

# 2021 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 2021 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.

«PrincipalSignDescription»

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
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## About Our School

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### School context

Brunswick South-West Primary School is very much a community school. We place a strong emphasis on creating relationships with students, families and our community, and provide a learning environment which is inclusive, safe and enables students to find their passions and become the best versions of themselves. Our learning environments enable us to provide authentic and meaningful learning experiences for all learners. The School Values of Respect, Inclusivity and Curiosity were selected last year with our staff, students and families, to ensure we are providing values which are in line with our community's principles, ethics and morals.

Our School Vision was developed in 2021 with full community input. At Brunswick South West our vision is for our children to become curious, life-long learners, inclusive of everyone, and respectful of ourselves, others and the environment.

We are excited about looking at how we can 'empower', 'challenge' and 'engage' our children!

The school population of 436 students (December 2020/1) is drawn from a range of diverse backgrounds. 19% of our students had English as an additional language, and 1% were Aboriginal or Torres Strait Islander. The overall SFOE (Student Family Occupation and Education measure) is low (0.109). The main languages spoken other than English were Vietnamese Mandarin (9 students) and Indonesian (8 students). We had 6 students who were Koorie, 3 International students, and 6 students who were receiving PSD funding (Program for Students with Disabilities).

The school was composed of 20 classes, 5 specialist classes (Chinese, Art, PE, Performing Arts and Library), the gardening program, and a Literacy/Numeracy intervention program. Altogether the staff consisted of 29 teachers, including a learning specialist, 4 part time Education Support Staff, a Business Manager, 2 part time office administrative staff, one assistant principal, and one principal. Altogether we had 33 FTE staff.

In 2020 we received \$4.1 million through the VSBA to upgrade and refurbish the school. This included major upgrades to critical facilities and services, and upgrades and maintenance to the main Red Brick building, the Library and Grey Block buildings. The school completed the upgrades in early 2021. The school received emergency maintenance funding to repair the main retaining wall running along the edge of the oval. We have also received a minor capital works funding of \$250,000, which together with fundraising monies has seen the installation of a new Rope Playground, and we will commence resurfacing of the basketball court and asphalt areas in 2022. We also have 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 generous grounds of our 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. We have a multi-aged playground, Gaga pits, and a rope playground for the children to use across the school. The grounds have been worked on to address the 'no dig policy' across the site, due to asbestos. Subsequently, the fundraising monies have contributed to the building of planter boxes around the kitchen garden area.

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 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. These include after school activities such as Circus and Drama, and Brunswick Magic Basketball, which is operated out of our gymnasium.

At the end of 2021 we had our school review which affirmed our strength and connection to the community. Our new strategic plan is focusing on Learner Agency, Wellbeing, and a focus on (delete repetition?) Numeracy and Literacy with a strong emphasis on planning in teams as PLCs (Professional Learning Communities).

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## Framework for Improving Student Outcomes (FISO)

Our priority goals for 2021 were state-wide goals focusing on a Learning, Catch-Up and Extension Priority; and a Happy, Active and Healthy Kids Priority. (I have added capitals either all or none)

In 2021 our school focused on implementing a targeted tutoring program, and a focus on using differentiation in the classroom. Our wellbeing goal focused on refining our whole school approach with regard to the Rights, Resilience and Respectful Relationships program, and also ensuring that our Foundation students had access to a perceptual motor program to develop their fine and gross motor skills after having the year in a COVID lock-down environment.

As a result of the targeted tutoring program, 64 students across year levels received additional support in Literacy and Numeracy. Altogether our end of year data had shown an increase in students performing at or above standard in Reading with 94% of students at or above the expected level and Number & Algebra, with 93% at or above the expected level.

Our understanding of differentiation in the classroom was further developed through coaching and modelling from our Learning Specialists. The staff also undertook professional learning around this area, and subsequently we saw a change in teacher practice across the school. The focus remained strong on wellbeing, especially as we found ourselves back in remote learning. We have a very strong Social and Emotional Learning program at the school, and this work will continue into 2022.

In 2021, Brunswick South West chose the following actions in order to deepen consistency of practice with our Respectful Relationships Program:

- Ensure that all staff received professional learning around Module 7 and 8
- Develop SEL (social and emotional learning) lessons with advice from members of the wellbeing team members, including developing resources to reflect wellbeing and our SEL focus.

In 2021, teachers explored the High Impact Strategy of Differentiation across all curriculum areas. In 2020 and 2021 the decision had been made to release our Learning Specialists for one day a week to allow us to develop a peer coaching model where the Learning Specialists would model lessons and conduct Professional Learning to support staff in consistent and effective use of the HITS. The Learning Specialist classrooms were open for teachers to observe best practice. Despite the pandemic, our learning specialists were able to engage staff in professional learning and coaching across the school. This work was started, and has been taken up well across the school. We will continue to build on this in 2022 by establishing goals with our students, and also ensuring teachers develop learner agency through building the success criteria for the learning intention with the students.

A large focus in 2021 was the building of our school Vision, Purpose and Values. Community input was sought, and the Art Show at the end of 2020 was the perfect opportunity to launch our values and bird mascots to the community. The values are very well know by our community, students and teachers. 2021's focus was on rebuilding community and reigniting connections across our community. Despite the pandemic we have made significant progress in this area. This has been highlighted in our Parent Opinion Survey, as well as in our school review at the end of 2021, where the parent panels and staff panels all highlighted this work.

