

2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 March 2023 at 01:36 PM by Trevor Strolla (Principal)

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

Attested on 16 April 2023 at 03:16 PM by Madeleine Aikenhead (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Brunswick South Primary School (BSPS) is a P-6 government school, located in the inner northern suburbs of Melbourne. The school is situated in a high-socio economic area. Most students who attend the school live in Carlton North, Brunswick East and Brunswick. However, there is also a significant number of students who travel some distance to the school from other areas in metropolitan Melbourne due to the school's official bilingual accreditation.

BSPS is Victoria's first Italian bilingual school and half of all instruction is delivered in Italian. The area has a rich history of Italian migration, which is very visible and audible in the school community.

In 2022 there was an enrollment of 312 students, 149 female and 163 male. 33% of which come from a language background other than English (ACARA 2022). 73% of the BSPS community fall in the top quarter of socio-educational advantage (ACARA 2022).

Brunswick South Primary School's mission is to provide a high quality education through a curriculum that has breadth, depth and relevance, in an environment which is safe, engaging and fosters a love of learning. Our vision is for all students to live meaningful and rewarding lives; valuing and being valued as members of diverse communities. The school believes in making learning visible to all and to developing the Character Strengths of an effective learner (Creativity, Perseverance, Self-Regulation, Reflective and Resilience). There is a strong focus on growth, with an expectation that all students will learning growth. The school values are Compassion, Constant Learning, Mutual Responsibility, and Sense of Possibility.

There are 30 staff with 14 working part-time. In 2022 there was 1 Principal and 1 Assistant Principal, 2.0 EFT Learning Specialists, 22 classroom teachers (including specialist staff and teachers appointed to TLI (Tutor Learning Initiative), 2 part-time Integration Aides (1.48 EFT), 1 part-time Business Manager (0.63), 2 part-time administrative officers (1.20) and 1 full-time Italian Language Assistant. The school is also provided with 2 part-time Italian Language Assistants from Co.As.It as part of being a designated bilingual school.

There is a high level of trust among staff, with a willingness to engage in rigorous conversations about teaching and learning, to observe and be observed in their teaching practice and to receive feedback. Data is used to inform planning and teaching, with teachers in a cohort taking responsibility for all students. A teamwork approach to curriculum planning promotes consistency of delivery throughout the entire school, as does the use of the Instructional Model (Gradual Release of Responsibility).

The school has continued to build planning, teaching and assessing practices in 2022 and embedded three-week planning cycles. Following a model of inquiry, teaching teams align the stages of planning to the phases of the inquiry model. This allows teams to evaluate and diagnose, prioritise and set goals, develop and plan and then implement and monitor the three-week teaching and learning cycle. Teaching has become targeted at the point of need and staff have built stronger formative assessment practices.

The school is accredited under the Department of Education and Training's CRICOS registration for International Enrolments. In 2022 the school had 2 fee paying International Students.

Parents and community members are always made welcome in the school, with volunteering able to recommence after pandemic restrictions began to ease. The school has a strong community feel and is a place where families like to stay at the end of the day to play and chat.

Progress towards strategic goals, student outcomes and student engagement

Learning

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, Mathematics and Wellbeing. 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 evaluating & diagnosing, prioritising & setting goals, developing & planning and implementing &

monitoring. Our goal is to provide consistent high quality teaching practice that extends capabilities and grows each individual child.

2022 NAPLAN assessment of Year 3 shows that 90.6% of students are performing at or above age expected standard in Reading, compared with the state sitting at 76.6%. In Numeracy, 71.9% of students are performing at or above age expected standard with the state average being 64%.

NAPLAN Reading for Year 5 students shows 88.2% of students are performing at or above expected level, with the state being 70.2%. In Numeracy, 61.8% of Year 5 students are performing at or above the expected standard with the state average being 54.2%. While NAPLAN results compared positively to state means, some results were lower than similar schools.

Teacher assessments against the Victorian Curriculum indicate that in Literacy 96.6% of students from Foundation to Year 6 are working above expected level, similar schools are 95.7% and state 87%. In Numeracy 92.4% of students from Foundation to Year 6 are working above expected level, similar schools are 95.5% and state 85.9%. These results are comparable to similar schools and indicate professional learning and focus on teacher judgement and moderation has had an impact. 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 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 differentiated and highly effective professional learning program.

