

# 2021 Annual Report to The School Community



**School Name: Brentwood Park Primary School (5308)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 30 March 2022 at 10:23 AM by James Bell (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 31 March 2022 at 05:17 PM by Lindy Penrose (School Council President)

## How to read the Annual Report

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### 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.

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

Brentwood Park Primary School aims to develop socially well-adjusted children within a safe, supportive and enriched learning environment where self-esteem and the attainment of personal best are promoted and enhanced through differentiated, high quality and, when possible, parent involved educational programs.

This is supported, in part, by the following beliefs about learning:

- All students can learn
- Teachers make a difference
- Parents, teachers and students work together to assist learning
- Assessment is essential to directing our student learning

The core values of the school and the student derived definitions are:

Respect: "A respectful person treats others in a caring and valued way."

Responsibility: "A responsible person is someone who can be counted on by others to do the right thing at all times."

Teamwork: "A person who displays good teamwork, works positively with others to achieve a goal."

Excellence: "A person who shows excellence is someone who tries to be the best they can in everything they do."

The school's purpose statement, beliefs about learning and values are displayed throughout the school and in each classroom, and form the basis of our social and work interactions; whether they are student to student, student to staff member or staff member to parent. They are embedded in our everyday practices and interactions within our community and remain the guiding principles to that which we believe and value in the school.

Brentwood Park Primary School provides a quality education, delivered in a positive, supportive and challenging learning environment. We appreciate learning occurs along a developmental continuum and that adjustments need to be made to cater for the learning needs of students at varying points along the continuum.

Collectively, our school's purpose statement, beliefs about learning and values have been reflective of our past and are reflective of our current status. They are an integral part of Brentwood Park's existence and daily operations, and will continue to be so into the future.

Brentwood Park Primary School is situated in the City of Casey in the residential suburb of Berwick. The school is well placed within the community with a local pre-school and secondary college on its northern and southern borders, respectively. Brentwood Park's 2021 enrolment was 949 students, inclusive of four international students. Brentwood Park holds a level 1 accreditation as a school authorised to accept international students. Such students are not funded through the Student Resource Package [SRP] but pay tuition fees through the international schools division of the Department of Education and Training with payment then disbursed to the school. Thirty-five languages are represented in our enrolment with approximately 54.4% of our students speaking a language other than English at home; of these, approximately 39.2% were born in Australia. Aboriginal or Torres Strait Islander status is approximately 0.93%. The top ten countries of birth for our parents are India 31.9%, Australia 19.84%, Sri Lanka 13.46%, China 9.81%, Pakistan 3.27%, Malaysia 2.63%, Korea 2.09%, United Kingdom 1.93%, Afghanistan 1.61% and Iran 1.18%. Our Student Family Occupation [SFO] Index is currently 0.3620 and our Student Family Occupation and Education [SFOE] Index is 0.2653. These have been reducing slightly over the years. In 2021, the school was serviced by 68.12 equivalent full-time staff comprising 3 principal class officers, 2 leading teachers, 3 learning specialists, 27.5 classroom teachers at level 2, 15.6 classroom teachers at level 1 and 15.92 educational support staff, of which 6.92 are integration teacher aides. In 2021, the school operated thirty-nine classrooms and five specialist classes. The staff and community's preference is to operate straight classes at year levels.

As a school, Brentwood Park Primary aims to maximise the educational opportunities and learning outcomes of our students, promoting positive self-esteem and the attainment of personal best, through the delivery of quality, differentiated educational programs. Within our learning and teaching programs, we maintain a strong focus on literacy and numeracy, complemented by an inquiry-based curriculum and a comprehensive specialist program which encompasses Visual Arts, Performing Arts, Chinese [Mandarin] Language and Culture, Health and Physical Education, and Digital Learning.

Assessment continues to inform our teaching and learning programs in the two key learning areas of literacy and numeracy and, along with teacher observation and teacher judgement, ensures the teaching is targeted towards student learning needs. The teaching and learning programs are structured on researched-based “best practice” educational programs and recognize that learning progresses along a developmental continuum. The programs cater to the cognitive, physical, social and emotional domains of the children.

The School Council, in its commitment to assisting staff to deliver the best learning opportunities, ensures the school is well resourced and student learning is supported in a technologically rich environment.

The school has been constructed with its central core accommodated in six distinct buildings, connected by covered walkways. The core comprises an administration area which, through a self-funded construction program, was extended and refurbished. With substantial disruptions to the construction as a result of pandemic lockdowns, the works were completed in 2021. Facilities also include a multi-media centre comprising a fully resourced library and computer laboratory; sixteen modern carpeted classrooms each with their own teacher resource room, wet area, and shared withdrawal room; two Chinese Language and Culture classrooms; two art/craft facilities; a performing arts facility and music room, a canteen and multi-purpose centre; inclusive of a school gymnasium. An Outside of School Care program operated by Camp Australia is conducted from this facility. A notable feature of the classroom design is the flexibility in allowing a connecting wall to be opened to facilitate team teaching approaches, if desirable. Modern re-locatable units provide additional classrooms. The permanent core design and the location of additional classrooms lend itself to the cluster arrangement of year levels, promoting close planning and teaching amongst the staff. All facilities have an abundance of natural light integrated within the overall design and as a result of an active fund-raising team over the years, the school is fully air-conditioned and its SunSmart status enhanced with shade structures erected across all three of our outdoor playgrounds and across our hardcourt.

