**2021 Annual Report to**

**The School Community  
  
School Name: Broadmeadows Valley Primary School (5098)**

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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 28 April 2022 at 02:26 PM by Julie Andrews (Principal) |  |  | | --- | | * This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community | | Attested on 02 May 2022 at 08:18 AM by Marcelle Jackson (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 |
| Broadmeadows Valley Primary School (BVPS) originated in 2010 from the merger of four schools. It is located in the City of Hume, in the northern suburbs of Melbourne. The school is situated in the educational precinct of Broadmeadows, sharing a site with Hume Central Secondary College Yr 7-9 Dimboola Road Campus, Broadmeadows Valley Gowrie Early Learning and Care Centre, Broadmeadows Special Development School and the Collinwood English Language School. A new purpose-built school provides flexible learning spaces, kitchen, multi-purpose hall, digital studio and visual arts room. The school has expansive playgrounds and sporting facilities, Including a climbing tower and new multi-faceted playground equipment station. Our school comprises 3 separate Learning Neighbourhoods housing students in Foundation-2, Gr 3-4 and Gr 5-6. All learning spaces have direct access to outdoor learning areas, including “welcome garden” housing large outdoor musical instruments.   Broadmeadows Valley Primary School is a positive, inclusive learning community that cares for the learning needs of the entire community. BVPS embraces evidence-based approaches to education and teachers work collaboratively to develop their practice in neighbourhood professional learning communities that are dedicated to achieving optimal learning results for all our children. We believe that when teachers work together in effective teams and utalise rigorous processes for establishing, building and reflecting on exemplary practice and content knowledge, student learning and well-being will improve.   BVPS is dedicated to developing young people ready with future learning and life-skills, through a strong focus on Literacy, Numeracy and Social and Emotional learning. We offer specialist programs in Spanish through art, Physical Education, Digital Technologies, Music and Play-based learning. We are committed to developing the whole-child, ensuring academic, emotional, social, cultural and creative growth. BVPS provides class sets of ipads and laptops for students to develop technological capabilities.   BVPS provides a safe and secure learning environment that embraces the teaching and learning of our values. The values that guide our teaching and learning programs are embodied by the following characters: Matilda: Leadership; Natia: Student-centred Learning; Djinda: Achievement; Gus and Gert: Teamwork; Rafid: Community; Pablo: Creativity; Ava: student voice and agency. These characters are highly visible in the learning spaces and grounds and within the language of the students and teachers when discussing learning behaviours. Our students are recognised for demonstrating these values. Our strong commitment to the Berry Street Education Model informs and guides our practice. We are also guided by the principles of the Resilience, Rights and Respectful Relationships program. A dedicated wellbeing team supports the implementation of these programs. |
| Framework for Improving Student Outcomes (FISO) |
| In 2021 Broadmeadows Valley Primary School continued to focus on Excellence in Teaching and Learning as its FISO initiative, with a particular focus on the element of building teacher practice.  Some highlights were: • Student learning outcome data has been stable over the last 2 years. • Some great data in student attitudes to school data – self regulation and goal setting is above similar schools, network and state; as is stimulated learning. • There was a significant improvement in 2021 in NAPLAN reading growth in year 5.  In 2021 BVPS built teacher practice by revising the whole school assessment schedule which in turn streamlined the use of assessments across the school. The school also introduced a GVC based on “I can” statements. Teachers worked in Professional Learning Communities to revisit and strengthen the use of HITS in with a particular focus on differentiation and continued to develop data literacy of teachers to inform understanding of student needs and progress.  There was also a focus on student mental health and wellbeing, supported by a wellbeing team, to establish a multi-tiered response model to support students' mental health. Systems were refined to support teachers to plan for and implement social and emotional learning and the wellbeing team directly supported teachers to monitor students' mental health and/or provide referrals. |
| Achievement |
| Teachers have worked collaboratively with the tutor to assess and support students requiring additional assistance with the understanding that working together to meet the needs of our students is most effective. Significant planning and preparation went into the initial development of the tutor learning initiative enabling a precise profile to be developed for all students who were identified to take part in the program. Relevant assessment at designated points in time created a true depiction of what students were achieving and how they were progressing with their learning goals. Students have responded extremely well and demonstrate their eagerness to learn in this environment.   In 2021 BVPS specifically addressed EAL learner needs during PLCs. Leading teachers, the learning specialist and the assistant principal facilitated and guided the professional learning and coaching of staff to develop their understanding of EAL teaching and learning approaches including utilising the new EAL curriculum. This work has raised the profile of EAL learners and their needs and allowed staff to develop their own knowledge.   All PLCs worked on improving the interrogation and use of data to inform their teaching practices. Each of the Learning Neighbourhood Teams developed their own data wall. The information shared amongst the educators identified growth and achievement through representation within the four quadrants model. Each team developed a very precise understanding of what students are achieving and why. This allowed teams to share effective practices which have enabled growth whilst monitoring trends in the data. This has resulted in real time feedback for students being explicit and timely. |
| Engagement |
| Connected Communities is at the heart of Broadmeadows Valley Primary School’s values and practice. The school continues to prioritise using technology to meet the challenges of keeping families connected to the school. The majority of staff are now feeling confident using Seesaw and find it beneficial to student learning and in fostering community connections. This year Broadmeadows Valley Primary School is taking the lessons learnt during remote learning and adapting the use of Seesaw for the regular school environment, using it as the main channel for parent communication. Key staff have been appointed to manage this and continued professional learning is planned. |
| Wellbeing |
| Staff engaged in a process of Investigating the functional relationship between environment and behaviour through professional learning using the Prevent–Teach–Reinforce model. This further deepened teacher and education staff understanding of the purpose and appropriateness of using a functional approach to analysing behaviour and built teacher capacity in this area. BVPS continues to build on the work that has been started in this area. The implementation of the Happy, Healthy Kids priority is well on track. This year has seen significant challenges related to student severe behaviour at BVPS. The school is continuing concerted work skilling teachers to shift practice away from the punitive approaches that have so often been the response to persistent and punitive behaviour. |
| Finance performance and position |
| Broadmeadows Valley Primary School provides students with an extensive range of learning programs that support learning for the 21st century. The school is resourced to provide educational experiences that support and enhance learning in the most effective manner. The school has shown due diligence and transparent accounting processes to ensure targeted expenditure to optimise our students' learning experiences and environment. Equity funding was received and was used to support the wellbeing team. The school currently has a managed deficit, ensuring that all money provided is used for the purpose for which it was intended and maximising teachers in front of students. Sufficient funds have been set aside to invest in school infrastructure and maintenance in order to ensure a safe and supportive learning environment. The school was well positioned financially at the end of 2021. |

