



2015 Annual Report to the School Community

Brunswick South Primary School

School Number: 2743



School Principal:

Sheryl Hall

School Council President:

Gabrielle Marchetti

Date of Endorsement:

30 April 2016



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 - languages program' minimum standards until 31 December 2015.

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 all 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 incremental pathway for the Italian Language Program. This further strengthens the provision of an Italian bilingual Program for students from Foundation to Year 6. Deputy Premier James Merlino visited the school in 2015 to announce that Brunswick South Primary School is to become the first Italian bilingual school in Victoria, as well as the first bilingual school to be established in Victoria since 1997. In addition we received a languages grant from the Department of Education for 2016.

It is anticipated that the school population will continue to grow with over 340 enrolments anticipated by 2017. As indicated by the Student Family Occupation (SFO) data, since 2010, the school has experienced a steady increase in socio-economic status, a trend that is expected to continue over the coming years. In 2015 there were there are 17.6 full time equivalent teaching staff, 2.9 Principal Class members and 3.9 EFT Education Support staff.

Our learning spaces include two recently refurbished historic buildings alongside two modern, purpose-built, flexible learning spaces and there is a 'wonderful synergy between the old and the new.' We also offer a range of interesting outdoor spaces to enhance learning and encourage interaction, play and investigation.

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.

2015 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 AusVELS indicate that in English and Mathematics students are achieving at the high end of the middle 60% of government schools and in Mathematics and similar to like schools. 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 enables a team approach the use multiple sources of evidence planning, program delivery and consistent assessment of students. 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.



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 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 Prep Transition Program the focus of 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 2015, the schools average attendance rate was above the state median and similar to other schools with comparable student backgrounds.

Brunswick South Primary School is committed to developing and maintaining strong and supportive school and family partnerships through parent 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.

The school has an integrated student wellbeing program focused on improving student connectedness and includes developing leadership and peer support strategies. The program includes specific strategies to support individual students and families. Our safe, supportive and purposeful learning environment encourages and enables students to be socially competent, resilient and lifelong learners. An analysis of the 2015 Student



Attitudes to School data shows that our students have high levels of connectedness to the school and feel very safe in the school environment. Results for Connectedness to School were in the middle 60% of schools and were similar to like schools.

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.

Productivity

We aim to optimize the use of all available resources across the school. The school's clear focus on instructional practice has been strongly supported in the staffing allocation, program budgeting and timetabling.

Significant resources have been expended on professional learning to support more engaging and effective teaching and learning. The professional learning program is aligned with the School Strategic Plan and Annual Implementation Plan and all staff share their learning through the staff and professional learning meetings and Professional Learning Team structures. They are provided with feedback on their performance and also with appropriate and differentiated professional learning opportunities including participating in team teaching and collegiate feedback activities.

Time is set aside for staff work in area teams and undertake shared planning and moderated assessment. The organisation of team teaching and collaborative teams for curriculum and wellbeing planning and support is very important for building a shared learning culture and improving teaching effectiveness. Parent volunteers are trained to support literacy and numeracy in the classroom.

Federal government grants have been used to improve the school grounds. The school's expenditure on facilities, materials and equipment has also been well targeted as is evident by the well-maintained classrooms and recreation areas. The school has an ongoing focus on strengthening school-community partnerships.



For more detailed information regarding our school please visit our website at <http://brunswicksouthps.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.

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

School Profile

Enrolment Profile

A total of 285 students were enrolled at this school in 2015, 134 female and 151 male.

There were 9% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <p><input type="checkbox"/> English <input type="checkbox"/> Mathematics</p> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>



Education
and Training



Brunswick South
PRIMARY SCHOOL

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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> Lower</p> <p> Similar</p> <p> Lower</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> Similar</p> <p> Similar</p> <p> Lower</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>45%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>40%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>52%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>52%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	38%	38%	Numeracy	25%	45%	30%	Writing	30%	40%	30%	Spelling	19%	52%	29%	Grammar and Punctuation	14%	52%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 913 1034 1010"> <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>95 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	93 %	95 %	94 %	94 %	91 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	93 %	95 %	94 %	94 %	91 %										

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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary

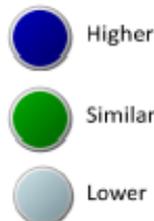
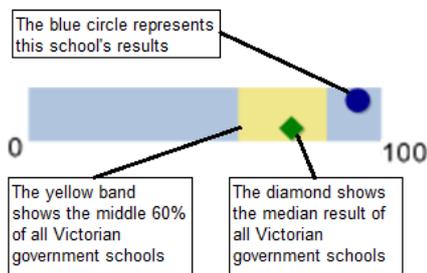
What are student outcomes?

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 colleges, 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.



What is a School Comparison?

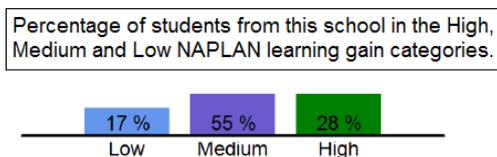
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

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

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

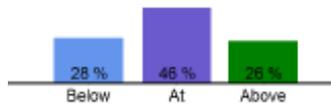
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Revenue	Actual
Student Resource Package	\$1,797,363
Government Provided DET Grants	\$208,304
Government Grants Commonwealth	\$58,519
Revenue Other	\$15,257
Locally Raised Funds	\$421,508
Total Operating Revenue	\$2,500,951

Expenditure	
Student Resource Package	\$1,865,706
Books & Publications	\$6,905
Communication Costs	\$6,397
Consumables	\$60,868
Miscellaneous Expense	\$287,878
Professional Development	\$26,676
Property and Equipment Services	\$161,312
Salaries & Allowances	\$140,192
Trading & Fundraising	\$37,605
Travel & Subsistence	\$7,066
Utilities	\$16,499

Total Operating Expenditure **\$2,617,105**

Net Operating Surplus/-Deficit **(\$116,154)**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$5,817
Official Account	\$4,379
Other Accounts	\$13,878
Total Funds Available	\$24,074

Financial Commitments	
Operating Reserve	\$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$795
Beneficiary/Memorial Accounts	\$3,008
Revenue Received in Advance	\$8,750
School Based Programs	\$1,208
Capital - Buildings/Grounds incl SMS>12 months	\$312
Total Financial Commitments	\$24,074

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary