

2016 Annual Report to the School Community



School Name: Brunswick South Primary School

School Number: 2743



Principal: Sheryl Hall

School Council President: Gabrielle Marchetti

Date of Endorsement: 30th April 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.



Education
and Training

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



About Our School

School Context

Brunswick South Primary School's culture is that of a true Learning Community characterised by an environment which fosters mutual cooperation, emotional support, personal growth and collective efficacy. From the moment you walk in the front gate it is highly evident that here is a climate of trust, shared vision and values, plus a passion for the welfare of the students and their learning.

The school prides itself on promoting an unrelenting focus on building safe and respectful relationships and central to all our work is wellbeing. We aim for high quality and low variability in the quality of instruction for every student. This is scaffolded by effective leadership, professional learning, high expectations of all students and teachers and the provision of a safe and secure learning environment.

We actively seek ways to enhance student learning by partnering with families, other education and training institutions and community organisations. To encourage community involvement, our practices encourage openness, welcome new ideas and consider fresh perspectives.

We are welcoming to all, are inclusive and celebrate diversity. Strongly supported by the school and Italian communities is the Italian Bilingual Program. This program has been incrementally introduced across the school and provides instruction in through Italian immersion from Foundation to Year 6. Italian language is delivered in all specialist subjects (Visual Art, Performing Arts and Physical Education), as well as through content in Science, Literacy and Numeracy.

It is anticipated that the school population will continue to grow with over 340 enrolments anticipated by 2018. As indicated by the Student Family Occupation (SFO) data, since 2010, the school has maintained its high socio economic status, a trend that is expected to continue over the coming years. In 2016 there were 18.6 full time equivalent teaching staff, 2.9 Principal Class members and 5.1 EFT Education Support staff.

Our learning spaces include two recently refurbished historic buildings alongside two modern, purpose-built, flexible learning spaces. One of which is a new double story relocatable which was completed at the end of 2016. There is a 'wonderful synergy between the old and the new' supported by a range of interesting outdoor spaces to enhance learning and encourage interaction, play and investigation.

Framework for Improving Student Outcomes (FISO)

In 2016 Brunswick South Primary School had a focus on:

- Building leadership teams
- Building practice excellence

The introduction of a new organisation design in 2016 allowed the school to develop a focus on building middle level leaders. Four team leaders of each learning area lead their teams in teaching and learning through curriculum planning and assessment.

The New Victorian Curriculum was introduced in 2016 and provided a platform for the school to focus on building excellence in teaching and learning. Aligning planning documentation and building a guaranteed and viable curriculum has been the focus of our work as a whole school.

Achievement

Brunswick South Primary School is committed to continuous improvement in the delivery of student focused learning underpinned by effective instructional practice and developed with a particular focus on literacy and numeracy. Using the best practices for enhancing student achievement, we focus on the 'right work' which is founded in evidence based approaches. A quality and relevant curriculum program is implemented and we ensure that academic rigor and quality differentiated programs are provided in every classroom through a continuous cycle of reflection, observation, action and evaluation. Our goal is to provide consistent high quality teaching practice that extends capabilities and grows each individual child.

2016 NAPLAN assessment of Year 3 shows that our students are performing above the state median and in the middle 60% of schools for both Reading and Numeracy. These results are similar to like schools (taking into account student backgrounds). NAPLAN Reading and Numeracy assessments of Year 5 students are in the top 20% of Victorian schools and for Reading, are higher than like schools. This high level of achievement is evident in the four year averages which are also in the top percentiles. NAPLAN Learning Gain from Year 3 - Year 5 results indicates that the school has high percentages of students experiencing medium to high growth.

Teacher assessments against the Victorian Curriculum indicate that in English and Mathematics students are achieving at the high end of the middle 60% of government schools. These results are lower when compared to like schools, although in 2016 BSPS assessed against the Victorian Curriculum while many schools were transitioning from AusVELS. More reliable data should be available in 2017. All students on the Program for Students with a Disability have shown solid progress towards achieving individual learning goals.

The Professional Learning Team and team teaching structures across the school allows us to have a consistent approach with an aim of reduced variability. The school has an ongoing focus on further building the capacity of the teaching team to deliver a systematic, guaranteed and viable curriculum through provision of a targeted and highly effective professional learning program.

