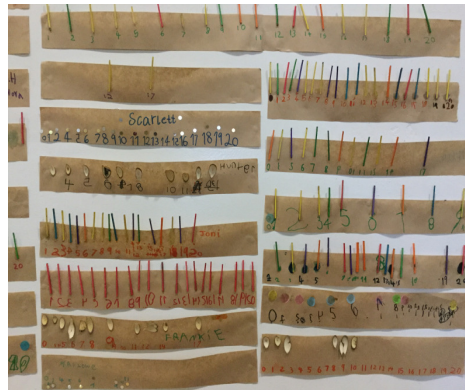


2017 Annual Report to the School Community

School Name: Brunswick East Primary School

School Number: 3179





About Our School

School Context

Brunswick East Primary School (BEPS) is located about 6 kilometres North of the Melbourne Central Business District. The enrolment of 460 students is drawn from a medium to high socio-economic profile. Children at all levels learn through targeted inquiry, explicit teaching, active participation and philosophical discussion.

BEPS has 32.6 equivalent full time staff, 2 Principal class and 25.3 teachers, plus 5.3 Education Support Staff. All staff have a high level of commitment to: the students' emotional development; academic growth; and professional learning, which revolves around current research, best practice and coaching. All teaching staff participate in Action Research focussed on writing, leading to the practical application of our findings to improve the teaching and learning at BEPS. There is a continued positive satisfaction in the school from the parents and staff who endorse the school climate.

Our parent community is very supportive and our success depends on our strong partnership with parents, carers and the community. We ensure ongoing improvement in all student's learning through consistent approaches and improved data collection and analysis. In 2017, we had a strong focus on Writing this has been led by a Literacy coordinator.

We inform and encourage all parents to engage with the school, to improve student's learning, through 3-way conferences, information forums and their participation in various activities throughout the year. We have high expectations of staff and students across all aspects of schooling and we are encouraged to be risk-takers and to learn from ongoing attempts to solve problems and develop mastery skills. Attendance at BEPS is highly valued because we know that regular attendance is important for ongoing student improvement.

Framework for Improving Student Outcomes (FISO)

In 2017, we continued to improve assessment practices by implementing a consistent approach to the way data is collected, analysed, evaluated and acted upon. A leading teacher was employed to attend planning meetings to coach the whole staff and to continue monitoring data and assessment practices.

A Digital Learning leading teacher was also employed to implement the improvement of digital technology use at BEPS, and to enhance student learning. With a focus on student and teacher collaboration, a range of digital equipment was provided. Professional learning for all staff around the Google suite (including the Google Drive and Google Classroom) was successful in improving student motivation, problem solving, creativity and the understanding of online safety and responsibility.

Improvement in writing was diagnosed as a goal for 2017; this has improved through Professional Learning sessions on writing and spelling and by staff developing and planning Action Research on the improvement of writing across the school. A literacy coach was also employed to lead improvement in literacy.

Our focus on achieving best practice in wellbeing has resulted in the employment of a Respectful Relationships leading teacher to oversee the implementation of a wellbeing program.

Achievement

In 2017, 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. Our students are achieving academic results that are similar to like-schools and in-line with what you would expect given their background characteristics. We are pleased with the level of growth each is making.

It is pleasing to see that our 4-year trend data remains similar to that of like schools and provides evidence of BEPS maintaining student growth in Maths and English.

In 2017, we continued with coaching in data collection and analysis. Student data is used to inform our teaching and enable accurate feedback and evidence of student learning.

Monitoring, reporting and future planning of student achievement outcomes during 2017 was improved through a consistent approach, including data coaching, team leader coordination, ongoing moderation and 3-way conferences with students, teachers and carers. Student learning was also shared through Learning Journals once a semester.



Engagement

Brunswick East Primary School has a friendly and positive school culture. Students, families, the local community and staff work together to create challenging and engaging opportunities for students to learn and grow.

BEPS has multi-age, flexible learning spaces for years 1-6. This ensures learning spaces can best cater for the specific learning taking place. This best practice flexibility allows for, inquiry-based programs that encourage students to have high expectations and enable them to learn and develop positive attitudes to themselves and their learning.

