

2022 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).
- 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 of the previous calendar year 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 31 March 2023 at 08:30 AM by Hannah Reid (Principal)

- This 2022 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 19 May 2023 at 10:12 AM by Kelly Davis (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

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

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.

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.

Our school values are **Authenticity, Respect, Connection and Creativity**. These values support our whole community to work together in achieving this vision. Our school and community have a strong sense of belonging and a sense of responsibility to the environment, that is fostered through guided play inquiry learning, our environmental science subject with accompanying productive garden and native wetlands as well as through nature-play and measured risk during recess and lunch.

Our school employed the full-time-equivalent of 24.3 teaching staff in 2022. The composition of our staff was:

- 1 principal and 1 assistant principal
- 0.8 learning specialists and 20.1 teachers (69% of whom are in the 'highly experienced' range)
- 11.3 contracted education support staff and
- 2.8 contracted staff working in our OSHC service and Sprout canteen

None of our 2022 staff identified as Aboriginal or Torres Strait Islander.

Progress towards strategic goals, student outcomes and student engagement

Learning

Since our school review in 2021, we have focussed our attention to increasing Excellence in Teaching and Learning, Professional Leadership and Community Engagement in Learning throughout all year levels, so that we can increase the learning growth of every student. To achieve this, we continued to focus on PLCs and the consistent implementation of our instructional models. Professional Learning Communities (PLCs) 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 (at the teachers' point of need). Throughout 2022 our focus was on data literacy of teachers and the development of targeted learning sequences for small groups of students - this was tied to our Tutor Learning Initiative.

When looking at **Teacher Judgement of student achievement**, the percentage of our students at or above the expected standard is higher than the state average for both English and Mathematics, however there is still some room to improve when we compare our results to those of similar schools which demonstrates that we are not yet meeting the full potential of students (as identified by the school's SFOE).

The 4-year average that can be seen when looking at the **NAPLAN** results, demonstrates that the school is making significant improvements in reading for both year 3 and year 5. In numeracy, we are seeing some improvements over the last four years in grade 3, but that is not represented in grade 5. This indicates that numeracy continues to be an area of focus for our school in 2023. Our school had 19 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.

Wellbeing

Our school has had a long reputation for catering to the wellbeing needs of our students with great efficacy. As we continue to move further away from the pandemic, the impacts that this time away from school has had on students' wellbeing cannot be overlooked; students in grades 3-6 have had disrupted schooling and social connections, while our students in F-2 have had disruptions to their

early-years/kinder experiences. To respond to the pandemic, BNWPS took proactive measures throughout 2022 aiming to keep kids connected, re-build connections and focus on social-emotional learning across all year levels. Some of these measures include:

- adopting a Guided Play model across F-2 classrooms
- refining our inquiry model to increase consistency, student voice and agency in learning
- adopting a whole-school inquiry focussed on change and school transitions
- engaging in social-skills programs and targeted student initiatives
- maintaining our specialist subjects in full

Both anecdotally and through data sets, we are able to see that our proactive measures have paid off. Students in F-2 are demonstrating significantly less separation anxiety in the mornings and throughout the day, our students in 3-6 are creating projects that are visible throughout the school and our **Student Attitudes to School Survey** results show that we are not only above the state average for a sense of connectedness, but we are also above the average for similar schools. In the factor of managing bullying, the school's results remain very stable, though slightly below the state and similar school average.

Engagement

Attendance is considered to be a significant indicator of student engagement. Our student attendance data shows a slight increase in the number of days our students were absent in 2022. The average number of days are students are away is slightly below the state average for 2022, but 3 days higher than similar school. While this is a slight improvement on 2021, it is important that we address non-attendance in 2023 to limit the impacts on student learning progression and social connection.

Strategies to address student non-attendance must take into consideration our context as approximately 30% 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. There was a small group of students who found the transition back to school (from remote learning) to be challenging, however we experienced success with the majority of those students as the year progressed.

To support student engagement and attendance in 2023, Brunswick North West Primary School will continue to release our Wellbeing Coordinator to work outside the classroom one day each week on whole-school practices. We will also engage with the Department of Education to access the many resources available to help students and schools with attendance.