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## Framework for Improving Student Outcomes (FISO)

Within the Framework for Improving Student Outcomes [FISO], the school's chosen priority was Excellence in Teaching and Learning with a focus on the dimensions of Building Practice Excellence and, Curriculum Planning and Assessment. With 2021 being the year of our School Review, the process provided us with the opportunity to continue to embed the programs systematically implemented in our previous Annual Implementation Plans and to evaluate our progress in doing so. The impact of COVID-19, however, and the need for the extension of remote and flexible learning impacted, in part, upon the delivery of some of the actions for our key improvement strategies. Despite the challenges of the year, our focus continued on developing consistency of practice in the adherence to and implementation of the instructional models for the CAFE approach to reading, the VCOP approach to writing, the Words Our Way approach to spelling and the whole-part-whole approach to numeracy. Staff engagement in the school review process validated our consistency of teacher practice that we were aiming for with the continued use of classroom observations, in Semester 1, undertaken by our leading teachers and learning specialists, and the application of the High Impact Teaching Strategies [HITS] being the vehicles utilized in their accomplishment. The Review Panel concluded that..."although there was some between class variability, teachers consistently implemented the school's approaches to the teaching of Reading, Writing, Spelling, Grammar and Punctuation and Mathematics. In addition, a range of high impact teaching strategies were evident across all classrooms...". The Review Panel also concluded... "the school used a range of formative and summative assessments to monitor the curriculum to inform yearly, termly and weekly planning and classroom teaching. Student data was used to form learning groups primarily for Mathematics, Reading and Spelling. Teacher observations and "teacher conferences were used to establish focus instruction groups and to co-develop with students learning goals for English and Mathematics."

Despite transitioning to flexible and remote learning, we were able to continue to deliver on a number of our Annual Implementation Plan [AIP] actions relating to literacy and numeracy with many of the programs' features maintained in the daily remote learning program. The format of regular lessons was continued and High Impact Teaching Strategies [HITS] were incorporated. These included explicit teaching, goal setting, structured lessons, worked examples and multi exposures. Learning intentions and success criteria were relayed, tuning in activities provided, work samples referring to specific learning strategies presented, tasks set and feedback given. The whole lesson approach was delivered through a combination of live Zoom interaction, videos and PowerPoint presentations.

The platforms used previously, continued to be the most suitable for online learning. We used Google Classroom for Year 6, Showbie Pro for Years Prep – 5 and Zoom for video conferencing in Years Prep - 6. These platforms were able to be accessed on the internet with the Showbie Pro App also downloadable onto home devices. As a school, we were exceptionally pleased with the quality and comprehensive nature of the remote learning program provided for our students. Staff were committed to their familiarisation of the chosen platforms and the Zoom video conferencing tool. Throughout the duration of remote learning, staff continued to work remotely and industriously on preparing and delivering a comprehensive learning and teaching program, inclusive of reading, writing, spelling, mathematics, inquiry and specialist programs. Students were able to complete tasks at their own pace with explicit instruction delivered through Zoom video conferencing and break out rooms, PowerPoint presentations and instructional videos, both commercially and teacher produced, were uploaded onto the Showbie Pro platform. Showbie Pro enabled the students to upload their work tasks and receive voice message feedback and written feedback from their teachers. Showbie Pro enabled teachers to engage with parents in relation to the learning and teaching program. The importance of consistency between staff with learning programs and communication was expected to help ensure consistency.

Upon our return to onsite schooling, our focus was to support the Department of Education and Training's priorities of staff and student wellbeing, and to ensure that those students who had fallen behind had the support to catch up in their learning and those who had progressed significantly continued to be extended in their learning. Our tutoring and additional assistance programs recommenced and we redirected existing staff to additional assistance roles as our leading teachers and learning specialists gave up their "additional classroom release" time to focus on the re-establishment of classroom routines and support student learning directly. The staff who previously provided them with the additional release time were redirected to additional assistance roles. The focus was on literacy and numeracy with the programs developed being a combination of withdrawal and in-class teaching. Assessments had to be modified during the remote learning programs, due to the very nature of the program, which encompassed parental support in its delivery, particularly in the junior grades. Our benchmarking schedules therefore could not be undertaken in their entirety. The targeted students continued to be identified by the classroom teachers through class formative assessments, application to, and achievement in classroom tasks and through observation. In most cases, the students identified were those who had a need to have deficits in their learning addressed. The student excellence program continued throughout remote learning and upon our return to face to face teaching under the facilitation of a leading teacher.

In relation to the Department of Education and Training's "Learning Catch Up and Extension" priority, we prioritized the curriculum essentials as being reading, writing and mathematics. As a school, we ensured differentiation of classroom teaching programs within these key learning areas and through the utilization of formative assessment, identified the students whose learning would be supported through the establishment of, and student assignment to, our small group tutoring and additional assistance programs. In addition to teacher judgement informed from classroom assessments, we utilized the Digital Assessment Library [DAL].

