

2015 Annual Report to the School Community

Brunswick South West Primary School
School Number: 4304



Brunswick South-West
Primary School



Name of School Principal: Louise Chocholis

Name of School Council President: Maaike Wienk

Date of Endorsement: 21st March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

At BSWPS our purpose is to deliver education where students reach their potential intellectually, socially, emotionally, creatively and physically within the state system. We believe our curriculum should be child centred and inquiry based, and this broad, developmentally-appropriate curriculum is best delivered in a multiage setting. Waratah Special Developmental School has two Satellite Classrooms on site. The active parent community supports all aspects of school life. The school has equivalent full-time staff: 2 Principal Class, 19.1 Teachers and 3 Education Support Staff and is situated 6 kms north of the CBD in attractive, expansive grounds.

Our school values learning which empowers students to accept themselves, value others and celebrate diversity, confidently share their ideas and have the courage to grow, contribute and engage in the world. Child safety, including the school environment, is essential for this to occur. Strong literacy and numeracy curricula underpin all our programs; information technologies are imbedded in the curriculum; Sustainability is being incorporated across learning areas. Our openness to new ideas ensures our curriculum stays rigorous and lively. High quality specialist programs are Italian, Library, Physical Education, Performing Arts, Visual Arts and Reading Recovery. Complementary programs include Student Representative Council, Bike Ed, G.A.T.E.WAYS, swimming, chess, gardening, lunchtime activities, Active Travel to School, after school instrumental music and after school circus/drama. Following a Language Review, next year the school will begin transitioning to Chinese. The School Peer Review Report and subsequent School Strategic Plan 2015-2017 are on the website.

Achievement

The school is performing above the National and State means in NAPLAN for all areas in both Years 3 and 5. After accounting for our students' background, our performance in Reading at Year 3 is higher than other schools and similar in Numeracy. At Year 5 Reading and Numeracy is similar to other schools.

The 2015 teacher assessments in English and Mathematics continue to remain conservative given the NAPLAN results. Professional development will continue to support teachers to develop more differentiation of outcomes.

The future direction will be professional learning which will focus on: English (Writing); Mathematics (Number); collaborative use of student data to plan teaching and learning; common school-wide practices around differentiation and learning domains; incorporating sustainability into the curriculum.

Engagement

The average attendance rates of all students at BSW in 2015 and over four years (2012-2015) are similar to others schools after accounting for background characteristics. The major reasons for non-attendance are illness and extended family holidays interstate and overseas. The school actively addresses non-attendance and late arrivals.

Student Voice and Leadership opportunities promote student engagement. Years 5/6 Leadership Groups assume an increasing responsibility for areas of school operations, such as assembly, ICT support, Active Travel, performing arts and the environment including the Nature Warriors. All classes have a Digital Learning Journal published on the school website.

The future direction will be to continue to focus on: Student Voice & Leadership; building teaching & learning ICT capacity; formalizing a robust home/school communication strategy so that parents better understand the school's approach to teaching and learning.

Wellbeing

Students are supported to be independent learners and personally responsible. Strong relationships between Junior and Senior School students are nurtured through the Buddy Programs.

An extensive range of high interest programs and activities supported wellbeing, including performing arts classes, sport clinics, gardening, mindfulness; some were single gender. The 2015 Attitudes to School survey shows similar results to 2014. KidsMatter was selected and commenced in 2015 to support these initiatives.

The future direction will be to focus on: completing Component 1 and moving into Component 2 of KidsMatter to support the social and emotional health of our students.

Productivity

The comprehensive curriculum is only possible because of the very high level of support from the parent community through their volunteered labour, (in everything from one off and regular assistance in classroom programs to school council and its committees), fundraising and payment for activities. The successful completion of the Core Module in ResourceSmart Schools, installation of solar panels, continuation of the grounds master plan, ICT strategy and beautiful award-winning garden are enduring 2015 examples. The school benefits from its partnerships in teaching and learning research.

The future direction will be to continue to focus on: directing resources (human, financial, time, space and materials) to School Strategic Plan priorities; professional learning needs of staff; embedding sustainability into everything the school does and completion of the Energy Module

For more detailed information regarding our school please visit our website at

<http://www.brunswicksw-ps.vic.edu.au>

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 351 students were enrolled at this school in 2015, 184 female and 167 male. There were 21% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14 %</td> <td>43 %</td> <td>43 %</td> </tr> <tr> <td>Numeracy</td> <td>11 %</td> <td>43 %</td> <td>46 %</td> </tr> <tr> <td>Writing</td> <td>26 %</td> <td>49 %</td> <td>26 %</td> </tr> <tr> <td>Spelling</td> <td>17 %</td> <td>50 %</td> <td>33 %</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11 %</td> <td>42 %</td> <td>47 %</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14 %	43 %	43 %	Numeracy	11 %	43 %	46 %	Writing	26 %	49 %	26 %	Spelling	17 %	50 %	33 %	Grammar and Punctuation	11 %	42 %	47 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1038 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	92 %	94 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	92 %	94 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

