

2023 Annual Report to the School Community

School Name: Brunswick East Primary School (3179)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 30 April 2024 at 09:58 AM by Erin Willey (Principal)

- This 2023 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 22 May 2024 at 06:45 AM by Angela Roberts (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Brunswick East Primary School (BEPS) is located about 6 kilometers North of the Melbourne Central Business District. The enrolment in 2023 was 352 students. 6 percent of students have English as an additional language and 2 percent are Aboriginal or Torres Strait Islander. Families are from a medium to high socio-economic profile with a low socio-educational disadvantage profile.

In general, our parents and carers are well-educated and employed in a range of academic, professional, and creative jobs. Many of our families live in apartments or in houses on small blocks. At BEPS, we pride ourselves on, and are recognised for the inclusive nature of our school and community. We learn with our friends and strive to build relationships between students and staff. We want all students to know that they can learn, they learn differently, and that growth, rather than a score, is most important. We welcome all families to our school. Children at all levels learn onsite, through targeted inquiry, explicit teaching, active participation, and philosophical discussion.

BEPS has 30.5 equivalent full-time staff, 2 Principal class, 20 teachers, 1 Business Manager, plus 7.5 Education Support Staff. We have staff who are passionate about improving cultural understanding and who identify as Aboriginal or Torres Strait Islanders. All staff have a high level of commitment to the student's

emotional development; academic growth; and professional learning, which revolves around current research, and best practice.

There is 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 have high expectations of staff and students across all aspects of schooling, and we encourage students to build resilience, learn from ongoing attempts to solve problems and develop mastery skills.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 the school continued to focus on the Priorities Goal set by the Education Department. The Key Improvement Strategies (KIS) were implemented to support achievement of these goals. The goal and KIS were:

2023 Priorities Goal

In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

KIS 1a. Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

KIS 1b. Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

To support the achievement of these goals staff reviewed elements of the teaching and learning cycle; a department supported teaching tool which helps build students' writing skills by engaging with rich examples of texts. There was also professional learning reviewing the assessment of writing and the integrated teaching of grammar. The school purchased and subscribed to teaching and learning resources to supplement this teaching, especially: readers and decodable texts; class novels, big books, and book club novels; take home library books and non-fiction texts; and rich picture story books to supplement the teaching of reading, writing, philosophy and the capabilities.

In 2023, a Learning Specialist was appointed with a focus on the development of student growth in Mathematics, supporting teachers with resources, planning, teaching and learning. Early in the year, the school-developed Mathematics Problem Solving Strategy Tree went through its final drafts and was implemented in learning community classrooms. This resource supports the "problem solving" Proficiency in the Victorian Curriculum Mathematics. It included large wall-posters, a resource kit with lesson plans, activities, curriculum links, and versions of the Tree designed to fit into student workbooks. To support achieving the AIP goals, a small team participated in the Leading Mathematics workshop with the Victorian Academy of Teaching and Leadership. This course engaged participants in strategies to lead mathematics improvement within a school. It had a strong focus on the five Mathematics Proficiencies, introduced the Mathematics 2.0 curriculum, and equipped our school leaders to assess current situation and develop improvements. A commitment to an ongoing cycle of updating classroom teaching resources for Mathematics was made, with the delivery of new sets of measurement materials to each classroom, enhancing the quality, completeness, and availability of much needed concrete learning tools.

Funds from the Tutor Learning Initiative were used to staff 3 days per week of small group intervention, with students identified by teachers.

Assessment was completed at both a Learning Community and Whole School level through moderation during meetings.

Other assessments completed include PAT, NAPLAN, teacher judgement, Maths Online interview for Prep students and English online for students in Prep and Year 1.

NAPLAN results have the school performing at or above state level in almost all areas, with the exception of Year 5 Numeracy. The school was consistently below Similar Schools.

