

2020 Annual Report to The School Community



School Name: Brunswick North Primary School (3585)



- 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 2020 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 22 April 2021 at 10:42 AM by Sonia Abdallah (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 April 2021 at 01:29 PM by Lois Knight (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

Brunswick North Primary School located in the city of Moreland, is a vibrant state government school which has been operating since 1908. It's long and rich history with a reputation for providing quality education and supportive community involvement is well established. The values our school community embraces are: Responsibility, Courage and Respect. These values provide us with a framework for the way we achieve our vision. At Brunswick North Primary School, we value a positive, friendly atmosphere that promotes social justice, inclusion, diversity, passion for learning and environmental sustainability. We want our students to flourish and experience success. We strive to achieve this by developing a powerful community of learners- of students, parents/carers and staff that values caring, respectful relationships and shares responsibility for student's education.

During 2020 Brunswick North Primary School continued to support a culture where community members respect their own worth, take care of themselves, treat each other fairly and expect others to treat them well and take responsibility for their actions and acknowledge their effect on others.

We demonstrated courage by challenging ourselves to try new things and worked together as a community to support the academic, social and emotional development of our students in partnership with their families through the COVID 19 pandemic.

A total of 526 students were enrolled at our school in 2020 with 256 females and 270 males. Fourteen percent of students had English as an additional language and NDP were Aboriginal or Torres Strait Islander. The staffing profile is made up of 1 principal, 1 assistant principal, 1 leading teacher, 2 learning specialists teachers, 30 teachers (34.3 EFT), 9 education support staff, a school nurse and business manager (6.3 EFT).

Our school structure consisted of 4 classes of Year Foundation students, 7 classes of Year 1/2 students, 7 classes of 3/4 students and 6 classes of 5/6 students. We continued to offer the specialist areas of Italian, Music, Physical Education, Library/ICT and Art.

The schools overall socio-economic profile is based on the schools Student Family Occupation and Education Index (SFOE) The school's SFOE is 0.43 and is classified as low.

The Teachers and Educational Support staff demonstrated a strong commitment to participating in professional learning to enhance their professional knowledge and instructional capacity to enable them to rise to the challenges that they faced during 2020. The staff at Brunswick North Primary School are to be congratulated on their courage, hard work and commitment to adapting to flexible remote learning during the COVID 19 pandemic. Our Staff implemented a range of remote online strategies, resources and approaches for our students and their families with a particular focus on literacy and numeracy to engage and support our students learning progress in a new learning environment. The school remained focused on cultivating an environment where learning remained meaningful, engaging and collaborative. We focused on supporting our students develop a sense of resilience and optimism about their future in spite of how our daily lives had changed. The staff endorsement of school climate was recorded at 74.0% compared to the state average of 77.8%.

At Brunswick North Primary School, parents/carers and school staff worked together to support each child to be actively engaged and connected with their learning and school activities. Our parents/carers are to be congratulated for their wonderful support of the school and their dedication in supporting their children to participate in remote flexible learning. We developed a range of online activities to further support a sense of school community such as our art expo and provided the opportunity for daily interactions on line and specific small group meetings to support student wellbeing and learning progress..

Parental involvement at Brunswick North is highly valued and appreciated by staff and students with our Parents and Friends organizing a rich range of community building and fund raising events when COVID 19 restrictions permitted. Our parents endorsement of school satisfaction as reported in the annual Parent Opinion Survey was recorded at 83.0% compared to the State average parent endorsement of school satisfaction at 81.2%.

The range of skills, enthusiasm and energy that our parents/carers bring to our school council subcommittees of Sustainability, Community & Engagement, Education, Finance and Grounds is pivotal to enhancing our community and

contributing to our school's success. Brunswick North is committed to ethical and sustainable living. We continue where possible, use and purchase environmentally and socially responsible products and services.