Despite the challenges of the year, our student achievement illustrated positive affirmation of our endeavours.

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## Achievement

Teacher assessments within the Victorian Curriculum for Reading and Viewing, Speaking and Listening, Writing and Mathematics [Number and Algebra] conveyed 93.78%, 96.32%, 89.15% and 92.47% of students, collectively, in Years

Prep to 6 achieved “at standard” or “above age standard”, respectively. Although the Writing percentage was marginally less than our previous year, our school's results, overall, reflect very positive achievements; particularly given the need to transition to a flexible and remote learning and teaching program as a result of the Covid-19 pandemic for a substantial portion of the year. In English and mathematics, as presented in the School's Performance Summary, our school's results for English Years Prep to 6 at 93.8% and mathematics for Years Prep to 6 at 93.8% were above the similar schools average and the state average of all Victorian government primary schools which were 88.1% and 86.2% respectively for English, and 87.0% and 84.9% respectively, for mathematics. Our students and families generally responded well to the self-directed learning tasks with teachers continuing to differentiate the online program to cater for students' needs.

The percentage of students by year levels, achieving "at standard" or "above age standard" in Reading, Speaking and Listening, Writing and Mathematics [Number and Algebra] are detailed in the following table.

Year Level	Reading & Viewing	Speaking - Listening	Writing	Number & Algebra
Year 0	90.91%	99.25%	95.50%	98.50%
Year 1	99.31%	97.93%	95.86%	98.62%
Year 2	98.58%	98.58%	95.72%	99.15%
Year 3	95.30%	96.64%	90.61%	95.30%
Year 4	90.90%	95.56%	85.93%	88.81%
Year 5	91.93%	96.77%	82.95%	81.47%
Year 6	89.51%	89.51%	77.50%	85.48 %

With twenty-one students on the Program for Students with a Disability, all continued to be assessed against the Victorian Curriculum, albeit at the level of their ability. Individualised Learning Improvement Plans [ILIPs] were also composed with progress towards the achievement of their personal goals conveyed to parents and carers during Student Support Group [SSG] meetings.

NAPLAN data at Year 3 in 2021, conveyed that we achieved 91.1% of our students in the top three bands for reading compared to similar schools' average achievement of 80.8% and state average of 76.9%. At Year 5, in 2021, we achieved 88.8% of our students in the top three bands for reading compared to similar schools' average achievement of 73.3% and state average of 70.4%.

For numeracy, at Year 3 in 2021, we achieved 82.2% of our students in the top three bands compared to similar schools' average achievement of 72.2% and state average of 67.6%. At Year 5, we achieved 76.6% of our students in the top three bands compared to similar schools' average achievement of 66.2% and state average of 61.6%.

Although NAPLAN assessments were not conducted in 2020, our school's four year average achievement data over 2018, 2019 and 2021 illustrated that we consistently achieved higher than the four-year average for similar schools and state.

Another achievement measure is the NAPLAN learning gain which is determined by comparing students' current Year 5 results relative to the results of all "similar" Victorian students who had the same score two years prior when they were in Year 3. If the current result is in the top 25 percent, students' gain level is categorised as "High"; the middle 50 percent is "Medium" and the bottom 25 percent is "Low". In each of the areas - Reading, Numeracy, Writing, Spelling and, Grammar and Punctuation - our school's "low" growth was less than 25% which automatically gives higher percentages in "medium" or "high" growth. In Reading, Numeracy and Grammar and Punctuation, our school's "high" growth was 36%, 39% and 45% respectively compared to similar schools at 26%, 30% and 33% respectively. Our Writing and Spelling "high" growth at 24% and 25% respectively was marginally lower than that of similar schools.

In 2022, our focus will be to support the Department of Education and Training's priorities of learning and wellbeing, and to ensure that those students who had fallen behind have the support to catch up in their learning and those who had progressed significantly continue to be extended in their learning. Our tutoring / additional assistance programs will be maintained and extended upon in the 2022 Annual Implementation Plan. In addition to utilizing the government's proposed tutoring funds allocated through the Student Resource Package which will be allocated to schools based on enrolment and social disadvantage, we will allocate additional funding from the SRP by allocating

staff within our school's workforce plan to tutoring and / or additional assistance roles. Allocation of staff will be determined by student need, however, the model to be implemented will be based on three sessions over three consecutive days each week for every class in Years 1 to 6 for the duration of the year. We will also continue to develop the data literacy of our staff, particularly utilizing formative assessments on a regular basis in addition to our summative assessments embedded within our benchmarking schedule. We will revisit and strengthen the use of HITS in our classrooms and curriculum "essentials" will again be prioritized and differentiated. In many cases, the students identified will be those who have a need to have deficits in their learning addressed. The student excellence program will also continue with specific targets outlined in our AIP 2022 for the Learning Catch-Up and Extension priority i.e. the number of students identified, through teacher judgement, as being 6 months or more behind in literacy and numeracy, decreasing in the cohorts Years 1 - 6 by 20%, and the number of students identified, through teacher judgement, as being 6 months or more ahead in literacy and numeracy, increasing in the cohorts Years 1 - 6 by 20%. Developing a consistency of practice across classes within cohorts will continue to be a predominant feature with Leading Teachers and Learning Specialists undertaking mentoring, classroom observations and providing written feedback on the effective literacy and numeracy teaching strategies observed. Whole school professional development on identified core-curriculum priorities, such as differentiation, new benchmarking assessment tools and the concept of relative growth will also be implemented in 2022. These are aligned with the recommendations from the School Review Report.