The high-level actions we planned to undertake in 2021 were:

- Develop a shared vision with all stakeholders
- Based on our school vision, build our BSWPS Values, with a focus on how we can use our school values to build community connections.
- Continue to implement Respectful Relationships with staff and students.

Despite the pandemic, this work was completed. The community has been rebuilt. Staff continued to develop relationships with families, despite being in a virtual environment. We hosted events online including a grade 1/2 sleepover, camp weeks, and a daily story time, which parents and family members were invited to. The Principal and Assistant Principal also acknowledged student's birthdays, and rang children to sing 'Happy Birthday' and pass on our birthday greetings. The Art Show at the end of the year was a wonderful way to bring our community together after another year of lockdowns and uncertainty.

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## Achievement

In 2021 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student. However, due to the pandemic and remote learning, the focus shifted to emotional well-being for families, students and staff.

Some students in Years Prep through to 6 did not demonstrate the growth we would normally expect across the school, according to teacher judgement. Once the students returned to school in Term 4 we became aware of the need to focus on building social skills, and positive interactions. Students were unable to focus for long periods, became tired easily, and did not have the stamina we had seen in previous years. Our focus shifted to emotional and social well-being.

A range of additional literacy and numeracy support was offered to families whose students were struggling. This was offered as a small group, or as a one-on-one opportunity for the student to work online with an Education Support Staff member, or a specialist teacher. There were also opportunities for children to connect from a wellbeing perspective with staff members, too. This way we were able to gauge how they were traveling emotionally and academically, and subsequently we were able to put things in place for them upon their return.

Students supported through the Program for Students with a Disability were provided access to an Education Support Staff member, and Individual Learning Plans were still created for these students.

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## Engagement

The average attendance rates of all students at BSW in 2019 and over four years (2015-2019) are similar to other like 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. In 2020 and 2021 our absences were minimal due to the pandemic, and the opportunity that remote-learning offered.

Student Voice and Leadership opportunities promote student engagement. Years 5/6 assume responsibility for areas of school operations, such as school leadership groups, assembly, performing arts, the environment and lunchtime library activities. Students from F-6 take on leadership roles within the school such as School Representative Council, Twilight Fete, involvement in the working bees and showing initiatives to raise funds for non profit organisations such as the Indigenous Literacy Foundation.

Despite being in Remote Learning for most of 2021, it was pleasing to see that Parent and Community Engagement

has increased from 59% positive in 2019 to 74% positive in 2021. This brings us close to state average. Parents were also happy with the communication from the school (77% positive) which shows that despite the pandemic, they were pleased with the way in which and how often communications were received. According to the staff survey results, staff were 88% positive in response to parent community involvement, despite the year we had.

Our 2021 Attitudes to School Survey, completed by years 4-6, 76% of students responded positively to their sense of connectedness to the school. This was close to the state average. After having on-line learning for a second year, this was promising. Teachers also conducted check-ins with particular students, and offered online support as required.

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## Wellbeing

At Brunswick South West Primary School we have a wellbeing team who meet regularly to discuss SEL programs, and School Wide Behaviour supports across the school.

The wellbeing leader ensured we implemented the Respectful Relationships initiative at BSW and implemented whole staff training. A weekly whole school focus on Social Emotional Learning based on the Department's Respectful Relationships curriculum including 1 hour per week of explicit teaching and learning was taught and shared with the community through school newsletter, weekly (online) assemblies, and throughout remote learning as a major focus.

Strong relationships were 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 Waratah Special Development School Satellite Unit provided opportunities to compliment the educational programs at our school.

The results from the Parent Opinion Survey 2021 indicate that the safety element has improved as positive responses have gone from 71% in 2019 to 82% in 2021.

Student voice is activated through membership of the Student Representative Council, Senior Leadership roles, celebrations of achievements at assemblies, 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.

Student wellbeing is a focus for 2022 and beyond as we move away from the remote learning environment.

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## Finance performance and position

The school entered 2021 with a deficit of \$130 000 in their SRP (Student Resource Package). However, we did maintain a cash surplus in our High Yield Account. This deficit was due to the fact that we had more teachers than we required in 2020, but we had been able to reduce our deficit from 2020. Subsequently, in 2021 we had slightly larger classes across the school, particularly in the 5/6 area. We also had a number of teachers returning from Family Leave in 2021, and therefore, some staff were not able to maintain their employment at BSW into 2021. The staff employed in 2020 were experienced staff, which also contributed to our deficit in the SRP.

The Net Operating Surplus will be utilised to support the successful implementation of key elements in the school's AIP for 2022, including the additional financial support of upgrading the school grounds, and the new Rope Play.

We have been fortunate to receive Emergency Maintenance Funding to repair the retaining wall, grants for the butterfly garden, and for the resurfacing of our basketball courts. The Grants and Fundraising sub-committee have been very successful with the grant applications to date.

The Finance Sub-Committee of School Council monitored the income and expenditure throughout the year. We recently received a grant for natural shade (tree-planting - which will become part of our grounds works) and a shade-sail grant, which we hope to receive in 2022.

Funds raised by the school community were allocated to the play spaces around the school which will come to fruition in 2022. The school will use their building fund money to purchase air conditioners for the grey-brick building in term 1 2022.

The Netbook program has had to change for our 2022 year 3s, and has become a BYOD program. This is because we are unable to lease and rent netbooks to families anymore. We will evaluate this in 2022.

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.

**For more detailed information regarding our school please visit our website at <https://brunswicksw-ps.vic.edu.au/>**