

2022 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).
- 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 of the previous calendar year 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 19 April 2023 at 08:06 AM by Emma Fuller (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 21 April 2023 at 04:47 PM by Graeme Joyce (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

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 built with our community and are known by all 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.

Our purpose is to 'empower', 'challenge' and 'engage' our children!

The school population of 427 students (August 2022) is drawn from a range of diverse backgrounds. 13.3% of our students had English as an additional language, and 1.5% were Aboriginal or Torres Strait Islander. The overall SFOE (Student Family Occupation and Education measure) is low (0.08). The main languages spoken other than English were Vietnamese Mandarin (10 students) and Indonesian (8 students). We had 6 students who were Koorie, 5 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 full-time assistant principal, one part-time assistant principal and one principal. Altogether we had 33 FTE staff.

The school received a minor capital works funding of \$299,000, which together with fundraising monies has seen the installation of a new Rope Playground, and the resurfacing of the basketball court and asphalt areas in 2023. We also have designated specialist rooms and a purpose-built Library which is a hub for all classes in Literacy; 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 school was deemed a 'no dig site' due to asbestos, but this ban was lifted in 2022, and no only applies to the perimeter of the site. We are currently working with the children to develop a 'forest' north of the oval.

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, Strike Soccer and Brunswick Magic Basketball, which is operated out of our gymnasium.

At the end of 2022 our leadership team worked closely with an executive principal and Leading Teachers from DSSI (Differentiated Support for School Improvement) to realise our Strategic Plan of developing our Reading curriculum and teaching across the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our priority goals for Learning in 2022 were state-wide goals.

In 2022 our school focused on implementing a targeted tutoring program, and focused on differentiation in the classroom. As a result of the targeted tutoring program, 48 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 95% of students at or above the expected level and Number & Algebra, and 96% of students at or above the expected level in Reading.

In 2022, teachers worked on improving our teaching, and subsequent data in relation to Learner Agency. Our staff received professional learning from Leigh Hobbs, Future Focused Learning. The principal, Assistant principal and Learning Specialist undertook the Leading Literacy Course, knowing that our work in 2023 was going to be focused on implementing a whole school

instructional model in Reading, with extensive documentation and a consistent whole school approach to Independent Reading. We released our learning Specialist for two days a week to model lessons, particularly in line with the Learner Agency work and Inquiry, and to provide professional learning and coaching to staff.

Wellbeing

In 2022, Brunswick South West Primary participated in the Mental Health in Primary School Pilot Program. Participation in the pilot provided the funding to employ a Mental Health and Wellbeing Coordinator. Our coordinator supports teaching staff to build capacity to successfully teach Social and Emotional skills (SEL). Our SEL focusses on teaching the Rights, Resilience and Respectful Relationships curriculum, as well as Talking the Talk (sexuality education). In 2022, a school partnership program with The Resilience Project was secured for 2023, as well as an opportunity to partner with CASEA (an RCH program aimed at providing early intervention for students in need of extra social and emotional learning support). CASEA will provide teacher training so that long after their work with us teachers in our community will have the skills, knowledge and resource to continue working with small intervention groups.

Our 2022 Mental Health and Wellbeing Coordinator led staff in professional learning to build literacy around Child Mental Health, and how to use the Be You Mental Health Continuum as a school-wide tool for tracking student mental health over the course of each year. Teachers and leadership have worked collaboratively to understand student placement on this continuum. Having a shared understanding of where students are on the continuum results in improved planning for individual supports and referrals. Social and Emotional skills are taught explicitly for an hour each week, classes regularly celebrate and share their learning in SEL at whole school assembly. Complimenting explicit teaching of SEL is weekly/daily opportunities for students to participate in class Circle Times. Through Circle Time students build positive relationships with others as they develop understanding and value of themselves, and understanding and value of their peers.

In 2022, The Be Your Best at Brunswick South West values matrix has been embedded in daily classroom and school practices and is regularly referred to with the goal of ensuring students understand expectations and our core school values of *Respect, Curiosity and Inclusivity*.

Our cross-level buddy program exists to nurture strong relationships and the building of connections between students. The buddy program runs weekly-fortnightly and supports older students to build leadership skills while younger students develop a greater sense of belonging to the wider school community.

Support for student mental health and wellbeing has been increased in 2022 with the school's capacity to engage and coordinate an external provider who can run counselling services for students. Referrals and requests to access the school counselling service can be made/suggested by parents, teachers or students themselves.

