



Department of
Education

Shaping the future

Principal Selection and Placement

Beaumaris Primary School

- Schools Online report
- School Workforce profile report
- Principal survey report

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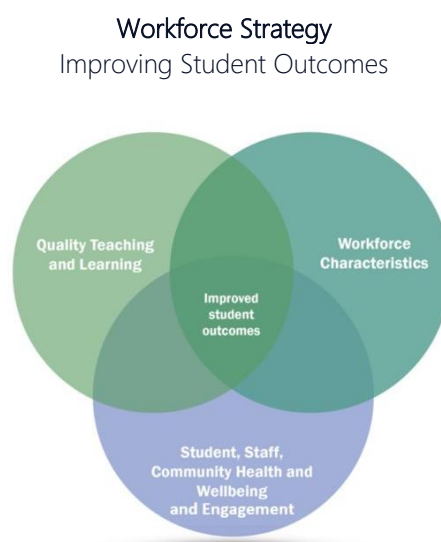
Principal Selection and Placement

Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

Conceptual Model for Workforce Planning and Development



School Profile

This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.



Department of
Education

Quality Teaching and Learning

This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia \(det.wa.edu.au\)](http://det.wa.edu.au)



Department of
Education

Shaping the future

Schools Online

School Report

Contact Information

Code	5720
Name	Beaumaris Primary School
Physical Address	20 Beaumaris Boulevard Ocean Reef 6027
Postal Address	(Same as above)
Phone	08 6206 3100
Fax	

School Details

School Code	5720
Commencement Date	29/01/1991
Education Region	NORTH METRO
Local Government Area	JOONDALUP (C)
State Electorate	JOONDALUP
Commonwealth Electorate	MOORE
Independent Public School	2010
School year from	Kindergarten
School year to	Year 6
Principal Level	PS CLASS 5
Classification Group	PRIMARY SCHOOLS
Broad Classification	PRIMARY SCHOOLS

School Management

Principal

Robert Edwards

Vice / Deputy Principal

Shane Ariti

Kristy Woodyard

Manager Corporate Services

Katie Newbury



Region Management

Director of Education

Cheryl Townsend

North Metropolitan Education Regional Office

Note:

Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

School Overview

Our school is located in Ocean Reef, a suburban coastal estate, approximately 30 kilometres north of Perth and 4 kilometres south-west of Joondalup. Beaumaris is a relatively affluent area, with a socially mobile population that includes many immigrants from the UK, Asia and South Africa who have reinvested their wealth for a preferred lifestyle by the sea. The community supports several local schools including government and non-government sectors. Parents are generally well off business people and local industry workers. Our families are actively involved in school activities that promote positive outcomes for children.

We are an Independent Public School and draw the bulk of our student population from within the surrounding Beaumaris, Ocean Reef, Iluka and Burns Beach Suburbs. Our school was established in 1991 and provides educational facilities for Years K- 6 (children aged 4 - 12 years). Important features of Beaumaris include its comprehensive specialist subjects program, consistent whole school approaches in core subject areas and pastoral care, and our student leadership development program.

Effective curriculum planning and a distributed leadership model provides the basis for quality instruction guided by the Western Australian Curriculum. Strong instructional leadership with a focus on school wide pedagogy, whole-of-school literacy, science and numeracy and knowledge of best practice leads to the achievement of exciting and dynamic curriculum delivery. A high priority is placed on maximizing student engagement and celebrating their successes and achievements.

Our focus is on child engagement and wellbeing so that they feel valued at all times. We measure effectiveness through the achievement and character of our students and the integral part our school plays in the community.

Beaumaris provides endless opportunity for our students to experience variety and success. Our students are equipped with, and are confident in the use of, new blends of skills and knowledge necessary to achieve their individual potential throughout their lives. Through the diversity of our programs, the enthusiasm of our staff and the support of our wider school community, we strive to fulfil our mission: We are committed to providing for our students a strong, holistic foundation for relevant learning, living and thinking in the 21st Century.

We prepare students for a future where values and ethics, along with knowledge of self and adaptable skills, are the keys to a successful life and a successful contribution to the wider community. In looking to the future and developing a vision that will carry the school towards the end of this decade and beyond, our school community has laid foundations for skills, understandings and practices that support appropriate teaching - learning relationships where the concept of schooling is a global experience being rapidly shaped by technology and new paradigms for learning.

Beaumaris Primary School is classified, nationally, as a High Demand Government School. This is largely due to its innovative and collaborative school culture where:

- Teaching - learning relationships are at the centre of contextual change
- The needs of our students are front and centre to all decision making in the school.
- Development of 21st Century teaching and learning approaches are engaging a whole school community in leaning to promote improved outcomes

Our school is well known for its highly professional culture and the will to 'go above and beyond ' in providing curricular and extra-curricular opportunities that connect with student interests, learning styles, skills, curiosity, culture and appetite for learning. Beaumaris has a long history of success, underpinned by its vision...'To be the leader in excellence and shaping the future'

At Beaumaris there is a clear focus on high standards of student achievement. Systematic assessment and reporting procedures are carried out at the highest level, confirming performance and guiding the setting of future targets for the school. National and State-wide testing is utilized and evidence based approaches to improvement are used to effectively plan and promote good collaborative decision making.