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## Engagement

Student attendance can be a factor contributing to Student Engagement and absence from school can impact directly on students' learning. Common reasons for absence includes both illness and extended family holidays, however, in 2021, absence and non-attendance may also have been influenced by the COVID-19 pandemic and a school's transition to remote and flexible learning for substantial periods of time. During the second year of the pandemic, our continued use of the chosen platforms for remote learning and the daily interaction between staff and students these platforms afforded, enabled the monitoring of student participation and engagement to be maintained. As required, teachers notified the principal class team of those students who were not participating in the Zoom virtual classrooms or had not uploaded any, or too few, learning activities onto the Showbie Pro platform. Members of the principal class team would then be able to follow this up directly with the families and students identified. Teachers also maintained contact with parents via email and telephone regarding student progress and learning, and as an additional means of directly addressing parent queries. In 2021, our attendance rate of all students for Years Prep - 6, measured by the Average Number of Student Absence Days, was 8.1 days which was significantly less than the averages for both similar schools and state being 14.0 days, 14.7 days respectively. Comparable figures are also reflected in the four year average with our school's four year student absence average being 13.6 days compared to similar schools and state at 15.0 days each. Given the daily connection between staff and students, the return to face-to-face teaching following the remote and flexible learning periods was exceptionally smooth for all year levels. The increased independence of the children, particularly in the junior classes, was readily observable in their ability to leave parents at the school gates and walk to classrooms unassisted.

Throughout onsite and remote learning periods, we continued to implement the Department of Education and Training [DET] strategies such as Every Day Counts. Our monitoring of student absence incorporated the Department of Education and Training requirement of contacting the parents on the day of absence, via a short messaging system [sms], if parents failed to notify accordingly.

Despite the challenges of the year and periods of remote and flexible learning, the student responses in key and subsidiary factors within the Attitudes to School Survey again measured favourable Student Engagement outcomes.

Within the Domain "EFFECTIVE TEACHING PRACTICES FOR COGNITIVE ENGAGEMENT", we achieved the following percentages for the following factors:

Differentiated learning challenge: 91% positive responses  
Effective teaching time: 91% positive responses  
Stimulated learning: 90% positive responses

Within the Domain "LEARNER CHARACTERISTICS AND DISPOSITION", we achieved the following percentages for

the following factors:

Attitudes to attendance: 95%

Results from the Parent/Caregiver/Guardian Opinion Survey also conveys positive affirmation of our endeavours. Within the Domain "STUDENT COGNITIVE ENGAGEMENT", we achieved the following percentages for the following factor questions:

High Expectations for Success -

"Teachers at this school expect my child to do his/her best": 93% positive agreement

"This school celebrates student achievements in all areas": 90% positive agreement

Stimulating Learning Environment -

"The academic standards at this school provides adequate challenge for my child": 90% positive agreement.

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## Wellbeing

Whether onsite or during remote learning periods, Brentwood Park maintained its commitment to the implementation of programs and initiatives in support of Student Wellbeing. We consciously focused on the provision of additional opportunities for the development of Student Voice and Agency. This was featured in our Annual Implementation Plan 2021 and utilised the Department of Education and Training's resource "Amplify" to empower students by creating the conditions, employing the practices and developing the attitudes and learning environments that were conducive to student voice, agency and leadership. Students continued to be encouraged to take responsibility for their learning and to become independent and self-regulating learners. In many instances, the remote learning program continued to facilitate opportunities for student voice, given the individual discourse between students and staff during the remote learning program. Staff and students interacted daily during morning Zoom meetings and in accompanying break-out rooms when the virtual classrooms were in operation and as the daily programs, and their associated activities, were presented and undertaken. The Showbie Pro platform which was utilized, as it was previously, proved to be an excellent vehicle for teachers, parents and students to interact with messages, both in written and audio form. Students were able to inform their teachers on how they were progressing and were provided with opportunities to seek clarification on tasks. Students, however, were directed less to form their own individual learning goals in literacy and numeracy, in collaboration with their teacher, given the complexity of the remote learning program. During remote learning, the focus was assisting students to complete the online activities set by the teachers on a daily basis and to develop their confidence in doing so.

The online implementation of our current student wellbeing procedures continued to be an integral component of our remote learning program. Every week, student wellbeing activity grids based on Gardner's Intelligences were planned and made available, however, the main wellbeing foci were the weekly "You can Do It!" lessons for Years Prep - Year 6. Complementary to these were elements of our specialists programs; particularly the performing arts and visual arts programs. Within the performing arts, videos were compiled which incorporated a compilation of staff and student performances on a particular theme. The "Brentwood Park Dance Off" and "Brentwood Park Funky Staff" are worthy of mention as is the "Welcome Back" video which were delivered to students and their families through our Xuno Home communication platform and uploaded onto the school's website during remote learning and prior to our return, respectively. These videos were engaging and uplifting as participants and for viewers.

