

# Broadmeadows Primary School 4875

## 2015 Annual Report to the School Community



**Principal**

**Debra Hosking**

**School Council President**

**Melanie Smith**

**Date Approved**

**18/04/2016**

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Broadmeadows Primary School is situated in the northern suburbs of Melbourne approximately 22 kilometres from the CBD. Established in 1961 the school relocated to new school buildings in October 2009. The school shares its site with Hume Central Secondary College Blair Street Campus. The school's enrolment has stabilised at 285. We have 3 Principal Class officers, 19.3 teaching staff (EFT) and 7.1 Education Support staff (EFT) making 32 staff in all. The emphasis for all staff is around building capacity and working in effective teams.

Broadmeadows Primary School offers a unique educational environment where the underlying belief that every student can learn is at the heart of everything we do. With a strong community focus, the students are cared for and nurtured and their well-being is monitored. Students are enthusiastic and motivated, parents are involved and welcomed, and the staff are valued and respected. Our students are encouraged to "Aim High" and to do their best. Evidence of this is reflected in all areas of the school and beyond – from their academic success, to achievements in sport and the arts, their community activities and their behaviour on excursions. We believe that every student is special and tailor our teaching to identify and maximise their strengths and address their weaknesses.

Broadmeadows aims to foster critical and creative thinking to prepare students for an ever-changing world. They are encouraged to use questioning and reflection to deepen their understanding of a concept and to explore ideas in which they're interested. Developing our students' research skills is a focus in every learning space. We explore the importance of using reliable resources, being able to identify relevant information, cross-referencing information and highlighting all the different options available to students when they are researching and they are provided with extensive opportunities to use and explore technology.

The school provides a safe and secure learning environment and the use of our emotion wall helps to highlight to both staff and students issues they may have otherwise been unaware of. Students are also conscious of how negative treatment of others impacts not just on individuals but the community as a whole.

There are very few instances of bullying at our school. Students often take it upon themselves to intervene when students are treating others in a way that's different to the expectations placed on them and this quite often resolves the issue before it reaches the teacher. One of the catalysts for this student led conflict resolution is the establishment of a set of student designed essential agreements in regard to social and academic behaviour. The concept of 'community' is also strongly promoted by staff and the idea that if one of us is hurt then we all are hurt as a community. If a student is ever upset, unwell, or injured there is never a shortage of others who are willing to help. One of the greatest things about this is it doesn't just occur within peer groups.

The school regularly attracts national and international attention from academics and other educational institutions because of the success we have achieved with our students at all levels.

### Achievement

The school has performed at or above the state mean in the NAPLAN assessments at Year 3 and 5 in 2015 in all areas. All areas are above national means. The relative gains made by students expressed in percentages of low, medium and high gain in Literacy and Numeracy have shown positive growth with lower achievers, average and high achieving students making gains in their learning above that expected. Intervention programs have operated, and will continue as withdrawal programs for children in need of support and extension in 2016. They have shown dramatic improvements to children's work within the Literacy and Numeracy areas, and also in student's confidence and engagement in their lessons.

A significant improvement to the student's engagement, collaboration and creativity has occurred as a result of the school's research and development of neuroscience and the development of concept based learning, learning behaviours and executive function. Learning is a collaborative experience in which teachers and students work together to understand the impact of negative behaviours, propose solutions to real problems, and take action. The approach asks students to reflect on their learning and the impact of their actions. This approach has filtered through all school activity as a mindset of design for student experiences. Key areas of improvement clearly evidenced by the students have been their understanding of the importance of sleep, minimized screen time, effective diet and hydration. The influence goal setting in areas of metacognition, accuracy and precision, self regulation, organizational skills and persistence has been profound.

## Engagement

Student Attitudes to School Survey engagement and wellbeing measures provide ample evidence of very high levels of student cognitive, behavioural and emotional engagement. Survey measures of engagement have consistently been higher than those for similar schools and well into the top 10% of all schools.

Our attendance data is in the middle 60% band of Victorian Government primary schools.

We continued to implement the, 'Its Not Okay to be Away' strategy. We actively develop the relationship between home and school to enhance the support of families believing that a partnership between home and school is the best way to achieve success for our children. We recognise that the emotional and physical well being of our students is pivotal to their success at school.

## Wellbeing

Teachers work in teaching teams, planning common themes and concept development for their year level, taking care to cater for their student's individual learning needs. First contact with our school is generally via parent tours where parents discuss what our school can offer to develop their children by addressing academic, social and emotional needs, and the parent's involvement in school. New students are welcomed by providing a transition program to inform them and their parents, preparing them for a positive experience at school. Foundation students take part in play-based investigations as part of their transition from their various preschool settings. The school's websites provide a range of information for parents, and showcases student episodes of learning. Parents wishing to be involved in class programs are involved in classroom helper programs. A Year 6 buddy program supports the Foundation students in their first year at school. Wellbeing and relationships are built through class programs. Information sessions are held for the parents at the commencement of each year and internal transition processes within the school involve classroom visits to meet the future teacher and other class students, discuss expectations and future class events

## Productivity

The following goals have been set in the 2014 – 2018 Strategic Plan and will be reported on in the 2015 Annual Report.