Welcome to Beaumaris.

Programs

Department Endorsed Programs

- Primary Extension and Challenge Program

Primary Extension and Challenge (PEAC) is a part-time withdrawal program for upper primary school Years 5-6 students. Identified gifted and talented students are selected to participate in differentiated programs offered in a range of delivery modes.

Delivery modes include:

PEAC centres based within a district centre or office with a series of specialist courses or programs;

coordinator/s who establish courses in a range of schools and/or other sites and teachers are released to teach these;

allocation to schools and multi-age programs operate within schools; online delivery of programs

Programs focus on:

Social interaction with gifted and talented peers;

Intellectual rigour and challenge;

Pursuit of excellence;

Development of higher order process skills;

In-depth investigations of real problems;

Open-ended activities which encourage choice and negotiation;

Opportunities to interact with practising experts;

Students working at their own pace;

Self/peer evaluation and reflection of performance.

Student Numbers (as at 2023 Semester 2)

Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(23)	53	67	79	80	85	66	103	556
Part Time	45								

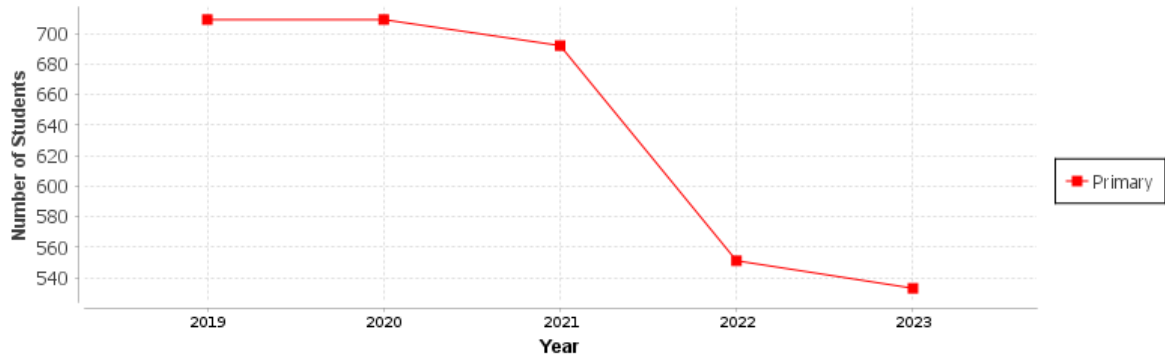
Note:

The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Gender

	Kin	PPR	Pri	Sec	Total
Male	27	32	266		325
Female	18	21	214		253
Total	45	53	480		578

Student Number Trends (based on 2023 Semester 2 Census Data)



2023 Semester 2

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	709	709	692	551	533
Total	709	709	692	551	533

Note:

The graph and table include only full-time students

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0
Level 3 Teachers	2	2.0	0
Other Teaching Staff	35	24.0	0
Total Teaching Staff	37	26.0	0
Clerical / Administrative	3	2.6	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	15	9.3	0
Total Allied Professionals	19	12.7	0
Total	59	41.7	0

Note:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Attendance

Primary Attendance Rates

	School	WA Public Schools
2021	92.4%	91.0%
2022	90.1%	86.6%
2023	91.9%	88.9%

Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	93%	93%	93%	92%	92%	91%	93%
2022	92%	93%	90%	91%	89%	90%	87%
2023	92%	91%	93%	92%	92%	93%	91%
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

Note

Non-attendance is subject to a departmental policy which states:

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues.

This policy requires schools to follow procedures related to recording attendance, monitoring attendance, referrals to School Attendance Officer, Children Whose Whereabouts are Unknown, referrals to School Attendance Panel and data collections.

Caution:

Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile.

Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled.

NAPLAN Average Test Scores

NAPLAN - Numeracy	2023	
	Year 3	Year 5
Average Score	420	506

NAPLAN - Reading	2023	
	Year 3	Year 5
Average Score	427	512

NAPLAN - Writing	2023	
	Year 3	Year 5
Average Score	428	506

Percentages of Students – Proficiency Levels (School)

NAPLAN Numeracy	2023	
	Year 3	Year 5
Exceeding	14%	12%
Strong	60%	68%
Developing	20%	14%
Needs Additional Support	6%	6%

NAPLAN Reading	2023	
	Year 3	Year 5
Exceeding	19%	32%
Strong	65%	48%
Developing	11%	17%
Needs Additional Support	5%	3%

NAPLAN Writing	2023	
	Year 3	Year 5
Exceeding	9%	12%
Strong	78%	70%
Developing	11%	17%
Needs Additional Support	1%	2%

Note

Exempted students and students identified with an intellectual disability who sat the test are excluded from the calculation.

