

# 2016 Annual Report to the School Community

School Name: Brunswick East Primary School

School Number: 3179



Name of School Principal:	Janet Di Pilla
Name of School Council President:	Maryanne Clarke
Date of Endorsement:	March 2017



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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

Brunswick East Primary School (BEPS) is a great school located about 6 kilometers north of the Melbourne Central Business District. The 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.

BEPS has 28.2 equivalent full time teaching staff: 2 Principal class and 25.4 teachers, plus 2.6 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 Action Research leads to the practical application of our findings to improve teaching and learning at BEPS. There is a continued positive satisfaction in the school from the parents and staff 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 2016, 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 and we are encouraged to be risk-takers and to 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.

### Framework for Improving Student Outcomes (FISO)

In 2016, BEPS worked with the Victorian Curriculum Assessment Authority (VCAA) to develop curriculum and trial assessment techniques that reflect the Ethics Capabilities outlined in the new curriculum. Through this, we were able to work with three other schools to prepare for the new curriculum in 2017 and build our creative thinking curriculum.

In 2016, we continued to improve our assessment practices to ensure accurate assessment. BEPS teachers undertook an audit of the whole school curriculum and continued to refine our assessment practices. This audit then formed the basis of our 2016 assessment reports.

A Digital Learning leading teacher was employed to oversee the improvement of digital technology use to enhance student learning. We worked with outside providers to supply a range of digital equipment for students and staff to use and provided professional learning for all staff. This was highly successful in developing student motivation, problem solving, creativity and the understanding of on-line safety and responsibility.

Two literacy coaches were appointed to lead the school to improve the consistency and assessment of reading at BEPS. This resulted in the use of a more comprehensive assessment of the comprehension and inferencing of independent readers.

A major initiative for 2016 was the focus on student safety. This was accomplished through the Junior school council and student principal. The results show that our efforts resulted in a huge improvement in the student perception of safety at school.



## Achievement

In 2016, BEPS changed to the new Victorian Curriculum.

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 high academic results that are in line with 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 remain similar to that of like schools and provides evidence of BEPS maintaining student growth in Maths and English.

In 2016 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 during 2016 continues to be through the work of the Reporting Action Team and 3-way conferences.

## Engagement

Brunswick East Primary School has a very positive and caring 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 2016 has improved from 2015 and is seen as similar to that of similar schools. This is really pleasing given the positive atmosphere and culture in the school. The area of significant improvement for 2016 is that of student safety where in 2016 students reported a high level of safety at the school.

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.

For more detailed information regarding our school please visit our website at  
<http://beps.vic.edu.au/>



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 474 students were enrolled at this school in 2016, 218 female and 256 male. There were 5% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</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><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></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><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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>58%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>60%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>37%</td> <td>41%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>50%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>43%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	58%	24%	Numeracy	21%	60%	19%	Writing	37%	41%	22%	Spelling	28%	50%	22%	Grammar and Punctuation	24%	43%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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><b>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</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>93 %</td> <td>93 %</td> <td>91 %</td> <td>94 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	91 %	94 %	93 %	91 %	93 %	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	91 %	94 %	93 %	91 %	93 %										



## 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:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>

# How to read the Performance Summary

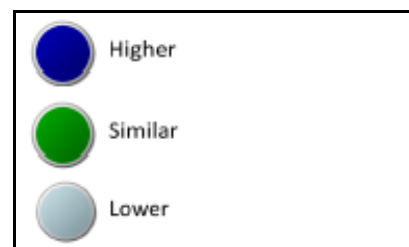
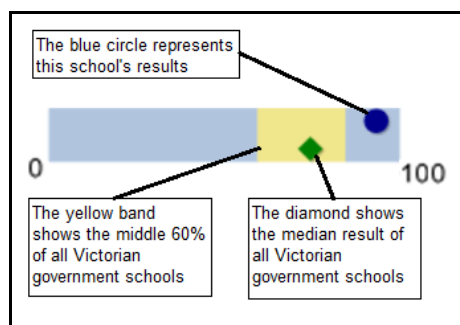
## What are student outcomes?

*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, P-12 and specialist schools, 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.

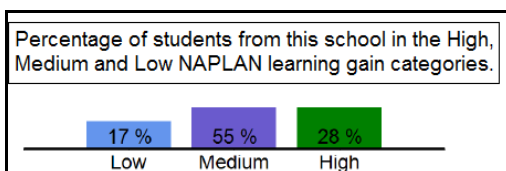
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,009,843
Government Provided DET Grants	\$269,222
Government Grants Commonwealth	\$122,897
Government Grants State	\$14,300
Revenue Other	\$25,677
Locally Raised Funds	\$766,680
<b>Total Operating Revenue</b>	<b>\$4,208,619</b>

Expenditure	
Student Resource Package	\$3,031,588
Books & Publications	\$8,420
Communication Costs	\$7,433
Consumables	\$65,273
Miscellaneous Expense	\$261,206
Professional Development	\$10,346
Property and Equipment Services	\$288,371
Salaries & Allowances	\$353,076
Trading & Fundraising	\$55,447
Utilities	\$26,291

**Total Operating Expenditure**      **\$4,107,452**

**Net Operating Surplus/-Deficit**      **\$101,167**

**Asset Acquisitions**      **\$16,029**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$9,305
Official Account	\$467,388
Other Accounts	\$304,865
<b>Total Funds Available</b>	<b>\$781,557</b>

Financial Commitments	
Operating Reserve	\$30,000
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds incl SMS<12 months	\$220,117
Maintenance - Buildings/Grounds incl SMS<12 months	\$45,500
Beneficiary/Memorial Accounts	\$4,000
Cooperative Bank Account	\$300,865
Revenue Received in Advance	\$7,657
School Based Programs	\$152,419
School/Network/Cluster Coordination	\$1,000
<b>Total Financial Commitments</b>	<b>\$781,557</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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 continues to be in a 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 employ extra classroom assistants where necessary. Considerable funds are allocated in 2016 so that building work can take place in 2017. Money was spent in 2016 to improve the outside learning facilities and this will continue in 2017.