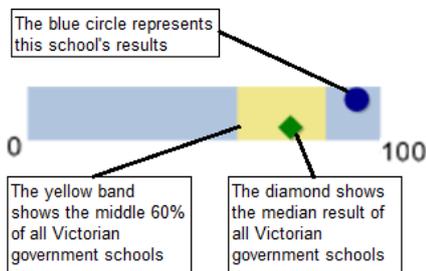
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

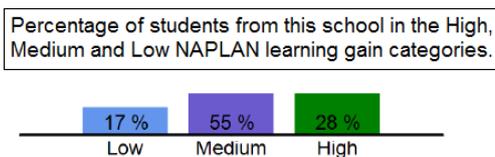
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

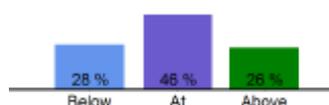


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,474,581
Government Provided DE&T Grants	\$277,207
Government Grants Commonwealth	\$20,625
Revenue Other	\$17,520
Locally Raised Funds	\$351,910
Total Operating Revenue	\$3,141,843

Expenditure	
Student Resource Package	\$2,245,742
Books & Publications	\$11,064
Communication Costs	\$8,210
Consumables	\$47,365
Miscellaneous Expense	\$298,537
Professional Development	\$5,911
Property and Equipment Services	\$211,886
Salaries & Allowances	\$51,178
Trading & Fundraising	\$35,004
Travel & Subsistence	\$85
Utilities	\$25,903
Total Operating Expenditure	\$2,940,886

Net Operating Surplus/-Deficit **\$197,705**

Asset Acquisitions **\$29,091**

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$12,820
Official Account	\$9,305
Other Accounts	\$9,124
Total Funds Available	\$31,249

Financial Commitments	
Operating Reserve	\$31,249
Total Financial Commitments	\$31,249

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.

Financial performance and position commentary

The school is very pleased with the financial performance in 2015. The Net Operating Surplus will be utilised to support the successful implementation of key elements in the school's *Strategic Plan 2015-2017*, therefore enabling the school to be a leading educator well into the 21st century. Revenue: Government Grants Commonwealth is funding for the supervision of trainee teachers & Sporting Schools Grant; Revenue Other is reimbursements, bank interest & a local grant received from the Moreland Energy Foundation towards installation & purchase of our Solar Panels. Asset Acquisitions: Refers to the expenditure towards the installation & purchase of Solar Panels in 2015. The Finance Sub-Committee of School Council monitored the income and expenditure throughout the year.

Our comprehensive curriculum, with meaningful and engaging activities, costs money to implement. This leading curriculum would not be possible without successful parent fundraising and the high percentage of payments for books, excursions, swimming and performing arts programs, camps and the 1:1 netbook program. Therefore, we are delighted with the level of financial support by parents for our school's programs.

Breakdown of Financial Performance Items

Revenue	
<i>Locally Raised Funds</i>	<i>\$351,910</i>
Subject Contributions	\$54,086
Fundraising Activities	\$90,205
Donations*	\$13,090
Commission	\$1,100
Hire School Facilities	\$19,248
Camp/Excursion/Activities**	\$148,037
Non Profit Trading Operations***	\$26,144
Other Locally Raised Funds	

Expenditure			
<i>Miscellaneous Expense</i>	<i>\$298,537</i>	<i>Property & Equipment Services</i>	<i>\$211,886</i>
Bank Charges	\$1,825	Furniture /Fittings	\$16,894
Affiliations	\$3,144	Repairs/Maint-	
Freight	\$0	Furniture/Equipment	\$3,182
First Aid Materials	\$1,169	Leased Equipment	\$25,842
General Consultancy	\$18,805	Computer Equipment <\$5,000	\$11,464
Service Providers#	\$157,706	Office Equipment <\$5,000	\$500
Publicity & Marketing	\$0	Audio Visual Equip <\$5,000	\$12,819
Camps/Excursions/Activities	\$115,522	Other Plant and Equip <\$5,000	\$5,286
FBT Liability Expense	\$366	Security/Safety/Fire Prev'tion	\$7,793
School to School Transfers	\$0	Sanitation	\$3,821
<i>Salaries & Allowances</i>	<i>\$51,178</i>	Contract Cleaning	\$72,446
Teaching Support Staff	\$9,637	Refuse and Garbage	\$6,005
Teacher Aides	\$9,550	Building Works	\$37,372
Work Experience	\$75	Ground Works	\$8,462
Teacher (includes Specialist)	\$14,575		
Casual Relief Teaching Staff	\$12,843		
Superannuation	\$4,212		
Work Cover	\$286		

Notes:

*Includes tax deductible donations for Library & Building

**Includes Netbooks

***Includes Circus & Drama

#Includes salaries paid to agency for Casual Relief Teachers (CRT) & Maths Consultant.