Percentages may not add up to 100% due to rounding.

Student-Centred Funding

Student-Centred Funding 2024

Per Student Funding	\$4,229,250.00
Student and School Characteristics	\$649,916.13
Disability Adjustments	\$35,531.87
Targeted Initiatives	\$137,857.69
Operational Response Allocation	\$400.00
Regional Allocation	\$0.00
Total 2024	\$5,052,955.69

Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	60	0	\$328,080.00
Pre-primary	43	0	\$408,500.00
Year 1	51	0	\$484,500.00
Year 2	65	0	\$617,500.00
Year 3	72	0	\$684,000.00
Year 4	79	0	\$627,102.00
Year 5	74	0	\$587,412.00
Year 6	62	0	\$492,156.00
Total	506	0	\$4,229,250.00

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	13	\$27,408.00
Disability	32	\$417,747.97
English as an Additional Language or Dialect	8	\$19,254.00
Social Disadvantage	45	\$34,000.79
Sub Total		\$498,410.76
School Characteristics		
Enrolment-Linked Base		\$151,505.37
Locality		\$0.00
Sub Total		\$151,505.37
	Total	\$649,916.13

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Educational Adjustment	\$9,199.93
Targeted Initiative: Additional support for delivery of mental health programs	\$12,753.51
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$24,817.23
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$12,753.51
Targeted Initiative: Preschool Reform Agreement	\$65,580.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$12,753.51
Total	\$137,857.69

Operational Response Allocation (Detail)

	Amount
Operational Response: Host School Psychologists	\$400.00
Total	\$400.00



Workforce Characteristics

This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.



Department of **Education**

Beaumaris Primary School

Five Year Profile: 2020 – 2024

Extracted as at **PAYDAY: 28/03/2024**

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.

Beaumaris Primary School Profile 2020 – 2024

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Beaumaris Primary School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

Other: library officers, network support officers, technical officers, school psychologists

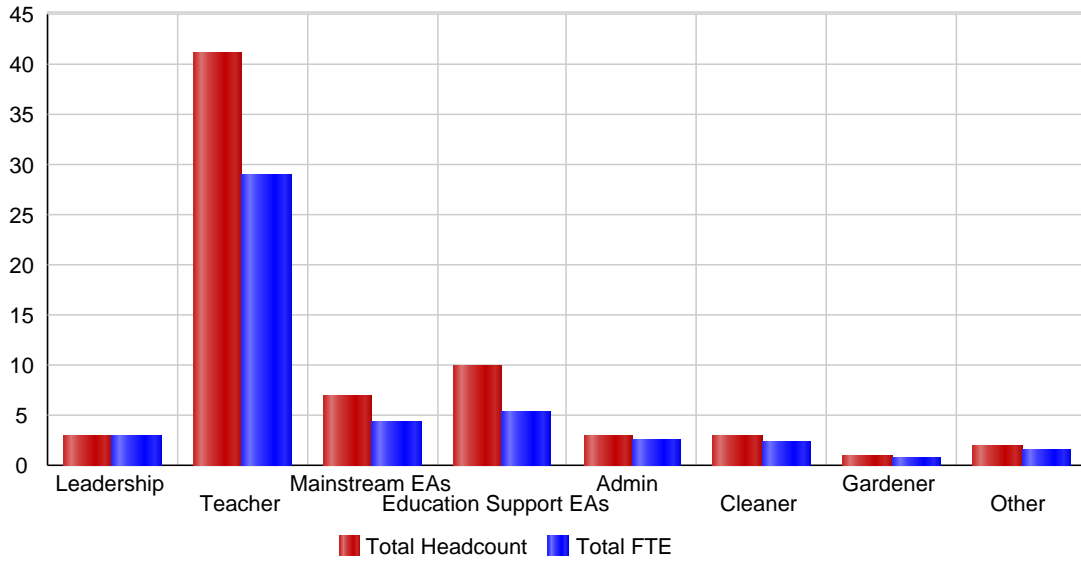
and other staff not included above.

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	3.0	0	0.0	3	3.0
Teacher	37	25.6	4	3.4	41	29.0
Mainstream EAs	5	3.5	2	1.0	7	4.5
Education Support EAs	9	5.0	1	0.4	10	5.4
Admin	3	2.6	0	0.0	3	2.6
Cleaner	3	2.5	0	0.0	3	2.5
Gardener	1	0.8	0	0.0	1	0.8
Other	2	1.6	0	0.0	2	1.6
Total	63	44.6	7	4.8	70	49.4

Figure 1 presents the FTE and headcount data from Table 1.

Figure 1 FTE and headcount of staff for occupation groups



2. Total Employment

Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2020-2024).