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.

At the end of the year, a survey was conducted with the 5/6 students asking them their preference for a fifth specialist class, Music or Health and Wellbeing. An overwhelming result for a Health and Wellbeing specialist was indicated. At the end of 2022, a Mental Health in Primary School leader was appointed, whose role is to support individual students, help teachers better identify and support at-risk students, and build relationships and referral pathways to local mental health services. The appointed Mental Health in Primary School leader, is also our Health and Wellbeing specialist.

As indicated in the Student Attitudes to School survey, 77% of students in Years 4 to 6 feel a Sense of Connectedness to school, this is slightly below similar schools, 79.2%.

In relation to Management of Bullying, 70.4% of students in Years 4 to 6 feel that it is managed well, compared to similar schools with a score of 76.4% and a state mean of 75.8%.

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 2021 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 2022, but in particular, a focus on engagement dominated as the school worked around the challenges of COVID isolation requirements, keeping unwell students away from school and the re-opening of international borders seeing a marked increase in family holidays.

2022 attendance data showed an average number of absent days at 20.5 per child, with similar schools reporting 18.6 days. The state average was 23.3.

Parent opinion data showed an overall satisfaction of 79.8% in parents surveyed. This was consistent with the state average of 79.9%. In 2022 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.

Other highlights from the school year

2022 was year to celebrate at Brunswick South PS, with a new refurbished Art Room, continuation of the Tutor Learning Initiative (TLI), student action teams reinvigorated, and our leadership team expanded, with a Literacy and a Numeracy Learning Specialist appointed to lead in these areas of the curriculum.

It was the first full year of onsite learning since 2019 and tutors were able to support those students who may have fallen behind during COVID lock downs.

For the 2021 school year (reported in 2022) our the Differentiated School Report released by the Department of Education classified Brunswick South as an "influence" school overall. The particular standout areas were Reading, Numeracy and Engagement.

At the beginning of 2022, Brunswick South PS participated in a School Review. It allowed us the opportunity to celebrate our successes from the previous years, and inform the development of the school's, 4-year School Strategic Plan.

At a system level in 2022, Brunswick South was involved the Bilingual Network, the Leading Mathematics professional learning program; the MoRE pilot program and continued influencing other schools as a lead Respectful Relationships school.

Financial performance

The school maximises all available financial, human and physical resources to have the greatest impact on student learning. The financial position for 2022 confirmed a net operating surplus of \$48,640. There has been a historical deficit with the Department of Education & Training and the five-year repayment plan concluded in 2022.

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
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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 312 students were enrolled at this school in 2022, 148 female and 164 male.

19 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).

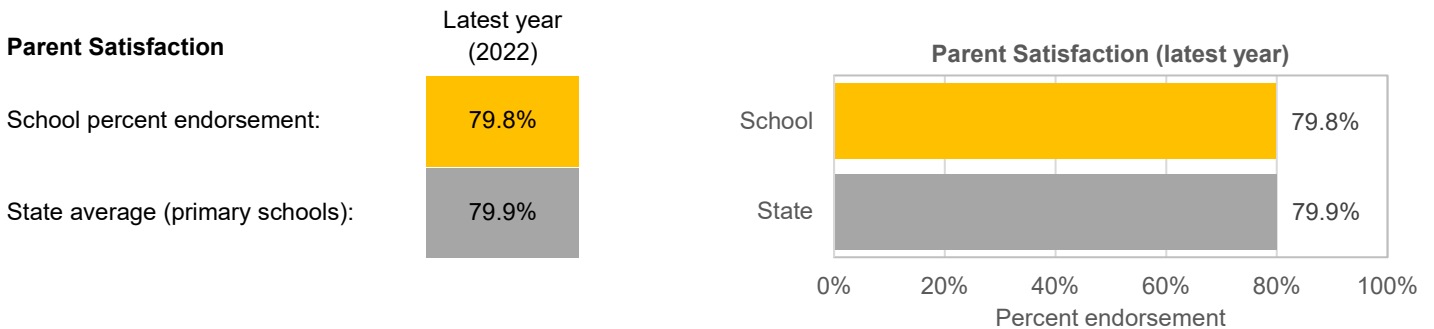
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

