**2021 Annual Report to**

**The School Community  
  
School Name: Brandon Park Primary School (5038)**

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| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 01 April 2022 at 04:00 PM by Kate Buck (Principal) |  |  | | --- | | * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching. * To the extent that the school council is responsible, 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. * To the extent that the school council is responsible, 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 02 April 2022 at 09:40 AM by Jo Kobus (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, 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.

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.

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)

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**

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| School context |
| Brandon Park Primary School is diverse, dynamic and crackling with energy, expertise, optimism and unashamed ambition for every child who enters the school gates. We aim to provide a safe, nurturing, dynamic learning community that leaves no child behind.  As a Professional Learning Community (PLC), we are committed to providing an environment and curriculum that challenges students to achieve to their highest potential. We strive to develop their knowledge, skills and emotional intelligence to ensure they are successful and empathic school members.  Our curriculum is high quality, broad and inclusive. An array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classrooms and the recognition and valuing of differences is embedded within our culture. Our commitment is to ensure the needs of the children always come first. We prioritise their learning and well-being above all else. Our students aspire towards excellence in an environment that is fuelled by explicit, carefully focused instruction that elicits a natural curiosity for the world around them. Inspired, outward and forward-thinking teachers, (and Education Support staff) guide our students on their learning journey and ensure the development of well-rounded, knowledgeable and confident students. Our school is situated in Wheelers Hill in the south eastern suburbs of Melbourne. We are a multi-cultural school with a diverse student population and community, with 49% of our students speaking a language other than English at home. We celebrate our diversity by recognising the many major significant cultural celebrations within our community. This culminates each year when we come together as a whole school to celebrate Harmony/Cultural Diversity Day. In 2021 school enrolments increased to 611 students comprising 272 females and 339 males. Our socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) of 0.1928 which takes into account parents' occupations and education. Our SFO (Student Family Occupation) Index is 0.2982.The school’s socio-economic band value is therefore considered 'Low'. 70.92% of the parent community have attained a Bachelor's Degree or above, while 13.38% hold an Advanced Diploma or Diploma. (A ‘low’ score represents high parent education level and high socio economic advantage). Our values of Excellence, Honesty, Perseverance, Resilience, Respect and Sustainability are embraced and enacted in our 28 classrooms and all specialist classes. In 2021, our student leaders were given the task of rewriting the school oath using the school values which had also been redefined in 2020. In 2022 it is anticipated that this new oath will be illustrated by students and then published, with hard cover copies distributed to all classrooms. In 2021 there were four Foundation classes, four Year 1 classes, five Year 2 classes, four Year 3 classes, four Year 4 classes, four Year 5 classes and three Year 6 classes. We offered specialist classes in Physical Education, Mandarin, Music, Science and Visual Arts. Our extra-curricular programs of Chess, Karate, Drama, Art Club and Coding did not operate due to COVID-19 restrictions. Despite COVID-19 lockdowns, we continued as a PLC Link School in 2021. PLC meetings to support other schools on their journey were held via WebEx where possible. Our in-house PLC meetings continued to operate during lockdown. All year level teams met via WebEx to interrogate data and plan their class programs, taking into account the findings of their data analysis. In 2021 the School Improvement Team PLC, whole staff PLC, Student Support, and Student Welfare and Well-being PLC's also continued to meet. It was very much business as usual. Our 2021 Parent Opinion Survey indicated that 83.7% of the parent community who responded to the survey endorsed our commitment to delivering high quality education compared to the State average of 81.8%. Our School Climate data, taken from the 2021 Staff Opinion Survey, indicates that 73.1% of staff who responded to the survey had a positive response to the school climate compared to the State average of 75.8%. Taking into consideration the significant impact that COVID-19 lockdowns had on families and staff, this data is pleasing. |
| Framework for Improving Student Outcomes (FISO) |
| It was heartening to see, that, despite the two remote learning periods we have moved across the FISO continua. Teaching and learning is now excelling however we are still to embed Explicit Direct Instruction in all teacher practice across the school. In 2022, this will continue to be a focus and we will use the expertise of our Learning Specialist to do so. The Engagement Norms of the Explicit Direct Instruction will ensure our students remain focused during lessons and teachers will ‘Check for Understanding’ (CFU) in a prescribed way throughout.  In 2021 we remained a PLC Link School, however due to the remote learning period and COVID-19 restrictions we were unable to have other schools visit to observe our PLC teams in action. Our PLC Link Leader continued to work ‘behind the scenes’ supporting schools and also working with our own PLC teams online. In 2022, we look forward to sharing our practices with other schools on their journey.  We continued to embed the Science of Reading/Learning across the school and further educate staff and parents around the research regarding this. The roll out of The Writing Revolution, Hochman Method of writing instruction, in Semester 2 was interrupted during the lockdown period although some year levels went ahead trialling this. The development of the scope and sequence and exemplar lesson templates continued in 2021 will be implemented in 2022 across all levels. During Term 4 2021, we trialled the implementation of a Core Knowledge Curriculum unit in the Year 3 area. The Core Knowledge Curriculum is based on the research led by Dr. E.D Hirsch who developed his concept of cultural literacy—the idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge, including development of the relevant vocabulary. Using Explicit Direct Instruction to teach this unit had a significant effect on the engagement and content retention of the participating students. The interest generated was exceptional and most students then continued to conduct their own research as their curiosity was piqued. They also used the knowledge gleaned as a springboard for some of their writing. During the lockdown period our Core Knowledge Curriculum Team continued to use the Core Knowledge Curriculum resources to develop our own school wide scope and sequence as well as teaching templates on PowerPoint incorporating EDI and Check for Understanding questions to be used in levels across the school in 2022. In 2021 we had the ideal opportunity to exhibit our high expectations and values and vision in action when the students worked remotely. Parents and carers were given a deeper appreciation of the work of the teachers and Education Support staff, and from this have indicated, via the Parent Opinion Survey (92%), that they understand we have high expectations for our students' success. Overall, they were exceptionally positive about the school and what is represents. The newsletter, other bulletins, staff meetings, classroom and playground practices and the general tone of the school all demonstrate our high expectations for behaviour and academic attainment. Whilst we believe there has been growth in Empowering Students and Building School Pride, we did not have enough evidence from 2021 to move across the continuum. The school year wasn’t conducive to plans that had been made to engage students through student-led forums, plus a number of promotional activities earmarked to be run by students for students or the community had to be cancelled. In 2022, we will endeavour to continue to empower students and build school pride. Our Response to Intervention (RTI) Program in 2021 was extensive. As well as one full time teacher tutor working with children using Corrective Reading and Multi-Lit to improve their reading capacity, we also had two part time literacy teachers, also using Corrective Reading, plus we utilised Education Support staff who worked in conjunction with one of our speech pathologists to deliver Multi-Lit to other students. A classroom teacher was also released to provide Mini-Lit to a group of Year 1 students, whilst in the Foundation area those students who showed poor phonological awareness via the School Entry Alphabetic and Phonological Awareness Readiness Test (SEAPART) also worked with a trained teacher twice each week and their skills in this area were built.  Tier 3 interventions, for more severe cases were delivered by one of our speech pathologists who ensured, in many situations, the aide was present and they could then emulate this practice in the classroom. Our intervention team were able to continue to work with small groups and individuals during the remote learning period via WebEx and onsite which allowed them to support students in order for them to make significant progress with their learning. In 2022 Maths and potentially Spelling intervention will be priorities.  Our phonics screening data for 2021 was again extremely pleasing. The results below indicate that we are now above the English National Average for both Year 1 and Year 2 in terms of our students’ phonics ability - the relationship between letters and sounds. With the whole-school implementation in 2022 of our newly developed PhOrMeS (Phonology, Orthography, Morphology & etymology, Semantics) program, devised by our speech pathologist, which includes more daily reviews and repetition, we anticipate even better results. Year 1 2019 Results based on 32/40  Pass Mark = 71.6%  Fail Mark = 28.4%.   2020 Results based on 32/40  Pass Mark = 78.5%  Fail Mark = 21.5%   2021 Results based on 32/40  Pass Mark = 86.4%  Fail Mark= 13.6%   Year 2  2020 Results based on 32/40  Passed = 91%  Failed = 9%   2021 Results based on 32/40  Again, a pass mark of 32  Passed 98.9% (94/95)  Failed 1.1% (i.e. one child) |
| Achievement |
| Due to the interruption of COVID -19 lockdowns in 2021 and the learning that had come from the 2020 lockdowns, we knew that we could not rely on the fidelity of the assessments of student work that were completed at home during this time. Therefore we made a point of ensuring only those school based assessments were considered when placing students on the learning continuum. Our English teacher judgement data was extremely pleasing with 95.1% of students at or above the expected level, compared to Similar Schools, 93.5% and the State average of 86.2%. Using our expansive, summative reading assessment tools along with all teachers continuing to embed our preferred instructional method, i.e. Explicit Direct Instruction, we were able to gain a better picture of where our students were in the area of English. Again, with COVID-19 lockdowns, our English program could not be fully implemented as planned. This included the whole-school implementation of the Hochman Method of teaching writing, whereby the fundamental skills of writing were pared back to the sentence level as outlined in ‘The Writing Revolution’ text. Some year levels that did trial this method were met with great success and there was a distinct improvement in the quality of the students’ writing where this method was implemented. It is a 2022 priority that this will be rolled out across the whole school using a newly developed scope and sequence.  Our Mathematics teacher judgement data indicated 94.9% of students were at or above the expected level, compared to Similar Schools, 92.3% and the State average of 84.9%. These results were again pleasing.  Learning gains are very telling when considering student growth and assessment and we are particularly proud of our results. The overall Learning Gains for Reading showed 20% Low Gain, 38% Medium Gain and 42% High Gain, compared to 32% High Gain for Similar Schools. Additionally, Spelling indicated only 4% Low Gain, 53% Medium Gain and 42% High Gain, compared to 31% High Gain for Similar Schools. Pleasing results can also be seen in the Learning Gains for Grammar and Punctuation as only 7% of students had Low Gain, 33% Medium Gain and 60% High Gain, compared to 37% High Gain for Similar Schools. This significant growth in Reading, Spelling, and Grammar and Punctuation can be attributed to the delivery of all components of the Science of Reading within our literacy program, e.g. Morphology, Vocabulary, all aspects of Phonological Awareness, Etymology, Comprehension, Orthographic Mapping, Handwriting and Systematic Synthetic Phonics. Explicit Direct Instruction is once again the vehicle that delivers these elements. We are looking to streamline our English program even further in 2022. In Writing, NAPLAN Learning Gain data showed 11% Low Gain, 61% Medium Gain and 28% High Gain, compared to 34% High Gain for Similar Schools. It is pleasing to see positive Low Gain data however, continued implementation of fundamental writing skills using The Writing Revolution across the whole school will support High Gain growth. The NAPLAN Learning Gain data for Numeracy indicated 9% Low Gain, 55% Medium Gain and 35% High Gain, compared to 36% High Gain for Similar Schools. The Low Gain data for Numeracy is pleasing to note. In 2022 there will be a concentrated focus on Numeracy to build the students’ capacity in the automatic recall of number facts appropriate to their level. This will free up cognitive load and more focus can then be given to the mathematical processes that need to be undertaken when problem solving. From Term 2 in 2022 we will aim at moving the Medium Gain students to High Gain. It is important to note that during 2021 we did in fact do much to build Number Fluency and the Year 4 Multiplication medals for students who could instantly retrieve their times tables from 1 to 12 were a great motivator. Retrieval Practice, a component of EDI, will further develop number fluency and skill development in 2022. NAPLAN achievement data for students in the top three bands indicated continued improvement against the 4-year average. This can be seen in Year 5 Reading, 92.9% in 2021 compared to 90.9% 4-year average, Year 3 Numeracy, 90.2% in 2021 compared to 90% 4-year average, and Year 5 Numeracy, 87.1% in 2021 compared to 82.7% 4-year average. There was a slight decline in Year 3 Reading in 2021 against the 4-year average with 89.3% of students in the top three bands compared to 90.9% as the 4-year average. Overall, the percentage of students in the top three bands was significantly higher in all areas when compared to Similar Schools and the State Average.  Despite the lockdowns and generally unsettled year we are proud of our students’ efforts and the learning gains they have made. It has continued to be a time of changing practices and mindsets for both our teachers and some ES staff and we applaud their willingness to do so. |
| Engagement |
| In 2021, the student absence data indicated that each child averaged 13.4 school days absent. This was less than the State average of 14.7 but more than the Similar Schools average of 10.6. The influence of the COVID-19 lockdowns of 2021 need to be considered in this data. There were families in the school community, that despite our numerous efforts did not engage in remote learning whilst others chose not to send their children back to school once face to face learning returned due to the potential health risks of COVID-19. During remote learning, teachers checked in with their class each morning for ‘roll call’, to go through the learning tasks for the day and to lead a live teaching lesson. It was during these sessions that teachers made a note of who was present for the day to mark attendance on Compass. Following the same process of the 2020 lockdowns, after 48 hours of non-participation by a student, a phone call or email was sent to parents expressing concern and offering support. This was then followed by another email or phone call if there was still no response in the ensuing 24 hours. In a couple of instances, a welfare check by the local police was instigated. In most non-responsive situations however, the Principal Class would intervene and contact families, sometimes visiting the students’ homes, endeavouring to determine how the school could be of assistance. Students were invited to school for technical support to access work or upload completed tasks if this was a challenge for them. There was also online support available for Compass for families who were having difficulties navigating the app, whilst our Business Manager conducted ‘one on one’ how-to sessions for parents who were still struggling. Some children were even picked up and driven to school by a Principal Class member. Similar to 2020, our vulnerable or disengaged students were identified and invited onsite to complete learning tasks during remote learning. The lockdown of 2021 identified many parents in the school community who were suffering mental health issues and high-level anxiety which was affecting their ability to support their children with remote learning. The students of these parents were also invited to attend each morning to complete their learning tasks. This was extremely beneficial for both the students and their parents as the learning continued seamlessly.  Classroom teachers moved to conducting more live teaching sessions via WebEx during the 2021 lockdown which had a more positive effect on engagement and participation. Teaching this way allowed for teachers to provide instant feedback to the students on their learning. WebEx breakout rooms were used to engage students in small group work whilst team teaching across a level meant that students had access to multiple teachers and more targeted teaching could take place. Our specialist teachers also engaged students via live WebEx sessions which helped to increase the participation levels during their sessions as well. It was unfortunate that a plethora of activities designed to further enhance student engagement and participation were cancelled or postponed until 2022. We were very hesitant when it came to mixing year levels, and the teaching and ES staff, due to the threat of COVID 19 which did in fact affect the majority of our class and specialist programs late in 2021. |
| Wellbeing |
| In 2021, the four-year average data taken from Student Survey indicated that 91.5% of our students reported a Sense of Connectedness to the school, compared to 83% of Similar Schools and the State average of 80.4%. This data is extremely positive as this is a priority area for our school. The lockdown of 2021 brought about many challenges to sustain both student and staff connectedness, not unlike the similar situation we were faced with in the lockdowns of 2020. Our Management of Bullying data shows much higher percentages of satisfaction than that of Similar Schools and the State over the four-year average. Our school’s percentage endorsement was 93.5%, compared to Similar Schools, 81.2% and the State average of 79.7%. Brandon Park Primary has a zero tolerance to bullying and we pride ourselves on the management of this should it arise. During 2021 we instituted a range of practices that ensured our students felt safe, connected and engaged at school. These practices were differentiated according to each child's particular needs - some of which are more obvious than others. The Learning to Learn Unit of work at the beginning of the school year gave students a voice with regards to how they would like to see their classroom run. In 2021 this unit was expanded as membership to The Resilience Project (TRP) brought with it a range of other activities that students could select to 'set the tone' for their classroom for the year.  Zones of Regulation and Respectful Relationships were our main tools for developing social and emotional literacy and we measured this using the Personal and Social Capability of the Victorian Curriculum. For some students ABLES was also utilised to gain a more accurate picture of these capabilities. Our Compass Chronicles also provided us with a baseline in terms of student incidents including where these events occurred and who was involved. This gave us a basis for action as the chronicles identified which students needed further social/emotional support. The whole school The Resilience Project (TRP) which was aimed at parents, carers, students and staff further enhanced our community's health and wellbeing through GEM - Gratitude, Empathy, Mindfulness and Emotional Literacy. During the lockdown period, teachers continued to conduct TRP lessons via WebEx and send links to the student and parent community to support them during these challenging times. The Zones of Regulation were also referred to and students were able to work through situations that may have arisen during remote learning using these. Many parents quickly utilised them as a home strategy as well to help their child regulate their emotions. There was a considerable focus on the Health and Well-being of families during the lockdown period. Vulnerable and PSD students were encouraged to come on site to work with education support staff, who were on hand to ensure lessons were completed, and the students participated in live class sessions. Year level teachers were rostered on for a day each week and they too assisted with student learning. Parents who expressed mental stress for themselves or their child/ren and were therefore finding it extremely difficult to complete remote learning, were given priority to also come onsite. These students completed their learning and participated in live lessons at school. School laptops were borrowed by many families. We continued to utilise and expand links with outside agencies and allied health professionals, especially during remote learning.  Our school leaders continued to run weekly assemblies and ‘themed days’ that were streamed via WebEx to families. The leaders would meet each week with our Well-being Assistant Principal, prior to the assembly, to discuss the content, and the students would then often meet again to discuss and plan further. Their commitment to ensuring our assemblies were interesting and enjoyable was a delight. They contributed to a sense of pride and connectedness, (and even some competitiveness) amongst the school community, even though we were in lockdown.  Returning to school in early Term 4 and the easing of restrictions meant that we were able to run our transition program for the 2022 Foundation students. Being acutely aware that the 2022 Foundation students had missed a large amount of socialisation and learning time from both three-year-old and four-year-old kinder, we ran the Transition Program with this in mind. A pre-transition online information session was held in early Term 4 to explain to parents how the program would unfold.  2022 Foundation students were then randomly placed into three groups and allocated sessions over two weeks to come together in a classroom and interact with their peers, whilst the three 2022 Foundation teachers, plus one of our Foundation intervention teachers observed their behaviours and interactions. The teachers were then able to make well informed decisions regarding the grouping of the students for their 2022 classes. This, with the pre-literacy skills tests and one on one conversations with parents, gave us a picture of the whole child before they began school in 2022. By observing and noting the students’ behaviours and how they interacted with others we were promptly able act upon areas of need using our in-house professionals and the allied health and support agencies with whom we had made connections, all in readiness for 2022. Our Chronicle system through Compass was used effectively by staff to record student attitudes and behaviours as well as communications with parents regarding health and well-being issues and student intervention groups. Student participation was also recorded on this platform. This meant that the leadership team were able to respond to and support students, teachers and families in a timely manner. |
| Finance performance and position |
| The Operating Statement Summary for the year ending 31 December 2021 indicates a Total Operating Revenue of $762,699 and the Total Operating Expenditure of $724,375. This indicates a Net Operating Surplus of $38,325. The surplus funds will be used for increased technology support, literacy and numeracy resources and our focus on continuing with The Resilience Project program for 2022.  Our school typically receives additional income from overseas fee-paying students, but due to the travel restrictions enforced by the government, this revenue had significantly decreased in 2021, generating only $4,183 for the school year. We have received a total of $9,515 in Commonwealth grants from the government. This revenue includes money for student teacher supervision payments, remuneration for the AEDC Prep Data Collection and from Monash University for professional development for teaching staff.  Our ICT budget continues to be a high expenditure item as our technology provision for students is an essential tool to improve students' learning outcomes, in support of meeting the Strategic Plan’s goals and targets. Our school prides itself on delivering a curriculum to an exceptional level. To be able to do this, we invest much of our budget in recruiting and retaining a high-quality staffing profile in both teaching and non-teaching roles. Equity funding continued to allow us to provide intervention for those students requiring additional support. We received a total of $24,829 equity funding from the Department of Education. Property services and maintenance also continue to be significant expenditure items for our school. To ensure our play equipment and buildings remain OH&S compliant, we must invest in the upkeep of our resources.  We rely heavily on contracting casual relief staff, particularly during the pandemic given the heightened risk of virus transmission amongst staff. This comes at a substantial cost but is unavoidable given the circumstances. In 2021 we outlaid $109,292 to external staffing agencies to assist in maintaining continuity in the classrooms due to staff absences. Our financial position is an encouraging reflection of the continued support from our School Council and the wider community. |
| **For more detailed information regarding our school please visit our website at** [**www.bpps.vic.edu.au**](file:///C:\Users\08469939\Downloads\www.bpps.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 611 students were enrolled at this school in 2021, 272 female and 339 male.

49 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).

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.

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| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 83.7% |
| State average (primary schools): | 81.8% |

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.

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| **School Climate** | Latest year (2021) |
| School percent endorsement: | 73.1% |
| State average (primary schools): | 75.8% |

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.

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| **English**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 95.1% |
| Similar Schools average: | 93.5% |
| State average: | 86.2% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 94.9% |
| Similar Schools average: | 92.3% |
| State average: | 84.9% |

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.

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| **Reading**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 89.3% | 90.9% |
| Similar Schools average: | 88.9% | 88.2% |
| State average: | 76.9% | 76.5% |

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| **Reading**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 92.9% | 84.3% |
| Similar Schools average: | 85.2% | 81.2% |
| State average: | 70.4% | 67.7% |

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| **Numeracy**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 90.2% | 90.0% |
| Similar Schools average: | 83.1% | 83.7% |
| State average: | 67.6% | 69.1% |

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| **Numeracy**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 87.1% | 82.7% |
| Similar Schools average: | 81.7% | 79.1% |
| 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: | 20% | 38% | 42% | 32% |
| Numeracy: | 9% | 55% | 35% | 36% |
| Writing: | 11% | 61% | 28% | 34% |
| Spelling: | 4% | 53% | 42% | 31% |
| Grammar and Punctuation: | 7% | 33% | 60% | 37% |

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: | 13.4 | 14.7 |
| Similar Schools average: | 10.6 | 12.7 |
| 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% | 94% | 93% | 94% | 93% | 92% | 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: | 89.9% | 91.5% |
| Similar Schools average: | 83.1% | 83.0% |
| 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: | 91.0% | 93.5% |
| Similar Schools average: | 80.1% | 81.2% |
| 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 | $5,707,027 |
| Government Provided DET Grants | $426,090 |
| Government Grants Commonwealth | $9,515 |
| Government Grants State | $0 |
| Revenue Other | $581 |
| Locally Raised Funds | $326,514 |
| Capital Grants | $0 |
| Total Operating Revenue | **$6,469,726** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $24,829 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$24,829** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $5,211,857 |
| Adjustments | $0 |
| Books & Publications | $12,508 |
| Camps/Excursions/Activities | $110,115 |
| Communication Costs | $3,654 |
| Consumables | $139,386 |
| Miscellaneous Expense 3 | $15,944 |
| Professional Development | $13,957 |
| Equipment/Maintenance/Hire | $122,919 |
| Property Services | $55,513 |
| Salaries & Allowances 4 | $62,251 |
| Support Services | $109,292 |
| Trading & Fundraising | $8,382 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $70,453 |
| Total Operating Expenditure | **$5,936,232** |
| Net Operating Surplus/-Deficit | **$533,494** |
| Asset Acquisitions | **$0** |

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

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $186,613 |
| Official Account | $4,808 |
| Other Accounts | $0 |
| Total Funds Available | **$191,421** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $113,274 |
| Other Recurrent Expenditure | $11,067 |
| Provision Accounts | $0 |
| Funds Received in Advance | $67,183 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $60 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| 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 | **$191,584** |

*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.*