Table 2 Total employment FTE and headcount 2020-2024

Year	Headcount	FTE
2020	85	65.6
2021	90	69.4
2022	75	57.3
2023	68	52.7
2024	68	49.4

Figure 2 illustrates the above data.

Figure 2 Total employment FTE and headcount 2020-2024

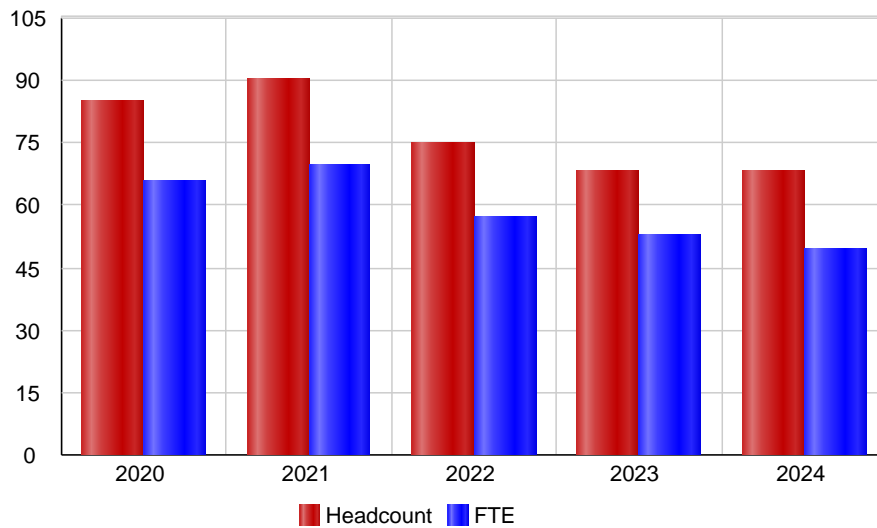


Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	3	100%	0%
Teacher	41	46%	54%
Mainstream EAs	7	29%	71%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	10	10%	90%
Admin	3	33%	67%
Cleaner	3	33%	67%
Gardener	1	0%	100%
Other	2	0%	100%
Total	70		

Table 3 identifies the current proportion of full time employees for each occupational group.

Figure 3 Categories of staff employment

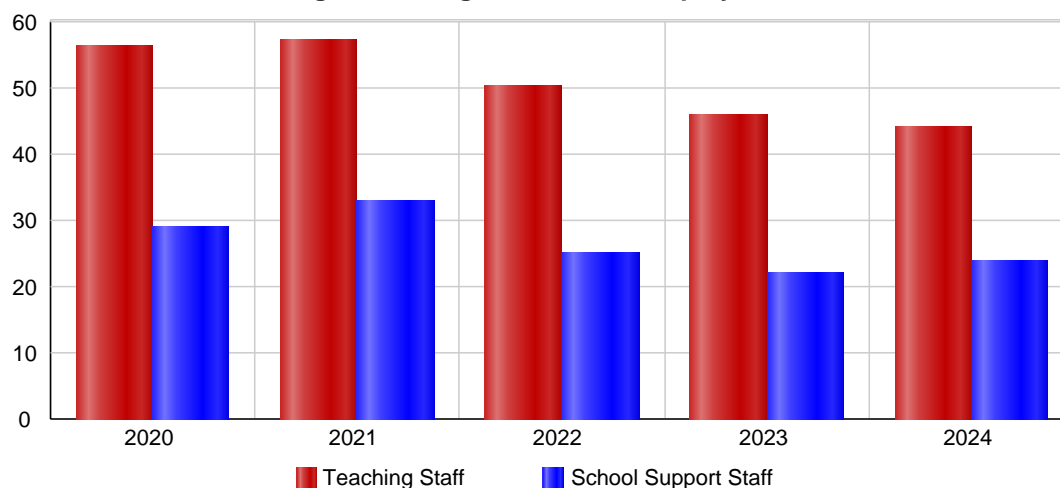


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2020.

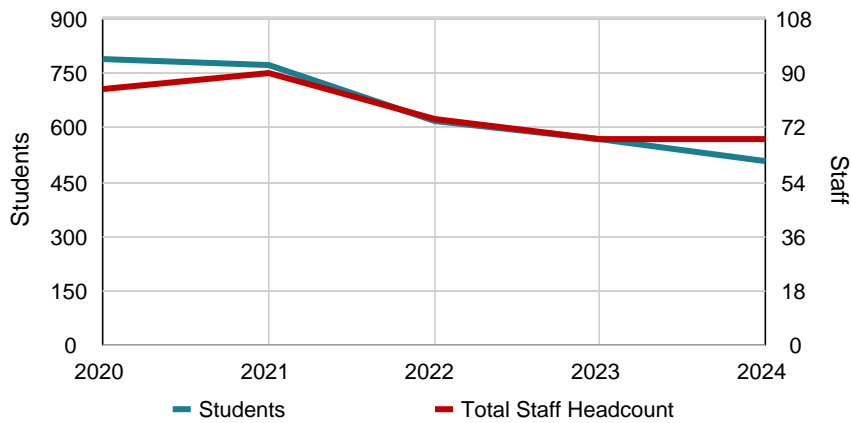
Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	85	56	29	788
2021	90	57	33	775
2022	75	50	25	616
2023	68	46	22	568
2024	68	44	24	506

* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

Figure 4 Students and Staff Trend



3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Beaumaris Primary School using both headcount and FTE.

