Shoppers can nominate Beaconsfield Primary School for the reward program. The Program donates 1% of the money spent by customers at Gilbert's Fresh, Hilton.

- The school demonstrated its generosity and giving spirit with its Christmas Wishing Tree Appeal. Beaconsfield Primary partnered with the Fremantle Family Support Network to help bring some joy to families in need.
- Students competed to name the school's factions. The call was for unique faction names that reflected the school's history and that of the wider community. After much deliberation, the winner was a collective effort from Room 15, who came up with names that not only defined our school geographically but also historically:

BLUE – LEFROY - Henry Maxwell Lefroy (1818 – 1879) was Comptroller of Fremantle Prison 1859-1875.

GOLD – HALE - Brothers, Edgar and Vernon Hale, were athletes in Fremantle before WWI. Edgar was killed in WWI and Vernon died after returning to WA as a result of his wounds.

GREEN - HAMPTON - John Stephen Hampton (1806 – 1869) was Governor of Western Australia from 1862 to 1868. His son, G.E. Hampton was Acting Comptroller-General of the Fremantle Convict Establishment.

RED – SCOTT - Daniel Scott (1800 – 1865) was the first (unofficial) harbourmaster at Fremantle. He was also chairman of the Town Trust for 1848-1851, 1853–1854, and 1856– 1858.

- To celebrate the end of a great year, the school held an Open Night in Week 9 of Term 4. Families and community members were welcomed to join staff to celebrate all the amazing work throughout the year. Scitech ran activities and classrooms were open to showcase student work, with a particular focus on STEM. A family with a local pizza business kept children and parents well fed throughout the night.
- In working to update the school's website, a film and photography crew came on site to conduct the first part of the process. Our students, staff and facilities were front and centre as the team worked to encapsulate the wonderful things that happen at Beaconsfield Primary. Drones were even used to pick up our wonderful ocean views. We are excited to see the end product in 2018.



Independent Public School Review Findings

2017

On October 11 and 12 Beaconsfield Primary underwent its first IPS Review. The Department of Education Services conducts a review of each Independent Public School in the final year of its Delivery and Performance Agreement. The reviewers praised the school for its passionate, dedicated and knowledgeable staff. Those involved found it to be an informative and positive process, confirming areas of celebration and improvement already identified by staff in the school's review cycle. The review's recommendations will form the focus for the 2018 - 2020 Business Plan. Below is a summary of the findings:

	AREA OF STRENGTH	AREA FOR IMPROVEMENT
BUSINESS PLAN	The 2015–17 Business Plan is underpinned by the vision and values of the school	Streamline the use of key school documents by including SMART academic and non-academic targets in the 2018–20 Business Plan that reflect the complexity of the school
TEACHING AND LEARNING	The inclusive approach to students at the Rottnest Island campus Staff resilience through a period of instability	Establish whole-school procedures for curriculum development and review Review pedagogical practices to ensure greater consistency across the school Facilitate greater collaboration between staff across all phases of schooling

