

# 2021 Annual Report to The School Community



**School Name: Brunswick North West Primary School (4399)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 March 2022 at 12:49 PM by Hannah Reid (Principal)

- This 2021 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 05 May 2022 at 06:11 PM by Tanya Pittard (School Council President)

## How to read the Annual Report

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### 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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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

#### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Engagement

Student attendance at school

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is 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').

## About Our School

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### School context

BNWPS is a joyful, warm and colourful school with a progressive approach to teaching and learning. In our creative and positive environment, students are empowered to be adaptable, confident and kind young people, with a strong sense of self.

At our heart is a welcoming and diverse community who champion the individuality of every student.

Deeds not words.

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Our intention is to create a space where educators are clear on expectations and best practice, so our students can build on their learnings each year, while teachers have the permission and skills to make changes as their class requires.

We aim for this to keep our students in a space of sustained learning progression, whilst continuing to develop our teachers' capacity within the school and across the network.

We are prioritising PLCs as they provide an opportunity to help students learn at their point of need, through teachers working in collaborative teams that share great practice and allow our educators to develop their own professional skills (also at their point of need).

Our school values are Authenticity, Respect, Connection and Creativity and support our whole community to work together in achieving this vision.

Our school employed 39.4 full-time-equivalent staff in 2021, with no staff identifying as Aboriginal or Torres Strait Islander. The composition of our staff was:

- 2 principal class
- 1.6 learning specialists, 23.5 teachers
- 10 education support staff and
- 2.3 contracted staff working in our OSHC service and Sprout canteen

Of our 2021 student enrolment, 4.5% were overseas students, who engage in our school program with some additional EAL supports.

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### Framework for Improving Student Outcomes (FISO)

With the global pandemic and resulting lockdowns continuing to impact student learning, in 2021 the Department of Education directed all schools to focus on student learning, student wellbeing and connections between school and home. As this aligned with our SSP goals of improving the learning progression of every student, empowering students to be active agents in their learning and increasing pride and connectedness, with high expectations for all, we were able to continue on our intended strategic improvement path.

In 2021, Brunswick North West Primary School worked on Key Improvement Strategies related to the FISO dimensions Excellence in Teaching and Learning, Professional Leadership and Community Engagement in Learning. This included:

Refining and embedding our professional learning communities to support the implementation of the Tutor Learning Initiative;

- Implementing and refining our instructional models in literacy and numeracy;
- Building the capacity of our team leaders to support teachers in school improvement strategies;
- Refining our approach to Remote & Flexible Learning;
- Reviewing our school Vision & Values.

We have successfully implemented our PLCs, where a major focus has been providing targeted instruction to small groups of students at their point of need, as informed by data analysis. Our instructional models in literacy and numeracy have supported consistent teaching practices and with some guidance, our team leaders articulated that

they felt they gained more capacity to lead school improvements by the end of the year.

The school engaged a commercial organisation (Blueboat) to guide the community in a deep dive into its vision and values. Blueboat creatively sought feedback and input from students, staff and parents/carers about the values that they felt defined the school, but also which values and actions would guide the school through the years to come.

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## Achievement

In 2021 our school continued to work on our strategic plan goal of increasing the learning growth of every student.

NAPLAN Learning Gain data not only demonstrates that our students have achieved high growth in reading, writing and spelling, it also shows that our students' learning growth is significantly higher than similar schools in reading and spelling. Our students' learning gains in grammar and punctuation have some room for improvement and our numeracy achievement and learning gains highlight this as an area of priority for 2022.

Our school had 21 students supported through the Program for Students with a Disability; all showed satisfactory progress in achieving their individual goals as identified in their individual learning plans.

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## Engagement

Brunswick North West Primary School students are a diverse and active group of young people who feel a strong connection to their school and community. The disruptions of remote and flexible learning in 2020 continued in 2021, further impacting our students' engagement in learning and sense of belonging. As such, our work is ongoing, intentional and informed by best practices.

Our student attendance data shows a slight decrease in the number of days our students were absent in 2021, which matches the state average, however our student average is still 4 days higher than students in similar schools. Strategies to address student non-attendance must take into consideration our context. Approximately 39% of our absences are due to students with disabilities accessing support and allied health services such as speech therapy or paediatricians or working on adjusted hours for school days.