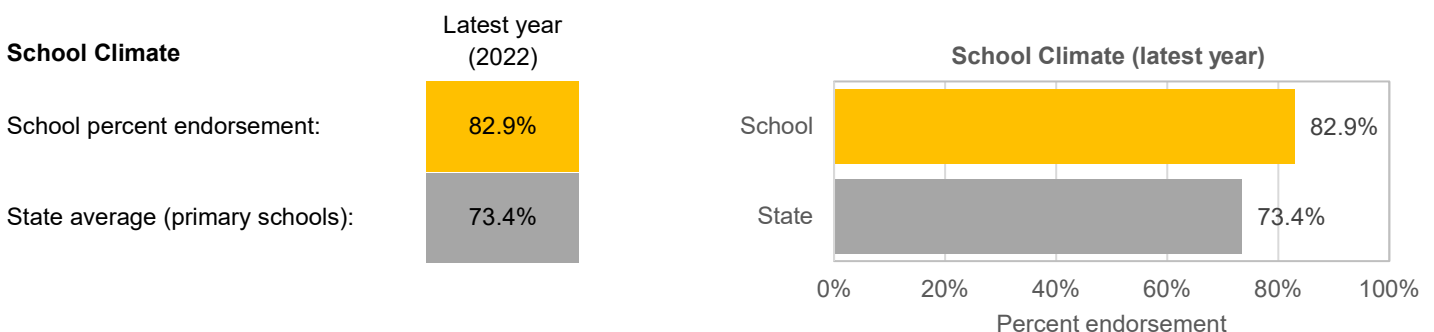


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

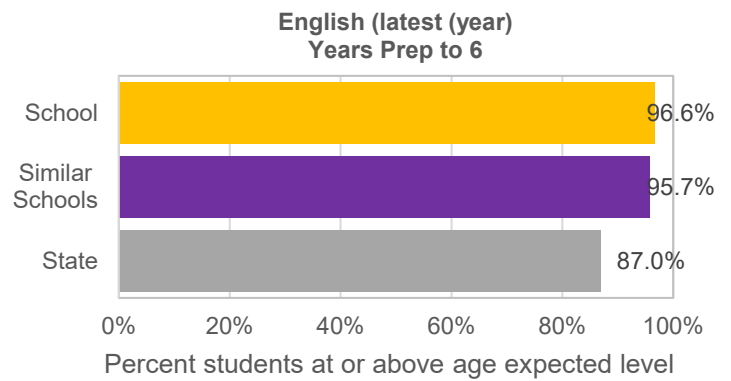
96.6%

Similar Schools average:

95.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

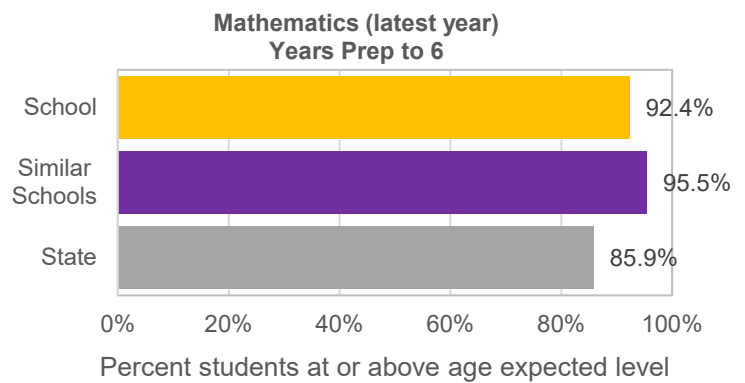
92.4%

Similar Schools average:

95.5%

State average:

85.9%



LEARNING (continued)