Framework for Improving Student Outcomes (FISO)

In 2020 Brunswick North Primary School's Annual Implementation Plan focused on the implementation of the Key Improvement Strategies (KIS) related to the Framework for Improving Students Outcomes (FISO) dimensions of Building Practice Excellence and Evidence: Curriculum Planning and Assessment. The focus on further implementation and development of Professional Learning Communities approach with a focus on implementing the FISO improvement cycle as the basis for planning the Teaching and Learning Program across the whole school was selected for inclusion in the Annual Implementation Plan after reviewing our school data (school-based assessment, Attitude to Schools Survey, NAPLAN, Staff Opinion and Parent Opinion surveys).

The Teachers worked collaboratively to develop their knowledge and capacity to implement the Professional Learning Communities approach utilising the FISO Improvement cycle as a basis for planning the teaching and learning program. They focused on clarifying, documenting and implementing school guidelines across the school especially during the shift from onsite learning to flexible /remote learning required during the COVID 19 restrictions.

To support building Teacher and Educational Support Staff's knowledge and capacity to participate in flexible remote online learning and onsite learning we focused on collaborative planning and assessment practices including moderation to support improving Literacy and Numeracy outcomes for all students.

The school also focused on supporting the Learning Specialists to further develop capacity to analyse and use a range of student data and evidence on line to support learning progress for every student and to develop a peer coaching and mentoring model to support consistent implementation of the BNPS pedagogical model across the school for implementation in 2021.

Achievement

In 2020 Brunswick North Primary School continued to work on it's 2018-2022 Strategic Plan goal of improving learning outcomes in Literacy and Numeracy for all students. .

Students continued to demonstrate learning progress in both literacy and numeracy although the progress was more variable than expected with some students exceeding predicted learning growth and some students not meeting expected learning growth.

A range of additional literacy and numeracy support will be available through the implementation of classroom strategies and through the Learning Tutor initiative scheduled to commence in 2021

Our students responded well to self directed and project based learning during the remote/flexible learning periods and we plan to further embed project based learning into our curriculum in 2021.

Teacher judgement of student achievement in English for students from Foundation to Grade 6 have 96.25% of students at or above age expected standards compared to the state average of 86.3%

Teacher judgement of student achievement in Mathematics for students from Foundation to Grade 6 have 97.6% of students at or above age expected standards compared to the state average of 85.2%

Students that were identified as suitable for acceleration of their learning , were provided with access to the Education Department's Victorian High Ability Program online learning program.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans .

NAPLAN tests were not conducted in 2020.

Engagement

In 2020 Brunswick North Primary continued to work with families to ensure students were at school and learning during onsite and flexible remote learning instruction. We continued to send SMS messages to parents, requesting them to notify the school of any absences, sent out regular reports to parents with unexplained absences and made phone calls after extended periods of absences. Our student wellbeing leading teacher worked hard to support chronic absences and return to school or to flexible remote learning processes for students and their families who required this additional support during the COVID 19 pandemic as well as provide regular updates about the importance of school attendance through the school newsletter.

Our attendance during flexible remote learning was similar to the attendance while onsite.

In 2020 the school average absence days was 7.3 days from Foundation - Grade 6 compared to the state average of 13.8 days.

In 2020 we chose to implement the Attitude To School Survey with our Grade 4-6 students, to gain insights into how our students were reflecting upon their engagement, learning and relationships at school. Due to lower participation rates of schools in the Attitude To School Survey and the differences in collection methodology across schools in 2020, the data consistency may not be comparable with previous years or within similar groups of schools.

Our students' positive endorsement of sense of connectedness was recorded at 66.6% compared to the state average of 79.2%.

Our students' responses to school connectedness highlight that this is an area for improvement.

Our students' response to school connectedness has focused on the need for teachers to be more explicit with students' during 2021 in articulating student voice and agency opportunities within the school and curriculum as well as ensuring planning reflects these opportunities. In 2021 staff will continue to build their capacity and providing a range of experiences that promote dialogue with students through unpacking student survey data to inform teaching and learning programs and to gauge student interest.

Teachers will continue to strengthen relationships with parents/carers/kin and continue with feedback strategies used during remote flexible learning using digital technologies.

Wellbeing

In 2020 we remained committed to providing a safe, supportive and inclusive learning environment where high quality relationships that enhance student engagement, self-confidence, learning and personal growth were supported by the school values of Respect, Responsibility and Courage.

These values were articulated in discussion with the school community and were actively promoted within the school:

- Respect: We value, embrace and celebrate diversity. We treat each other and ourselves with care, kindness and courtesy.
- Responsibility: We take responsibility for our own actions and recognize the impact our actions can have on ourselves, on other school community members and on the world outside school.
- Courage: We challenge ourselves to try new things, to be true to ourselves and to be the best people we can be.

During the flexible/remote learning and onsite learning periods, health and wellbeing supports such as access to regular support groups, updates and information on student wellbeing, school and classroom information sessions through Google Classroom, Webex or Skoolbag communication, tailored support for individual students and their families and direct support from school staff were prioritised for students, staff and their families at Brunswick North Primary School.

The implementation of the Webex and Google Classroom information sessions and meetings last year provided the school with an effective and flexible way to communicate with more students and their families than before. We are planning to incorporate the best elements of this approach on site in 2021.

In 2020 we chose to implement the Attitude To School Survey with our Grade 4-6 students, to gain insights into how

our students were reflecting upon their engagement, learning and relationships at school. Due to lower participation rates of schools in the Attitude To School Survey and the differences in collection methodology across schools in 2020, the data consistency is often not comparable with previous years or within similar groups of schools. Our students positive endorsement of sense of connectedness was 66.6% compared to the state average of 79.2%. Our students responses have identified this is an area for further improvement across the school which supports our focus on the introduction of the Friendship Saver Program and further enhancement of the Respectful Relationship Program and the School Wide Behaviour Support framework in 2021.

Financial performance and position

Brunswick North Primary School maintained a sound financial position responding comprehensively to the changing conditions of 2020.

The School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Brunswick North Primary School Council conducted a tender process to select an OSHC Program for the school. Team Kids were the successful applicant following the tender process and are scheduled to commence at Brunswick North Primary School in 2021.

The Financial Performance and Position report shows an end of year surplus of \$356,144.

This surplus occurred through generous community grants and donations to the Library Fund and Building Fund camps, excursions and targeted teaching areas in 2020.

Library and Building Funds projects and scheduled works will be confirmed by school council in 2021.

For more detailed information regarding our school please visit our website at
www.brunswicknorhps.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 526 students were enrolled at this school in 2020, 256 female and 270 male.

14 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

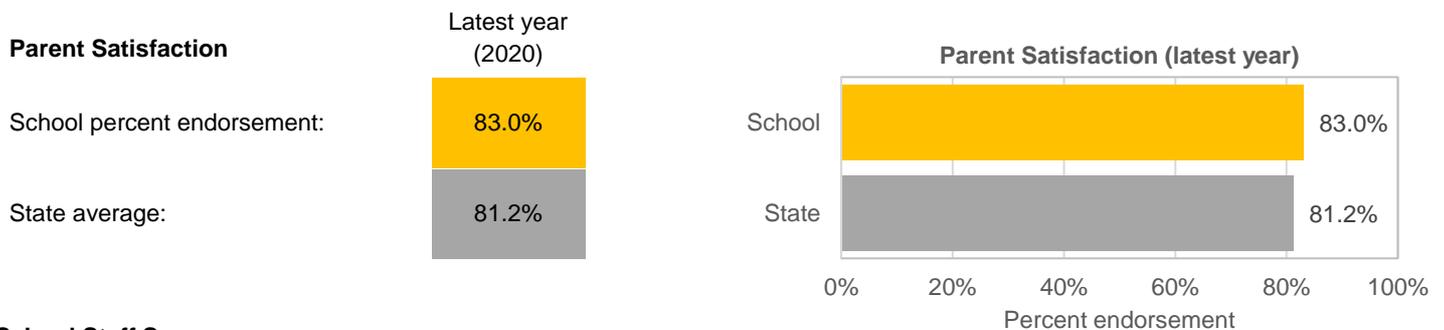
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

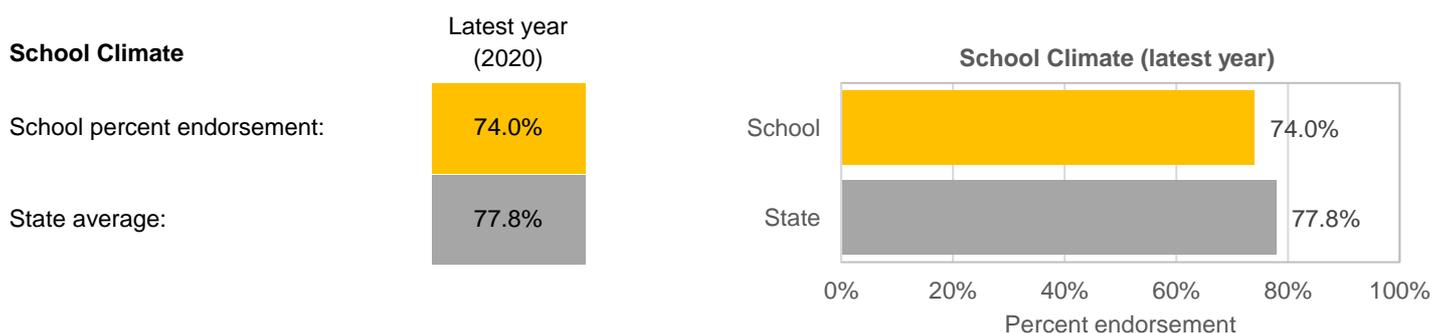


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

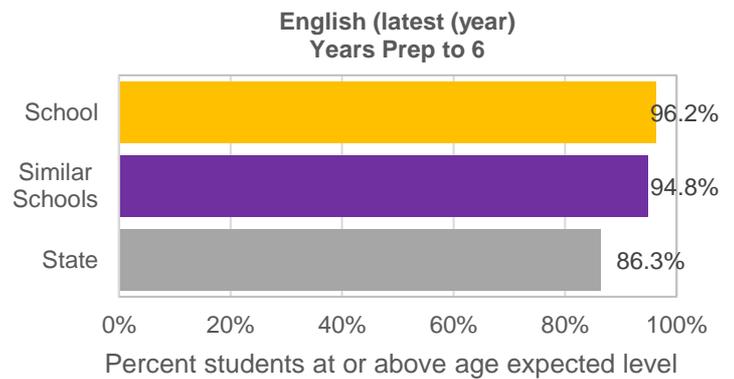
96.2%

Similar Schools average:

94.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

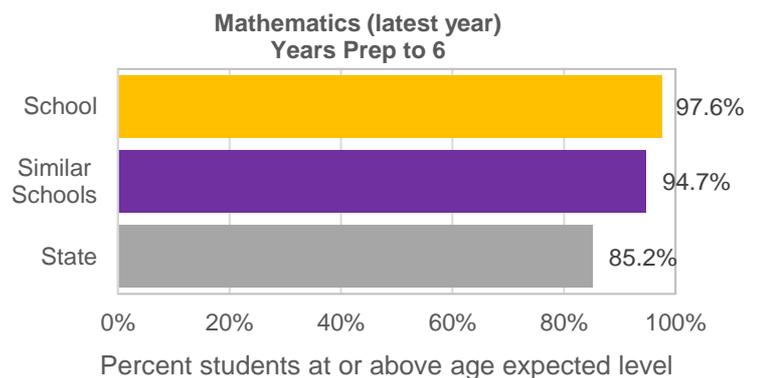
97.6%

Similar Schools average:

94.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

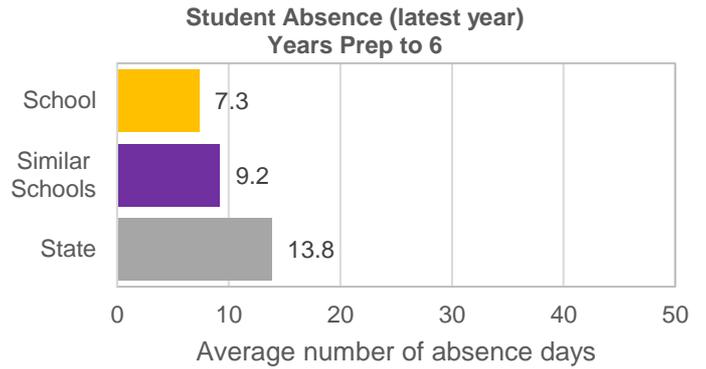
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.3	13.3
Similar Schools average:	9.2	12.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	96%	97%	96%	97%	96%

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.

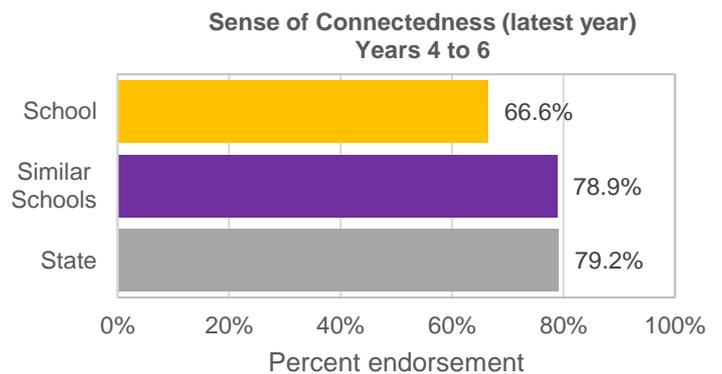
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	66.6%	75.0%
Similar Schools average:	78.9%	79.7%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

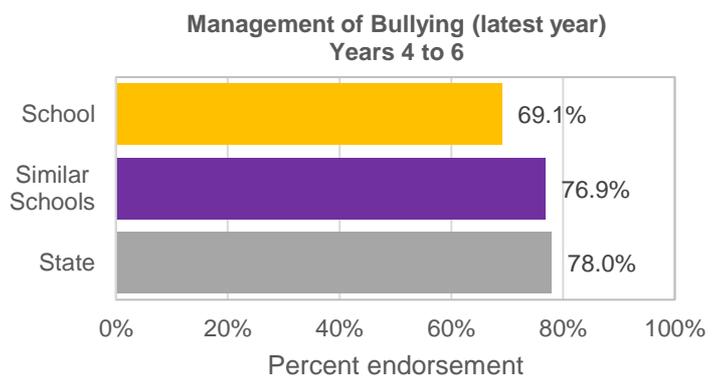
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	69.1%	76.2%
Similar Schools average:	76.9%	78.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$4,206,553
Government Provided DET Grants	\$468,759
Government Grants Commonwealth	\$9,576
Government Grants State	\$17,202
Revenue Other	\$3,413
Locally Raised Funds	\$155,153
Capital Grants	NDA
Total Operating Revenue	\$4,860,656

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,118
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$24,118

Expenditure	Actual
Student Resource Package ²	\$4,090,044
Adjustments	NDA
Books & Publications	\$2,688
Camps/Excursions/Activities	\$21,992
Communication Costs	\$2,951
Consumables	\$80,252
Miscellaneous Expense ³	\$71,013
Professional Development	\$791
Equipment/Maintenance/Hire	\$44,509
Property Services	\$47,034
Salaries & Allowances ⁴	\$70,930
Support Services	\$17,986
Trading & Fundraising	\$10,131
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$200
Utilities	\$43,812
Total Operating Expenditure	\$4,504,332
Net Operating Surplus/-Deficit	\$356,324
Asset Acquisitions	\$5,269

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$357,027
Official Account	\$11,796
Other Accounts	\$37,164
Total Funds Available	\$405,986

Financial Commitments	Actual
Operating Reserve	\$62,549
Other Recurrent Expenditure	\$18,007
Provision Accounts	\$6,086
Funds Received in Advance	NDA
School Based Programs	\$34,078
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$45,007
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$71,700
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$237,426

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.