

## 2014 Annual Report to the School Community

Brunswick East Primary School

School Number: 3179



Name of School Principal:

Janet Di Pilla

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Name of School Council President:

Maryanne Clarke

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Date of Endorsement:

28/4/2015

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All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Brunswick East Primary School (BEPS) is a growing state school, of just over 400 primary students, located approximately 6 kilometers north of Melbourne. We have a long and proud history and a progressive vision for our students growing up in the 21<sup>st</sup> Century. The school staff consists of a Principal and Assistant Principal, the equivalent of 24 full time teachers. 4.6 Educational Support Staff, a variety of Instrumental music staff plus one Educational Psychologist 1 day/week and a Speech Pathologist 1 day/fortnight.

BEPS employs a developmental approach to learning, with high expectations for all. We value philosophical inquiry and a sense of curiosity. Children and teachers work together as communities of learners and our class organisation is based around multi-aged, flexible "Learning Communities" with core "Home Groups" and Specialist classes in Art, Music, Physical Education and Italian.

Our curriculum is differentiated in order to personalise learning. While Numeracy and Literacy are emphasized in line with State and National Curricula, so are the broader goals of personal and social responsibility, creativity, deep thinking and multi-modal communication. Teachers discuss these goals in their professional learning team meetings, using a range of documents such as the Victorian Early years Learning and Development Framework and AusVELs to plan for learning.

Our staff have a high level of commitment and we rely on our strong partnerships with parents to create the great school that BEPS is. We have a strong School Strategic Plan, developed between staff and parents, which will take us through to 2016. Our parent community is very supportive of the students and school and our success relies heavily on the strong partnership with them and the community. While we have a strong focus on numeracy and literacy. We are also working to ensure ongoing improvement in all students' learning through consistent approaches and improved data literacy. We hope to inform and encourage all parents to engage with the school to improve student learning.

### Achievement

Teacher assessment and external testing show that students at BEPS receive a high quality education that empowers them to think and prepares them for meaningful and responsible involvement within a variety of communities.

The data shows that our students are performing well. Overall, our students are achieving results that are similar to what you would expect given their background characteristics. Our students continue to do well, and improve, in English and show exceptional growth in Writing. Students' Spelling performance has shown a significant improvement in 2014.

Students' Mathematics performance has shown a continued improvement in 2014 due to continued focus on this area.

### Engagement

BEPS has a very positive atmosphere and culture.

The multi-age, flexible learning spaces for years 1 to 6 are designed to enable quality, enquiry based programs that engage students, encourage them to have high expectations and enable them to learn and to develop positive attitudes to themselves and their learning.

This data shows that our students are well engaged at BEPS in line with students from like schools.

We have continued to have high numbers of students attend regularly and consistently. The reasons for nonattendance are almost entirely illness and extended family holidays.

## Wellbeing

Through our culture of inquiry and reflection and the core values of Empathy, Creativity, Friendship, Resilience and Wonder, children develop positive attitudes and acquire skills that equip them for their future.

Our wellbeing data for 2014 has improved from 2013 but continues to be lower than expected and is disappointing given the positive atmosphere and culture in the school. Follow-up forums with our students failed to collaborate with these findings and highlighted inconsistencies within the data.

2014 sees Brunswick East PS in a more stable position, however, cramped while waiting for the building of four new learning spaces.

During 2014 we will be reviewing our Wellbeing policies and procedures, and talking to students and parents in an attempt to improve student Wellbeing and transitions in the future.

## Productivity

In 2014 we utilized our resources to facilitate growth and improve learning opportunities and facilities at BEPS.

We continue to provide a stable and committed staff with whole group planning time and we have increased our numeracy support to staff through the employment of coaches at all year levels.

BEPS provides meaningful professional development for all staff to build their capacity to: explicitly teach students at their point of need; develop Inquiry Learning; undertake Action Research; differentiate learning through analysis of a range of assessment data; improve their knowledge of teaching and educational leadership; or improve their knowledge and skills to enable a more efficient running of the school.

