

2021 Annual Report to The School Community



School Name: Briar Hill Primary School (4341)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 26 April 2022 at 10:00 AM by Bridy Fitzpatrick (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 26 April 2022 at 07:03 PM by Simon Bird (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

School context

Briar Hill Primary School was established in 1927 and nestles in quiet, leafy surrounds of Briar Hill in the City of Banyule. We offer a Steiner influenced model of education which is unique and engaging. The school offers a vibrant Prep - Year 6 setting, providing a nurturing learning environment in the tranquil surrounds of beautiful, bird-filled gardens and natural play spaces. We recognise that our greatest asset is our children, so we work hard to create engaging programs which reflect the qualities our school most values, and we actively foster opportunities and a community approach for every child to thrive. Our school has an enrolment of 208 students and their families, all of whom contribute to a wonderful, close knit community which reflects the key values of its stakeholders. Our workforce includes 1 Acting Principal, 1 Learning Specialist, 14 classroom teachers and 5 education support staff. The school also prides itself on being home to two base rooms from Diamond Valley Special Developmental School, they are a part of our school community and we embrace the richness and diversity this opportunity offers.

Our school's maxim, 'Head, Heart and Hands', reflects the varied and valued engaging approaches we take to teaching and learning. We pride ourselves on multi-sensory learning that engages the senses and caters to the variety of ways children learn. Our innovative Steiner influenced programs enhance children's opportunities for authentic learning, ensure high quality curriculum delivery and support all students to be their best through multiple and varied learning mediums.

We offer a range of specialist programs that complement our core classroom programs, including Science, Gardening, Cooking, Physical Education, LOTE (German), Cultural Studies, Singing, Performing Arts and Drama, an instrumental music program and Circus. The students present many of their skills in the form of Drama Performances which showcase their talents in dance, performing arts and stage skills. The community support these performances when attending our recently developed performing arts centre. Our LOTE program encompasses the Head, Hearts and Hands philosophy and is linked to the Steiner Crafts. As students learn to weave, thread and knit they learn the concepts of the language and engage in the language in authentic ways.

The students participate in a rich learning experience through our cooking and gardening program- cooking authentic, homegrown produce with our Stephanie Alexander trained cook. This program is strongly supported by volunteers with parent and grandparent helpers, which is a rich and rewarding part of community at our school.

As part of our commitment to our community values and our first people, students also enjoy cultural studies focused on our first people. Throughout these sessions students gain an understanding of Aboriginal and Torres Strait Islander perspectives across all aspects of the curriculum, with an exploration of beliefs, culture and history. Activities include stories and songs, bush craft, bush tucker and indigenous games. In addition to this we celebrate relevant special days such as Sorry Day, Reconciliation week, and NAIDOC week. We have regular incursions with special guests, including local elders. Our student leaders, with the permission of our local people, also write their own Acknowledgement of Country and use these to open assembly.

The Steiner Main Lesson is closely linked into the age and stage of child development. At the beginning of each year, parents take part in a class meeting with a focus on the developmental stages of the child. Each parent receives a handout called "The Picture of the Child." This describes to the parents the typical developmental stages of the child for the relevant year levels. In the Steiner philosophy, if we understand the developing child then we can assist with understanding their needs and adjust the way we present the curriculum. For example at the age of 5 children are developing through their imagination so at this stage teachers will tell stories such as fairy tales.

Our school prides itself in school rituals and functions. At the beginning of the year we have a Welcome Festival, where we welcome our new preps and families and our local elders perform the smoking ceremony. An archway is covered in flowers and our preps walk under their arch as we welcome them as students on their journey through BHPS. We celebrate the Winter Solstice with handmade lanterns made at school. The community come together for a Winter Solstice Festival, with communal singing of winter songs, a fire lighting ceremony and lantern walk. Our Spring School Fair is a time where our community come together and raise funds through hands on activities, crafts, home

made goods, cake stalls and a children's tent with all sorts of wonderfully imaginative surprises. The day is opened by the students marking their end of grade 2 and start of year 3 dance around the totem pole. All classes perform at the fair.

Each morning we greet the new day with a group Morning Circle. This is a time where the class come together to welcome the new day and take part in activities that allow body brain integration. The activities are centred around crossing the midline, body rhythm and percussion activities. The students sing songs, take part in movement and recite a morning verse written specifically for their class. The circle offers a sense of connectedness to their classroom community.

At BHPS there is a strong focus on mental health and well being. This is supported closely by our Kindness Framework which encourages students to be kind to self, kind to others, be the learning kind, the achieving kind and the community kind. This work underpins our behaviour expectations and is closely supported by the Zones of Regulations and our social emotional learning program.

BHPS is lead strongly by our student leadership program. Each year students take on roles within the school and lead in this area. This includes School Captains, Vice Captions, Sports Captains and Kindness Captains. The students lead the changes they would like to see in the school and run special fundraising events throughout the year. They also conduct school tours on Open Day. Each of our grade 6 students have a special prep buddy that they take care of and introduce into the school community.