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2020	5	80	3	53	2	27
2021	7	83	5	52	2	31
2022	8	67	5	45	3	22
2023	6	62	5	41	1	21
2024	4	64	3	41	1	23
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2020	4.8	60.8	3.0	41.1	1.8	19.7
2021	6.2	63.2	5.0	39.8	1.2	23.4
2022	6.7	50.6	5.0	34.2	1.7	16.4
2023	5.8	46.9	5.0	31.4	0.8	15.5
2024	3.8	45.6	3.0	29.0	0.8	16.6

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2020 and currently in 2024.

Table 6 Women in Teaching Leadership roles

Year	Leadership + HOD
2020	2
2021	2
2022	0
2023	0
2024	1

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2020 and currently in 2024.

Table 6a Women in School Support Leadership roles

Year	Manager Corporate Services
2020	1
2021	1
2022	1
2023	1
2024	1

5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2020 with the current 2024 data.

Table 7 Comparison of age profile data

	2020			2024		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	2	1	1	1	0	1
25 to 34	11	10	1	9	9	0
35 to 44	20	15	5	18	13	5
45 to 54	25	14	11	23	15	8
55 to 59	10	5	5	5	0	5
60 to 64	7	4	3	7	3	4
65 to 69	9	6	3	3	3	0
70 and over	1	1	0	2	1	1

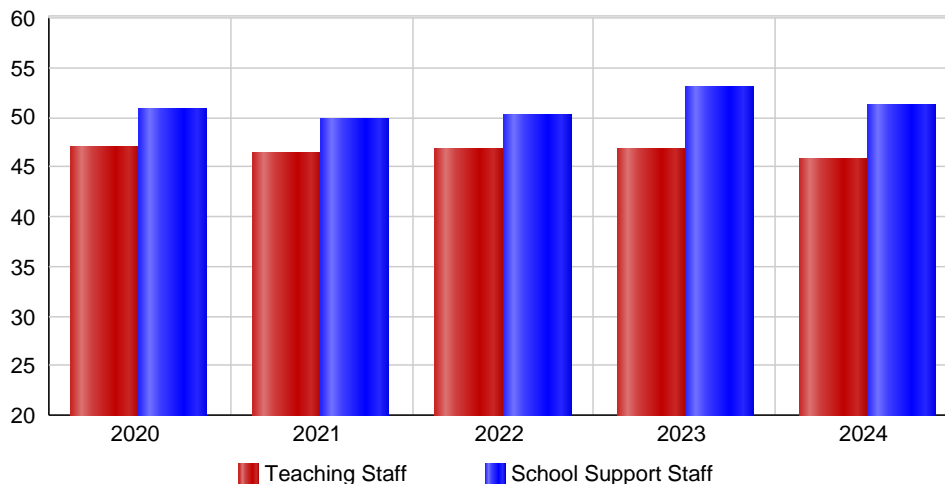
5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Table 8 Average age of all staff members 2020 to 2024

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2020	48.2	46.9	50.7	44.2	48.5
2021	47.6	46.4	49.7	43.7	48
2022	47.9	46.7	50.2	43.4	48.5
2023	48.7	46.7	53	49.7	48.6
2024	47.7	45.7	51.2	52.7	47.4

Figure 5 Average age of teaching and school support staff members 2020 to 2024



6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

Table 9 Diversity of staff members 2020 to 2024

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	0	0.0	12	8.6	1	0.4
2021	0	0.0	11	8.6	2	1.2
2022	0	0.0	7	6.4	1	0.5
2023	0	0.0	7	6.2	0	0.0
2024	0	0.0	6	5.2	0	0.0

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Beaumaris Primary School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

7.1 Sick and Personal Carers leave of teaching staff

Table 10 Sick leave for teaching staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2020	435	188.5	46	14.9
2021	168	227	13	9.2
2022	298	238.3	5	13.7
2023	331.5	113	0	12.3