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

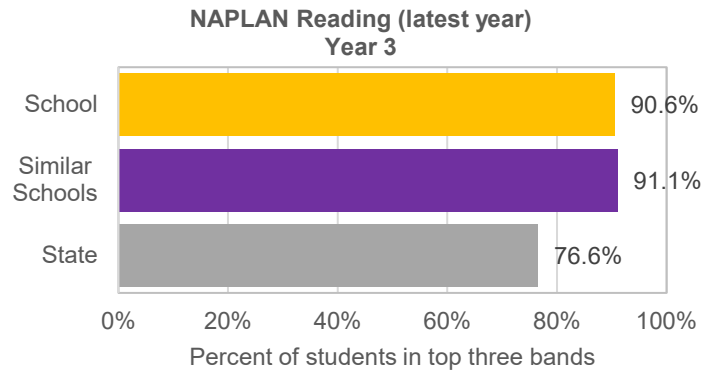
NAPLAN

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

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

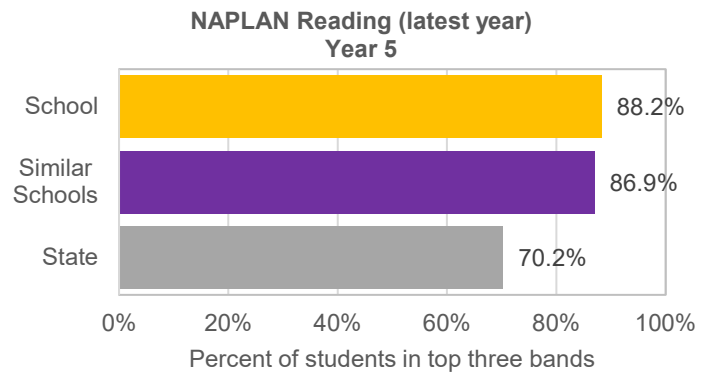
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.6%	84.0%
Similar Schools average:	91.1%	89.7%
State average:	76.6%	76.6%



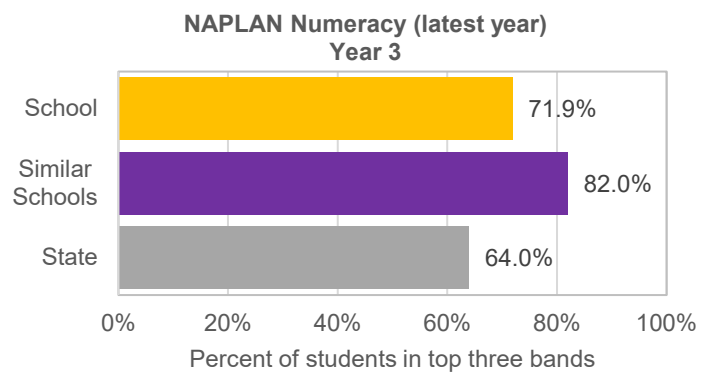
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.2%	81.4%
Similar Schools average:	86.9%	85.3%
State average:	70.2%	69.5%



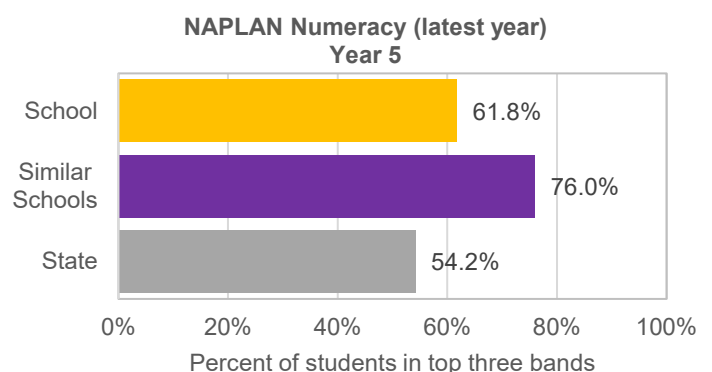
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.9%	75.8%
Similar Schools average:	82.0%	83.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.8%	64.3%
Similar Schools average:	76.0%	78.8%
State average:	54.2%	58.8%