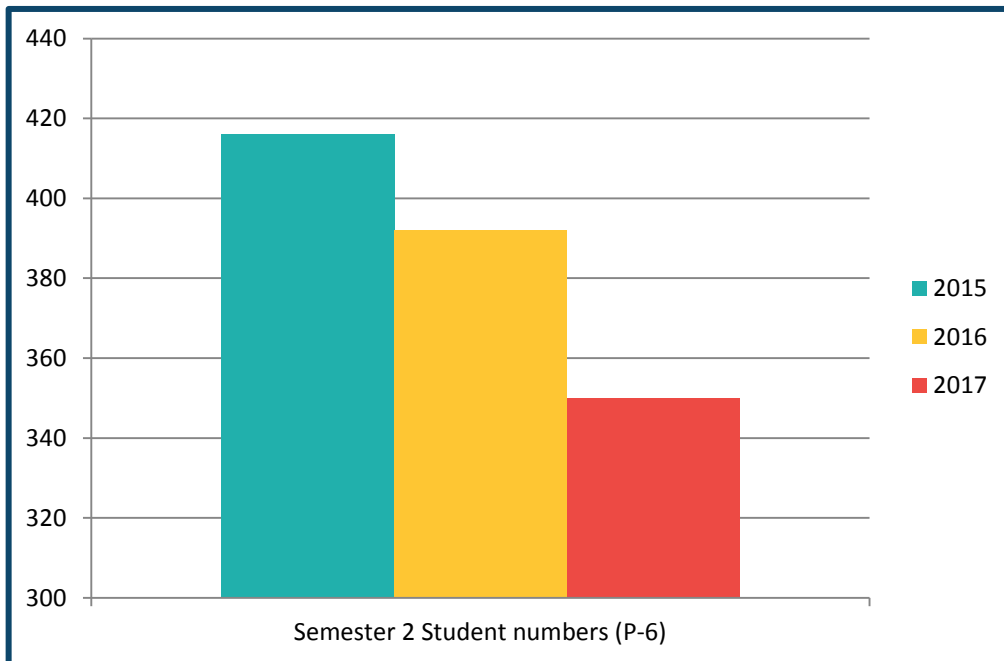
STUDENT PERFORMANCE MONITORING	<p>Individual class-based assessment and planning which is data driven</p> <p>Achievements in the National Quality Standard in early childhood education</p>	<p>Establish whole-school approaches to assessment that will enable monitoring of students across all year groups</p> <p>Establish more regular and robust whole-school review processes for monitoring the overall performance of the school</p>
PROGRAM DELIVERY	The capacity to cater for a diverse student population	<p>Review the student behaviour management plan and policy to ensure a more coordinated approach across the school and greater emphasis on recognition of positive behaviour</p> <p>Conduct a further review of risk management procedures inclusive of evacuation/lockdown and response to critical incidents</p>
RESOURCING AND SUPPORT	There is a comprehensive workforce plan in place	
SCHOOL BOARD	<p>Efforts have been made to ensure that board membership complies with legislative requirements and brings a broad range of skills to the work of the board. The addition of community members has been particularly effective</p> <p>Board members have made strong efforts to improve governance structures as a result of better understanding the board's role</p>	<p>Ensure that annual reports and other key documents are posted on the school website</p> <p>Arrange for board members to access training sessions and skill development on both the board's role and the role individual members play</p> <p>Educate the wider school community on the role of the school board</p> <p>Examine reasons for decline in student enrolments and take strategic action to remedy the situation</p>

Student Enrolment

2017

At the end of Semester 2, there was a total of 370 fulltime students enrolled from Kindergarten to Year 6.

Student Numbers		(as at 2017 Semester 2)							
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	39	68	52	54	47	42	48	370
Part Time	39								



This was down on previous years and a number of strategies were put in place in order to arrest the downward trend.

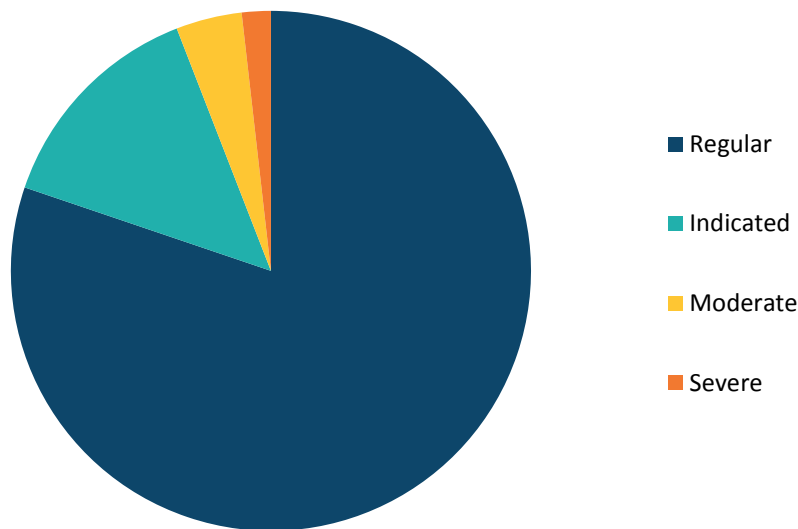
Student Attendance

2017

Primary Attendance Rate - Total			
	Beaconsfield PS	Like Schools	All WA Public Schools
2017	93.2%	94.7%	92.7%

Average whole school student attendance rates have dropped by 0.2% on 2016 figures. Beaconsfield Primary is still slightly under like schools, but has higher overall attendance than all WA Public Schools. We are working towards our Annual Performance target of increasing attendance from 92% to 95%.

2017 Attendance by Category



Regular attendance refers to those students who attend 90% or more. At Beaconsfield Primary School, regular attendance increased by just over 2% in 2017, to 80.2%. This remains lower than Like Schools (85.2%), but higher than All WA Public Schools (77%). There has been a reduction in the *indicated* attendance category, however *moderate* and *severe* remain the same. In 2018 there will be a continued focus on reducing the percentage of students in these 'at risk' categories and encouraging regular attendance



Beaconsfield Intensive English Centre

2017

Beaconsfield Intensive English Centre: The Beaconsfield Intensive English Centre (IEC) provides a specialist English as an Additional Language/ Dialect (EAL/D) program for students newly arrived to Australia or those born in Australia who speak a language at home other than English. In 2017 classes were organised into Year 1 and Year 2 groupings in the Junior Primary and multi-age groupings in the Middle and Senior levels.