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 219 students were enrolled at this school in 2021, 113 female and 106 male.

56 percent of students had English as an additional language and 9 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: High

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: | 72.1% |
| 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: | 71.5% |
| 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: | 55.1% |
| Similar Schools average: | 73.6% |
| 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: | 50.1% |
| Similar Schools average: | 69.0% |
| 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: | 40.0% | 42.0% |
| Similar Schools average: | 62.3% | 62.2% |
| 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: | 56.0% | 39.2% |
| Similar Schools average: | 56.7% | 51.5% |
| 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: | 21.7% | 35.9% |
| Similar Schools average: | 48.6% | 50.2% |
| 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: | 37.5% | 27.5% |
| Similar Schools average: | 45.0% | 42.4% |
| 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)**

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 18% | 59% | 23% | 18% |
| Numeracy: | 43% | 48% | 10% | 22% |
| Writing: | 23% | 50% | 27% | 23% |
| Spelling: | 41% | 41% | 18% | 30% |
| Grammar and Punctuation: | 41% | 55% | 5% | 21% |

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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 22.8 | 22.2 |
| Similar Schools average: | 18.8 | 18.7 |
| State average: | 14.7 | 15.0 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2021): | 89% | 86% | 85% | 88% | 91% | 90% | 91% |

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).

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| --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 77.4% | 77.2% |
| Similar Schools average: | 80.7% | 82.2% |
| 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).

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 71.9% | 74.3% |
| Similar Schools average: | 79.2% | 80.0% |
| 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 | $2,785,476 |
| Government Provided DET Grants | $671,798 |
| Government Grants Commonwealth | $61,070 |
| Government Grants State | $0 |
| Revenue Other | $27,208 |
| Locally Raised Funds | $27,349 |
| Capital Grants | $0 |
| Total Operating Revenue | **$3,572,902** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $731,989 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$731,989** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,890,701 |
| Adjustments | $0 |
| Books & Publications | $5,909 |
| Camps/Excursions/Activities | $19,937 |
| Communication Costs | $3,713 |
| Consumables | $32,955 |
| Miscellaneous Expense 3 | $6,911 |
| Professional Development | $13,530 |
| Equipment/Maintenance/Hire | $100,360 |
| Property Services | $46,487 |
| Salaries & Allowances 4 | $116,111 |
| Support Services | $107,013 |
| Trading & Fundraising | $6,623 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $40,274 |
| Total Operating Expenditure | **$3,390,524** |
| Net Operating Surplus/-Deficit | **$182,377** |
| Asset Acquisitions | **$6,296** |

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 | $862,061 |
| Official Account | $26,659 |
| Other Accounts | $0 |
| Total Funds Available | **$888,720** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $76,823 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $39,385 |
| School Based Programs | $2,000 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $300,000 |
| Asset/Equipment Replacement < 12 months | $63,920 |
| Capital - Buildings/Grounds < 12 months | $79,000 |
| Maintenance - Buildings/Grounds < 12 months | $28,287 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$589,414** |

*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.*