

2015 Annual Report to the School Community

Brunswick East Primary School

School Number: 3179



Name of School Principal:

Janet Di Pilla

Name of School Council President:

Maryanne Clarke

Date of Endorsement:

26/4/16

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 2015.

About Our School

School Context

Brunswick East Primary School (BEPS) is a great school located in Brunswick East, about 6 kilometers north of the Melbourne Central Business District. The school opened in 1893 and merged with Brunswick Primary School in 1997. The current enrolment of 474 students is drawn from a medium to high socio-economic profile. At the core of our curriculum is a belief in experiential and deep learning in a respectful and reflective environment. Children at all levels learn through inquiry, explicit teaching, active participation and philosophical discussion.

The school has 27.4 equivalent full time teaching staff: 2 Principal class and 25.4 teachers, plus 1.6 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. Staff ongoing Action Research leads to the practical application of our findings to improve teaching and learning at BEPS. There is a continued positive endorsement from the school staff to the school climate and an improvement in parent satisfaction over 2014 results.

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 2015 we continued to have a strong focus on numeracy and further improvement in our literacy program, particularly in the area of reading, through the leadership of our Literacy coordinators.

We inform and encourage all parents to engage with the school, to improve student's learning, through our 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, we are encouraged to try new activities and learn from our 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.

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. Our students are achieving results that are similar to what you would expect given their background characteristics and we are pleased with the level of growth each child is making.

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

In 2015 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.

Reporting of student achievement has been significantly improved during 2015 through the work by the Reporting Action Team and changes made to 3-way conferences.

Engagement

BEPS has a very positive atmosphere and culture.

The multi-age, flexible learning spaces for years 1 to 6 are designed to enable best practice that allows for, inquiry 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.

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 2015 has improved from 2013 and 2014 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.

Students generally feel supported by their teachers in safe and stimulating learning environments.

The students' have a generally positive perception of their safety at school and have positive relationships with their peers, in line with students of similar socio-economic backgrounds.

Productivity

In 2015 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 and data 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://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 434 students were enrolled at this school in 2015, 204 female and 230 male. There were 4% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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 primary year levels: Result for this school: Median of all Victorian government primary year levels:

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"> English Mathematics <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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

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 year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆




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%, 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>19%</td> <td>42%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>44%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>48%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>51%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>51%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	42%	39%	Numeracy	11%	44%	45%	Writing	27%	48%	25%	Spelling	21%	51%	29%	Grammar and Punctuation	22%	51%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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. 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 2015 attendance rate by year level:</p> <table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	95 %	95 %	93 %	94 %	94 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	95 %	95 %	93 %	94 %	94 %										

Performance Summary

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 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

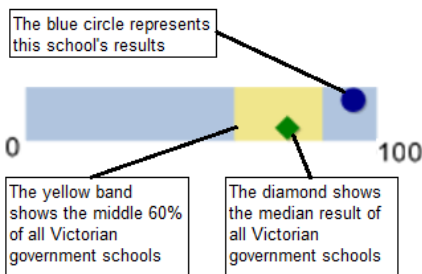
What are student outcomes?

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.

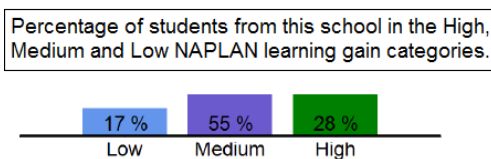
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

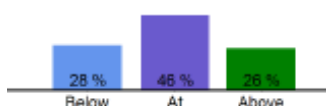


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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* 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.

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, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,697,659
Government Provided DET Grants	\$297,446
Government Grants Commonwealth	\$104,146
Revenue Other	\$23,092
Locally Raised Funds	\$692,448
Capital Grants	\$0
Total Operating Revenue	\$3,814,791

Funds Available	Actual
High Yield Investment Account	\$6,030
Official Account	\$399,434
Other Accounts	\$279,043
Total Funds Available	\$684,507

Expenditure	
Student Resource Package	\$2,726,390
Books & Publications	\$6,132
Communication Costs	\$5,208
Consumables	\$67,996
Miscellaneous Expense	\$187,926
Professional Development	\$11,250
Property and Equipment Services	\$284,008
Salaries & Allowances	\$271,844
Trading & Fundraising	\$46,292
Utilities	\$22,115

Financial Commitments	
Operating Reserve	\$30,000
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$240,165
Maintenance - Buildings/Grounds incl SMS<12 months	\$46,372
Beneficiary/Memorial Accounts	\$3,998
Cooperative Bank Account	\$275,045
Revenue Received in Advance	\$19,927
School Based Programs	\$59,000
Total Financial Commitments	\$684,507

Total Operating Expenditure **\$3,629,161**

Net Operating Surplus/-Deficit **\$185,630**

Asset Acquisitions **\$0**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

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.

Financial performance and position commentary

Brunswick East Primary School is in a strong financial 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. During 2015 a new double story portable classroom building was constructed and furnished to create one new Learning Community and a library. Money has also been spent on improving the condition of our outdoor learning spaces by repairing the roof, guttering and painting. The Nicholson Street boundary fence has been replaced to improve the safety of this structure. Preliminary work has been done in the play-ground to provide trees for shade and plan an adventure playground.

