

# 2019 Annual Report to The School Community



**School Name: Brunswick South West Primary School (4304)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 25 June 2020 at 11:32 AM by Emma Fuller (Principal)

The 2019 Annual Report to the school community:

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

Attested on 26 June 2020 at 08:49 AM by Ann Jorgensen (School Council President)

## About Our School

### School context

Located six kilometres north of the Melbourne C.B.D., Brunswick South-West Primary School is a strong focal point for the community. We place a strong emphasis on child-centered learning and provide authentic and meaningful learning experiences for all levels of learners. The School Values of Learning, Fairness, Respect, Courage and Communication are embedded in the curriculum and form a strong basis for developing our students into lifelong learners and active citizens in the 21st century.

The school population of 447 students (December 2019) is drawn from a range of diverse backgrounds. The overall socio-economic profile is high. The proportion of students with English as an additional language is approximately 25%. The leadership of the school during the year was unsettled with 2 acting Principals employed for term 4, an acting assistant Principal employed during the second semester, and an acting Business Manager in July due to family leave. Altogether there were more than 28 teachers FTE and 5 Education Support Staff. The parent, staff and attitude to school surveys were not as positive as previous years, and the school community was fractured.

Current school facilities include an original 1927 three-storey building with classrooms, staffroom and office; a 1970s grey brick building with classrooms and wet areas; designated specialist rooms and a purpose-built Library which is a hub for all classes in both Literacy and Critical and Creative Learning; two double portable classrooms housing 5/6 students and a large hall/gym with a performance stage. The end of the year we saw the commencement of the building works on the original building. This saw the classrooms decant to the library space, and a new set up of two double portables being placed to the south of the oval for the grade 3/4 classes to utilise during the works stage.

The generous grounds of the school allow for regular contact with nature. A large vegetable garden with an orchard and chickens, along with a natural grass oval, basketball court, artificial turf court and passive play areas provide multiple choices for all kinds of activity and engagement. The adventure playground had to be removed during the year, and plans were put in place, in collaboration with the Grants and Fundraising group (which have since formed a sub-committee), to purchase a new multi-aged adventure playground ready for 2020. The school also promotes sustainability and environmental awareness with its Gardening program and Resource Smart initiatives.

Strong Literacy and Numeracy programs, combined with Specialist subjects in Physical Education, Art, Chinese and Library offer high quality units of learning that aim to meet all learners at their point of need and support them in further growth. Technology is integrated into all learning through the school's 1:1 NetBook program, where students have individual devices from Grades three to six.

Students are encouraged to value others, embrace diversity, share their ideas in supportive environments and demonstrate the courage to challenge themselves in all areas of their learning. They are encouraged to be thoughtful of others and the world around them and many undertake extra curricular activities that are evidence of a rich and varied worldview.

Professional Learning Communities were established to track student growth and learning needs. Teachers undertook Cycles of Inquiry as a whole school that focused on a particular area of need in student learning and development in writing. The PLC model dovetails with the school's Annual Implementation Plan and School Strategic Plan, where the current focus is on improving high growth results in Literacy (Writing) and Numeracy.

The staff had a fractured year with the break-down of Principal-class and leadership in the school. At the end of the year a number of staff moved on to different schools. The Acting Principal, in term 4, worked hard to re-build trust in the community. Staff continued to work in their PLCs and the focus remained on building the well being of the community.

### Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning was the selected FISO Improvement Priority. Building Practice Excellence and

Curriculum Planning and Assessment was the particular foci as outlined in the 2019 AIP:

- To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy and Numeracy
- To develop engaged critical thinking learners who demonstrate the school's Learner Dispositions

BSPWS entered into the PMSS (Primary Maths Science Specialist) course from 2019-2020 over two years. We engaged in this work to support our AIP goal with regard to the maths focus. Kathy Palmer, a maths consultant, was engaged to work with the Maths Specialist team, and will continue this work in 2020.

## Achievement

In 2019 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Students in Years Prep through to 6 continue to maintain growth in both literacy and numeracy. Student growth in writing was dramatically increased in 2019. Progress appears to have plateaued at a high level. The school met three of their 12-month targets in two of the four identified areas.

The school well surpassed their goals around writing growth decreasing the percentage of students achieving low growth in Writing from 40% to 15% (the goal was 35%) and increasing the percentage of students achieving high growth in Writing from 17% to 34% (the goal was 20%).

The school did not quite meet their goal of increasing the percentage of students achieving high growth in Numeracy from 26% to 30% (achieved 29%), 2020 will see a big focus on numeracy as our PMSS leaders will lead staff in professional learning in numeracy.

A range of additional literacy support in the classrooms and withdrawal groups were developed throughout the school in 2019. One of our experienced teachers was moved into a literacy support role to work with a number of students who needed support in literacy. In 2020, we will continue to provide these opportunities for students identified as needing additional support to enhance student literacy outcomes. A number of students were identified as suitable for acceleration of their learning and teachers provided access to higher level learning in selected subjects.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans.