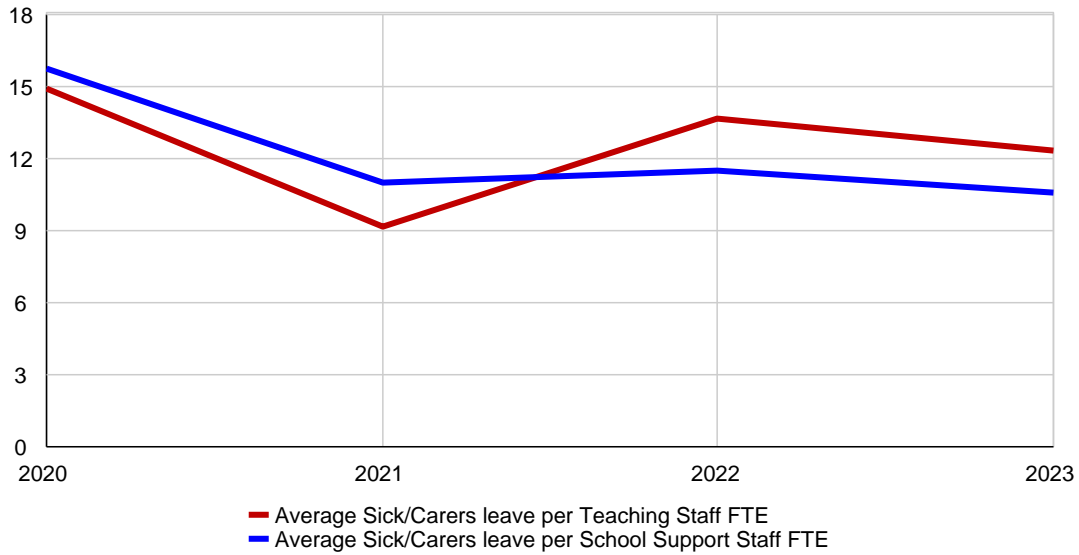
7.2 Sick and Personal Carers leave of school support staff

Table 11 Sick leave for school support staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2020	262.3	66.6	34.4	15.7
2021	139.9	72.7	44	11.0
2022	155.5	52.5	6.5	11.5
2023	112.9	72.2	0	10.6

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2020 and 2024.

Figure 6 Sick and Personal Carers leave trends 2020 to 2024



8. Resignations and Retirements

8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2020	1	0	1	52.2	1.2%
2021	1	0	1	40.6	1.1%
2022	3	1	2	36.1	4.0%
2023	0	0	0		0.0%
Total	5	1	4		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

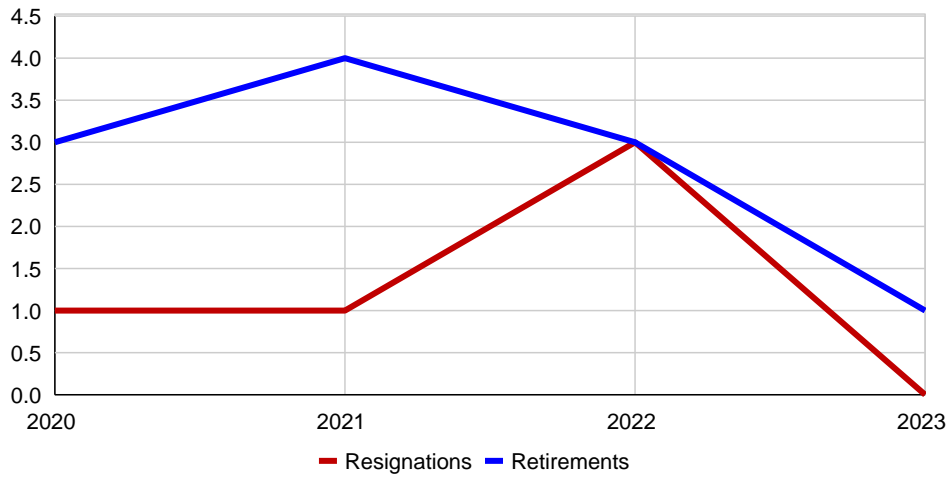
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2020	3	0	3	67.2	3.5%
2021	4	0	4	65.2	4.6%
2022	3	0	3	67.0	4.0%
2023	1	0	1	68.5	1.4%
Total	11	0	11		

Figure 7 Comparison resignation and retirement numbers



8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

Table 14 Possible Retirements as per age group

Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Leadership	0	0.0	1	1.0	0	0.0	0	0.0
Teacher	0	0.0	2	2.0	3	1.2	1	0.6
Mainstream EAs	2	1.8	2	1.0	0	0.0	0	0.0
Education Support EAs	0	0.0	2	1.2	0	0.0	0	0.0
Cleaner	1	0.8	0	0.0	0	0.0	0	0.0
Gardener	0	0.0	0	0.0	0	0.0	1	0.8
Other	2	1.6	0	0.0	0	0.0	0	0.0
Total	5	4.2	7	5.2	3	1.2	2	1.4