Throughout 2017 students transitioned in and out of the IEC, spending 12 – 24 months in the Centre. The transition of students to mainstream schooling is based on expected EAL/D Progress Map levels achieved

The student population consisted of a culturally and linguistically diverse cohort representing over 25 ethnic groups and home languages. A number of students enrolled came from refugee and limited schooling backgrounds.

During 2017 the IEC students practised and extended their English skills by participating in buddy classes that incorporated peer reading, social skills, and STEM and HASS projects. They explored the local Beaconsfield and Fremantle area, through class excursions to visit Cicerello's, Bathers Beach and Esplanade Park. Breakfast club was established and operated by two of our IEC staff for all Beaconsfield students to enjoy.

The SPARK Reading Mentor Program was continued in 2017 with mentors from the corporate world reading with students from the IEC Year Two class during Term 3. The IEC classes participated in whole school experiences such as NAIDOC Week, Colour Run, Constable Care and St John Ambulance visits, and Open Nights.

Rottnest Island Campus

2017

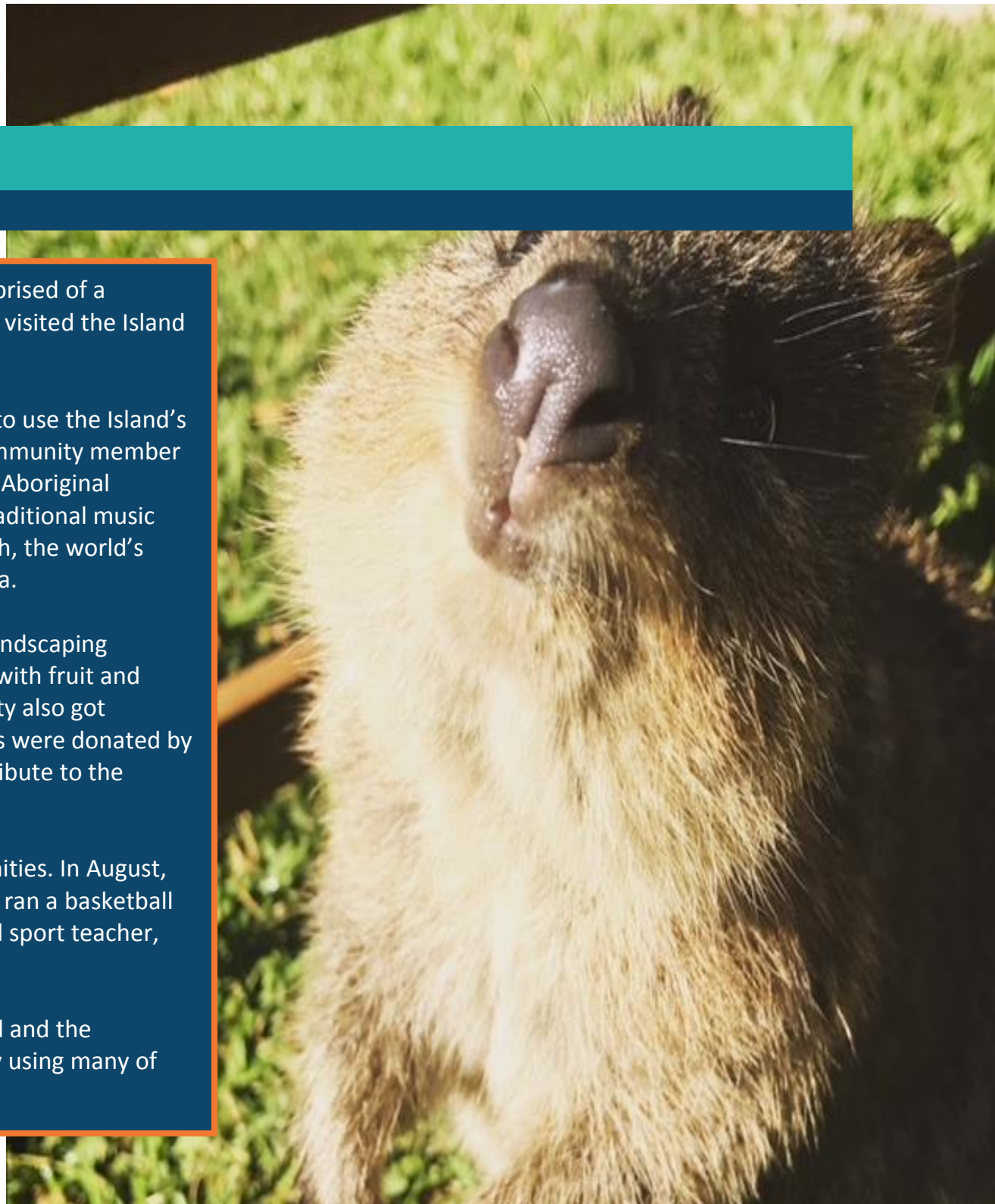
Rottnest Island Campus: In 2017, the Rottnest Campus comprised of a classroom teacher and an education assistant. A DOTT teacher visited the Island each Monday.