In 2022, advocacy for student voice led to senior students creating a Student Mental Health Team. The MHT surveyed peers about mental health and wellbeing and shared findings with teaching staff. Teachers used this information to consider and plan ways to better support students with wellbeing. Plans implemented in 2022 included purchasing play equipment to support Foundation students during play, especially at the beginning of the school year. Neon pink vests were purchased to ensure MHT are visible in the yard so students across the school can be supported by their peers to work through low-level conflicts/problems. More lunchtime clubs are now offered to give students further structured play opportunities. To support the MHT, Peer Mediation training was booked for 2023 Mental Health Team students.

Engagement

In 2022, the average attendance from P-6 remained the same as similar schools, with 32% of students having more than 20 days absence. The major reasons for non-attendance were illness (due to COVID isolation guidelines, and also family holidays after 2 years of lockdown). The school actively addresses non-attendance and late arrivals.

Student Voice and Leadership opportunities promote student engagement. Years 5 and 6 assume responsibility for areas of school operations, such as school leadership groups, assembly, performing arts, the environment and lunchtime clubs. We also have the Mental Health Team who support students in the yard at lunchtimes and recess, recognisable by wearing their fluorescent pink vests. Students from F-6 take on leadership roles within the school such as School Representative Council, Twilight Fete, involvement in working bees, attending school council meetings, and raising money for funds such as the Indigenous Literacy Foundation.

The Parent Opinion Survey reflects the work that the school is doing to support student connectedness, with an increase in this area from 81% in 2021 to 84% in 2022, bringing us close to the state average of 86%. Parents were also happy with the school communication, with an increase from 57% in 2019, to 70% in 2022.

The school continues to fundraise, and has the Library Fund and Building Fund available for parents to make tax-deductible donations. The building fund monies have been used to continue to add air conditioners to the learning spaces. The Netbook program remains a BYOD program, and is well received. Some of our students prefer to leave the device at home, and we have purchased charging trolleys to enable this to happen.

Other highlights from the school year

In 2022 it was great to have the whole school back together, after the disrupted two years of remote learning due to the COVID-19 pandemic. Our school community was reunited, and some of our most loved events were back on. We were able to celebrate with school discos, movie nights and start planning for the 2023 fete. Fundraising was no longer the priority - it was about reconnecting, and making memories for our families.

Camps were also back on, and our 3-6s were lucky enough to enjoy a camp with no Covid. The staff were tired, but enthusiastic about making all this happen for our kids. Camps have been booked for 2023, despite the unknown with Time in Lieu and staff shortages.

School tours were also a highlight. Our students love being tour guides and 'showing-off' our school. For our new prep families, having a tour which wasn't virtual was a real high-light.

The school community continued to raise money for our school grounds upgrade, and were excited with the installation of the rope play, along with circulating the design plans for our school grounds. This work will, hopefully, be completed in early 2023.

Financial performance

The school entered 2022 with a surplus of \$76,523 which includes our asset acquisitions. We did have a deficit in our Student Resource Package, as we had more teachers than we required in 2022 due to our lower than expected Prep numbers, and the fact that the school had one full time and one part time assistant principal. 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 2022. The majority of our staff are 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 2023, including the additional financial support of upgrading the school grounds. 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 install in 2023. Funds raised by the school community were allocated to the play spaces around the school which will come to fruition in 2023. The school used their building fund money to purchase air conditioners for the grey-brick building 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.

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 419 students were enrolled at this school in 2022, 212 female and 207 male.

19 percent of students had English as an additional language and 1 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).

