

2016 Annual Report to the School Community



School Name: Brandon Park Primary School

School Number: 5038



Name of School Principal:

Sheryl Chard

Name of School Council President:

Hindi Zarkovic

Date of Endorsement:

March 28 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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



Education and Training





About Our School

School Context

Brandon Park Primary School is located in Wheelers Hill in an area that was once known as Mulgrave North some 25 kilometres south-east of the Melbourne CBD. We are situated within a large housing estate that was built in the 70's and is now regenerating with homes being demolished and new ones rebuilt. Other homes are being refurbished and remodeled.

Whilst we have over 38 different cultural backgrounds represented the majority of our English as an Additional Language (EAL) students have a Chinese or Indian background. We relish our diversity and celebrate this at every opportunity.

Brandon Park Primary seeks to provide an environment where students are stimulated and challenged; where education can be a joy. The sense of belonging, of being engaged in a harmonious community where personal relationships matter, is central to student life at our school. We value the partnerships we have with all members of our community.

Our skilled teachers work collaboratively to develop a creative, cohesive and sequential program that reflects current research on how children best learn. They have strong professional knowledge and classroom programs are differentiated to cater for individual needs. Teaching is targeted and structured to consolidate core literacy, numeracy and problem solving skills. Students enjoy the challenge of learning and love to learn. Technology is embedded in all that we do and electronic notebooks and class sets of i-pads are used to enhance learning. Robotics will be introduced in 2017. Our dynamic curriculum is reviewed and updated regularly to ensure it is current and relevant to the learning needs of our students.

Beyond intellectual rigour and high academic expectations, strong emphasis is placed on the ideals of international understanding and responsible citizenship in the 21st Century. We aim to equip our students for a changing society, ensuring they are well adjusted, capable of making their own decisions and able to cooperate with others. Our school values underpin our actions and these are infused into all aspects of school life.

Our specialist classes include Music, Visual Arts, Physical Education and Mandarin. In 2017 we will have a dedicated STEM teacher. Extra-curricular programs include user-pays musical instrument and singing lessons, an extension Maths, Science, Technology class and after school Chess, Art Club, Karate and Drama classes. We are continuing our commitment towards becoming a 5 Star Resource Smart School.

In 2016 most of our school was refurbished and activity stations installed to promote student health and fitness.

During this year we had 13 classes operating and these along with our specialist teacher classes meant we had the equivalent of 18.2 teaching staff and this included the two Principal class members. We envisage there being 19 classes in 2017 with an added Science teacher/specialist.

Framework for Improving Student Outcomes (FISO)

We are working towards excelling in all essential elements of the FISO Framework for School Improvement. We are intent upon moving along the continua of practice until we have reached the highest levels of achievement. Our participation in the Education State's 'Professional Learning Communities Initiative Intake 1' will ensure that over the next three years we further develop as an exemplary Professional Learning Community. Although somewhat 'on the way' our focus will increasingly shift towards creating a greater collaborative culture based on interdependence, shared responsibility, and mutual accountability. As an effective PLC we will reinforce the collective responsibility of all teachers, school leaders and support staff to improve the learning progress of **every** student. Through disciplined collaboration our teachers will become researchers and evaluators of their own practice.

As well as flourishing as a sole entity our school is also part of a Community of Practice with three other local schools. As a group we strive to build teacher capacity, provide professional challenge and extend current practice. Our focus for this is Student Writing.

In 2016 our school was featured on the Department of Education FISO website as an exemplar in terms of the process we adopted to ensure there was a consistent whole school approach to teaching, i.e. the embedding of our Instructional Model. We were very proud to be approached for our story and continue to use the work of Hattie and other esteemed international educators/researchers to improve and refine our practice.

Achievement

Whilst overall our achievement is pleasing it dipped slightly in 2016 in some areas. These will be addressed in 2017. We will be refining our Individual Education Plans to ensure they are more targeted towards each child's learning needs. They will be developed for children at least twelve months below or two years above the expected level. Students entry and exit points will be more carefully considered and we will use data more strategically. In 2016 we re-purchased the Student Performance Analyser (SPA) as it has new features and this will enable us to track and analyse each child's learning growth more closely. To complement SPA all teaching staff used Zone of Proximal Development graphs to specifically target where each child's entry point was for future learning. These proved very insightful and we will use this process in 2017 and beyond. We also intend reviewing and refining our Pre and Post tests for Mathematics. During this year we also trained teaching staff and implemented the on-line Oxford Literacy Assess to benchmark and assess our students' reading and comprehension capacity. We believe we could elicit more information about our students' reading capabilities so will move towards Fountas and Pinnell as our preferred benchmarking tool in 2017. We have also investigated effective spelling programs and in 2017 will pilot a new program that links with our synthetic phonics 'Write to Read' program.