The close knit community of Rottnest worked with the school to use the Island's resources to the fullest. During the first term an Aboriginal community member shared dream time stories. He taught the students how to use Aboriginal symbols to create beautiful art pieces and also played some traditional music using a didgeridoo. Students were also visited by Georgia Peach, the world's largest firefighting helicopter which had returned from America.

In Semester 2, students took on a gardening project, making landscaping changes to adapt the garden to their needs and provide them with fruit and vegetables that suited the weather on Rottnest. The community also got involved; soil came from the Island nursery, the Jarrah sleepers were donated by the Island Authority and there was a fundraising night to contribute to the garden project.

Rottnest students were provided with many sporting opportunities. In August, the Perth Glory soccer team came to visit. In September, SEDA ran a basketball clinic with the students. As Rottnest does not have a dedicated sport teacher, these events provided a great exposure to specialist coaching.

2017 was a fantastic year for the Rottnest students. The school and the community worked closely to enhance learning experiences by using many of the Island's resources.



Curriculum Areas and Specialist Programs

2017

English: A new approach to the teaching of Spelling was introduced. Students in K-2 follow the Letters and Sounds program, while Year 3-6 students are taught using Words Their Way.

A number of teachers trialed Talk for Writing in their classrooms with great success. This was chosen as an approach for teaching writing in 2018.

Beaconsfield staff used PAT Reading assessment to provide baseline data for student reading achievement.

Students and teachers participated in a whole school Book Parade and celebrated their love of reading.

Mathematics: Beaconsfield staff utilised the PAT Maths assessment tool to track student achievement and measure student learning.

Our students had an opportunity to show their problem solving skills in a number of events. Early in the year, three teams of Year 5 and 6 students took part in the Have Sum Fun competition, run by MAWA (Mathematics Association of WA). They worked collaboratively to complete four rounds of eight challenging problems, against the clock. In Term 3, our senior girls' team won the online Have Sum Fun Online Competition.

Year 4 to 6 students participated in a Maths Talent Quest. Students undertook Maths projects in teams and the Quest culminated in an after school presentation to parents, staff and other students in Term 3.



STEM: In 2017, STEM was provided to students as a specialist subject with a dedicated teacher. Students undertook lessons in the designated, well-equipped STEM room. Collaborations between the school, CSIRO and Scitech took place throughout the year. Through involvement in projects, students learnt to think creatively and work collaboratively to determine solutions to real world problems. Our students were very successful in extracurricular awards. In the 'Game Changer' Awards, a state level STEM competition, our students won five awards across the Year 4 and 5 categories. Two students presented at Scitech to an audience of 200 people and discussed their award winning STEM projects. The culmination of learning saw a whole school STEM Open Night which showcased the work of students from across the school.



HUMANITIES AND SOCIAL

SCIENCES: 2017 saw the full implementation of the Humanities and Social Sciences Curriculum.

Students in Years P-6 studied History and Geography, with Years 3 and 4 also including Civics and Citizenship, and Economics and Business in Years 5 and 6.

A feature of the Humanities and Social Sciences Curriculum is the focus on Aboriginal culture and connection to country. A highlight on the Humanities and Social Sciences calendar was the NAIDOC Week celebrations. This culminated in Josie Boyle's Sand Stories and a performance from the Moorditj Mob Dancers.

HEALTH AND PHYSICAL EDUCATION:

Students at Beaconsfield continue to participate in a minimum of two hours of physical activity each week. In the formal component of the HPE curriculum, students have the opportunity to learn two sports per term, with a focus on building fundamental movement skills in the Early Years and developing more specific skills in the middle and upper years. Students then have an opportunity to apply these skills to a variety of sports offered.

Our students excelled at interschool sports, in particular finishing a very close second in the interschool Division A cross country carnival.

Our Semester 1 HPE teachers, Ms Louise Armstrong was shortlisted as a finalist for the 2017 AFL School Ambassador of the Year Awards in the 2017 Most Outstanding Multicultural Program category. This was in acknowledgement of the work undertaken with the Intensive English Centre students.



