

2016 Annual Report to the School Community



School Name: Brunswick South West Primary School

School Number: 4304



Brunswick South-West
Primary School



Name of School Principal:

Louise M Chocholis

Name of School Council President:

Maaike Wienk

Date of Endorsement:

20/03/2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education
and Training



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 one Satellite Classrooms on site. The active parent community supports all aspects of school life. The school has equivalent full-time staff: 2 Principal Class, 21.3 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 embedded in the curriculum; Sustainability is incorporated across learning areas. Our openness to new ideas ensures our curriculum stays rigorous and lively. High quality specialist programs are Library, Physical Education, Performing Arts, Visual Arts and Reading Recovery. In 2016 students in F-Year 3 commenced Chinese. Years 4-6 studied Italian. 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.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning was the selected FISO Improvement Priority. Building Practice Excellence was the particular foci as outlined in the 2016 AIP:

- Professional development to improve Numeracy teaching and learning with a particular focus on Number.
- Build high-level teacher knowledge of common, school-wide teaching practices across all learning domains. Document these practices.
- Professional development to improve Literacy teaching and learning with a particular focus on Writing.
- Data analysis informs teaching and learning.

Achievement

The school is performing above the State means in NAPLAN for all areas in both Years 3 and 5. After accounting for our students' background, our performance in Reading and Numeracy at Year 3 and Year 5 is similar to other schools. The 2016 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 continue to 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.

Curriculum Framework implemented in 2016 (please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The average attendance rates of all students at BSW in 2016 and over four years (2013-2016) 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 assume responsibility for areas of school operations, such as assembly, Active Travel, performing arts, the environment and lunchtime library activities. Students from F- Y6 take on leadership roles within the school such as SRC, fete, involvement in the working bees and busking. Class Digital Learning Journals are seen as a way to inform parents about classroom learning programs. The future direction will be to continue to focus on: Student Voice & Leadership opportunities.

Wellbeing

Students are supported to be independent learners and personally responsible. Strong relationships are nurtured through the Buddy Program which is structured so that a Year 3 pupil will know students from F-Y6. An extensive range of high interest programs and activities supported wellbeing, including performing arts classes, the Art Challenge, sport clinics, Circle Time and programs with the Satellite Unit. KidsMatter operated throughout the school year with a whole school focus on Social and Emotional Learning (SEL) with explicit teaching and learning for an hour each week in all classes. The future direction is and will continue to be KidsMatter!

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

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 374 students were enrolled at this school in 2016, 183 female and 191 male. There were 21% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

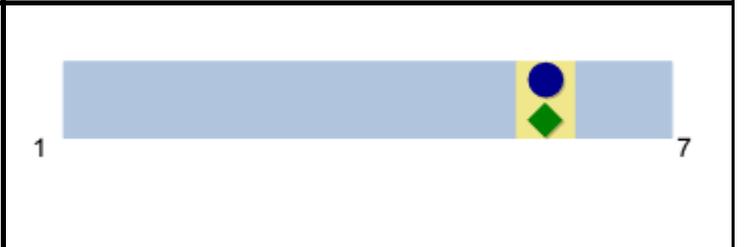
Overall Socio-Economic Profile

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



Parent Satisfaction Summary

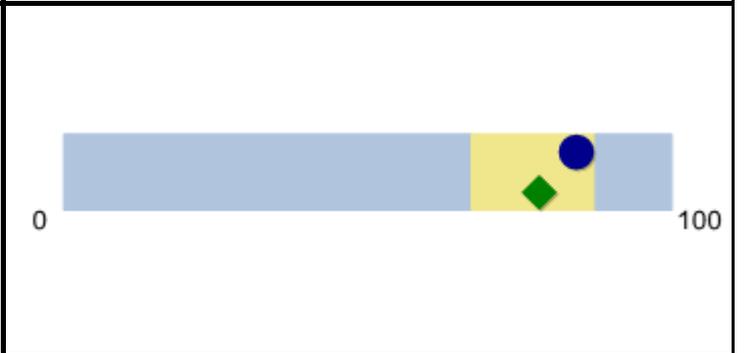
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



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 judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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 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>● Similar</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>



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>21%</td> <td>52%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>52%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>41%</td> <td>41%</td> </tr> <tr> <td>Spelling</td> <td>-</td> <td>66%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>41%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	52%	28%	Numeracy	34%	52%	14%	Writing	17%	41%	41%	Spelling	-	66%	34%	Grammar and Punctuation	28%	41%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	21%	52%	28%																							
Numeracy	34%	52%	14%																							
Writing	17%	41%	41%																							
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Grammar and Punctuation	28%	41%	31%																							



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 2016 attendance rate by year level:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Prep</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> <tr> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	93 %	93 %	94 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	93 %	93 %	94 %	93 %										

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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
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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, P-12 and specialist schools, 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).