## Engagement

The average attendance rates of all students at BSW in 2019 and over four years (2015-2019) 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 school leadership groups, assembly, Active Travel, performing arts, the environment and lunchtime library activities. Students from F- Y6 take on leadership roles within the school such as School Representative Council, fete, involvement in the working bees and showing initiatives to raise funds for non profit organisations such as the Indigenous Literacy Foundation. The future direction will be to continue to focus on: Student Voice & Leadership opportunities. Our student voice and agency data has dropped from 75% positive in 2017, to 57% in 2019.

Parent participation has also decreased from 83% in 2017 to 57% in 2019. The school has built community relationships into our AIP to re-build community partnerships. We hope to see an increase in this in 2020.

## Wellbeing

Students are supported to be independent learners and personally responsible. The school Engagement and

Wellbeing Team continued training with the Department of Education in School Wide Positive Behaviour Support (SWPBS). This was implemented at BSW as a whole school framework for staff to provide a consistent approach to improved behaviour across the school. Staff continued to receive training and further implement and embed the framework and introduced the BSW SWPBS Matrix to the school to be monitored and reviewed over time.

The E&W team commenced training to implement the Respectful Relationships initiative at BSW and begun implementing whole staff training. A weekly whole school focus on Social Emotional Learning based on the Departments Respectful Relationships curriculum including 1 hour per week of explicit teaching and learning was taught and shared with the community through school newsletter and weekly assemblies.

Strong relationships are nurtured through the Buddy Program, the Student Representative Council and Student Leadership groups. In addition to this, an extensive range of high interest programs and activities including performing arts classes, the Art Challenge, sport clinics, Circle Time and programs with the Satellite Unit provided opportunities to compliment the educational programs at our school.

Student Wellbeing is a focus for 2020 and beyond. We are concerned that our students feel that they have no advocate at school and that there is more perception around bullying from the parents and the children. We will develop a strong focus on this.

Student voice is activated through membership of the Student Representative Council, Senior Leadership roles, celebrations of achievements at Assemblies, Pivot surveys, student-led conferences and dedicated weekly sessions in Social and Emotional Learning (SEL). The school also promotes sustainability and environmental awareness with its Gardening program, as well as lunchtime clubs, Chess Club, after-school programs for instrumental music, circus skills and drama.

### **Financial performance and position**

The school maintained a surplus in 2019. The Net Operating Surplus will be utilised to support the successful implementation of key elements in the school's Strategic Plan 2018-2020, 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.

The Finance Sub-Committee of School Council monitored the income and expenditure throughout the year.

Funds raised by the school community were allocated to the installation of a new adventure playground. The school was also required to allocate locally sourced funds to the air-conditioning in the refurbished red-brick building. The money is to be expended in 2020.

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, sport and art programs, camps and the 1:1 netbook program. Therefore, we are pleased with the level of financial support by parents for our school's programs.

We have employed some experienced teachers for 2020, which could potentially cause a hiccup in our budget for 2020.

**For more detailed information regarding our school please visit our website at <https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 447 students were enrolled at this school in 2019, 221 female and 226 male.

23 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	63.6	85.8	79.2	92.0

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	72.0	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	96.0	89.7	81.7	95.0	Similar
Mathematics	97.4	90.3	81.8	95.8	Above

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	90.7	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	81.5	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	85.2	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	83.9	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	87.9	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	79.3	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	88.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	77.3	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	19.6	43.1	37.3
Numeracy	25.5	45.1	29.4
Writing	15.1	50.9	34.0
Spelling	18.9	54.7	26.4
Grammar and Punctuation	15.1	54.7	30.2

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.0	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	13.8	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	93	93	93	94	93	91

**WELLBEING**

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	72.1	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	79.4	81.4	73.9	88.1	-

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	68.1	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	76.1	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$3,530,449
Government Provided DET Grants	\$444,615
Government Grants Commonwealth	\$4,802
Government Grants State	\$0
Revenue Other	\$13,495
Locally Raised Funds	\$631,330
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,624,691</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$7,898
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$7,898</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,336,412
Adjustments	\$0
Books & Publications	\$18,706
Communication Costs	\$7,302
Consumables	\$83,809
Miscellaneous Expense <sup>3</sup>	\$535,786
Professional Development	\$4,311
Property and Equipment Services	\$148,599
Salaries & Allowances <sup>4</sup>	\$82,141
Trading & Fundraising	\$44,620
Travel & Subsistence	\$2,505
Utilities	\$40,750
<b>Total Operating Expenditure</b>	<b>\$4,304,941</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$319,751</b>
<b>Asset Acquisitions</b>	<b>\$40,664</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$164,634
Official Account	\$22,855
Other Accounts	\$51,111
<b>Total Funds Available</b>	<b>\$238,600</b>

Financial Commitments	Actual
Operating Reserve	\$151,083
Other Recurrent Expenditure	\$10,215
Provision Accounts	\$0
Funds Received in Advance	\$14,161
School Based Programs	\$8,121
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,316
Capital - Buildings/Grounds < 12 months	\$249,899
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$437,796</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. 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.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

### **Engagement**

- student attendance and engagement at school, including:
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

## WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

## WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').