The Arts: Throughout 2017, students at Beaconsfield Primary had the opportunity to engage with the Visual Arts, Music and Drama.

Students worked with a variety of media to demonstrate their creativity and artistic talent.

Students involved in the SIMS music program traveled to Fremantle College to undertake specialist tuition in their chosen musical instrument. A concert at the end of the year showcased the incredible talent of these students and celebrated their learning in 2017.

NATIONAL QUALITY STANDARDS (NQS)

2017

The National Quality Standards (NQS) sets a national benchmark for quality education that all schools strive to meet from Kindergarten to Year 2 in Western Australia. The assessment framework provides a focus on continuous self-improvement and reflection for staff across the Early Years of school. Two external reviewers spent one day in early 2017 reviewing the school's documentation, visiting classrooms and speaking to teachers in the Early Years. This included all classes in kindergarten, pre-primary, Year 1 and Year 2, including the IEC Early Years classes. In 2017, our staff and reviewer ratings were:

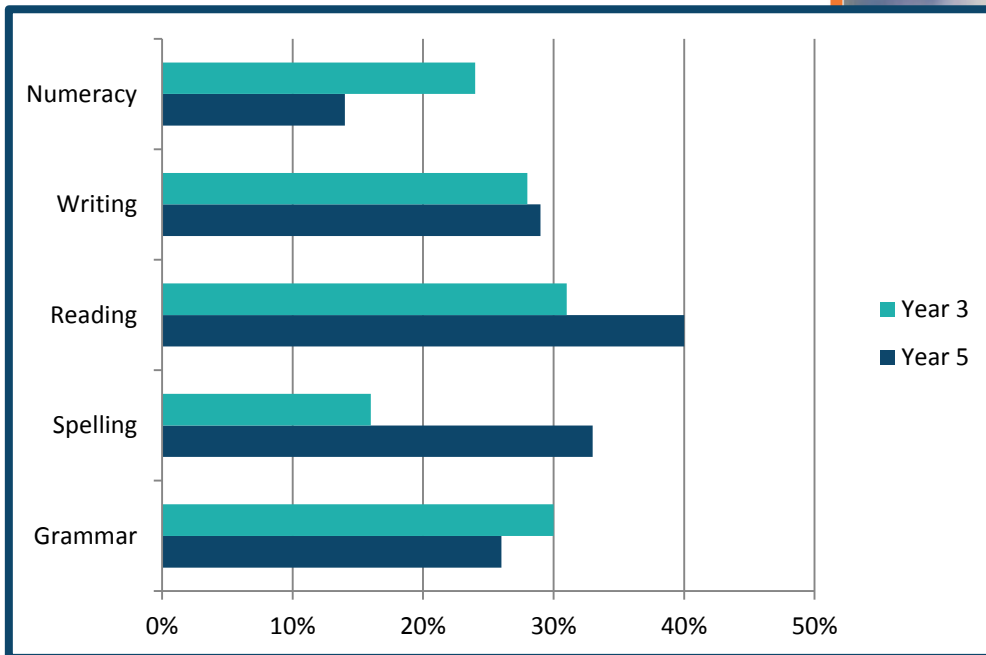
Quality Area	School's rating by Early Years staff	Reviewer's rating
1. Educational program and practice	Working towards	Working towards
2. Children's health & safety	Working towards	At Standard (achieved)
3. Physical environment	Working towards	At Standard (achieved)
4. Staffing arrangements	Working towards	At Standard (achieved)
5. Relationships with children	At Standard (achieved)	At Standard (achieved)
6. Collaborative partnerships with families and communities	Working towards	At Standard (achieved)
7. Leadership and service management	Working towards	At Standard (achieved)

Student Achievement

2017

2017 NAPLAN – Students in the top 20%

This graph demonstrates the percentage of Beaconsfield Primary School students in the top 20% of Australian students for all NAPLAN areas.



2017 Annual Performance Targets

We were close to meeting 2017's annual performance targets for the Year 3 cohort in Reading and Writing:

- 2016: 29% Numeracy in top 20% - increase to 34% in 2017
- 2016: 25% Writing in top 20% - increase to 30% in 2017
- 2016: 31% Reading in top 20% - increase to 36% in 2017



