

2020 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 2020 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 March 2021 at 02:10 PM by Trevor Strolla (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 13 May 2021 at 12:12 PM by James Henry (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 Primary School's culture is that of a true Professional Learning Community, characterised by an environment which fosters a sense of belonging to a community, underpinned by 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 staff 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 of race, gender, sexuality and ability. We are 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 line with our funding agreement between the Department of Education, fifty per cent of the curriculum is 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 320 enrolments in 2020. As indicated by the Student Family Occupation (SFO) data the high socio economic status of the school is continuing to increase, a trend that is expected to continue over the coming years. In 2020 the school had 2.0 FTE (Full time equivalent) Principal Class staff and 21.2 FTE. This is comprised of 17.6 classroom teachers including 11 teachers of Italian. A Learning Specialist is employed 0.8 to oversee and support consistent high quality teaching practices across the school. There are 6.0 Education Support staff members inclusive of 1 Italian Language Assistant. The Business Manager (FTE 0.6) and an administration team provide HR, finance and administration support.

Our learning spaces include two refurbished historic buildings alongside two modern, purpose-built, flexible learning spaces. 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 2020 Brunswick South Primary School had a focus on:

- Building leadership teams
- Building practice excellence

The year was a period of uncertainty for the school and the broader community. In March, much of the work in motion had to be put on hold as the school shifted to Remote Learning. The school was well placed to implement these changes quite rapidly and the high level of trust enabled staff to plan in advance for the move to Remote and Flexible Learning.

Even though the Professional Learning Plan was disrupted, the school regained momentum quickly and during Term 2 and Term 3 managed to maintain much of the Professional Learning planned for staff. This included the learning as part of the Primary Mathematics Specialist programs, Individual Education Plans, Respectful Relationships, Target Teaching and capitalised on Remote Learning as a chance for teachers to undertake formal peer observations of live and pre recorded lessons.

Feedback throughout the year from staff centered around Health and Wellbeing with a need to prioritise this for those

working remotely and in isolation. The school convened a staff 'forum' during the return to school in June to identify the strengths and areas for improvement of the Remote Learning program. This set the trajectory for success during the much longer period of Remote Learning in Term 3.

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 instructional 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.

Due to the ongoing COVID-19 Pandemic NAPLAN was not undertaken in 2020.

2020 teacher judgement of student achievement data showed that 94.3% of students from Foundation - Year 6 were performing at or above age expected standard in Literacy (English/Italian) with similar schools reporting 94.6%. In Mathematics, 90.6% of students from Foundation - Year 6 performed at or above age expected with similar schools achieved 94.2%. For both these area the school performed well above the state averages of 86.3% for Literacy and 85.2% for Mathematics.

The Professional Learning Community (PLC) and team teaching structures across the school allows 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 integral 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. Our team teaching approach ensures a holistic focus on both individuals and cohorts of students with supported transition for students as they move through the school. The Foundation Transition Program was modified in 2020 to comply with COVID-19 guidelines for schools and focused on supporting student and their families in their transitions in and beyond BSPS.

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 through peer coaching programs.

Student attendance continued to be a focus in 2020, but in particular, a focus on engagement dominated. Teachers checked in regularly with all students and families and reported disengaged students to leadership weekly. Attendance of students after Remote Learning continued to be a concern, with students absent for COVID-19 tests and families taking holidays during the term once travel restrictions were lifted.

2020 attendance data showed an average number of absent days at 10.8 per child, with similar schools reporting 9.9

days. The state average was 13.8.

Parent opinion data showed an overall satisfaction of 77.9% in parents surveyed. This was slightly lower than the state average of 81.2%. In 2020 the school made the survey available for all families to complete instead of the required 30% sample.

Brunswick South Primary School is committed to developing and maintaining strong and supportive family partnerships through participation in the classroom, active involvement in school council, 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. The school has continued work on developing student voice through Student Action Teams (SATs) centered around an area of interest among the student body. The introduction of a Wellbeing Working Party 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, Respectful Relationships implementation and the development of a Reconciliation Action Plan to spotlight the school's actions towards reconciliation.

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 School Values and Character Strengths into a common and shared language.

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 2020 confirmed a net operating surplus of \$278,189. The school has a historical deficit with the Department of Education and has a repayment plan in place to manage this down until 2022, while still maintaining the current programs offered and sufficient 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. In 2020, these figures were adjusted to account for the impact of COVID-19. The school did not hold any fundraising events or activities.

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
www.brunswicksouthps.vic.edu.au

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.

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 327 students were enrolled at this school in 2020, 158 female and 169 male.