This focus on student wellbeing continued upon our return to onsite learning in Term 4 of 2021.

The specific targets outlined in our AIP 2021 for the Happy, active and healthy kids priority i.e. to achieve a score of 85% or more for Student Voice and Agency in the 2021 Student Attitudes to School Survey was not achieved, however, despite the challenges of the year, the Attitudes to School Survey, illustrated positive affirmation of our endeavours as our achievement for 2021 was, once again, 81%.

Within the Domain "SOCIAL ENGAGEMENT", we achieved the following percentages for the following factors:

Sense of connectedness: 90%  
Sense of inclusion: 92%  
Stimulated learning: 90%

Within the Domain "LEARNER CHARACTERISTICS AND DISPOSITION", we achieved the following percentages for the following factors:

Self regulation and goal setting: 91%  
Motivation and interest: 89%  
Perseverance: 85%  
Sense of confidence: 87%

In each of the Domains and accompanying factors, our achievement was higher than similar schools and state.

Results from the Parent/Caregiver/Guardian Opinion Survey also conveyed positive affirmation of our endeavours. Within the Domain "STUDENT DEVELOPMENT", we achieved the following percentages for the following factor questions:

Student Agency and Voice -

"This school provides opportunities for my child to make decisions and solve problems": 97%  
"This school provides opportunities for my child to develop a sense of responsibility": 93%

Within the Domain "CONNECTION AND PROGRESSION", we achieved the following percentages for the following factor questions:

School Connectedness -

"My child feels accepted by other students at this school": 92%  
"My child enjoys the learning they do at school": 95%

Within the Domain "STUDENT DEVELOPMENT", we achieved the following percentages for the following factor questions:

Confidence and Resiliency Skills -

"The school provides my child with opportunities to build his/her confidence": 92%  
"This school encourages my child to persist when learning is difficult": 90%

In relation to Student Wellbeing the school review process acknowledged that the audit undertaken by the school, "Practice Principles Promoting Student Voice, Agency and Leadership", enabled teachers to develop an understanding of voice, agency and leadership and identified the strategies that were evident in classroom and school practices. The recommendations of the Review Panel have featured in our future planning with the following key directions for the next School Strategic Plan. This will be the embedding of the Respectful Relationships program and the enhancement of student wellbeing via the following Key Improvement Strategies:

- to develop and implement whole school agreed practices to address the health and wellbeing of students.
- to empower students to be active agents in the learning through the development and implementation of an agreed model of student voice and agency.

An authentic student voice encourages students' participation in shared decision-making around what and how they learn and how their learning is assessed. This is particularly evident in student learning within the inquiry units of work. Classroom teachers understand the importance of creating learning environments that promote independence, interdependence and self-motivation and the use of strategies as a means of enabling students to actively participate in the negotiation of roles, responsibilities and outcomes. Collaboratively, staff and students have built relationships that are respectful and supportive. Particular cohorts of students, including those in out of home care, have had

Individualised Learning Improvement Plans [ILIPs] implemented to address disadvantage. These will continue to be features in 2022.

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### Finance performance and position

Our 2021 total operating revenue was \$9,780,839 with \$252,915 of the sum being from locally raised funds which is inclusive of voluntary contributions, donations, commissions and hire of school facilities. The equity funding totaling \$84,022 was utilised primarily for staffing and resourcing within our additional assistance programs and Government grants in support of targeted student learning initiatives such as, Tutor Initiative Program, Student Excellence Program, Swimming in Schools and National School Chaplaincy Program, were expended accordingly. Our total operating expenditure was \$8,134,788 and this resulted in the net operating surplus of \$1,646,050.

This net operating surplus of \$1,646,050 has accumulated over the successive years of 2019, 2020 and 2021, and is primarily the result of the reduced staffing costs reflective of our positive staffing profile. With limited facilities, additional staffing could not be accommodated and coupled with the restrictions from operating the last two years impacted by the COVID-19 pandemic, was not feasible. In 2021, we were notified of our inclusion in a State funded infrastructure project which has committed \$3.464 million to our school to update and modernise the school, inclusive of the art and music building. During recent site investigations and due to the condition of existing facilities, recent scope changes will now redirect those funds to the demolition of the existing Year 4 relocatable buildings and replace them with a new Year 4 Learning Centre and STEM [science, technology, engineering and mathematics] building including covered walkway and productive garden landscaping.

We are hopeful of accessing part of our 2021 surplus through a credit to cash transfer to provide school funds to enhance the curriculum stemming from this infrastructure project.

School expenditure, throughout 2021, was always kept well within program budgets and was readily approved by the school council with the finance committee monitoring the spending accordingly at its finance meetings which were held twice per term. As at 31 December 2021, funds immediately available to the school in both its High Yield Investment Account and Official Account totaled \$877,657. With total financial commitments of \$782,963 our school accounts' surplus was \$94,694.

**For more detailed information regarding our school please visit our website at**  
<https://www.brentwoodparkps.vic.edu.au>

# Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 949 students were enrolled at this school in 2021, 474 female and 475 male.