2017 NAPLAN - Like Schools Comparison

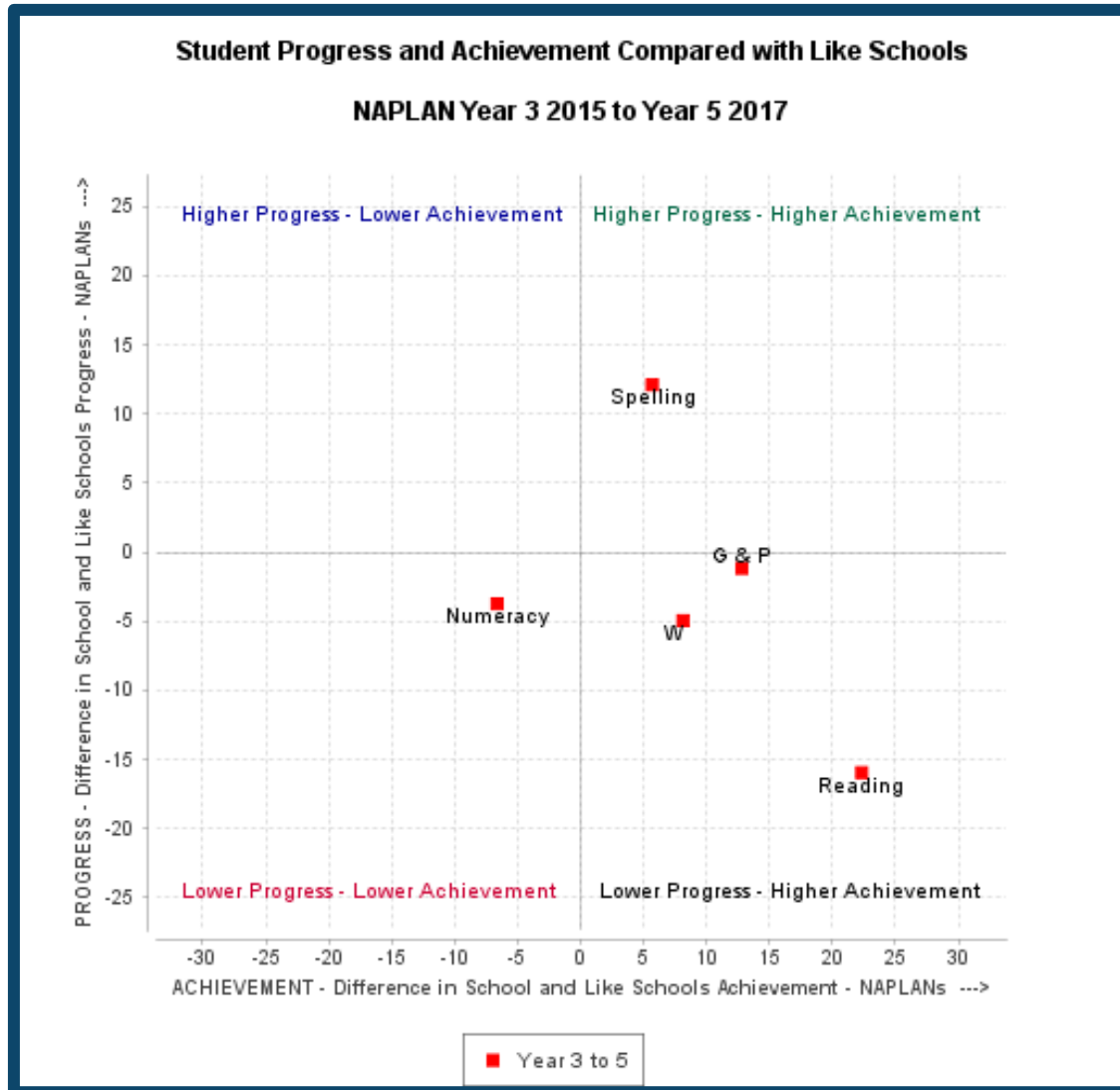


Our Annual Performance Stretch Targets for 2017 aimed for the performance of the Year 3 and 5 cohorts as equal to or above that of Like Schools, in all NAPLAN areas.

The data shows that this was achieved in Year 3 and 5 Reading, and Year 3 Writing. All other NAPLAN results were within 10% of Like Schools.

2017	Year 3		Year 5	
	School	Like Schools	School	Like Schools
Reading	470	459	545	533
Spelling	418	443	517	518
Grammar	469	473	518	526
Writing	442	436	486	488
Numeracy	428	440	515	524

2017 NAPLAN – Year 3 to Year 5 progress



This graph demonstrates the achievement and the progress of 2017 Year 5 Beaconsfield Students, represented by the red squares, compared with students in like schools. Achievement is the average NAPLAN result for a cohort of students. Progress is the difference between the average NAPLAN score for the students in Year 3, compared to Year 5. Students from like schools are represented by the two zero (0) lines. Negative numbers indicate performance below the comparative group. Positive numbers indicate performance above the comparative group. Beaconsfield students demonstrate excellent progress in Spelling, and progress equal to like schools in Grammar and Punctuation. While our achievement in Writing and Reading is higher than like schools, our progress is lower.