To support student engagement and attendance in 2022, Brunswick North West Primary School has released our Wellbeing Coordinator to work outside the classroom one day each week.

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## Wellbeing

Our school has had a long reputation for catering to the wellbeing needs of our students with great efficacy. With the understanding that the pandemic has impacted everyone's wellbeing, our school upheld student wellbeing as a priority, despite data demonstrating that this has been a strength for a number of years. The FISO dimension of Positive Climate for Learning supported this work, while we focused on:

- Empowering students and building school pride, and
- Student health and wellbeing.

As our Attitudes to School Survey was not completed in 2021, we do not have this data set to demonstrate evidence of improvement for this report.

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## Finance performance and position

School revenue consists of DET Cash Grant funding, Family Accounts, Trading Operations including OSHC, Sprout & Uniform sales, as well as other locally raised funds including Donations and other Fundraising Activities.

Many areas of the school budget were again impacted by COVID-19 during 2021. Revenue from trading operations was substantially reduced and, where budgeted expenditure was unable to be adjusted, operating results have been significantly impacted. The Net Operating Deficit for 2021 is a deficit of \$328,084, following the 2020 operating surplus of \$180,252. 2021 SRP deficit balances, from trading operation wages paid directly by DET, calculated in December 2021, have been carried over into 2022 and are displayed as Repayable to the Department in the amount of \$348,706 this report. Provisioned cash on hand to cover this deficit was maintained throughout 2021 leaving the school with an adequate cash position to support the 2022 budget.

**For more detailed information regarding our school please visit our website at**  
<https://www.brunswicknwps.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.

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 415 students were enrolled at this school in 2021, 195 female and 220 male.

10 percent of students had English as an additional language and 1 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).

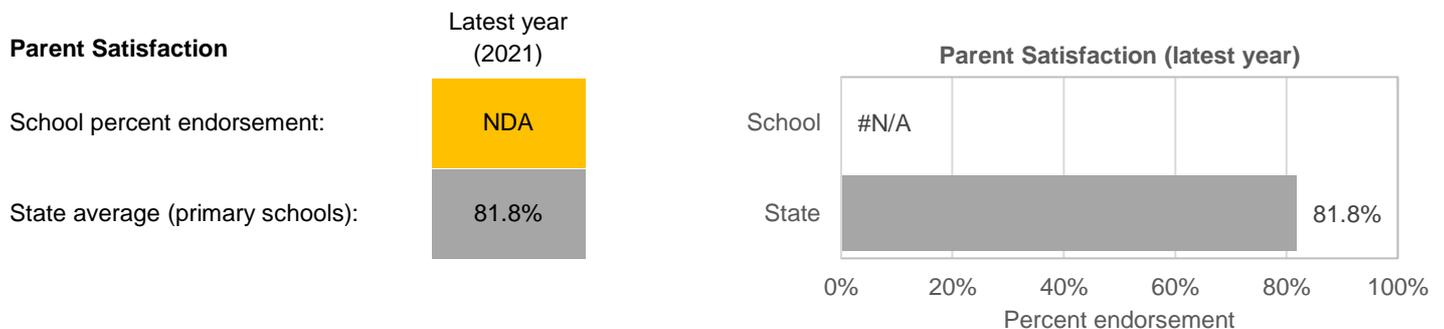
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

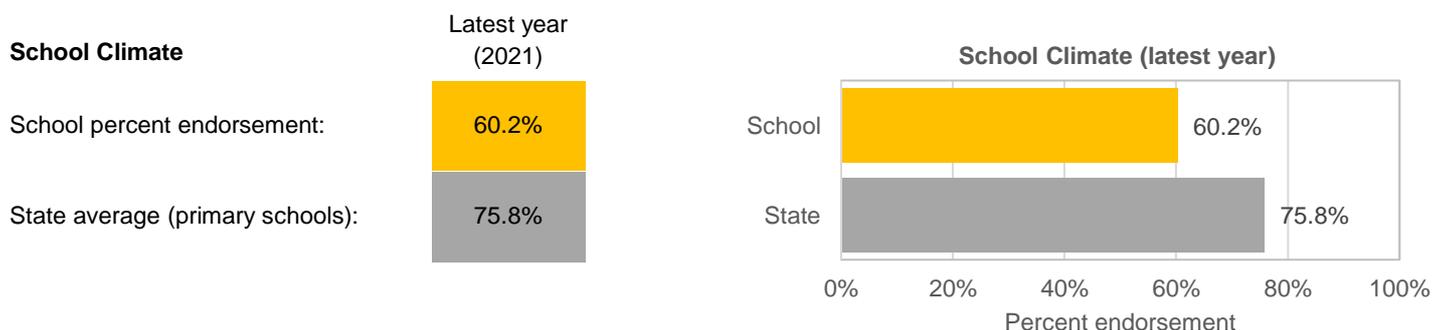


### School Staff Survey

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.