Figure 8 Potential retirements as per age group

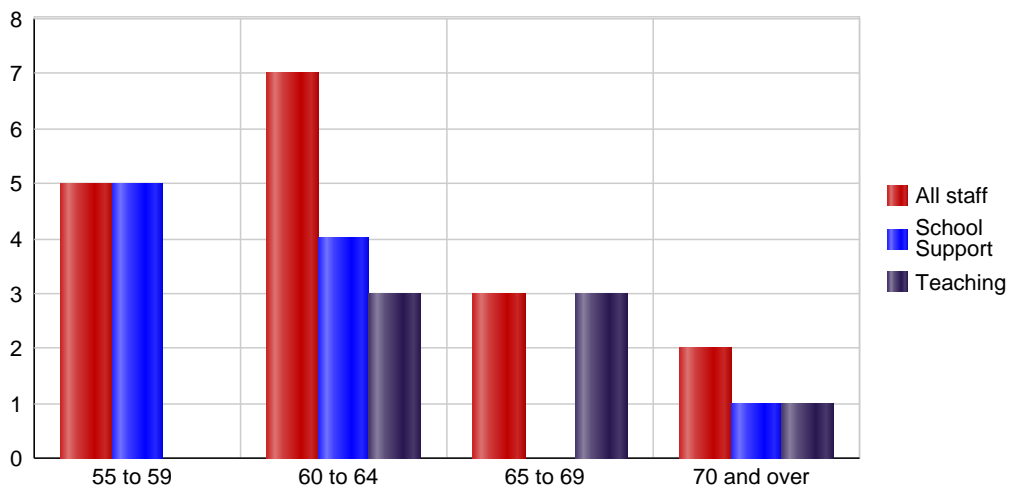


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

Table 15 Employment Class (Teachers)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	48	8	86%	14%
2021	46	11	81%	19%
2022	41	9	82%	18%
2023	40	6	87%	13%
2024	33	11	75%	25%

Figure 9 Employment Class (Teachers)

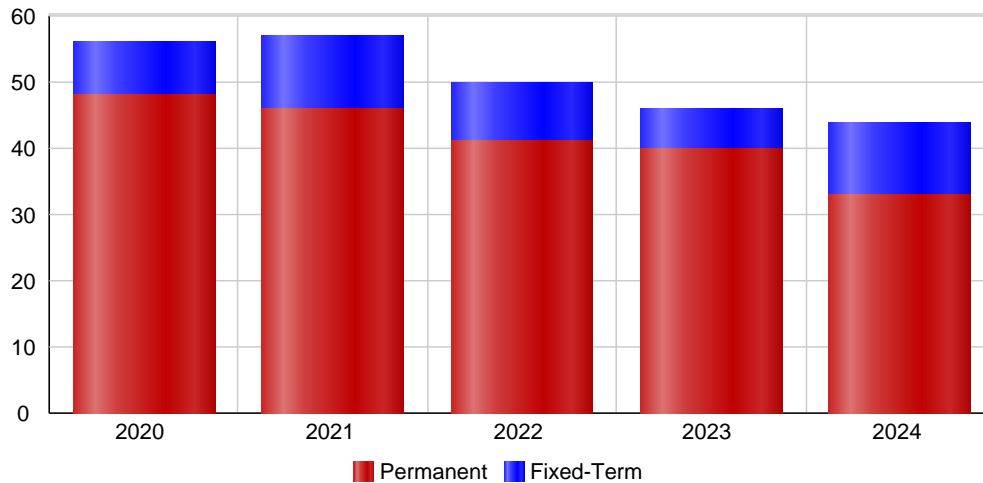
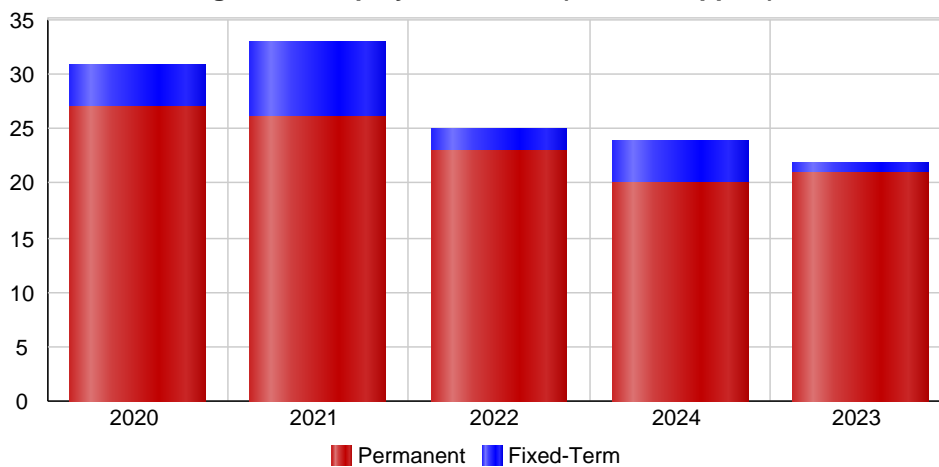


Table 15a Employment Class (School Support)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	27	4	93%	14%
2021	26	7	79%	21%
2022	23	2	92%	8%
2024	20	4	83%	17%
2023	21	1	95%	5%

Figure 9a Employment Class (School Support)