Curriculum Framework implemented in 2016

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

Engagement

An important part of our mission is to ensure that every child is fully engaged with their learning and exceeding expectations. We support our students to develop a discriminating and inquiring frame of mind, a love of learning and a desire for knowledge, as well as creativity, courage and critical thinking. Our students are highly motivated to learn and are confident in our program and what it provides them. We continue to focus on the engagement of students in their learning through the use of personalised learning plans which include student directed goal setting for their learning.

We recognise that in addition to parent and community engagement and home background factors, teacher effectiveness has the largest impact on student learning outcomes. Improving the quality of teaching at our school has been a critical factor in moving students to the next level of learning.

The school aims to ensure that all students have a smooth, planned and logical progression through the stages of learning. Teaching team approaches have ensured a holistic focus on both individuals and groups of students and have supported transition of students as they move through the school. In the Foundation Transition Program the focus is on promoting confidence and security for both students and parents as they enter the primary school environment. The program includes both information sessions for parents and opportunities for children to be in a school classroom environment. The school also engages in regular visits to feeder Kindergartens and kinder groups also visit the school.

The school also provides an effective transition program from Year 6 to Year 7. The focus is on skill building and the familiarisation of students with the differing organisational structures and learning environments of a secondary school. There is an ongoing focus on maintaining and building our strong relationships with our local secondary colleges.

The school fosters student attendance through a whole school strategy which includes regular communication with families and clear and immediate follow up procedures. High expectations for student attendance are also promoted and celebrated in a range of different forums. In 2016, the schools average number of absent days was 14.7, this is slightly lower than the state median of 15.0 days. This is similar to other schools with comparable student backgrounds.

Brunswick South Primary School is committed to developing and maintaining strong and supportive family partnerships through participation in the classroom, community activities and regular information sessions.

Wellbeing

At Brunswick South Primary School we use a strengths based approach to provide a safe and stimulating learning environment that fosters mutual cooperation, emotional support, personal growth and a synergy of effort. We aim to build essential capabilities in every student which include emotional and social intelligence, a strong sense of identity and personal agency, as well as perspective, grit, open-mindedness, prudence and self-control.

Our community puts the child 'at the centre' of everything in order to best address the needs and interests of the whole child and build character strengths that promote success, engagement and wellbeing. Student wellbeing is enhanced through a strong focus on developing student knowledge and skills in interpersonal development and personal learning.

Our safe, supportive and purposeful learning environment encourages and enables students to be socially competent, resilient and lifelong learners. An analysis of the 2016 Student Attitudes to School data initiated some work on improving student connectedness to school and student safety through; focus groups, review of school procedures and policies and was further supported with the completion of the new 5/6 Learning Area in at the end of 2016.

Our policies promote clear, transparent and respectful student welfare and management. There is a current focus on building and maintaining caring relationships and a strong culture of trust and support through embedding Character Strengths into every aspect of the curriculum.

For more detailed information regarding our school please visit our website at: www.brunwicksouthps.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 | |
|---|--|
| <p>Enrolment Profile</p> <p>A total of 307 students were enrolled at this school in 2016, 139 female and 168 male. There were 11% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p> | |
| <p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p> | |
| <p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p> | |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>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> | Lower |
| | <p>Results: Mathematics</p> | Lower |
| | | |

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> Similar</p> <p> Lower</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> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</p> |