## ACHIEVEMENT

**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

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

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

NDA

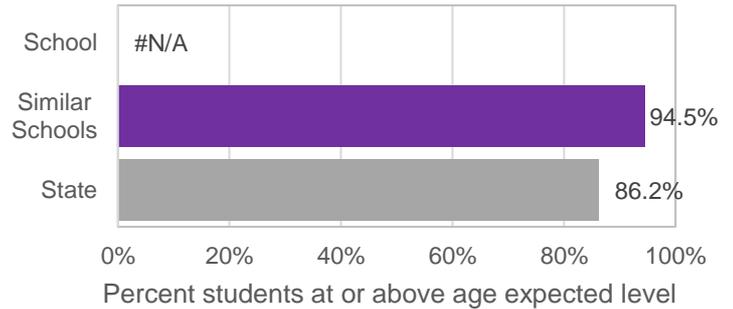
Similar Schools average:

94.5%

State average:

86.2%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

NDA

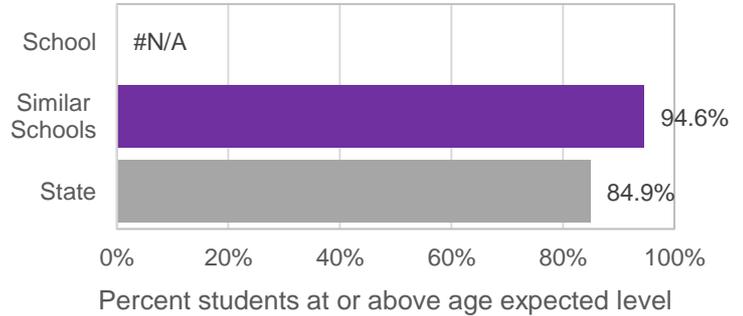
Similar Schools average:

94.6%

State average:

84.9%

#### Mathematics (latest year) Years Prep to 6



**ACHIEVEMENT (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.

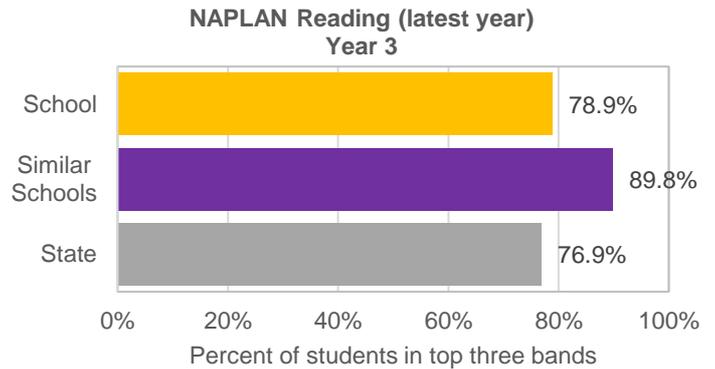
**NAPLAN**

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

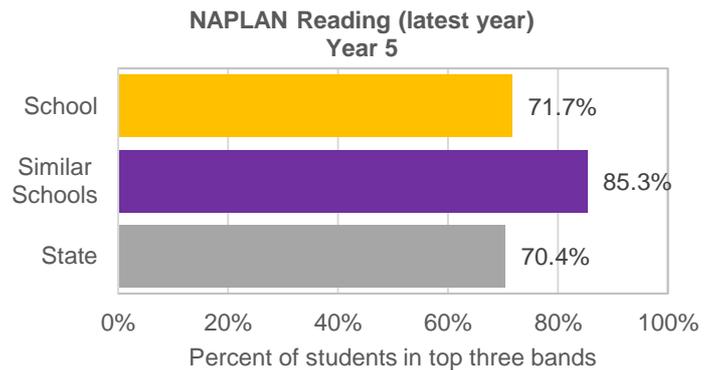
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.9%	81.6%
Similar Schools average:	89.8%	89.3%
State average:	76.9%	76.5%