Wellbeing

The school is in the early stages of its wellbeing journey. A Mental Health and Wellbeing Leader was appointed 3 days per week in 2023. They completed the Department provided training to support the school in this area. They left the school at the end of 2023. During their time at the school they organised externally run Professional Learning for teachers with a Psychologist based around the topics of school avoidance trauma and challenging behaviours. She also completed an audit of current school wellbeing practices. This included looking at the behaviour plans. This process included some of the SIT members.

Teachers ran daily lunchtime clubs to promote engagement and inclusion and support student behaviour.

The school participated in the I can program with Neuro Diverse students in 4,5,6 being selected to participate.

The school uses COMPASS as its main platform for parent communication and documenting school wellbeing concerns.

The Attitudes to School data in the domains of Sense of Connectedness was at 68.9% and in the domain of Managing Bullying the school was at 60.7%

The school began to investigate the School Wide Positive Behaviour Supports (SWPBS) program to begin in 2024.

The Department Respectful Relationships program continued to be implemented in all classrooms through teaching and learning.

The specialist team (curiosita) lead the implementation of this program by modelling consistency through out the school.

Rights and responsibility was a school focus for the first semester in 2023.

Engagement

In 2023 student absence was an average of 19.3 days. This was above similar schools at 17.1 days, but below the state average of 20.5 days. In an effort to manage student absences, staff held individual meetings for students with patterns of absence or high absences. Leadership met with families with extreme absence or school refusal and utilised external and department supports when required.

Student engagement in learning is supported through the Inquiry model which promotes student voice in their learning. Supporting this was incursions and excursions that extended learning and understanding around these areas of interest.

One way the school promoted student leadership was through the Year 6 student leaders group. In 2023 these students met with the Principal weekly, organised Year 6 graduation, led peer leadership in the playground, ran school tours and conducted walk to school surveys.

Other opportunities for Student Voice and Leadership include the student led Friday Gatherings, which were hosted by a different Learning Community each week and provided students with an outlet to lead the gathering, perform in an area of interest and share their passions. Science experiments and hands on learning also supported student engagement. Through the PE program (Curiosita) students had choice over what sports they wanted to learn, and incursions were organised around this.

Afternoon Markets were also held on Friday to encourage community engagement, as was the Yearly Twilight market.

Other highlights from the school year

In 2023, Years 4,5 and 6 students attended Sunnystone camp. To further build the camping program the Year 1,2 and 3 participated in a 'Not Camp' where they completed school based camping activities over a period of 2 weeks.

Students participated in a 10 day swimming program at the beginning of the year.

BEPS combined Book week and Cultural Week and celebrated the range of cultures at the school during this time.

Students participated in an indigenous garden planting at the back of the school.

At a network level, students participated in interschool sports for athletics and cross country.

The students participated in a garden program once a week, which is funded by fundraising within the school community, including the Twilight Market and supported by the School Council.

Selected students participated in the Philosophy in public spaces at NGV.

Families were invited in to see the learning that was occurring in learning communities again after COVID.

Financial performance

In 2023 the school remained in a sound financial position. The majority of school funds were spent on staffing. Keeping numbers in Prep to 1:19, 1:22 in Years 1-3 and 1:26 in Years 4-6. Education support staff wages also account for a large portion of the budget. Factors such as Time-in-Lieu for Camps and out of hours activities, and the increase in wages all impacted spending.

Other funds were allocated in order to meet AIP goals including the TLI program.

A continued reduction in enrolments has also impacted the SRP.

Most school works will be completed utilising department supports, although some minor repairs have been completed using school finances.

For more detailed information regarding our school please visit our website at
<https://beps.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 352 students were enrolled at this school in 2023, 168 female and 184 male.

6 percent of students had English as an additional language and 2 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).