When considering the engagement of parents and carers, we can look to the Parent Opinion Survey. Our 2022 results show that our **Parent Satisfaction** is considerably lower than the state average. As this is a summary result and we have no comparison to similar schools, understanding what this means for our school and community requires further investigation. When looking into the factors within the survey, it is evident that teacher and school communication continue to be an area of improvement for our school in 2023. Our school also performed lower than expected in the factor of general school improvement and student motivation, which will be a focus for our school council and education committee throughout 2023.

Other highlights from the school year

2022 included many highlights for our school and the community, as we started to regain elements to our school that are valued by many, but were lost throughout the pandemic. These things included, but are not limited to:

- inviting parents and carers to return to our school grounds, including the morning cafe, Friday assemblies and special events,
- holding our annual Winter Magic Market (which had to be cancelled for two years) and our end-of-year arts festival, and
- running camps for our students in grades 3-6 and students across all year levels enjoying excursions as part of their learning program.

Day-to-day life also improved for our school and community through gaining access to our new STELA building, including four new Foundation classrooms, two science labs and a lovely library. With much of the building works completed, we were able to start revegetating the grounds, which could not be properly maintained while we had construction in progress.

When looking at our School Staff Survey, we are able to see that our results for **School Climate** are slightly higher than the state average and have almost returned to our pre-pandemic levels. School Climate looks at whether there is cohesion across staff on academic emphasis, approach and trust in colleagues as well as families to have shared goals and intentions - essentially, whether our teachers and educators can focus on their core work. It is pleasing to see this factor make such gains since we have returned from remote teaching and is evidenced by our school's capacity to maintain a full contingency of teaching staff at all times.

Financial performance

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.

Whilst trading operations largely recovered from the shut downs during 2020 and 2021, the impact of substantially increased personal leave, due to staff illness and isolation requirements, has had a significant impact on the operating result for 2022.

The net operating result of a \$470,421 deficit has been partially funded from prior year funds carried over however the residual payable 2021 SRP deficit balance of \$84,724, from trading operation wages paid directly by DET, remains due in 2023.

To ensure adequate funds are available to support school operations throughout 2023, a DET repayment deferral process will be undertaken to assist with the projected shortfall of around \$105,514 between available funds and total financial commitments for 2023 as shown in the included Financial Position report.

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 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 389 students were enrolled at this school in 2022, 189 female and 200 male.

10 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).

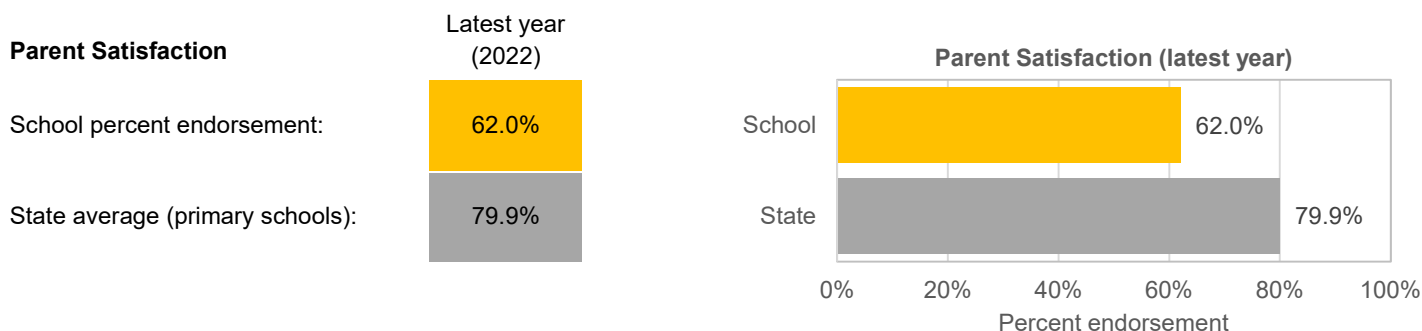
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