Performance Summary

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

| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------|------------|-----|-----|--------|-----|------|-----|----------|------------|-----|-----|--------|-----|------|-----|----------|------------|-----|-----|--------|-----|------|-----|----------|------------|--------|-----|------|-----|----------|------------|-----|-----|--------|-----|------|-----|---|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p> | <div style="text-align: center;"> <p>Reading</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>14%</td></tr> <tr><td>Medium</td><td>24%</td></tr> <tr><td>High</td><td>62%</td></tr> </table> </div> <div style="text-align: center;"> <p>Numeracy</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>11%</td></tr> <tr><td>Medium</td><td>59%</td></tr> <tr><td>High</td><td>30%</td></tr> </table> </div> <div style="text-align: center;"> <p>Writing</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>21%</td></tr> <tr><td>Medium</td><td>45%</td></tr> <tr><td>High</td><td>34%</td></tr> </table> </div> <div style="text-align: center;"> <p>Spelling</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Medium</td><td>52%</td></tr> <tr><td>High</td><td>48%</td></tr> </table> </div> <div style="text-align: center;"> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>14%</td></tr> <tr><td>Medium</td><td>41%</td></tr> <tr><td>High</td><td>45%</td></tr> </table> </div> | Category | Percentage | Low | 14% | Medium | 24% | High | 62% | Category | Percentage | Low | 11% | Medium | 59% | High | 30% | Category | Percentage | Low | 21% | Medium | 45% | High | 34% | Category | Percentage | Medium | 52% | High | 48% | Category | Percentage | Low | 14% | Medium | 41% | High | 45% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Category | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 24% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 62% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 11% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 34% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 52% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 48% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category | Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Low | 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Medium | 41% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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> | <p>Results: 2016</p> | Similar | | | | | | | | | | | | | | |
| | <p>Low absences <-----> high absences</p> | | | | | | | | | | | | | | | |
| | <p>Results: 2013 - 2016 (4-year average)</p> | Similar | | | | | | | | | | | | | | |
| | <p>Low absences <-----> high absences</p> | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>88 %</td> <td>90 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 92 % | 95 % | 93 % | 93 % | 94 % | 88 % | 90 % | |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 92 % | 95 % | 93 % | 93 % | 94 % | 88 % | 90 % | | | | | | | | | | |

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> Lower</p> <p> Lower</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> Lower</p> <p> Lower</p> |

How to read the Performance Summary

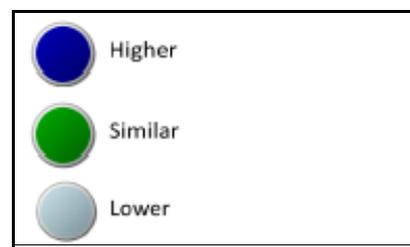
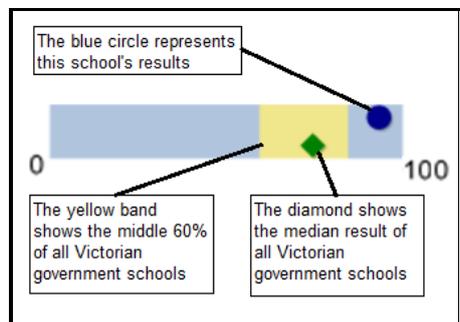
What are student outcomes?

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

For secondary, 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.

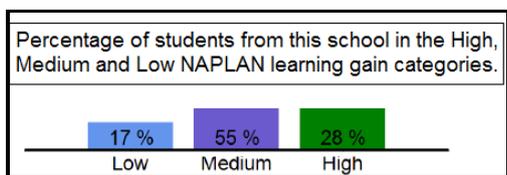
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



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'.

What is a School Comparison?

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

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

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

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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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



Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,037,406 |
| Government Provided DET Grants | \$280,179 |
| Government Grants Commonwealth | \$69,516 |
| Revenue Other | \$15,376 |
| Locally Raised Funds | \$418,435 |
| Total Operating Revenue | \$2,820,913 |

| Expenditure | |
|---------------------------------|-------------|
| Student Resource Package | \$2,303,104 |
| Communication Costs | \$8,348 |
| Consumables | \$89,017 |
| Miscellaneous Expense | \$267,107 |
| Professional Development | \$43,249 |
| Property and Equipment Services | \$216,047 |
| Salaries & Allowances | \$120,914 |
| Trading & Fundraising | \$52,651 |
| Utilities | \$17,488 |

Total Operating Expenditure **\$3,117,925**

Net Operating Surplus/-Deficit **(\$297,012)**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

| Funds Available | Actual |
|-------------------------------|-----------------|
| High Yield Investment Account | \$14,107 |
| Official Account | \$53,213 |
| Other Accounts | \$13,432 |
| Total Funds Available | \$80,751 |

| Financial Commitments | |
|--|-----------------|
| Operating Reserve | \$10,000 |
| Beneficiary/Memorial Accounts | \$9,012 |
| Revenue Received in Advance | \$61,427 |
| Capital - Buildings/Grounds incl SMS>12 months | \$312 |
| Total Financial Commitments | \$80,751 |

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.