53 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

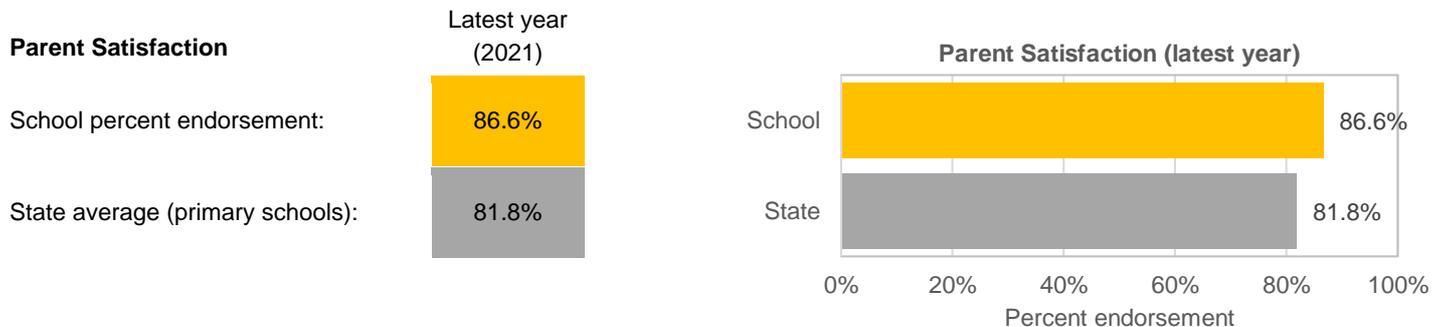
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

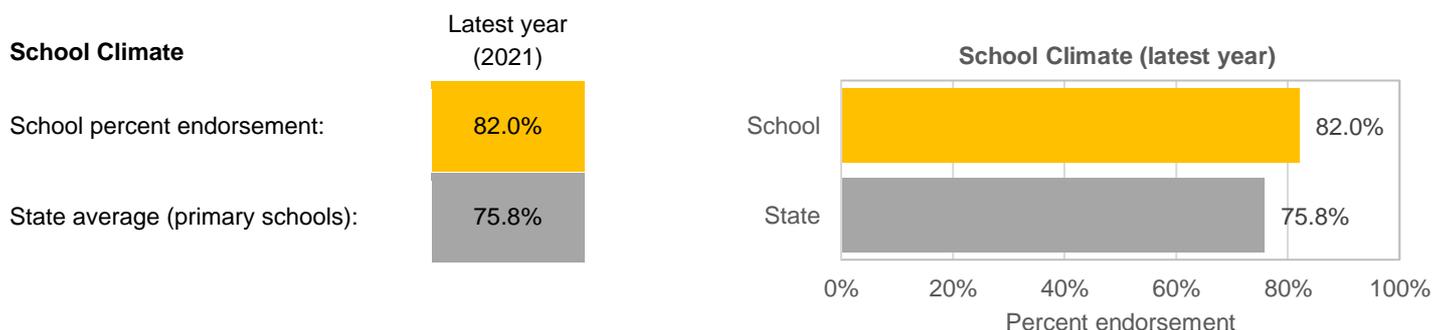


### School Staff Survey

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.



## 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.

#### English Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

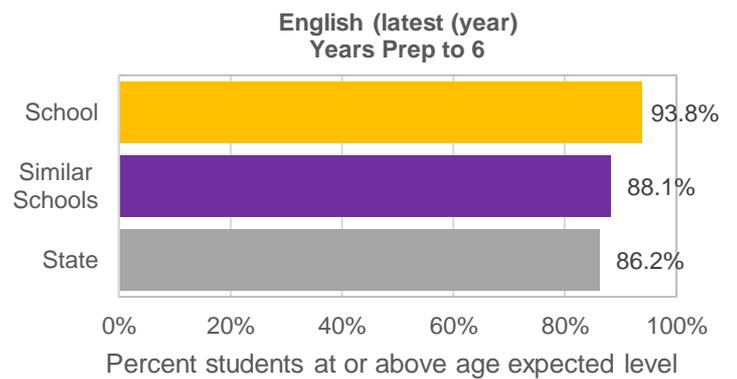
93.8%

Similar Schools average:

88.1%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

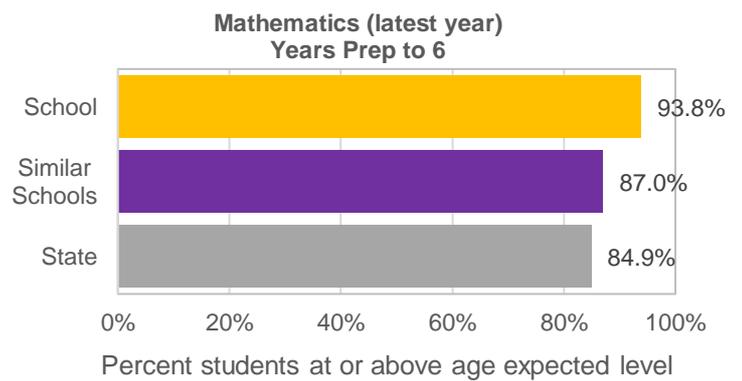
93.8%

Similar Schools average:

87.0%

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.