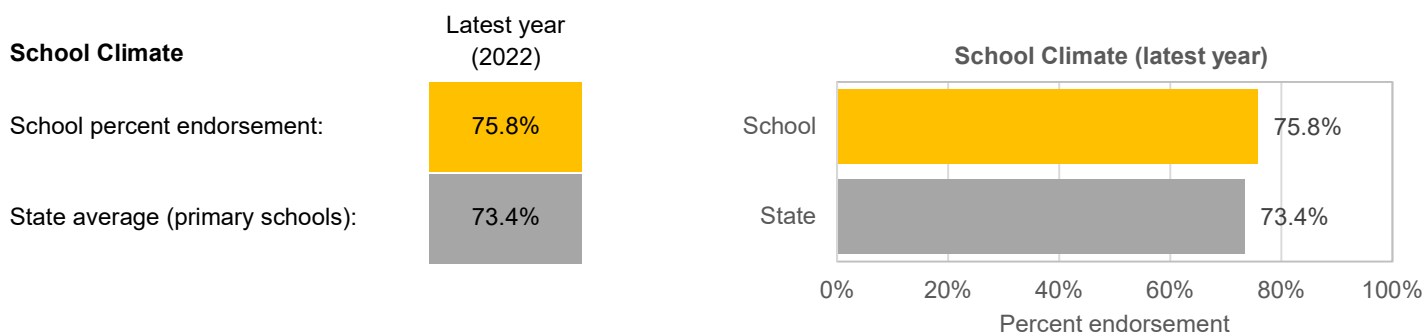


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

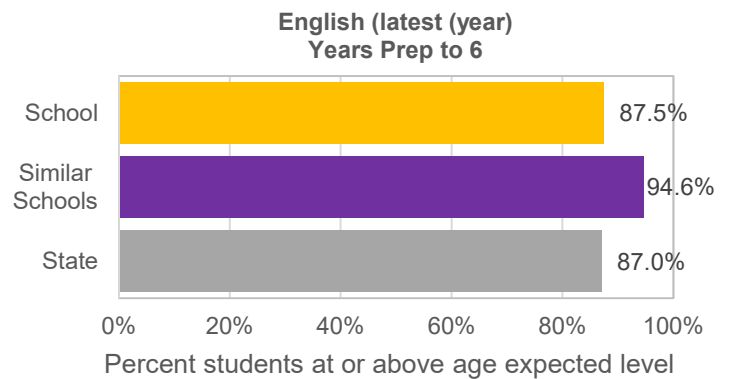
87.5%

Similar Schools average:

94.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

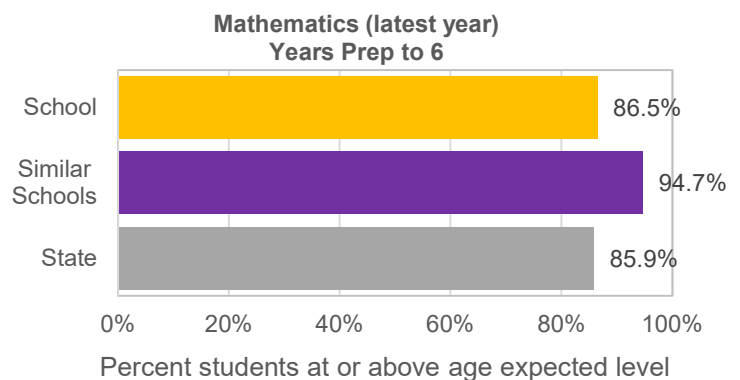
86.5%

Similar Schools average:

94.7%

State average:

85.9%



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.

