

**2014 Annual Report to
the School Community**

**Broadmeadows Valley Primary School
School Number: 5098**



Name of School Principal: Andrew Jones

Name of School Council President: Raymond Drew

Date of Endorsement: 24.3.2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

BVPS is a medium sized school situated in the culturally diverse suburb of Broadmeadows, located approximately 17kms from the Melbourne CBD. The school is part of the Broadmeadows Schools Network (BSN) and shares a spacious site with Dimboola Early Learning and Care Centre, Broadmeadows Special School, the Broadmeadows campus of the Collingwood English Language School (CELS) and the Dimboola Road campus of Hume Central Secondary College (HCSC) years 7-9. Enrolment increased steadily from 2009 to 2014 steadily from below 200 to a current enrolment of 292 students at end of 2014. The overall socioeconomic profile is low and the Student Family Occupation (SFO) index is 0.87. 65% of students have a Language Background Other Than English (LBOTE) and a high percentage of our families receive the Educational Maintenance Allowance (EMA).

A highly organised school structure and intensive curriculum development schedule is in place. The school improvement journey has further supported by Professional Learning Teams (PLT's) as well as, literacy, numeracy, ICT and wellbeing Action Teams. The staffing profile has stabilised following a merger in 2009 and now includes a diverse mix of graduate, accomplished and expert teachers in addition to 3 leading teachers and an assistant principal. 21 teaching staff, 5 part-time allied health staff and 4.5 teaching support staff constitutes the current team. Key curriculum engagement elements include a broad-based enrichment program including music, multimedia, visual and performing arts, Spanish language, play-based learning and physical education programs.

Achievement

In 2014, BVPS has continued to work towards improving learning outcomes for all students with a specific focus on literacy and numeracy. NAPLAN performance was similar to school comparison data for Years 3 and 5 in all domains except Year 5 numeracy. When considering the 2012-2014 matched cohort data, the school growth mean exceeded the state in all areas. Cohort Growth was 3.5% above state mean in numeracy, 22% above in Reading and 26% above state in Writing.

Teacher judgments against VELS were generally just below the state mean and improving against an upward SFO index. Performance in measurement, chance and data and, working mathematically highlight numeracy as an improvement area.

The English Online Interview (EOI) for Prep – Year 2 students has had high participation rates and has shown improvement across the board, particularly in writing in Years 1 and 2 with school performance above state and regional performance measures at Year 2 in all domains. The school's scaffolding of whole school improvement frameworks - including Helen Timperley's teacher inquiry model - has enabled significant improvement in lifting the 'tail' in the literacy areas of reading, writing, grammar and punctuation.

Engagement

BVPS is one of the most impressive and innovative learning spaces built in recent times. Classroom library zones, resource rooms, discreet learning spaces, teacher planning rooms and performance areas enhance the flexible learning spaces. A focus on the learning sciences is central to all work across the school including engagement for learning. Specialist support is provided in Studio Arts (visual arts, music & multimedia, Spanish and performing arts) and Physical Education.

There has been a steady decline in the average absence rate since 2009. Absentee data in 2014 and 2013 was virtually identical with an improvement of 3% at Year 5 but with a decline by 3% at Year 3. The school have identified serial absentees, families going into hiding, overseas travel and cultural influences as areas to focus on. The parent opinion data was in the top quartile for the state in 17 of the 18 items. The Community Learning Hub continues to support the engagement of adult community members. Learning opportunities are structured around family and employment support, life and job readiness and English language skills, with explicit intent around building engagement in learning within the homes of our students. The schools 'fully integrated' Early Learning and Care Centre aligns strongly with DEECD's 0-8yrs strategic priorities.

Wellbeing

BVPS continues to provide a safe and orderly environment for all students. The Student Wellbeing Team includes a primary wellbeing coordinator, psychologist, speech therapist, social worker, an adult learning hub coordinator and a community development officer. The Student Wellbeing Team support teaching staff through discussion and expertise. Some examples include; girls and boys friendship groups, mentoring programs; bully stoppers program, and mentoring SDS students.

The stunning outdoor landscape includes a mix of active and passive play spaces nestled amongst well-manicured and maintained grounds where students can find a space to meet their needs. The 2014 Attitudes to School Survey depicts impressive improvement across the board with student morale, student safety, learning confidence, school connectedness and student motivation all above state mean; and with the year 5 cohort indicating significantly stronger general attitude. Behaviour management processes are explicit in supporting both students and staff in understanding and following a consistent preventative behaviour management approach.

Productivity

Broadmeadows Valley Primary School has done significant work in further developing the team culture to maximise the whole school expectation to maximise time in task, as demonstrated by staff and students building on the learning behaviour of "being ready for learning". The school has aligned physical and human resources to achieve the goals and targets of the school and is the process of establishing accurate and measurable means of tracking and recording 'time on task' within a lesson. The allocation of school eLearning resources is supported by the use of the SIPS dashboard and eLearning planning matrix.