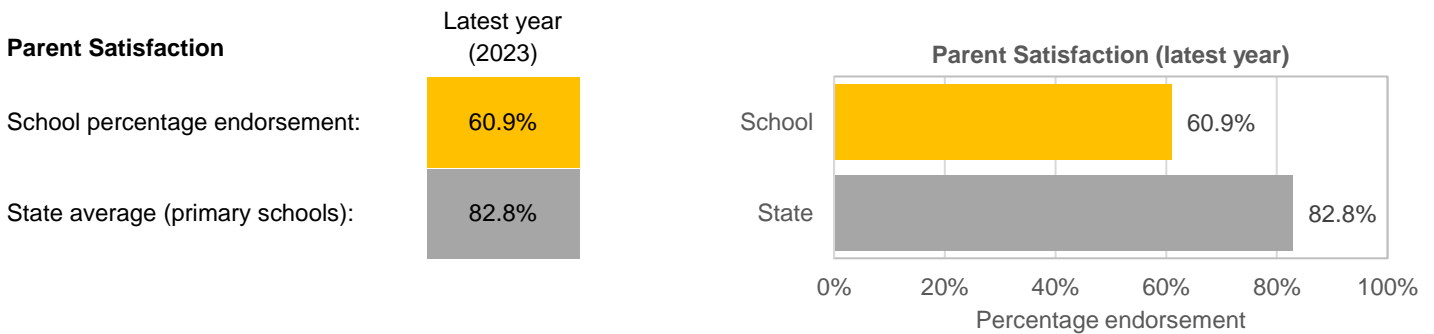
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

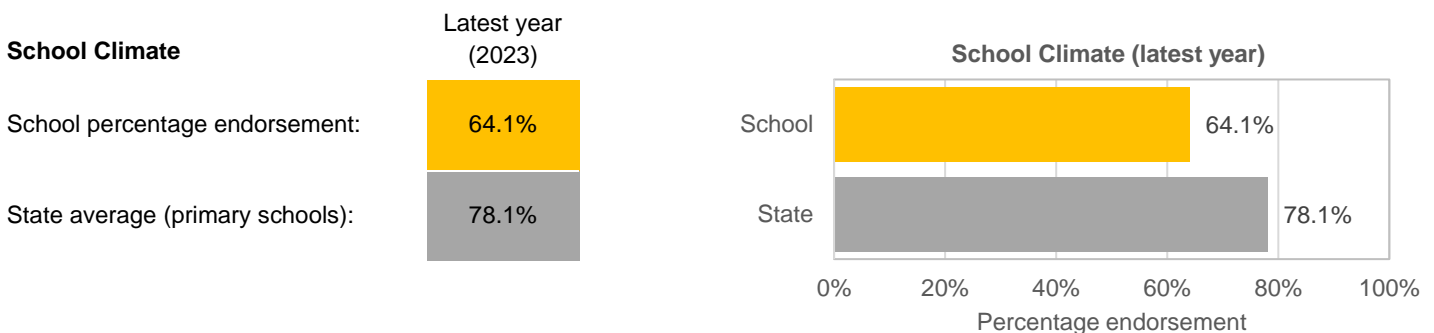


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

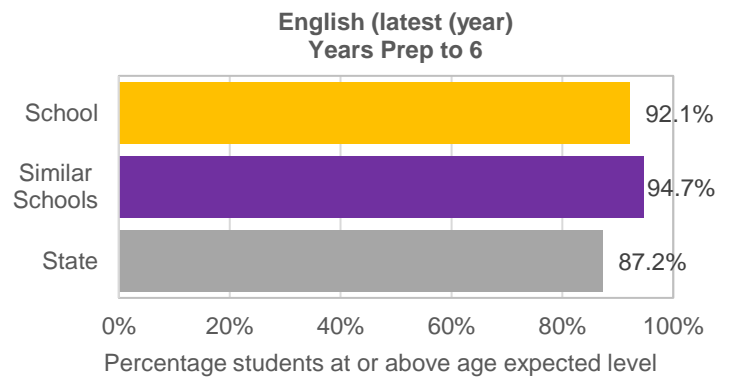
92.1%

Similar Schools average:

94.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

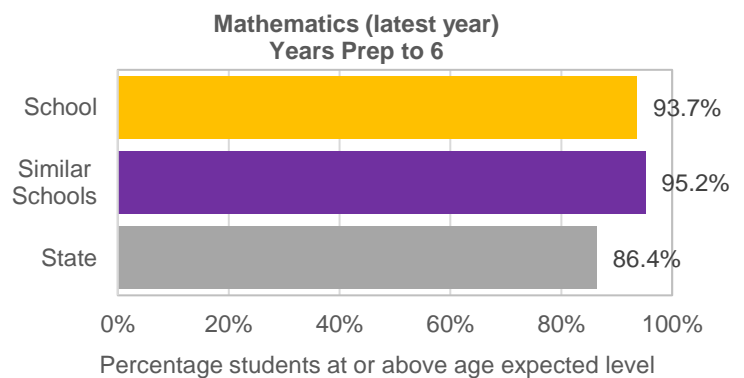
93.7%

Similar Schools average:

95.2%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.3%

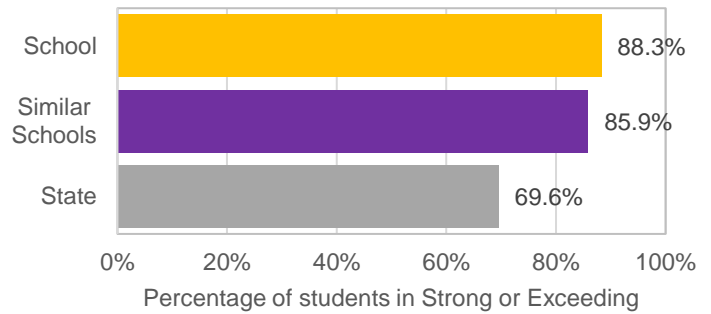
Similar Schools average:

85.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.6%

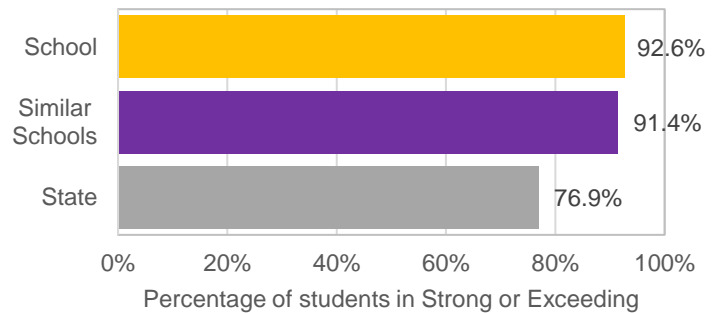
Similar Schools average:

91.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.4%

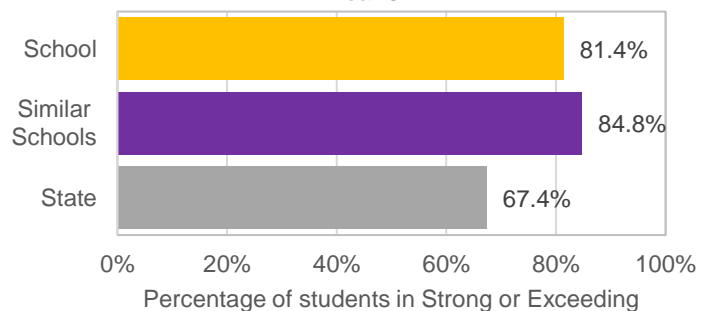
Similar Schools average:

84.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.2%

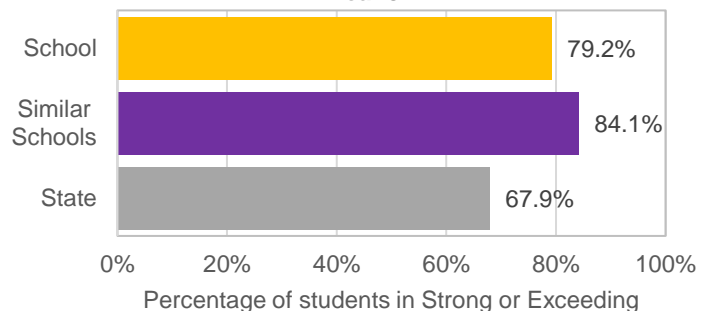
Similar Schools average:

84.1%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

81.7%

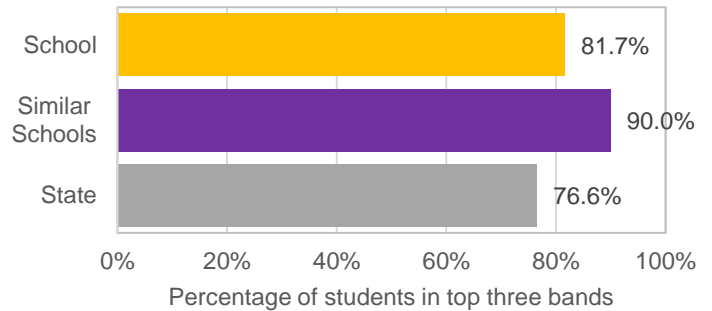
Similar Schools average:

90.0%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

86.7%

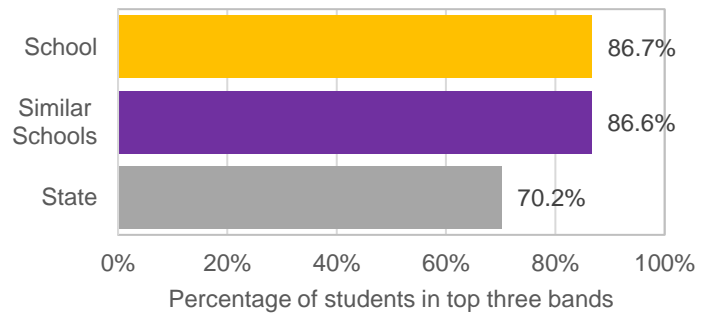
Similar Schools average:

86.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

72.1%

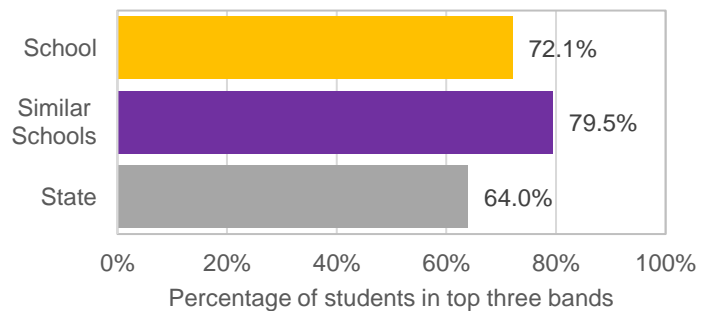
Similar Schools average:

79.5%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

51.1%

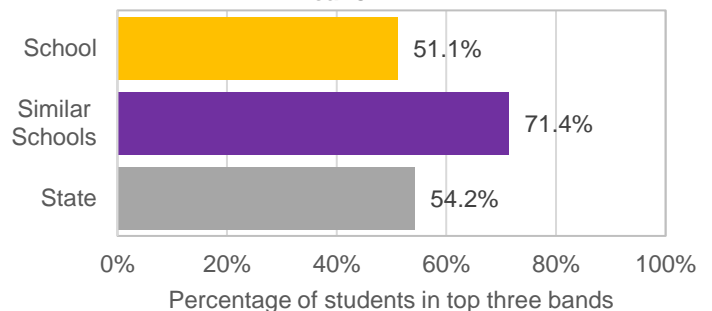
Similar Schools average:

71.4%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

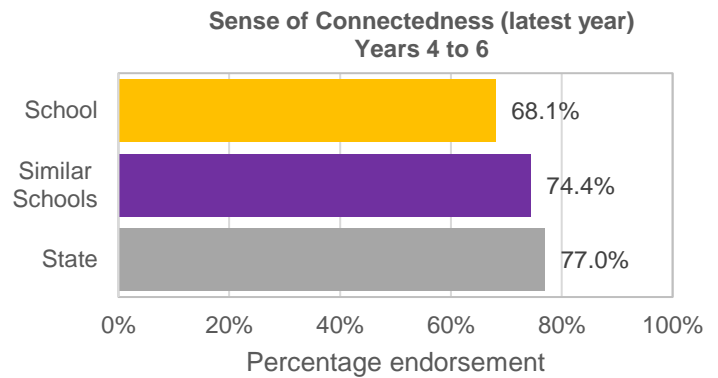
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	68.1%	68.4%
Similar Schools average:	74.4%	76.0%
State average:	77.0%	78.5%

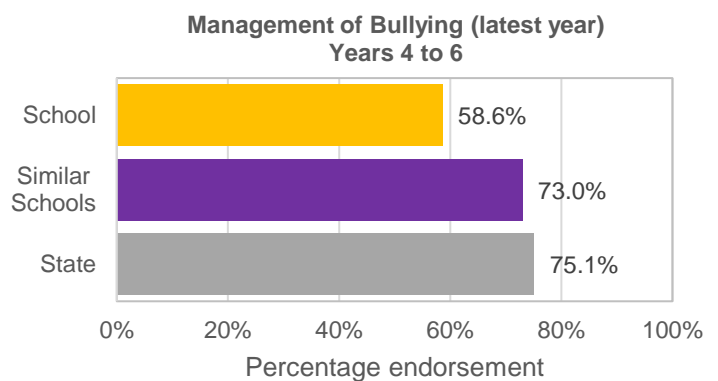


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	58.6%	62.2%
Similar Schools average:	73.0%	75.0%
State average:	75.1%	76.9%



ENGAGEMENT

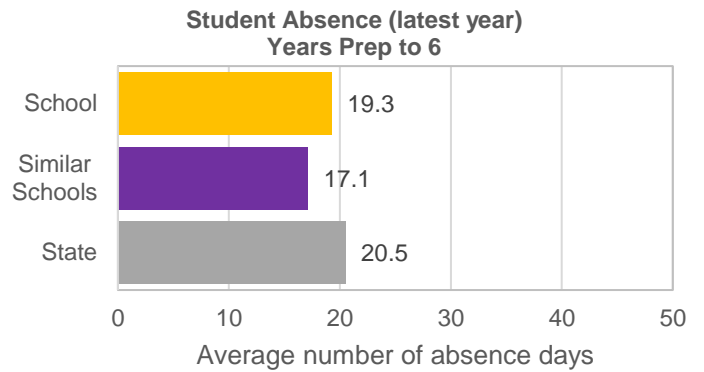
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	19.3	16.6
Similar Schools average:	17.1	13.6
State average:	20.5	18.1



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 (2023):	93%	91%	92%	90%	91%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,109,106
Government Provided DET Grants	\$72,579
Government Grants Commonwealth	\$203,905
Government Grants State	\$0
Revenue Other	\$100,581
Locally Raised Funds	\$551,418
Capital Grants	\$5,320
Total Operating Revenue	\$4,042,908

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,698
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,698

Expenditure	Actual
Student Resource Package ²	\$3,467,179
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$84,334
Communication Costs	\$8,237
Consumables	\$76,358
Miscellaneous Expense ³	\$242,555
Professional Development	\$47,502
Equipment/Maintenance/Hire	\$79,156
Property Services	\$67,054
Salaries & Allowances ⁴	\$414,549
Support Services	\$132,800
Trading & Fundraising	\$63,677
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,708
Total Operating Expenditure	\$4,712,109
Net Operating Surplus/-Deficit	(\$674,522)
Asset Acquisitions	\$0

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$390,532
Official Account	\$88,229
Other Accounts	\$61,016
Total Funds Available	\$539,777

Financial Commitments	Actual
Operating Reserve	\$197,790
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$3,881
School Based Programs	\$255,585
Beneficiary/Memorial Accounts	\$4,013
Cooperative Bank Account	\$57,003
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$21,505
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$539,777

All funds received from the Department of Education, 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.