9.1 Pay Grade

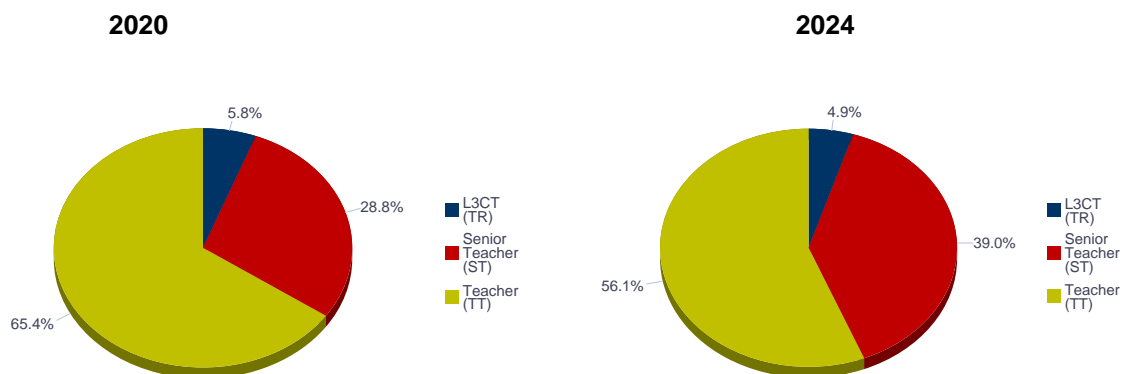
Table 16 provides the pay grade of teachers at Beaumaris Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	3	3.0	15	11.6	34	25.5
2021	3	3.0	17	13.0	33	24.8
2022	3	3.0	19	14.6	25	18.6
2023	3	3.0	17	12.3	23	18.1
2024	2	2.0	16	12.0	23	15.0

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

Figure 10 Teacher pay grades 2020 and 2024



10.1 Accrued Leave as at **28/03/2024**

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

Long service Leave is required to be cleared within 2 years of the leave becoming available.

For further information regarding the data presented below please contact Workforce Planning Branch.

Table 17 Accrued Long Service Leave - Days available

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	23	12	35

Table 18 Long Service Leave - Staff with next accrual in 2024 or 2025

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2024	4	0	4
Next Accrual in 2025	5	2	7

Table 19 Accrued Annual Leave - Days available

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	3	3
More than 40	0	1	1

Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	0	0	0
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	1	0	1



Student, Staff and Community Health, Wellbeing and Engagement

This section of the school report includes details about the school context obtained from the school principal.

Additional information about the school context can be obtained from:

- the school's website
- the [school's annual report](#)
 - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
 - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
 - Search by location to find summary data about early childhood development outcomes in the area

Principal Survey report: Beaumaris Primary School

Whole school approaches/programs The top five of the school's key programs or approaches
1) Talk for Writing 2) Letters and Sounds 3) Oxford Maths

Targeted programs School-based programs that target specific groups of students
(Empty space for text)

Professional learning Most recent whole-school professional learning activities
1) Talk for Writing 2) Letters and Sounds 3) Oxford Maths 4) SEN Planning and Reporting

Student welfare	Yes	No	Details/Provider
After school care provision	1		Kidzbiz
Pre-kindergarten program or partnership			

Canteen	Yes	No	Provider	Provider	Provider	Comments
			P and C	Local business	Other	
Canteen	1			1		
School breakfast club		1	N/A	N/A	N/A	N/A

Days available	Mon	Tues	Wed	Thurs	Fri
Canteen	1	1	1	1	1
School breakfast club					

Parent education
1) Triple P - Term 2 and 4. Department of Education 2) Cybersafety Term 2, Ysafe provider

School council/board Membership	Number of members
Principal	1
Staff	3
Parent representatives	4
Community representatives	1
Other	

Voluntary contributions In 2024	% received
\$60.00	Unsure for 2024 - nearly 70% for 2023

Capital works projects	
Are there any capital works projects in progress?	Nil
Are there any capital works projects pending in the next 18 months?	No
Have any capital works applications been submitted and awaiting a decision?	No

Community based committees, excluding the Council/Board that this school operates

- 1) P&C Committee
- 2) Playgroup

Sponsorship arrangements

Nil

Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement.

Commendations

Four things that the school is doing well
<ol style="list-style-type: none">1) Whole school Approach to Literacy2) Whole school approach to Maths3) Student Services and support for students with needs4) Staff engagement in relevant professional learning

Recommendations:

Four areas that would benefit from further improvement
<ol style="list-style-type: none">1) Embed the language of self-assessment across all aspects of the school’s ongoing self-assessment processes.2) Continue the school’s improvement journey momentum, consolidating and embedding the range of programs and practices in place, with a focus on a continued and ongoing review of impact.3) Continue to align the PBS language and expectations with the student engagement initiatives.4) Continue to identify current and future workforce needs to ensure strategies are in place to manage and meet the changing needs and demography of the local community.