What is a *School Comparison*?

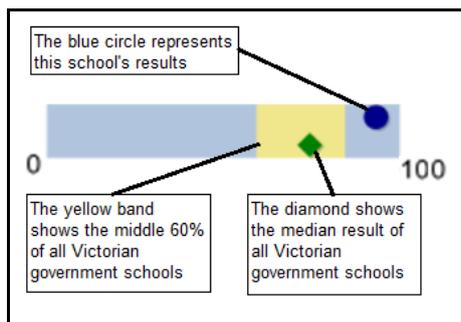
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

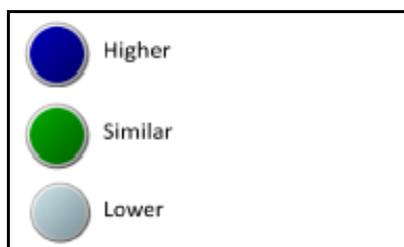
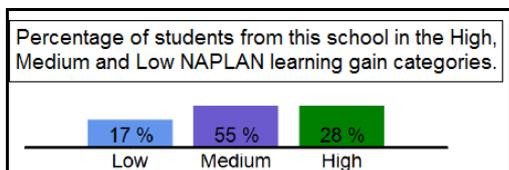
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

students' characteristics – these schools will receive targeted support to ensure that there is improvement.



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'.



What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,563,623	High Yield Investment Account	\$42,627
Government Provided DET Grants	\$398,275	Official Account	\$12,095
Government Grants Commonwealth	\$4,995	Other Accounts	\$18,469
Revenue Other	\$30,923	Total Funds Available	\$73,190
Locally Raised Funds	\$386,233		
Total Operating Revenue	\$3,384,048		
Expenditure		Financial Commitments	
Student Resource Package	\$2,450,425	Operating Reserve	\$73,190
Books & Publications	\$9,008	Total Financial Commitments	\$73,190
Communication Costs	\$11,009		
Consumables	\$65,189	Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.	
Miscellaneous Expense	\$350,464	Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.	
Professional Development	\$5,677	Salaries and Allowances refers to school-level payroll.	
Property and Equipment Services	\$175,439		
Salaries & Allowances	\$34,410		
Trading & Fundraising	\$36,837		
Travel & Subsistence	\$39		
Utilities	\$24,848		
Total Operating Expenditure	\$3,163,342		
Net Operating Surplus/-Deficit	\$220,706		
Asset Acquisitions	\$12,947		

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 maintained a sound financial position in 2016. The Net Operating Surplus resulting from the current favourable staffing mix will be utilised to support the successful implementation of key elements of the school's Strategic Plan 2015 -2017. Revenue: the Government Grants Commonwealth was funding for the supervision of trainee teachers and Sporting Schools; Revenue Other was reimbursements and bank interest. Asset Acquisitions was the purchase an IT server. 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. In 2016 a family film night was introduced to reduce the reliance on fete fundraising. The school is delighted with the level of financial support by parents for its programs.



BREAKDOWN OF FINANCIAL PERFORMANCE ITEMS

Revenue	
<i>Locally Raised Funds</i>	\$386,233
Subject Contributions	\$46,953
Fundraising Activities	\$94,837
Donations*	\$16,759
Commission	\$1,195
Hire School Facilities	\$19,744
Camp/Excursion/Activities**	\$181,289
Non Profit Trading Operations***	\$25,456
Other Locally Raised Funds	

Expenditure			
<i>Miscellaneous Expense</i>	\$350,464	<i>Property & Equipment Services</i>	\$175,439
Bank Charges	\$1,628	Furniture /Fittings	\$7,076
Affiliations	\$4,310	Repairs/Maint-	\$5,308
First Aid Materials	\$1,418	Leased Equipment**	\$25,680
Service Providers#	\$204,035	Computer Equipment <\$5,000	\$17,229
Publicity & Marketing	\$717	Office Equipment <\$5,000	\$0
Camps/Excursions/Activities	\$138,233	Audio Visual Equip <\$5,000	\$0
FBT Liability Expense	\$123	Other Plant and Equip <\$5,000	\$10,912
School to School Transfers	\$0	Security/Safety/Fire Prev'tion	\$2,908
		Sanitation	\$2,497
<i>Salaries & Allowances</i>	\$34,410	Contract Cleaning	\$69,764
Teaching Support Staff	\$5,850	Refuse and Garbage	\$5,355
Teacher Aides	\$0	Building Works	\$21,151
Work Experience	\$0	Ground Works	\$7,559
Teacher (includes Specialist)	\$13,425		
Casual Relief Teaching Staff	\$12,415		
Superannuation	\$2,625		
Work Cover	\$95		

Notes:

*Includes tax deductible donations for Library & Building

**Includes Netbooks

***Includes Circus & Drama

#Includes salaries paid to agency for Casual Relief Teachers (CRT)