17 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

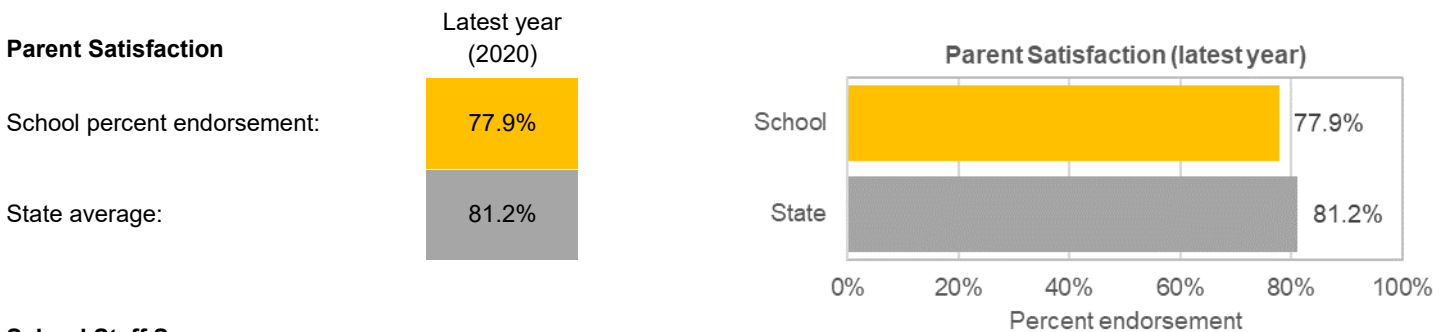
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

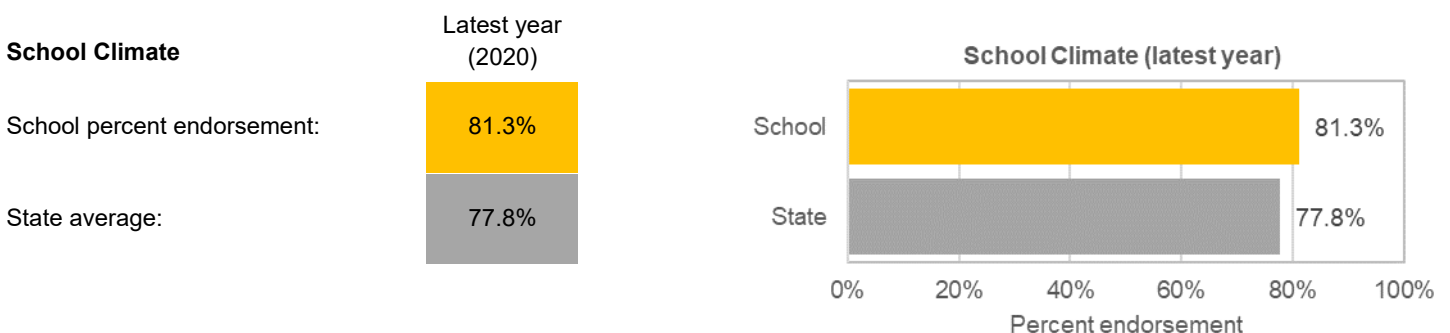


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

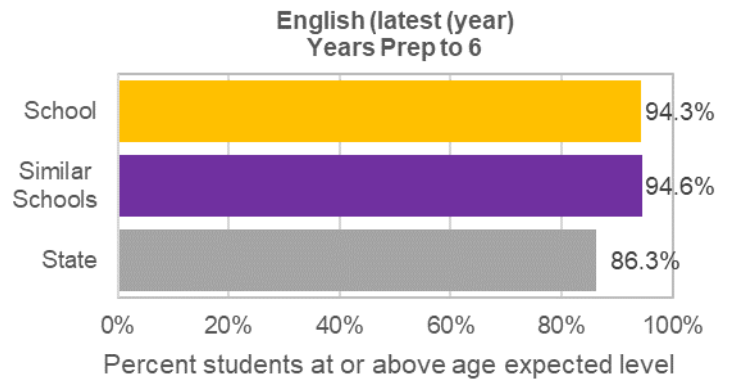
94.3%

Similar Schools average:

94.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

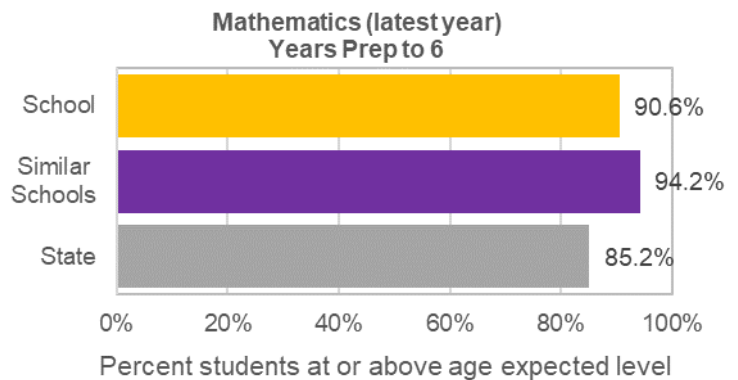
90.6%

Similar Schools average:

94.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

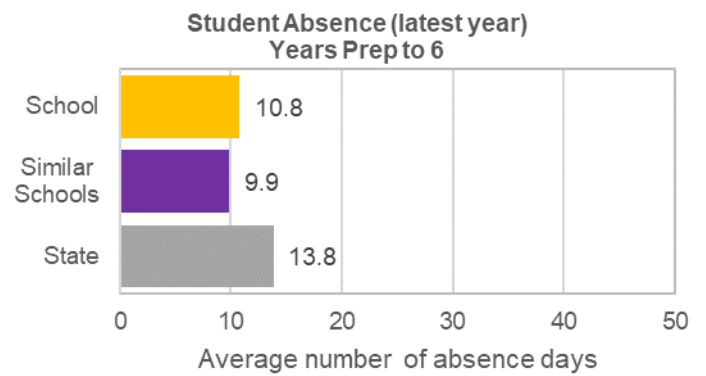
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.8	15.6
Similar Schools average:	9.9	12.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	94%	94%	95%	93%	95%	93%

WELLBEING

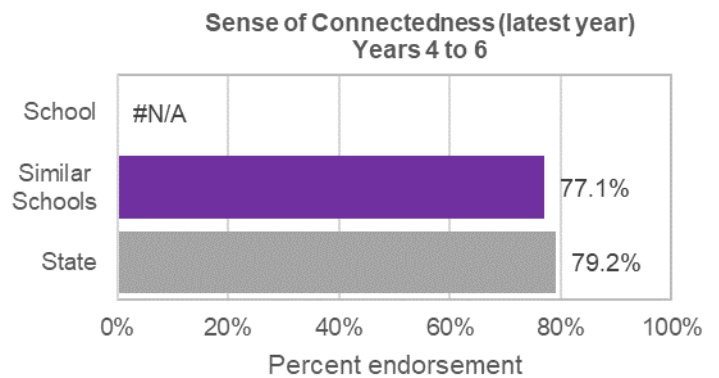
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	72.9%
Similar Schools average:	77.1%	79.6%
State average:	79.2%	81.0%



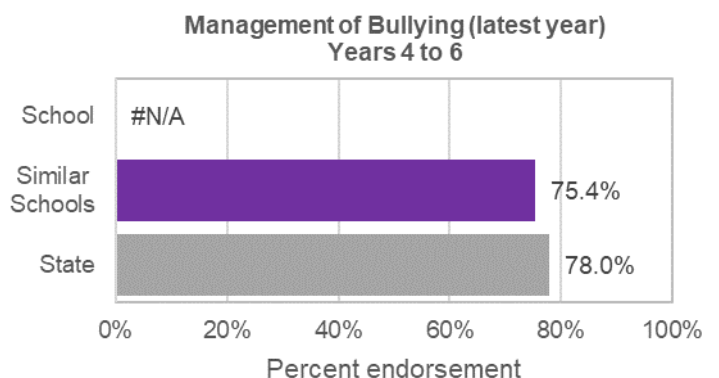
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	63.7%
Similar Schools average:	75.4%	78.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,928,865
Government Provided DET Grants	\$344,918
Government Grants Commonwealth	\$4,562
Government Grants State	NDA
Revenue Other	NDA
Locally Raised Funds	\$150,184
Capital Grants	NDA
Total Operating Revenue	\$3,424,808

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,561
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$11,561

Expenditure	Actual
Student Resource Package ²	\$2,784,476
Adjustments	NDA
Books & Publications	\$1,590
Camps/Excursions/Activities	\$24,968
Communication Costs	\$6,892
Consumables	\$56,479
Miscellaneous Expense ³	\$11,382
Professional Development	\$14,536
Equipment/Maintenance/Hire	\$31,753
Property Services	\$52,019
Salaries & Allowances ⁴	\$84,699
Support Services	\$41,384
Trading & Fundraising	\$9,039
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$27,402
Total Operating Expenditure	\$3,146,619
Net Operating Surplus/-Deficit	\$278,189
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$185,225
Official Account	\$67,364
Other Accounts	\$11,176
Total Funds Available	\$263,765

Financial Commitments	Actual
Operating Reserve	\$53,194
Other Recurrent Expenditure	\$7,707
Provision Accounts	\$246
Funds Received in Advance	\$106,749
School Based Programs	\$61,673
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$48,965
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$9,921
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$288,454

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.