With the growth in the school all new teachers will need to be inducted into the whole school programs we implement.

**Curriculum Framework implemented in 2016**

(please mark the relevant box with an X by double clicking in the box)

 Victorian Early Years Learning and Development Framework AusVELS Victorian Curriculum A Combination of these**Engagement**

Our school data is a solid testament to a successful culture of Student Engagement. Our Student Attitudes to School survey shows students' engagement in, and enjoyment of school, to be well above the state's median over the past 4 years. Our attendance data continues to indicate that the vast majority of children attend school on a regular basis. Once again we were similar to the state median for 2016 but attendance is higher over the past 4 years when compared to the state. Our school will continue to ensure students' engagement through the provision of a curriculum that includes authentic learning experiences that are relevant to students' lives. Our classroom sets of notebooks trollies further enhance and engage learning. In 2017 however we will be purchasing many more iPads and Apple televisions as well as commence a robotics program.

Our students generally have high expectations of themselves and goal setting and self-reflection are a regular component of classroom practice, deepening each students' involvement in and understanding of their own learning. We value Student Voice and the students are active participants in many aspects of school life where their input and opinion is valued.

Wellbeing

Our student data once again demonstrates that our students over the past four years have felt more connected to school than other Year 5/6 students across the state. In line with our Instructional Model our first priority is for all teachers to build an authentic relationship with every child in their class. "Every child, every day" is the mantra whereby teachers are required (but willingly) connect each day with each student.

We are a Kids Matter school and during 2016 completed further teacher modules. The majority of teachers completed Mindfulness in the Classroom training with Craig Hassad and incorporate this along with yoga and other brain breaks into their day to ensure the students are revitalised at key points to enhance learning.

In 2017 we will be implementing the Positive Partnerships Program and are the only school in Victoria selected to participate in the initiative. Every staff member in the school will participate five days of professional learning to effectively support students on the autism spectrum in the classroom and other school contexts.

For more detailed information regarding our school please visit our website at
www.bpps.vic.edu.au



Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

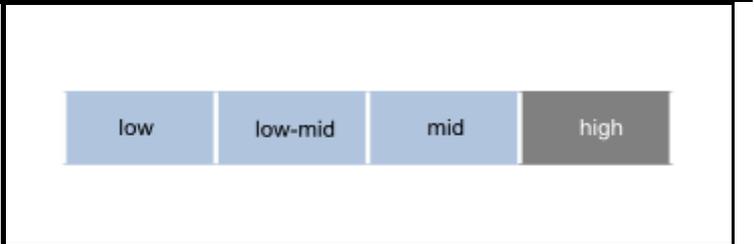
School Profile

Enrolment Profile

A total of 312 students were enrolled at this school in 2016, 153 female and 159 male. There were 35% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

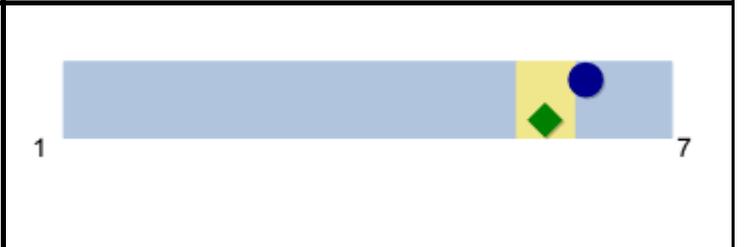
Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

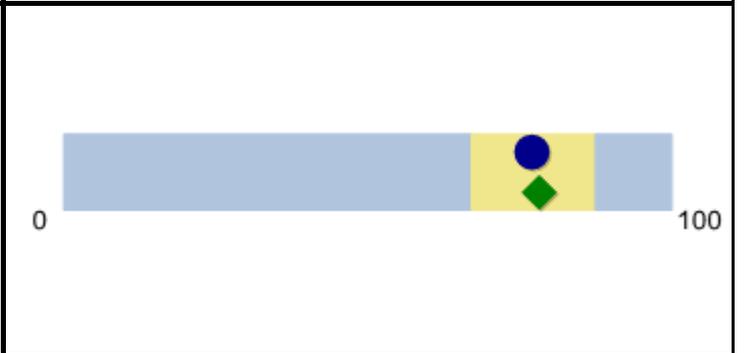
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Higher</p> <p>● Similar</p> <p>● Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>36%</td> <td>45%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>62%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>59%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>59%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>55%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	36%	45%	Numeracy	14%	62%	24%	Writing	9%	59%	32%	Spelling	9%	59%	32%	Grammar and Punctuation	32%	55%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Spelling	9%	59%	32%																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 846 1040 943"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	95 %	94 %	93 %	95 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	95 %	94 %	93 %	95 %	94 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