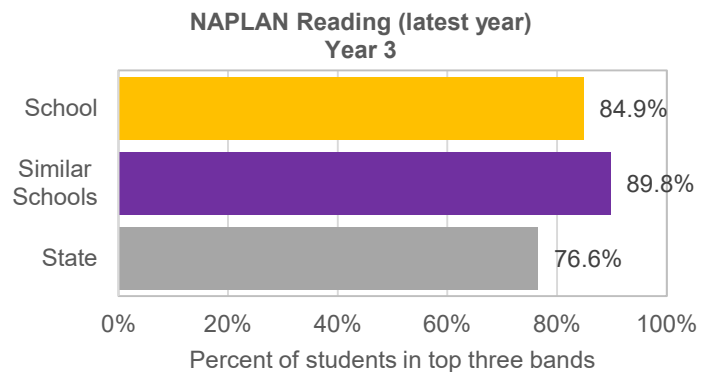
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

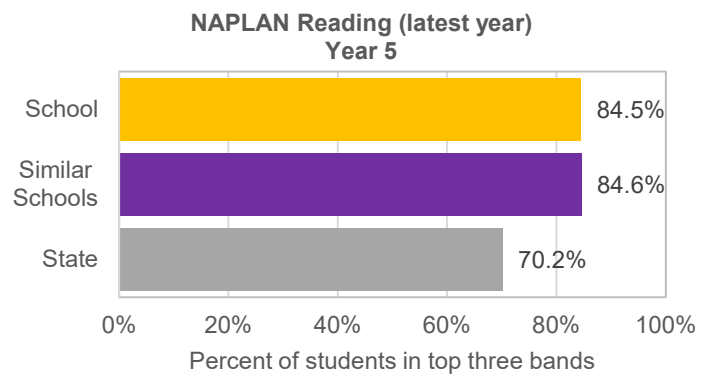
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.9%	80.0%
Similar Schools average:	89.8%	89.6%
State average:	76.6%	76.6%



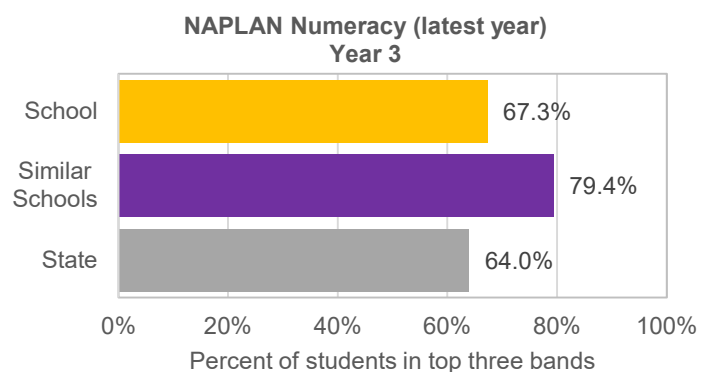
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.5%	79.5%
Similar Schools average:	84.6%	84.6%
State average:	70.2%	69.5%



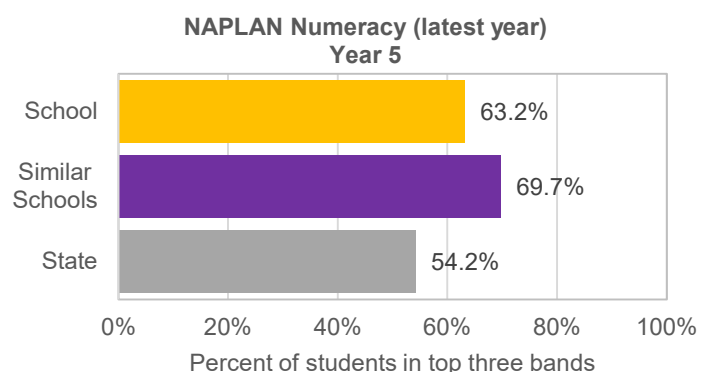
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.3%	69.3%
Similar Schools average:	79.4%	82.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.2%	61.7%
Similar Schools average:	69.7%	75.2%
State average:	54.2%	58.8%