WELLBEING

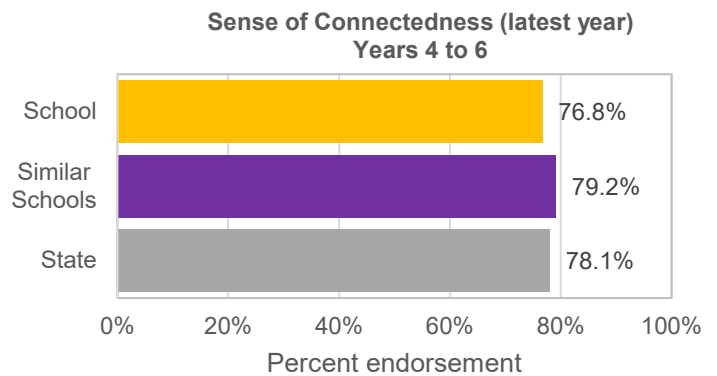
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	76.8%	78.9%
Similar Schools average:	79.2%	79.6%
State average:	78.1%	79.5%

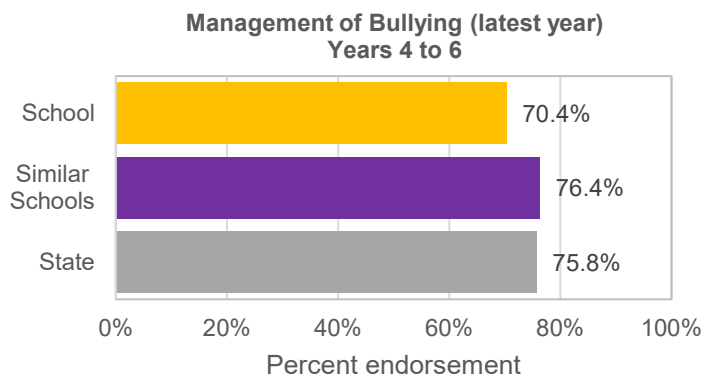


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.4%	73.7%
Similar Schools average:	76.4%	77.6%
State average:	75.8%	78.3%



ENGAGEMENT

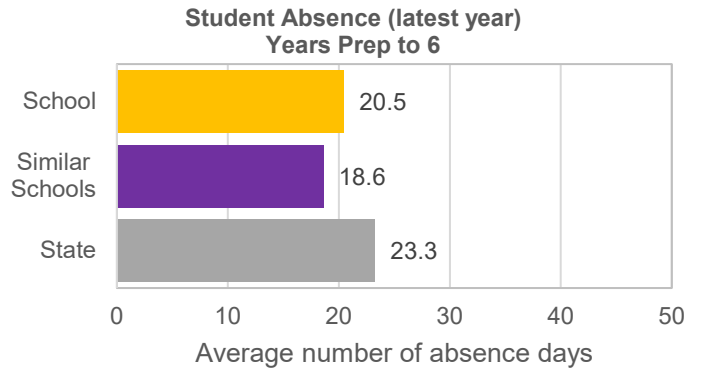
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.5	14.3
Similar Schools average:	18.6	12.9
State average:	23.3	17.0



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	90%	90%	91%	87%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,831,744
Government Provided DET Grants	\$348,913
Government Grants Commonwealth	\$7,550
Government Grants State	\$0
Revenue Other	\$6,079
Locally Raised Funds	\$378,771
Capital Grants	\$18,400
Total Operating Revenue	\$3,591,457

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,025
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,025

Expenditure	Actual
Student Resource Package ²	\$2,823,451
Adjustments	\$0
Books & Publications	\$264
Camps/Excursions/Activities	\$123,321
Communication Costs	\$4,925
Consumables	\$71,882
Miscellaneous Expense ³	\$10,325
Professional Development	\$20,186
Equipment/Maintenance/Hire	\$38,712
Property Services	\$101,981
Salaries & Allowances ⁴	\$201,858
Support Services	\$75,325
Trading & Fundraising	\$22,931
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,256
Total Operating Expenditure	\$3,524,417
Net Operating Surplus/-Deficit	\$48,640
Asset Acquisitions	\$5,782

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$127,566
Official Account	\$60,369
Other Accounts	\$6,900
Total Funds Available	\$194,836

Financial Commitments	Actual
Operating Reserve	\$101,132
Other Recurrent Expenditure	\$8,975
Provision Accounts	\$838
Funds Received in Advance	\$65,062
School Based Programs	\$14,999
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,400
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$6,420
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$215,826

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.