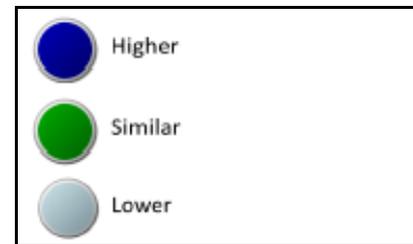
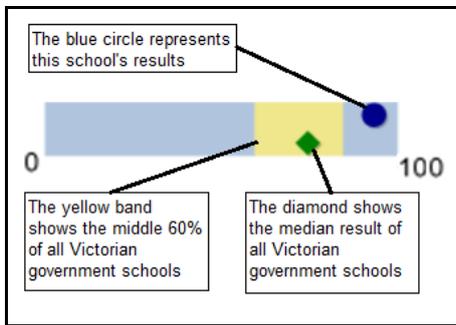
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

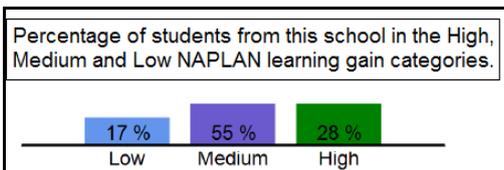
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

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

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

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

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Brandon Park Primary School completed 2016 in a financially sound position, managing its finances in accordance with DET guidelines. By year's end, \$194,927 was carried over to the new year, and this has been committed to purchasing further teaching and learning resources and upgrading of school facilities.

There was a Net Operating Surplus of \$233,429 which was attributed to several factors, including significant increase in student enrolments, sound workforce planning and certain capital expenditure items being held until 2017.

2016 proved to be a year of significant growth in enrolment numbers. It was also a year where the school underwent a refurbishment, in order to meet DET standards for buildings and facilities, to enhance the aesthetics, and to ensure the sustainability of the school. Some of the expenditure related to upgrading the telephone system, internal painting, new carpeting and various internal and external upgrades. Significant other expenses include the maintenance of the school's grounds and buildings, leased technical equipment to support teaching and learning, and other resources to enhance and deliver the curriculum. A substantial portion of expenditure was funded by locally raised money thanks to a highly motivated parent community who fundraised extensively throughout the year.

The Principal, with the support of the Business Managers, has been able to provide high level financial leadership that will continue to improve students' learning outcomes. School Council have also supported this by being responsible for overseeing and approving expenditure.

Brandon Park Primary School endeavors to provide a vibrant, inspirational and inclusive learning environment. We embed the use of technology in all that we do. Student notebooks, iPads and iPod Touch devices enhance and enrich the learning experience, and ensure our students remain engaged and motivated.

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

Revenue	Actual
Student Resource Package	\$2,028,471
Government Provided DET Grants	\$642,432
Government Grants Commonwealth	\$2,957
Government Grants State	\$4,713
Revenue Other	\$2,345
Locally Raised Funds	\$230,099
Total Operating Revenue	\$2,911,016

Expenditure	
Student Resource Package	\$1,966,220
Books & Publications	\$580
Communication Costs	\$16,411
Consumables	\$65,374
Miscellaneous Expense	\$113,435
Professional Development	\$11,116
Property and Equipment Services	\$345,062
Salaries & Allowances	\$89,370
Trading & Fundraising	\$45,330
Utilities	\$24,689
Total Operating Expenditure	\$2,677,588

Net Operating Surplus/-Deficit	\$233,429
Asset Acquisitions	\$35,756

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$194,895
Official Account	\$31
Total Funds Available	\$194,927

Financial Commitments	
Operating Reserve	\$95,630
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds incl SMS<12 months	\$11,658
Beneficiary/Memorial Accounts	\$60
Revenue Received in Advance	\$25,654
Other recurrent expenditure	\$1,925
Total Financial Commitments	\$194,927



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.