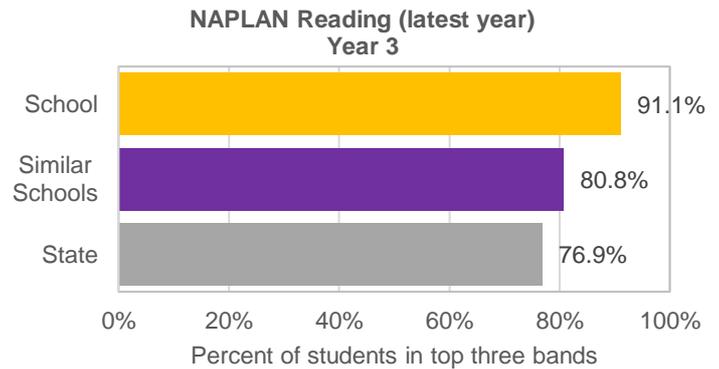
**NAPLAN**

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.

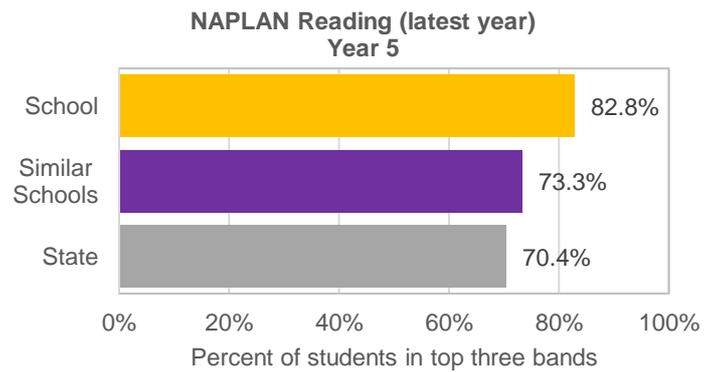
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.1%	87.5%
Similar Schools average:	80.8%	80.2%
State average:	76.9%	76.5%



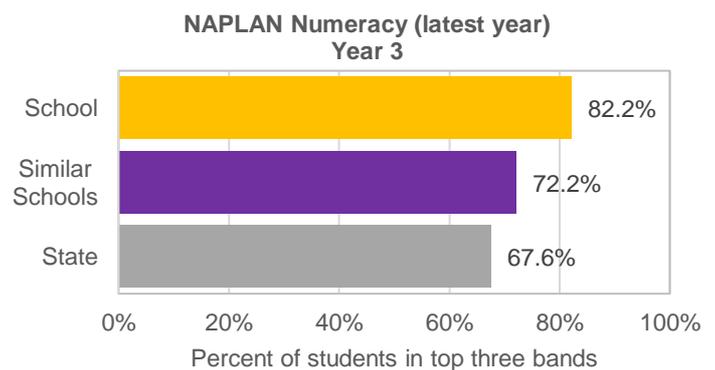
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.8%	80.3%
Similar Schools average:	73.3%	70.8%
State average:	70.4%	67.7%



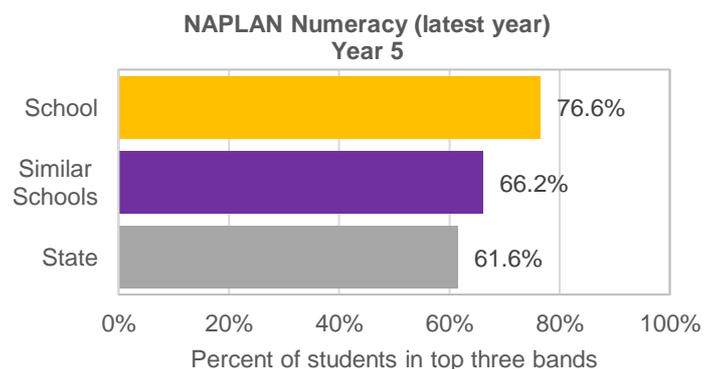
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.2%	79.5%
Similar Schools average:	72.2%	72.4%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	76.6%	78.9%
Similar Schools average:	66.2%	65.5%
State average:	61.6%	60.0%



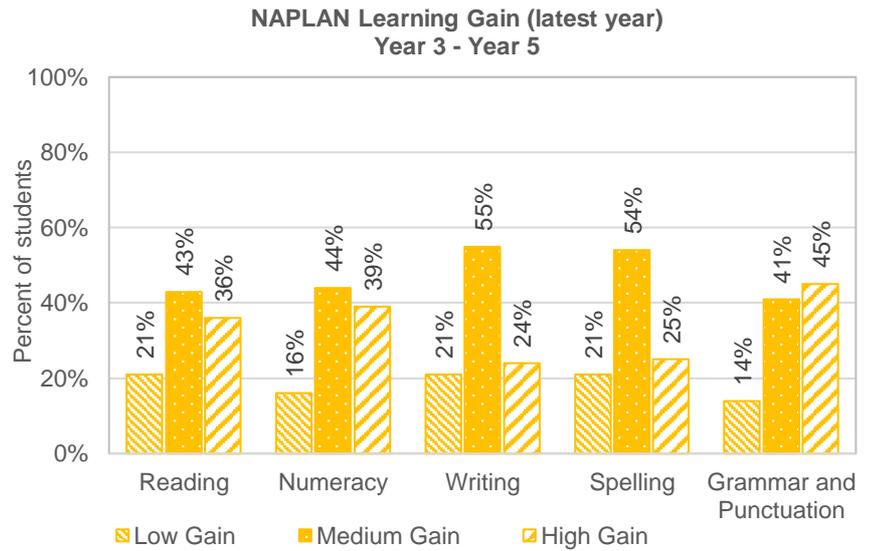
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	43%	36%	26%
Numeracy:	16%	44%	39%	30%
Writing:	21%	55%	24%	30%
Spelling:	21%	54%	25%	29%
Grammar and Punctuation:	14%	41%	45%	33%