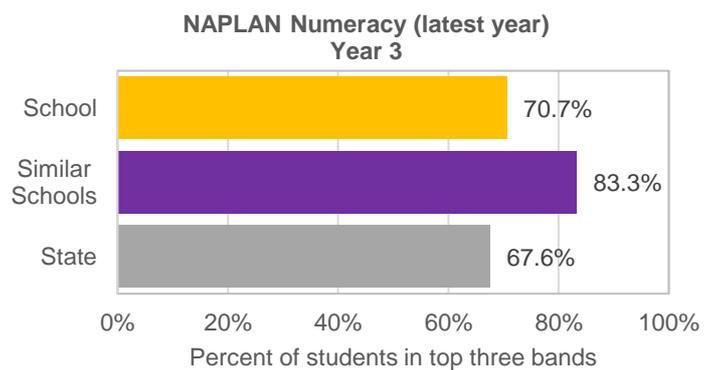
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.7%	75.0%
Similar Schools average:	85.3%	83.7%
State average:	70.4%	67.7%



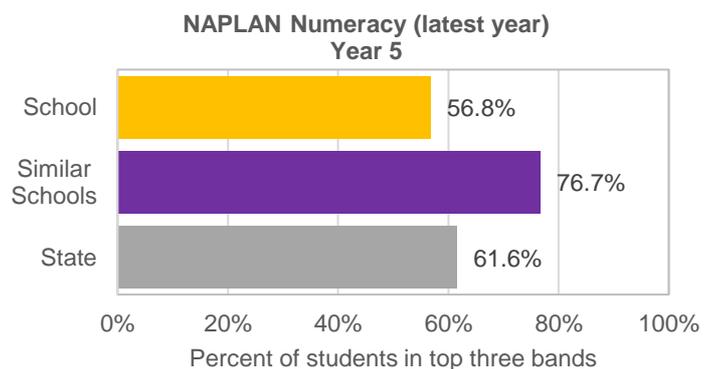
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	70.7%	74.3%
Similar Schools average:	83.3%	84.4%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.8%	59.2%
Similar Schools average:	76.7%	77.0%
State average:	61.6%	60.0%



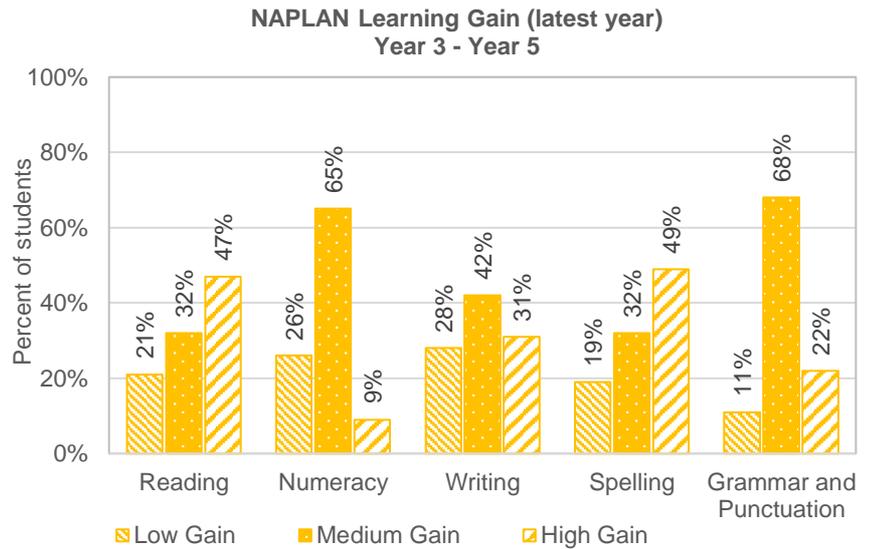
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	32%	47%	28%
Numeracy:	26%	65%	9%	26%
Writing:	28%	42%	31%	29%
Spelling:	19%	32%	49%	29%
Grammar and Punctuation:	11%	68%	22%	25%