WELLBEING

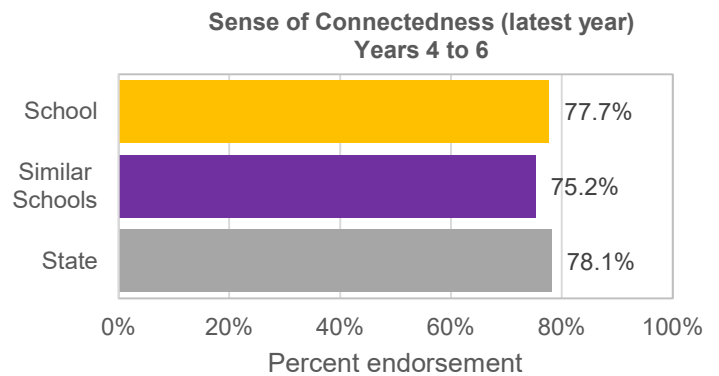
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School percent endorsement:	77.7%	80.2%
Similar Schools average:	75.2%	78.2%
State average:	78.1%	79.5%

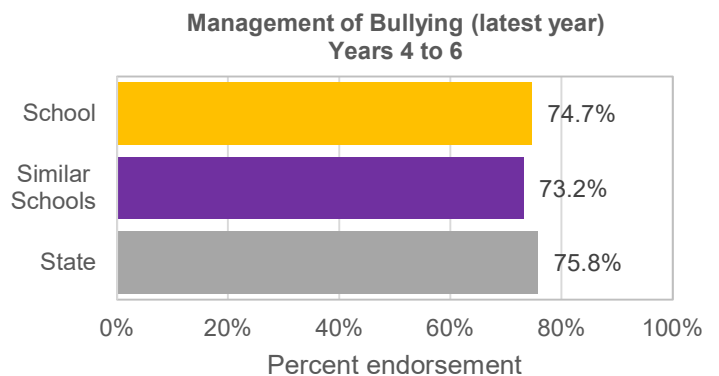


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	74.7%	74.2%
Similar Schools average:	73.2%	77.2%
State average:	75.8%	78.3%



ENGAGEMENT

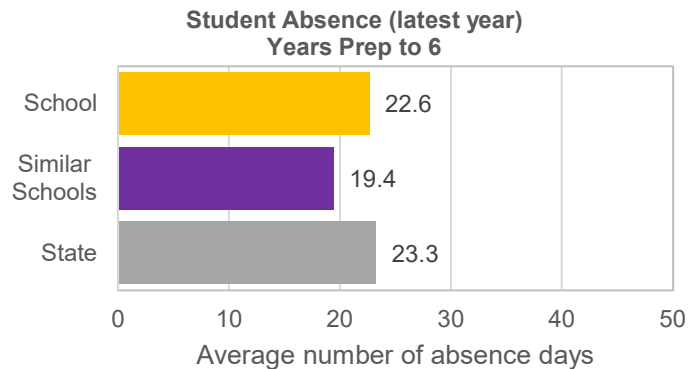
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	22.6	17.2
Similar Schools average:	19.4	13.2
State average:	23.3	17.0



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 (2022):	91%	88%	90%	88%	89%	87%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,509,355
Government Provided DET Grants	\$178,514
Government Grants Commonwealth	\$186,940
Government Grants State	\$4,500
Revenue Other	\$21,187
Locally Raised Funds	\$656,508
Capital Grants	\$0
Total Operating Revenue	\$4,557,005

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,904
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,904

Expenditure	Actual
Student Resource Package ²	\$3,730,728
Adjustments	\$0
Books & Publications	\$17,217
Camps/Excursions/Activities	\$150,192
Communication Costs	\$2,654
Consumables	\$70,824
Miscellaneous Expense ³	\$15,055
Professional Development	\$17,930
Equipment/Maintenance/Hire	\$194,815
Property Services	\$32,436
Salaries & Allowances ⁴	\$626,604
Support Services	\$53,054
Trading & Fundraising	\$79,912
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,005
Total Operating Expenditure	\$5,027,426
Net Operating Surplus/-Deficit	(\$470,421)
Asset Acquisitions	\$27,671

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$50,158
Official Account	\$186,253
Other Accounts	\$0
Total Funds Available	\$236,411

Financial Commitments	Actual
Operating Reserve	\$213,152
Other Recurrent Expenditure	\$40,586
Provision Accounts	\$0
Funds Received in Advance	\$3,463
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$84,724
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	\$341,925

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.