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

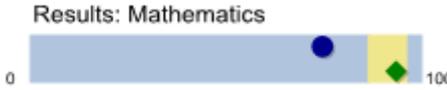
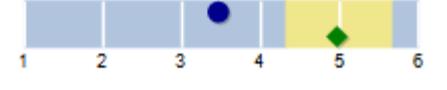
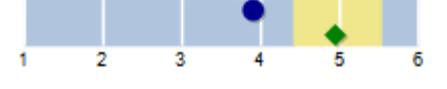
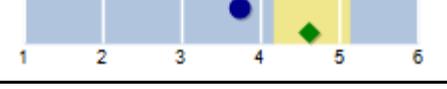
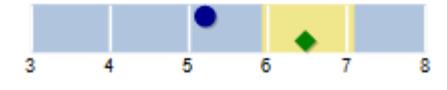
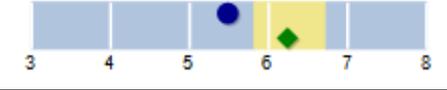
School Enrolments

A total of 275 students were enrolled at this school in 2014, 125 female and 150 male.

<p>Overall socio-economic profile</p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p>Proportion of students with English as a second language.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on school climate derived from the annual <i>School Staff survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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"> English Mathematics <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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Lower</p> <p> Similar</p>

Performance Summary

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

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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>55%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>53%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>62%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>48%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>52%</td> <td>38%</td> <td>10%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	55%	15%	Numeracy	37%	53%	11%	Writing	19%	62%	19%	Spelling	38%	48%	14%	Grammar and Punctuation	52%	38%	10%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p>	<p>Results: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p> <table border="1" data-bbox="571 824 1038 920"> <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>88 %</td> <td>88 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	87 %	88 %	88 %	91 %	92 %	90 %	<p> Lower</p> <p> Lower</p>
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Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

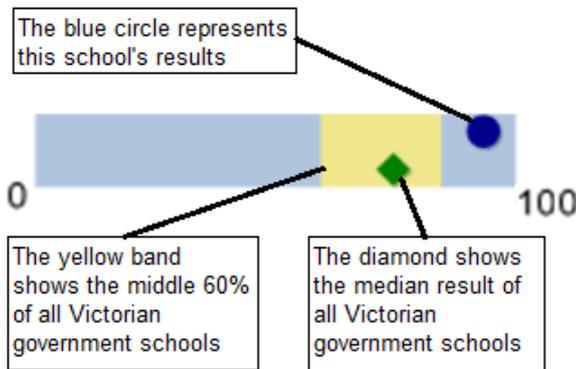
What are student outcomes?

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.

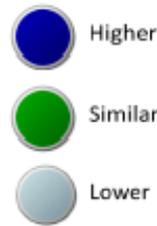


What is a *School Comparison*?

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 Indigenous 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.

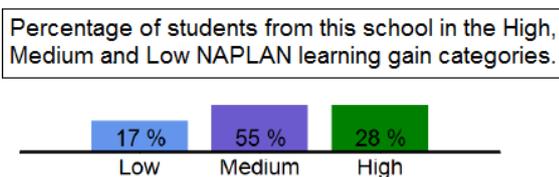
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

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'.



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, 2014

Revenue	Actual
Student Resource Package	\$2,227,480
Government Provided DE&T Grants	\$555,263
Government Grants Commonwealth	\$9,361
Government Grants State	\$10,000
Revenue Other	\$64,796
Locally Raised Funds	\$202,832
Total Operating Revenue	\$3,069,733

Expenditure	
Student Resource Package	\$2,110,549
Books & Publications	\$7,047
Communication Costs	\$12,794
Consumables	\$57,893
Miscellaneous Expense	\$311,193
Professional Development	\$76,048
Property and Equipment Services	\$311,052
Salaries & Allowances	\$18,794
Trading & Fundraising	\$31,400
Travel & Subsistence	\$189
Utilities	\$35,880
Adjustments	\$1,240
Total Operating Expenditure	\$2,974,080
Net Operating Surplus/-Deficit	\$95,653
Asset Acquisitions	\$13,900

Financial Position as at 31 December, 2014

Funds Available	Actual
High Yield Investment Account	\$10,003
Official Account	\$26,584
Other Accounts	\$27,473
Total Funds Available	\$64,059

Financial Commitments	
Operating Reserve	\$64,059
Total Financial Commitments	\$64,059

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.

Financial performance and position commentary

As a result of an excellent financial position Broadmeadows Valley Primary School has been able to invest in a range of student and professional learning initiatives such as a play-based learning program, a 1:1 iPad program, a digital learning studio and a kitchen/garden program. The professional workforce is supported in developing their knowledge and skillset through coaching, collaborative teaching approaches, leadership development, and both local and international professional network involvement.



Department of
Education & Training

Broadmeadows Valley Primary School