For more detailed information regarding our school please visit our website at

<http://beps.vic.gov.au/>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 404 students were enrolled at this school in 2014, 191 female and 213 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### Parent Satisfaction Summary

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



#### School Staff Survey

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

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



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>





## Performance Summary

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




Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>53%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>56%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>6%</td> <td>50%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>44%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>41%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	53%	31%	Numeracy	19%	56%	25%	Writing	6%	50%	44%	Spelling	19%	44%	38%	Grammar and Punctuation	25%	41%	34%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <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>93 %</td> <td>94 %</td> <td>91 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	91 %	94 %	93 %	93 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	91 %	94 %	93 %	93 %										

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>



# How to read the Performance Summary

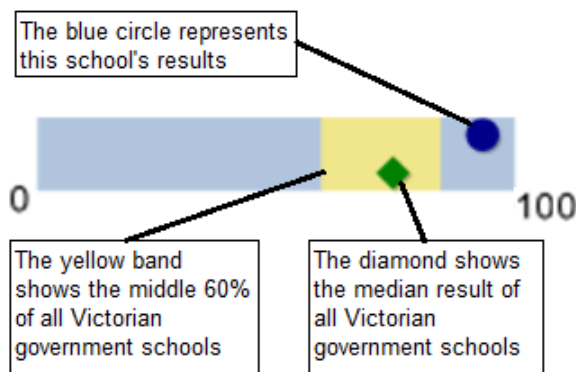
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## What is a *School Comparison*?

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

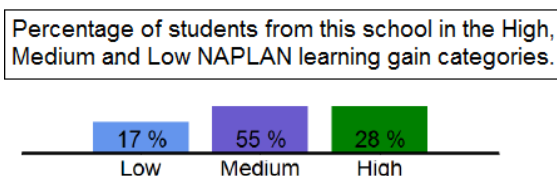
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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

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

## What is the meaning of '*Data not available*'?

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

## What is this school doing to improve?

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

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,438,200	High Yield Investment Account	\$10,771
Government Provided DE&T Grants	\$226,526	Official Account	\$302,366
Government Grants Commonwealth	\$81,226	Other Accounts	\$163,343
Revenue Other	\$15,036	<b>Total Funds Available</b>	<b>\$476,480</b>
Locally Raised Funds	\$675,737		
<b>Total Operating Revenue</b>	<b>\$3,436,725</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$2,524,618	Operating Reserve	\$30,000
Books & Publications	\$3,082	Maintenance - Buildings/Grounds incl SMS<12 months	\$137,301
Communication Costs	\$5,687	Cooperative Bank Account	\$163,343
Consumables	\$60,430	Revenue Received in Advance	\$15,681
Miscellaneous Expense	\$180,008	School Based Programs	\$39,203
Professional Development	\$30,852	Region/Network/Cluster Funds	\$3,060
Property and Equipment Services	\$163,781	Repayable to DEECD	\$78,393
Salaries & Allowances	\$292,291	Other recurrent expenditure	\$9,500
Trading & Fundraising	\$39,327	<b>Total Financial Commitments</b>	<b>\$476,480</b>
Utilities	\$23,680		
<b>Total Operating Expenditure</b>	<b>\$3,323,755</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$112,970</b>		
<b>Asset Acquisitions</b>	<b>\$23</b>		

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

Brunswick East Primary School is in a strong cash position with surplus funds because of strong fundraising and responsible spending. These funds, through discussion with School Council, have been committed to maintain a staffing reserve to enable the employment of extra teachers and provide time for coaching and professional development in numeracy, literacy, thinking skills and data analysis.

During 2014 we received funding to repair a section of roof on the main building to stop it leaking and restore the area below for use in the Learning Community.

Money has been put aside to repay DEECD, budget for furnishing the new re-locatable building in 2015 and Library, and to replace the perimeter fence/wall along Nicholson Street.