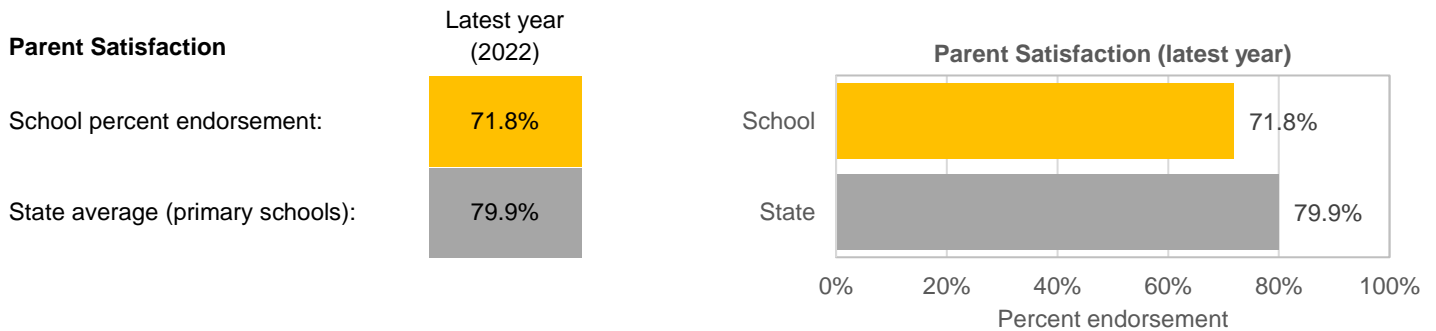
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.

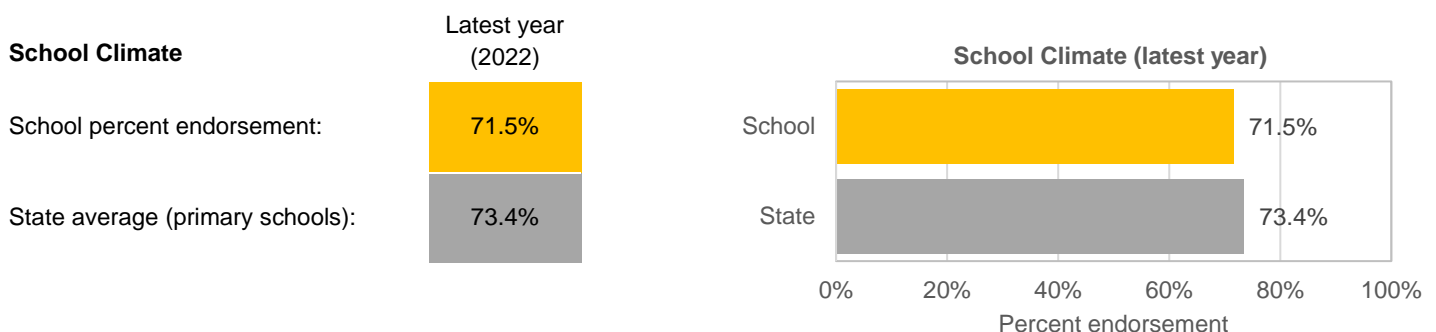


School Staff Survey

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.



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

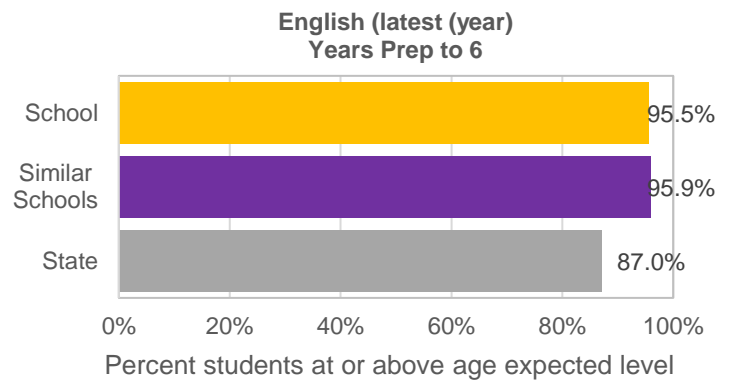
95.5%

Similar Schools average:

95.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

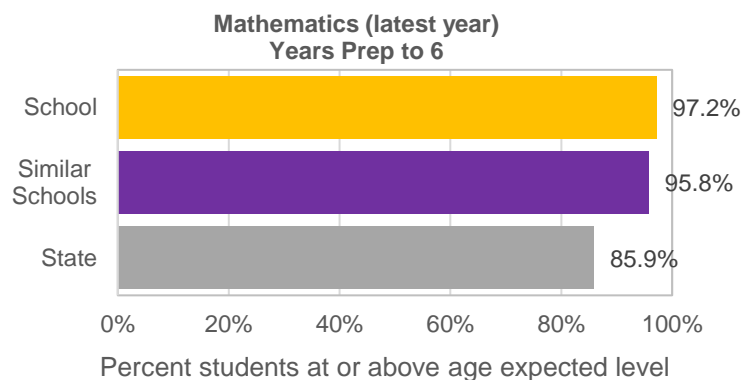
97.2%

Similar Schools average:

95.8%

State average:

85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

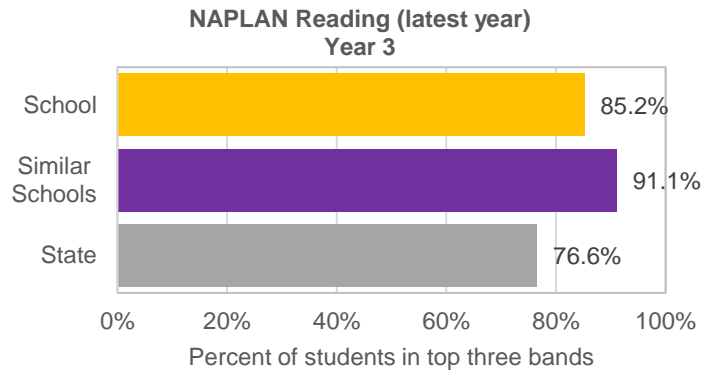
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

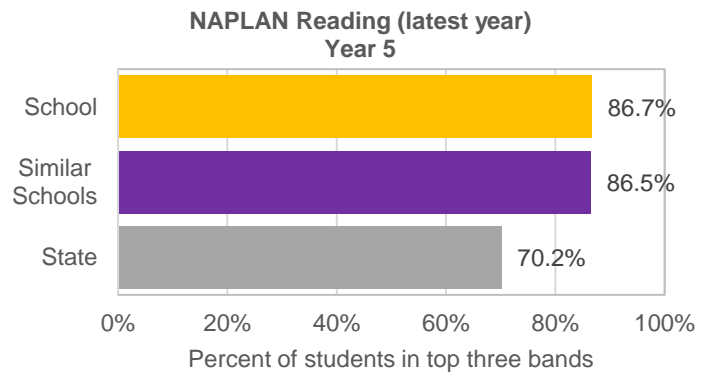
**Reading
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.2%	87.5%
Similar Schools average:	91.1%	90.1%
State average:	76.6%	76.6%



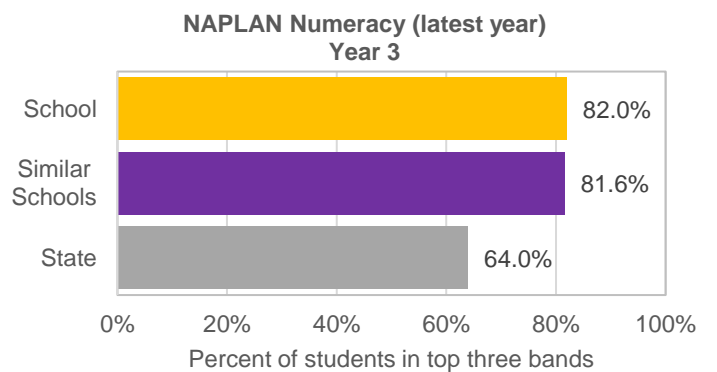
**Reading
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.7%	84.9%
Similar Schools average:	86.5%	85.3%
State average:	70.2%	69.5%



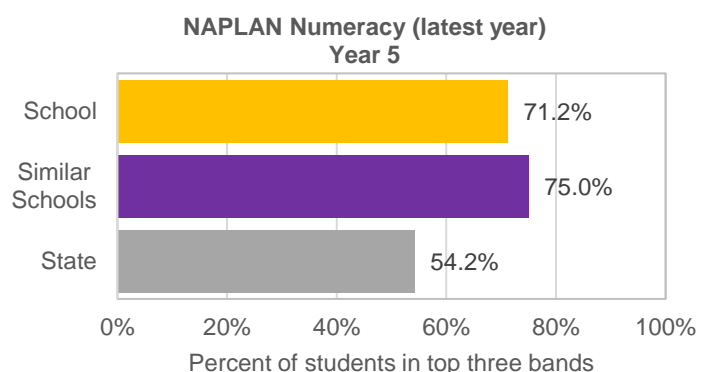
**Numeracy
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.0%	82.5%
Similar Schools average:	81.6%	84.1%
State average:	64.0%	66.6%



**Numeracy
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.2%	79.1%
Similar Schools average:	75.0%	78.4%
State average:	54.2%	58.8%