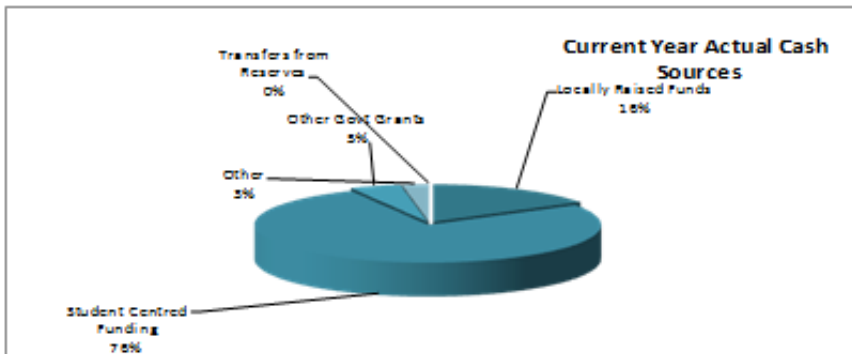
Financial Information

2017

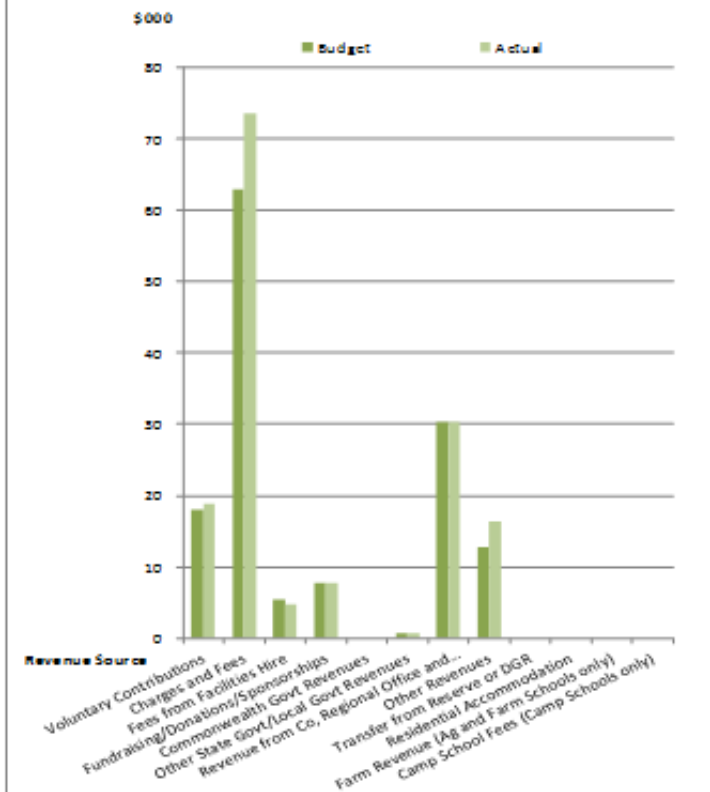
Beaconsfield Primary School

Financial Summary as at
1 February 2018

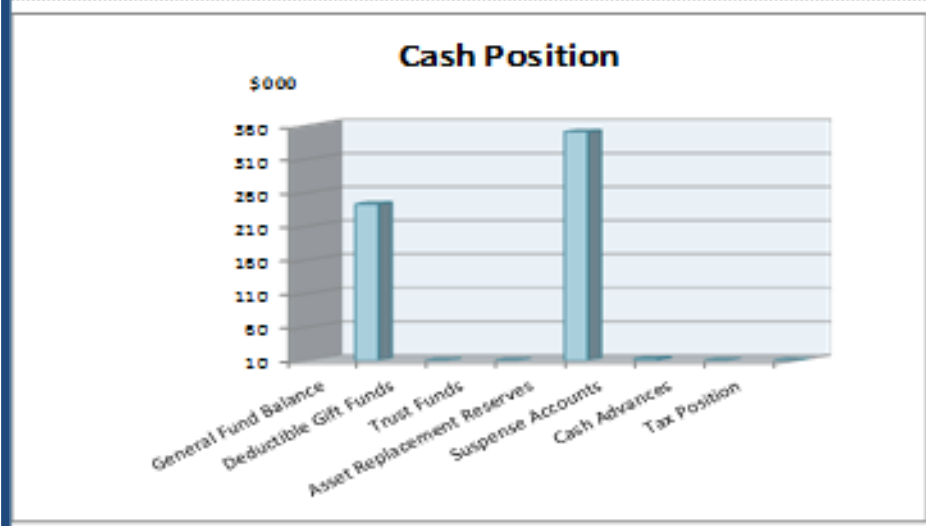
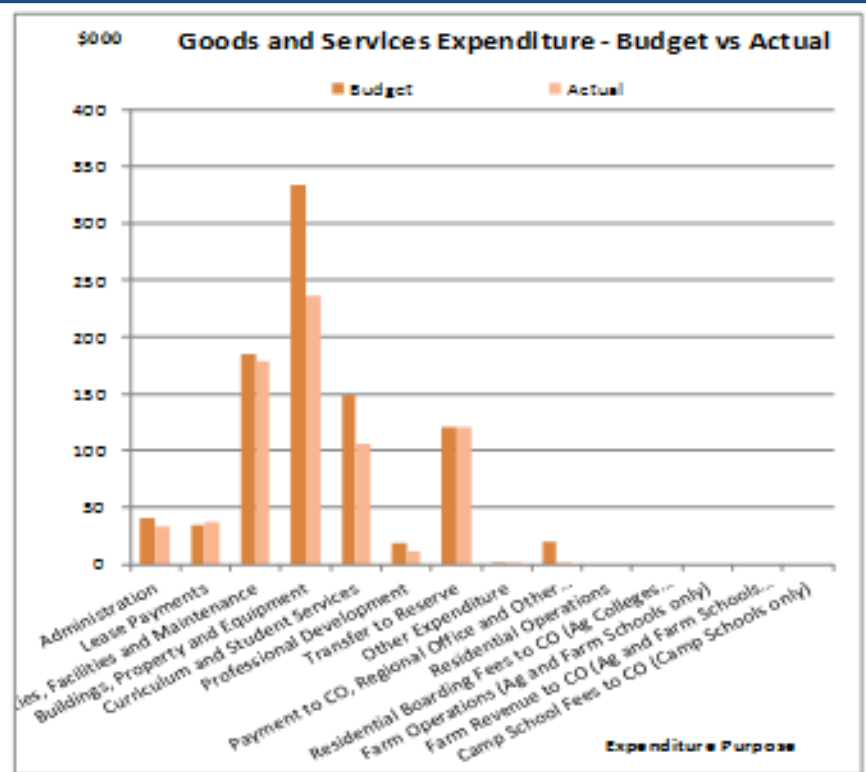
Revenue - Cash & Salary Allocation	Budget	Actual
1: Voluntary Contributions	\$ 17,973.00	\$ 18,851.10
2: Charges and Fees	\$ 62,910.24	\$ 73,485.03
3: Fees from Facilities Hire	\$ 5,360.00	\$ 4,769.63
4: Fundraising/Donations/Sponsorships	\$ 7,678.00	\$ 7,679.50
5: Commonwealth Govt Revenues	\$ -	\$ -
6: Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7: Revenue from Co, Regional Office and Other Schools	\$ 30,251.66	\$ 30,251.66
8: Other Revenues	\$ 12,871.63	\$ 16,335.77
9: Transfer from Reserve or DGR	\$ -	\$ -
10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 137,794.53	\$ 152,116.69
Opening Balance	\$ 319,986.00	\$ 319,986.85
Student Centred Funding	\$ 484,386.35	\$ 484,386.35
Total Cash Funds Available	\$ 962,166.88	\$ 966,489.92
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 962,166.88	\$ 966,489.92



Locally Generated Revenue - Budget vs Actual



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 41,104.96	\$ 33,191.00
2	Lease Payments	\$ 35,000.00	\$ 37,470.60
3	Utilities, Facilities and Maintenance	\$ 184,116.40	\$ 178,311.91
4	Buildings, Property and Equipment	\$ 333,529.32	\$ 235,787.40
5	Curriculum and Student Services	\$ 148,540.89	\$ 106,015.69
6	Professional Development	\$ 18,818.18	\$ 11,137.07
7	Transfer to Reserve	\$ 121,000.00	\$ 121,000.00
8	Other Expenditure	\$ 243.85	\$ 244.06
9	Payment to CO, Regional Office and Other Schools	\$ 20,000.00	\$ 500.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 902,353.60	\$ 723,657.73
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 902,353.60	\$ 723,657.73
Cash Budget Variance		\$ 49,813.28	



Cash Position as at:	
Bank Balance	\$ 603,396.44
Made up of:	
1 General Fund Balance	\$ 242,832.19
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 350,263.05
5 Suspense Accounts	\$ 12,513.16
6 Cash Advances	\$ 100.00
7 Tax Position	\$ 2,112.00
Total Bank Balance	\$ 603,396.44