## ENGAGEMENT

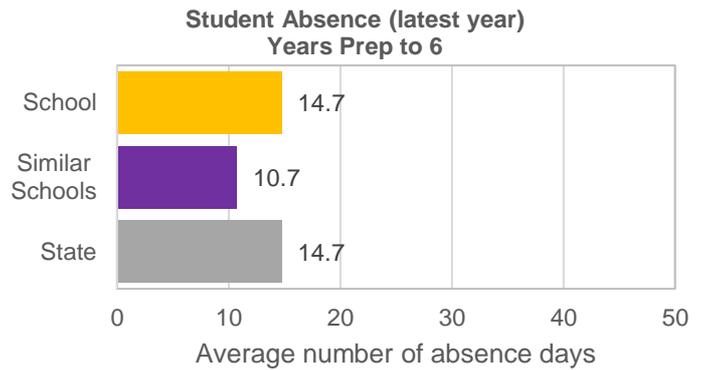
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.7	15.5
Similar Schools average:	10.7	11.8
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	93%	93%	91%	93%	93%	93%

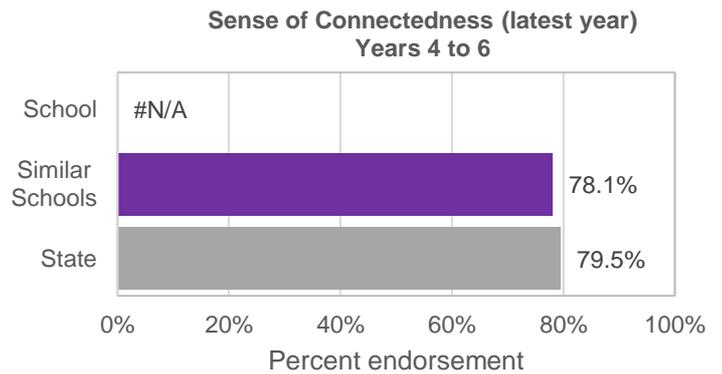
**WELLBEING**

**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 percent 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 (2021)	4-year average
School percent endorsement:	NDA	80.6%
Similar Schools average:	78.1%	79.5%
State average:	79.5%	80.4%

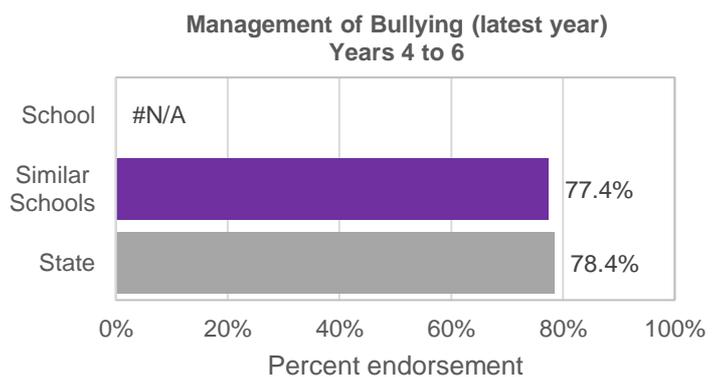


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent 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 (2021)	4-year average
School percent endorsement:	NDA	72.9%
Similar Schools average:	77.4%	79.0%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,884,877
Government Provided DET Grants	\$266,339
Government Grants Commonwealth	\$200,290
Government Grants State	\$0
Revenue Other	\$29,842
Locally Raised Funds	\$357,495
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$4,738,843</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,230
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$17,230</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,213,583
Adjustments	\$0
Books & Publications	\$190
Camps/Excursions/Activities	\$103,707
Communication Costs	\$5,667
Consumables	\$69,023
Miscellaneous Expense <sup>3</sup>	\$140,521
Professional Development	\$13,205
Equipment/Maintenance/Hire	\$71,405
Property Services	\$29,088
Salaries & Allowances <sup>4</sup>	\$238,515
Support Services	\$102,544
Trading & Fundraising	\$41,007
Motor Vehicle Expenses	\$132
Travel & Subsistence	\$0
Utilities	\$38,341
<b>Total Operating Expenditure</b>	<b>\$5,066,927</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$328,084)</b>
<b>Asset Acquisitions</b>	<b>\$690</b>

- (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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$462,467
Official Account	\$22,358
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$484,825</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$139,263
Other Recurrent Expenditure	\$9,298
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$328,706
Asset/Equipment Replacement < 12 months	\$140,250
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
<b>Total Financial Commitments</b>	<b>\$617,517</b>

*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.*