Framework for Improving Student Outcomes (FISO)

Every student has the right to a quality education and Briar Hill Primary School is committed to improving the learning and well-being outcomes of every student. In March 2021 Briar Hill Primary School had their first review following a Priority Review in 2017. Our new strategic plan began in 2021 which was a year of COVID in Victoria, resulting in disruptions to learning in Term 1, Term 2 and 3 in lockdown with home learning and Term 4 back at school with some COVID disruptions.

The school's FISO improvement initiatives are: Empowering students and building school pride, curriculum planning and assessment and building leadership teams. The following dot points are the key improvement strategies that we focused on in the 2021 AIP:

Develop and embed an evidence based agreed instructional model: In 2021 we adapted our professional development schedule to include online training of staff and held accountability for staff to continue to use the whole school writing instructional model during online learning. We also encouraged staff to invite each other into lessons to give feedback on the effectiveness of their online lessons.

Build teacher knowledge of curriculum and the continuum of learning to support differentiation: Through the PLC's, dedicated leadership time, School Improvement Teams we have been able to build teacher capacity to support differentiation in the classroom. This is now seen in curriculum documents across the school.

Build teacher capacity to implement evidence based literacy and numeracy teaching strategies that ensure the individual learning needs of all students are being met: This is evident across the school now with teachers making commitments to evidence based teaching practices. Learning walks have shown there is a curriculum guarantee across the classes and students are developing more awareness of their next point of learning.

Implement the PLC inquiry cycle to develop a whole school approach to teacher practise and collaboration: The implementation of the PLC has been the biggest step forward for BHPS. Teacher collaboration has increased, teachers are engaged and excited about the inquiry cycle and thee is a whole school approach to PLC process. This process has driven improvement across the schools in all teams and fed back strongly to leadership as well.

Achievement

In 2021 we were working toward improved writing data across the school. Our Professional Learning Communities allowed us to focus in on student learning and achievement more deeply. As a result of 2 PLC's on writing our internal data certainly showed an increase in student learning in this area. Our teacher judgement showed a spread of data, however the accuracy of this due to assessment being slightly limited will not be seen until 2022. School assessment and moderation in this area certainly showed an increase in student results. 32% of students at BHPS showed high growth in the area of grammar and punctuation compared to 25% for state.

To improve student learning in Reading we are continuing to implement an evidence based Science of Reading program across the school. Assessment will drive drive teaching in this area with a whole school assessment schedule targeted in this area. 58% of our students showed high growth in reading compared to 28% in similar schools and 24% for state.

Teachers have continued pre and post testing in all areas of Mathematics to gain some benchmark data for their students. 45% of students at BHPS showed high growth in numeracy compared to 25% state. Over the past 5 years students data around 'differentiated learning challenge' has significantly increased from low 70% to high 80 and 90% in 2021.

Engagement

Our attitudes to attendance data has remained consistent across the past 5 years. Last year BHPS had 81% for attitudes to attendance compared to a state at 87%. This continues to be an area of improvement for BHPS. Strategies that have been implemented to improve attendance across the school include a Briar Hill P.S Positive Attendance Program. This ensures we are highlighting healthy attendance in our classrooms and giving positive feedback to those who consistently attend school. Our student leadership team are working with the Principal to raise awareness and build the school attendance motto....."We show up and everybody counts."

As part of the positive attendance plan if a student misses 3 days the classroom teacher makes contact with the families and discusses the importance of attendance. At 5 days the classroom teacher makes contact with the family to discuss next steps which will be to meet with the family. At 10 days welfare co-ordinator and teacher meet with the family and an individual attendance plan begins. At 15 days the principal meets with the family and clear goals are set and weekly follow up phone calls continue. During these meetings we gain an insight into the needs of the child and how we can help and assist the student and their families return to school successfully.

Wellbeing

Student well-being continues to be a strong focus at BHPS post COVID. To monitor and gain a sense of how our students were going during COVID Lockdown we set up a student well-being tracker and had welfare check in with students when teachers reported 3 low level concerns with their students. Although it was a challenging year for most students and their families our data still showed, Our sense of connectedness at BHPS is 78% compared to the state 80% .

Briar Hill Primary School continued to work on consistent implementation of the Kindness Framework and Behaviour

Expectations. This has resulted in less classroom disruptions and a significant decrease in behaviour concerns from senior school. Staff and student discussions about this improvement revealed that all teachers are consistent and students know what is expected. This has been such a positive improvement across the school. This has also been communicated to families and they understand the process also. We conducted some moderation on school behaviour reports throughout the year and as a whole staff we decided what was to be considered high level and low level behaviours. These moderations have helped with monitoring and responding to student and staff needs.

Individual learning plans, welfare plans and positive attendance plans have been implemented across the school. When teachers have concerns about a student they raise it through a welfare information form and the welfare teacher attends to the classroom to take observations of this student to work out future direction.