## ENGAGEMENT

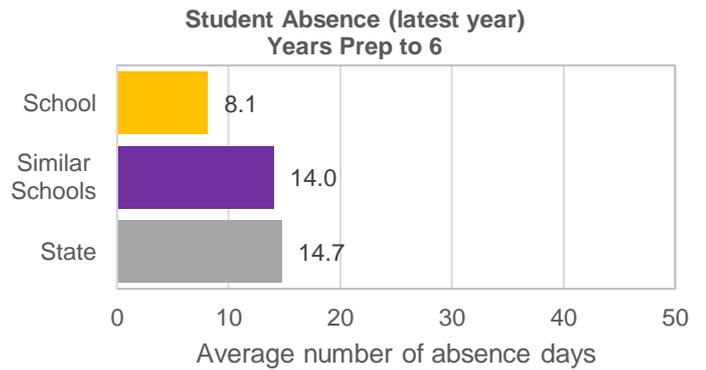
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.1	13.6
Similar Schools average:	14.0	15.0
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	95%	96%	96%	96%	96%	96%

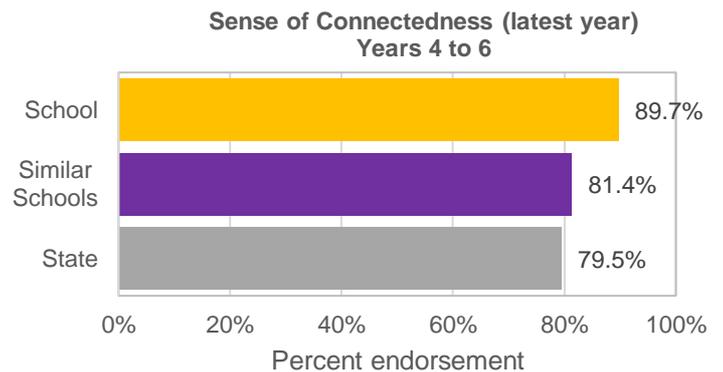
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	89.7%	88.1%
Similar Schools average:	81.4%	81.3%
State average:	79.5%	80.4%

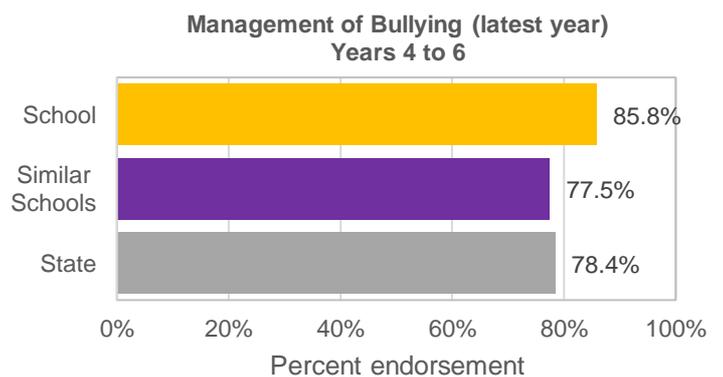


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	85.8%	86.2%
Similar Schools average:	77.5%	78.7%
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

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$8,750,211
Government Provided DET Grants	\$750,596
Government Grants Commonwealth	\$19,297
Government Grants State	\$0
Revenue Other	\$7,820
Locally Raised Funds	\$252,915
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$9,780,839</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$84,022
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$84,022</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$7,243,336
Adjustments	\$0
Books & Publications	\$2,241
Camps/Excursions/Activities	\$105,686
Communication Costs	\$5,024
Consumables	\$102,796
Miscellaneous Expense <sup>3</sup>	\$9,071
Professional Development	\$13,155
Equipment/Maintenance/Hire	\$153,310
Property Services	\$213,297
Salaries & Allowances <sup>4</sup>	\$132,622
Support Services	\$69,526
Trading & Fundraising	\$23,934
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$60,792
<b>Total Operating Expenditure</b>	<b>\$8,134,788</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,646,050</b>
<b>Asset Acquisitions</b>	<b>\$479,827</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$835,897
Official Account	\$41,760
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$877,657</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$115,753
Other Recurrent Expenditure	\$13,327
Provision Accounts	\$0
Funds Received in Advance	\$8,642
School Based Programs	\$120,928
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,010
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$245,000
Maintenance - Buildings/Grounds < 12 months	\$266,302
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$782,963</b>

*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.*