

2018 Annual Report to The School Community



School Name: Brunswick South Primary School (2743)



- 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 2018 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 26 March 2019 at 11:12 AM by Trevor Strolla
(Principal)

- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 15 April 2019 at 05:20 PM by James Henry (School
Council President)

About Our School

School context

Brunswick South Primary School's culture is that of a true Professional 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 distributed leadership, quality professional learning, high expectations of all students and teachers and the provision of a safe and orderly 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. The school is accredited as an Italian Bilingual School and this affords us strong support from the school, local and Italian communities. This program has been incrementally introduced across the school and in 2018 fifty per cent of the curriculum was delivered through Italian immersion. Italian language is delivered through Literacy, Numeracy and Science, as well as through content in Visual Art and Performing Art.

It is anticipated that the school population will continue to grow with 335 enrolments anticipated by 2020. 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 addition to the Acting Principal and Assistant Principal, the school has a Full Time Equivalent (FTE) teaching staff of 20.8. This is comprised of 18.1 classroom teachers including 11 teachers of Italian and a Learning Specialist (0.8). In each learning area there is one Education Support staff member and Italian Language Assistants. The Business Manager (FTE 0.6) and an administration team provides finance and administration support.

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 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 2018 Brunswick South Primary School had a focus on:

- Building leadership teams
- Building practice excellence

The year was a period of new focus for BSPS. After a priority review in 2017 the school began work on a new School Strategic Plan with three clear areas of focus for the next four years; optimising student learning and learning growth, building intellectual engagement and self awareness and for staff, parents and students to be active participants in the whole school learning community.

A new Learning Specialist, alongside the introduction of a vertical curriculum Professional Learning Community structure, supported alignment of the school vertically and built 'experts' in Literacy, Numeracy and Engagement and Wellbeing. The focus of this work was to develop improved consistency in high quality teaching practices across the school and to further build the capacity of middle leaders.

Feedback through the year and at the end highlighted the vast amount of work undertaken and allowed the

school to set about structures to further focus the work in 2019. This was identified through staff opinion data and local surveys.

Achievement

Brunswick South Primary School is committed to continuous improvement in the delivery of student focused learning, underpinned by research based instructional strategies 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 instruction strategies. A quality and relevant curriculum program is implemented and we ensure that academic rigor and quality differentiated programs are provided in every learning area 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.

2018 NAPLAN assessment of Year 3 shows that 100% of students are performing above the National Minimum Standard in Reading and at least 95% in Writing and Numeracy. The Year 3 data also shows students achieving significantly above the state median in Reading and Numeracy. These results are similar to like schools (taking into account student backgrounds). NAPLAN Reading and Numeracy assessments of Year 5 students shows at least 80% of students above the National Minimum Standard. These results are similar to like schools and over a four year period the results for reading place the school above like schools. NAPLAN Learning Gain from Year 3 - Year 5 results indicate that the school has high percentages of students experiencing medium to high growth, specifically in Reading.

Teacher assessments against the Victorian Curriculum indicate that in Literacy and Numeracy students are achieving at the high end of the middle 60% of government schools. These results are lower when compared to similar schools and indicate a further need to focus on teacher judgement and moderation. All students on the Program for Students with a Disability have shown solid progress towards achieving individual learning goals.

The Professional Learning Community (PLC) 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 teaching teams 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 Individual Learning Goals and Student Led Conferences to support intellectual engagement and self awareness.

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 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.

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 safe, supportive and purposeful learning environment encourages and enables students to be socially competent, resilient and lifelong learners. An analysis of the 2018 Student Attitudes to School data initiated work on improving student connectedness to school and student safety. This was done through focus groups, review of school procedures and policies and was further supported through the establishment of Student Action Teams to target specific areas of need with regards to student engagement. The introduction of Professional Learning Communities (PLCs) allowed a dedicated team of teachers to focus on Student Engagement and Wellbeing through the implementation of School Wide Positive Behaviours (SWPB), Social & Emotional Learning curriculum development and school based frameworks for supporting student wellbeing, e.g. Restorative Practices and Staged Response.

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

Financial performance and position

The school maximises all available financial, human and physical resources to have the greatest impact on student learning. The financial position for 2018 shows a deficit and as such, the school has a repayment plan in place with DET to manage this down over five years, while still maintaining the current programs offered and resources for students.

The school receives additional funding from the DET for being accredited as a Bilingual School. In addition, the school receives funds from external providers, hirers and local fundraising.

Locally raised funds includes amounts received from payment for incursions, excursions and camps. It includes payments the school receives for essential education items, sundry debtors, hirers, fundraising and donations.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

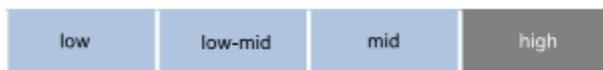
Enrolment Profile

A total of 330 students were enrolled at this school in 2018, 152 female and 178 male.

11 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> 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> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>60%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>43%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>53%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>45%</td> <td>38%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>38%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	60%	19%	Numeracy	31%	43%	26%	Writing	33%	53%	14%	Spelling	45%	38%	17%	Grammar and Punctuation	26%	38%	36%	<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 Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>94 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	95 %	92 %	92 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	95 %	92 %	92 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>○ Lower</p> <p>○ Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>○ Lower</p> <p>○ Lower</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,542,370	High Yield Investment Account	\$43,172
Government Provided DET Grants	\$265,549	Official Account	\$63,138
Government Grants Commonwealth	\$2,709	Other Accounts	\$22,315
Revenue Other	\$10,212	Total Funds Available	\$128,624
Locally Raised Funds	\$444,939		
Total Operating Revenue	\$3,265,780		
Equity¹			
Equity (Social Disadvantage)	\$10,046		
Equity Total	\$10,046		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,519,222	Operating Reserve	\$10,000
Books & Publications	\$467	Other Recurrent Expenditure	\$6,449
Communication Costs	\$6,348	Provision Accounts	\$755
Consumables	\$71,338	Funds Received in Advance	\$74,445
Miscellaneous Expense ³	\$398,427	School Based Programs	\$28,434
Professional Development	\$21,693	Capital - Buildings/Grounds > 12 months	\$8,542
Property and Equipment Services	\$225,027	Total Financial Commitments	\$128,624
Salaries & Allowances ⁴	\$83,681		
Trading & Fundraising	\$24,944		
Utilities	\$24,865		
Total Operating Expenditure	\$3,376,011		
Net Operating Surplus/-Deficit	(\$110,231)		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

What does the *About Our School* section refer to?

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

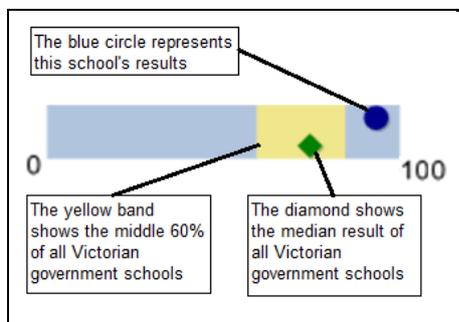
Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

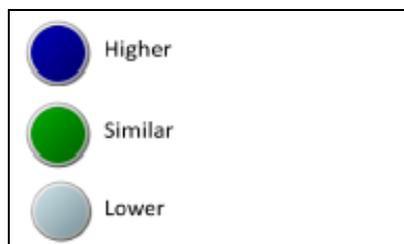


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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