To improve the allocation of resources (human, financial, time, space and materials) to maximise learning outcomes for students.  
To develop a financial framework that supports the staged integration of ICT into the curriculum.

To align the allocation of staffing expertise to priority learning areas to maximise student learning outcomes at key year levels

To develop enhanced resource allocation and monitoring processes to support School Council to track whether we are delivering transparency, value for money and return on investment.

To ensure sound research and evidence are considered in major expenditure decisions, including an evaluation of the impact of existing school practices.

For more detailed information regarding our school please visit our website at  
<http://www.bps.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.

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 266 students were enrolled at this school in 2015, 125 female and 141 male. There were 52% 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 index which takes into account parents' occupations.



#### 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.



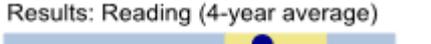
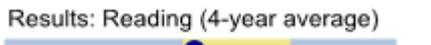
## Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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><b>NAPLAN Year 3</b></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> Higher</p> <p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></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> Similar</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>School Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>63%</td> <td>21%</td> <td>63%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>35%</td> <td>24%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>42%</td> <td>42%</td> <td>16%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>5%</td> <td>68%</td> <td>26%</td> <td>68%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>-</td> <td>37%</td> <td>63%</td> <td>63%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Result	Reading	16%	63%	21%	63%	Numeracy	41%	35%	24%	35%	Writing	42%	42%	16%	42%	Spelling	5%	68%	26%	68%	Grammar and Punctuation	-	37%	63%	63%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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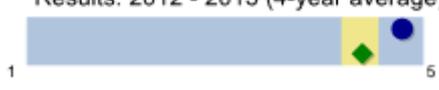
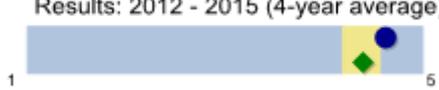
## Performance Summary

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><b>Average Number of Student Absence Days</b></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 2015 attendance rate by year level:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>88 %</td> <td>87 %</td> <td>90 %</td> <td>86 %</td> <td>89 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	87 %	90 %	86 %	89 %	92 %	91 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p style="text-align: center;"><span style="background-color: #ccc; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p> <p style="text-align: center;"><span style="background-color: #ccc; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	87 %	90 %	86 %	89 %	92 %	91 %										

## 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><b>Students Attitudes to School - Connectedness to School</b></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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

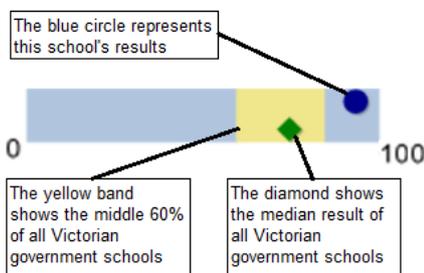
## What are student outcomes?

*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 colleges, 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.

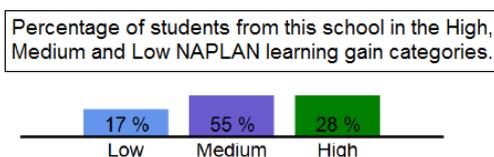
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

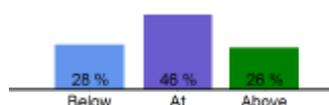


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## 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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,521,142
Government Provided DET Grants	\$676,856
Government Grants State	\$6,665
Revenue Other	\$83,355
Locally Raised Funds	\$84,215
<b>Total Operating Revenue</b>	<b>\$3,372,233</b>

Funds Available	Actual
High Yield Investment Account	\$151,161
Official Account	\$9,429
<b>Total Funds Available</b>	<b>\$160,590</b>

Expenditure	
Student Resource Package	\$2,510,614
Books & Publications	\$16,452
Communication Costs	\$6,412
Consumables	\$39,320
Miscellaneous Expense	\$310,089
Professional Development	\$43,361
Property and Equipment Services	\$258,710
Salaries & Allowances	\$26,941
Trading & Fundraising	\$7,259
Travel & Subsistence	\$30,670
Utilities	\$25,533
<b>Total Operating Expenditure</b>	<b>\$3,275,361</b>

Financial Commitments	
Operating Reserve	\$100,871
Asset/Equipment Replacement < 12 months	\$20,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$20,644
School/Network/Cluster Coordination	\$19,075
<b>Total Financial Commitments</b>	<b>\$160,590</b>

**Net Operating Surplus/-Deficit** **\$96,871**

**Asset Acquisitions** **\$0**

Student Resource Package Expenditure figures are as of 21 March 2016 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.*

### Financial performance and position commentary

The school operated within budget for the 2015 school year and achieved a surplus of \$160,590. Equity funding supplemented by school funds was used to continue the school's intervention programming in literacy and numeracy.