BEPS has continued to have a Junior School Council giving voice to each of the learning communities. This has further been enhanced by introducing a Student Principal and Student Assistant Principal and Student Leading Students. These teams worked in conjunction with staff to further improve student voice and make positive changes to the school community.

We have continued to have high numbers of students attend regularly and consistently. The reasons for non-attendance 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.

The multi-age model continues to ensure a positive whole school culture of mutual respect through peer tutoring and communal responsibility.

The school maintains a consistent approach to wellbeing through the core beliefs that all students have the right to learn and the right to be safe. Students generally feel supported by their teachers in safe and stimulating learning environments.

Our wellbeing data remains similar to similar schools with '*students reported feelings of safety*' remaining high across the year 4, 5 and 6 students who completed the survey.

Our team teaching philosophy continues to prioritise a focus on student learning in a highly collaborative space. Teacher satisfaction levels have improved and are now well above state expectations.

We have appointed a Leading Teacher to implement Respectful Relationships across the school to continue to improve a consistent approach to wellbeing practices throughout the whole school and have appointed an Acting Learning Specialist.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 450 students were enrolled at this school in 2017, 206 female and 244 male.</p> <p>4 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> Lower</p> <p> Lower</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> 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> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>49%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>39%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>38%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>55%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>47%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	49%	28%	Numeracy	38%	39%	23%	Writing	32%	38%	30%	Spelling	26%	55%	19%	Grammar and Punctuation	22%	47%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Spelling	26%	55%	19%																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 907 1037 1008"> <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>91 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	91 %	93 %	90 %	91 %	<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> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	91 %	93 %	90 %	91 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</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)

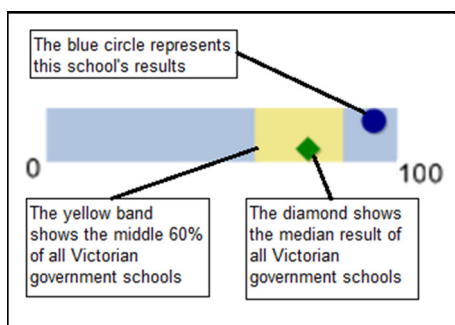
Engagement

- 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).

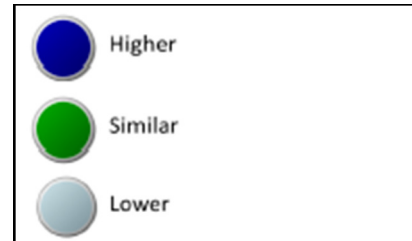


What does *School Comparison* refer to?

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	\$3,004,874	High Yield Investment Account	\$22,178
Government Provided DET Grants	\$286,595	Official Account	\$204,386
Government Grants Commonwealth	\$165,807	Other Accounts	\$657,763
Revenue Other	\$40,147	Total Funds Available	\$884,327
Locally Raised Funds	\$693,652		
Total Operating Revenue	\$4,191,075		
Equity¹			
Equity (Social Disadvantage)	\$6,279		
Equity Total	\$6,279		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,268,597	Operating Reserve	\$40,000
Books & Publications	\$22,210	Capital - Buildings/Grounds incl SMS<12 months	\$16,000
Communication Costs	\$12,449	Beneficiary/Memorial Accounts	\$4,002
Consumables	\$79,519	Cooperative Bank Account	\$388,761
Miscellaneous Expense ³	\$227,211	Revenue Received in Advance	\$6,345
Professional Development	\$9,840	School Based Programs	\$162,900
Property and Equipment Services	\$241,837	School/Network/Cluster Coordination	\$1,319
Salaries & Allowances ⁴	\$411,359	Repayable to DET	\$265,000
Trading & Fundraising	\$52,203	Total Financial Commitments	\$884,327
Utilities	\$23,125		
Total Operating Expenditure	\$4,348,351		
Net Operating Surplus/-Deficit	(\$157,276)		
Asset Acquisitions	(\$150)		

(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.

Financial performance and position commentary

Brunswick East Primary School continues to be in a very strong financial position with surplus funds because of strong fundraising and responsible spending. A staffing reserve continues to be in place to ensure that we are able to keep teacher – student ratios low and to employ extra classroom assistants where necessary. Considerable funds are allocated in 2017 so that building works and substantial maintenance can take place. Money will spent in 2018 to improve facilities in line with safety needs and parent preference.



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.