WELLBEING

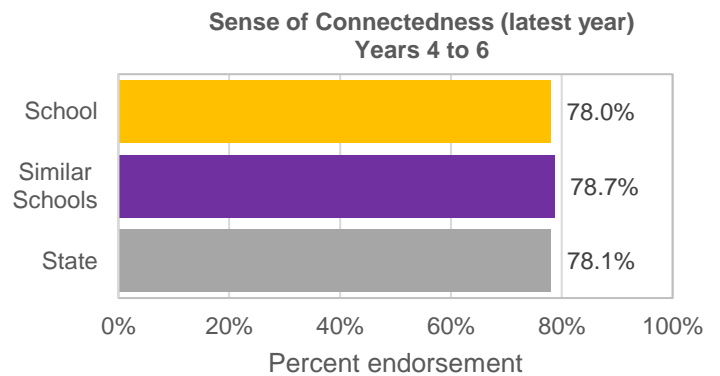
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.0%	75.3%
Similar Schools average:	78.7%	79.8%
State average:	78.1%	79.5%

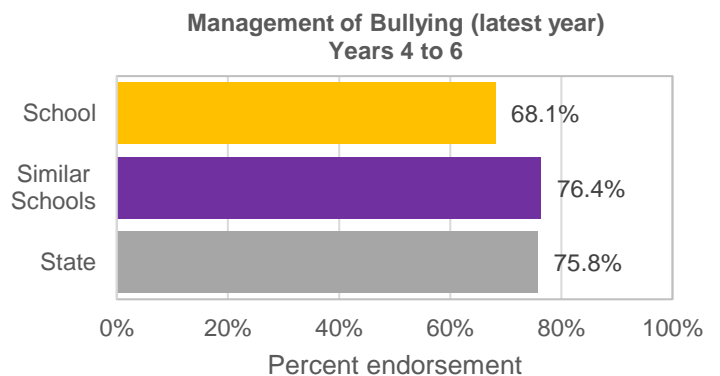


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	68.1%	68.8%
Similar Schools average:	76.4%	78.0%
State average:	75.8%	78.3%



ENGAGEMENT

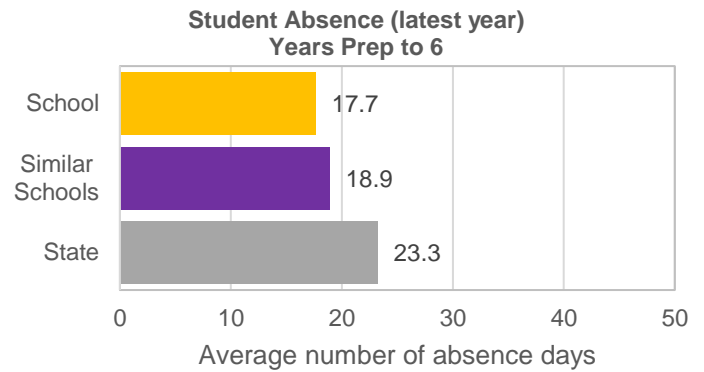
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	17.7	12.3
Similar Schools average:	18.9	13.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	91%	90%	90%	91%	91%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,486,327
Government Provided DET Grants	\$386,514
Government Grants Commonwealth	\$17,059
Government Grants State	\$24,952
Revenue Other	\$21,281
Locally Raised Funds	\$439,671
Capital Grants	\$0
Total Operating Revenue	\$4,375,803

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,824
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,824

Expenditure	Actual
Student Resource Package ²	\$3,656,177
Adjustments	\$0
Books & Publications	\$13,587
Camps/Excursions/Activities	\$134,921
Communication Costs	\$5,133
Consumables	\$116,138
Miscellaneous Expense ³	\$14,531
Professional Development	\$2,419
Equipment/Maintenance/Hire	\$39,773
Property Services	\$146,844
Salaries & Allowances ⁴	\$222,463
Support Services	\$131,652
Trading & Fundraising	\$9,424
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,420
Total Operating Expenditure	\$4,539,482
Net Operating Surplus/-Deficit	(\$163,680)
Asset Acquisitions	\$74,562

- (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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$341,024
Official Account	\$105,255
Other Accounts	\$28,257
Total Funds Available	\$474,535

Financial Commitments	Actual
Operating Reserve	\$127,056
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$31,858
School Based Programs	\$86,756
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$25,000
Maintenance - Buildings/Grounds < 12 months	\$105,749
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$376,419

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.