

2017 Annual Report to the School Community



School Name: Brunswick North West Primary School

School Number: 4399



- 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 Regulation 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 2017 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

A handwritten signature in black ink, appearing to read 'H Reid'.

Signed 29 March 2018 at 08:53 AM by Hannah Reid (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 Regulation 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 2017 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.

A handwritten signature in black ink, appearing to read 'F Heathcote'.

Signed 10 April 2018 at 04:18 PM by Fiona Heathcote (School Council President)



About Our School

School Context

Brunswick North West is a school with and about heart; we value relationships, connections and a sense of belonging within school settings and believe that this is one element to a highly successful primary school.

Our student enrolment figures increased to 355 by the February census 2017 with further enrolments and transfers throughout the year, demonstrating a larger increase in student population than is reflected in other schools in our area. The majority of our incoming student population was in Foundation, however we continue to experience a higher-than-average transfer rate of students choosing to join our school after a number of years in other settings. In the 2017 school year we had 16 classes: four Foundation classes, five Junior School (1/2) classes, four Middle School (3/4) classes and three Senior School (5/6) classes. Each of these classrooms were structured to have 1 class:1 teacher, with the addition of a flexible wall between most classrooms, as this supports us to collaborate and have flexible groupings, while fostering the essential relationships that form in these smaller learning communities.

In 2017 we became a proud Lead School in the implementation of Respectful Relationships, we were successful in our application for a sensory playground through the Inclusive Schools Fund and we said farewell to a much loved principal, who has shaped many of our ideas of what it means to be a great community.

Framework for Improving Student Outcomes (FISO)

Within the areas of student achievement, engagement and wellbeing, there are four priority areas of Excellence in teaching and learning, Professional leadership, Positive climate for learning and Community engagement in learning. During a self-reflection that involved all stakeholders in 2015, BNW's main priorities were identified as Excellence in teaching and learning, Professional leadership and Positive climate for learning – we felt our community partnerships were going OK!

In 2017 we made some great improvements in all intended areas, however through reflection we recognise that we need to tighten the focus on our improvement strategies, so we can ensure we are using our energies wisely.

In 2017 we had 46 staff, including 28 teaching staff. Engaging in flexible work practices that support our young teachers with families and career paths, 20 of our staff were working part-time hours and two teachers took long-term family leave. Understanding the importance of job security and aligning with the industrial agreement, we aim for as many staff as possible to have ongoing contracts – keeping only enough staff on contract (6 teaching staff in 2017) to support the flexible work arrangements for teachers on leave.

Achievement

Our students are an incredible bunch of people with very bright futures; it is our responsibility and honour to help them reach their greatest dreams. Improving student outcomes is always a goal for teachers and schools and last year we worked towards this with a number of different initiatives. Our Curriculum Area Teams created local curriculum documents to outline our scope and sequence of teaching in each area of the curriculum with a line of sight from Foundation to Grade 6. We implemented technologies that staff utilise to increase collaboration, gather shared documentation of best practice and to increase our productivity and efficiency. We improved our performance and development techniques to better target resources and professional learning, to support the needs of staff and increased the data literacy of all staff, to better target teaching to each students' point of need.

Across all data sets, our students meet or exceed the achievement expectations of their age and the state mean. When we consider our data in the context of our student cohort and their familial backgrounds, work experience and education levels, we are not helping all our students achieve their full potential just yet.

Engagement

We know that the best way to increase the engagement of students is to have the curriculum targeted to their needs, at their level and to be presented in a way that relates to the individuals. It is challenging to try and separate engagement from achievement, as they are interdependent in so many areas of school.

In addition to building the capacity of our teachers, in 2017 we also increased our ICT resourcing to ensure we could meet the needs of digitally literate young people. Our Junior School Council continues to consult with School Council on important improvement initiatives and we gained the delightful Tom Nelson – engaging all community members through fitness, health and physical activity.

Wellbeing

In a school where community is at our hearts, it is vital that we continue to keep aware of our students' wellbeing. Student data demonstrated that our students were not feeling as safe or connected as they wanted to – and most importantly, our data was decreasing. In 2017 we approached improving student wellbeing through a number of avenues including revising our student engagement and wellbeing policy, introducing regular lunch clubs and establishing a partnership with onPsych services. We were excited to introduce Respectful Relationships and play a lead role in the implementation across the state.

For more detailed information regarding our school please visit our website at <http://www.brunswicknwps.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	
<p>Enrolment Profile</p> <p>A total of 355 students were enrolled at this school in 2017, 170 female and 185 male.</p> <p>10 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Similar</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>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>● Similar</p> <p>○ Lower</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" style="margin: auto;"> <caption>NAPLAN Learning Gain Results</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>45%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>52%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>47%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>57%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	45%	30%	Numeracy	33%	52%	15%	Writing	17%	47%	37%	Spelling	27%	57%	17%	Grammar and Punctuation	20%	57%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>92 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	94 %	93 %	94 %	91 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	94 %	93 %	94 %	91 %	92 %										



Performance Summary

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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>Results: 2017</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>Results: 2017</p>	<p>● Similar</p>

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)

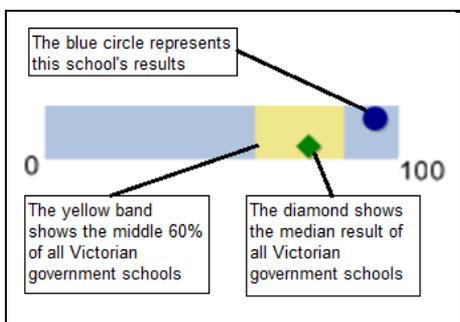
Engagement

- 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).

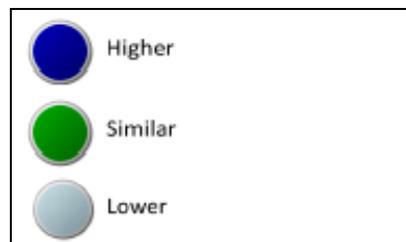


What does *School Comparison* refer to?

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*' 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').



Financial Performance and Position

Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,649,288	High Yield Investment Account	\$124,729
Government Provided DET Grants	\$275,967	Official Account	\$20,454
Government Grants Commonwealth	\$144,080	Other Accounts	\$33,029
Revenue Other	\$14,911	Total Funds Available	\$178,212
Locally Raised Funds	\$558,010		
Total Operating Revenue	\$3,642,257		
Equity¹			
Equity (Social Disadvantage)	\$12,259		
Equity Total	\$12,259		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,562,634	Operating Reserve	\$58,212
Books & Publications	\$10,325	Asset/Equipment Replacement < 12 months	\$40,000
Communication Costs	\$1,537	Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Consumables	\$87,374	Total Financial Commitments	\$178,212
Miscellaneous Expense ³	\$294,940		
Professional Development	\$17,988		
Property and Equipment Services	\$309,301		
Salaries & Allowances ⁴	\$287,627		
Trading & Fundraising	\$80,597		
Travel & Subsistence	\$2,853		
Utilities	\$19,933		
Adjustments	(\$2,615)		
Total Operating Expenditure	\$3,672,493		
Net Operating Surplus/-Deficit	(\$30,236)		
Asset Acquisitions	\$11,237		

BNWPS ended the 2017 year with a surplus of just under \$180,000. This surplus was created by the budgeting of facilities maintenance, woodlands regeneration and the relocation of the productive garden that did not begin in the 2017 year.

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.

- (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 05 March 2018 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.