Finance performance and position

The schools intent to provide a Steiner Influenced program is reflected in its workforce, its class structure, its program delivery, and all the expenditure associated with providing these elements of our unique educational model. In turn, the school collects charges from parents for the provision of materials and consumables to facilitate delivery of a model that meets shared aspirations of the school community. We were unable to complete the usual fundraising activities due to our Spring Fair being cancelled which raises over 20,000. Overall we showed a positive surplus despite the extra challenges of COVID lockdown which means overall spending was less.

Careful consideration of replacement teachers and strategic use of staff during onsite learning allowed required us to constantly review budgets as we went along during the COVID lockdown period. COVID illness and replacement staffing put strains on budgets compared to previous years. There were areas with slowed expenditure also which allowed for budgets to be balanced. BHPS also received equity funding.

For more detailed information regarding our school please visit our website at <https://www.briar-hill-ps.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 221 students were enrolled at this school in 2021, 104 female and 117 male.

5 percent of students had English as an additional language and NDP 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).

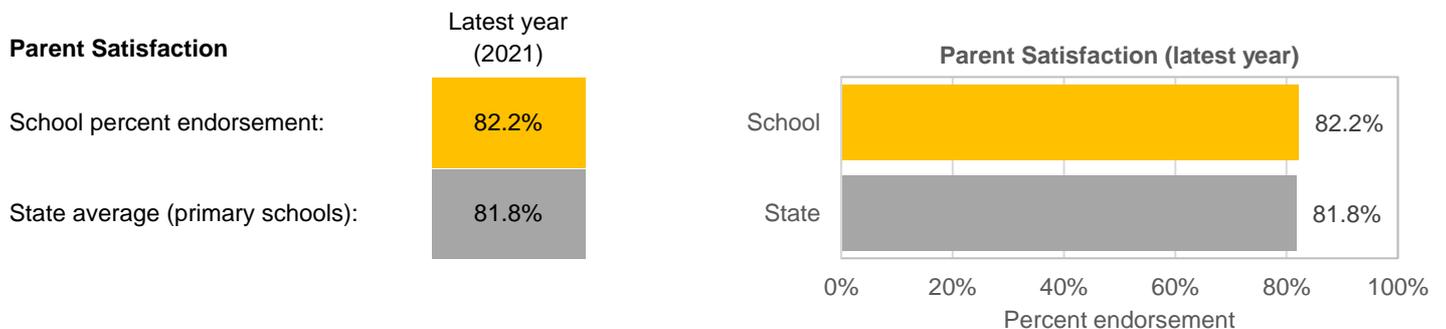
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

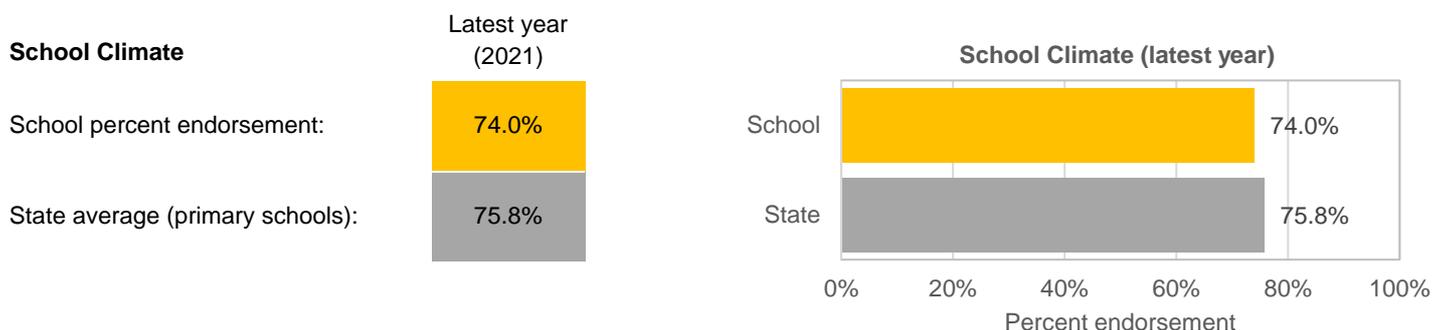


School Staff Survey

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:

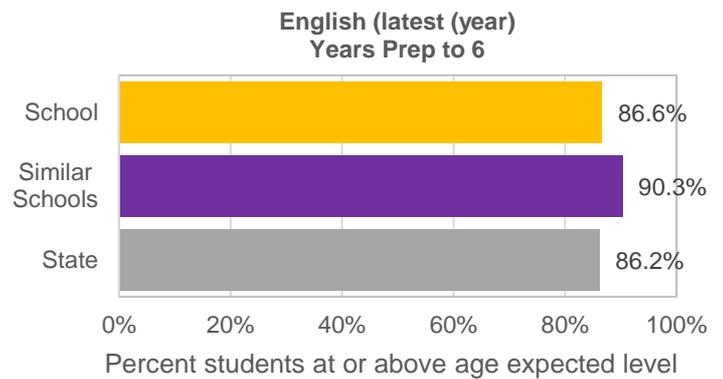
86.6%

Similar Schools average:

90.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

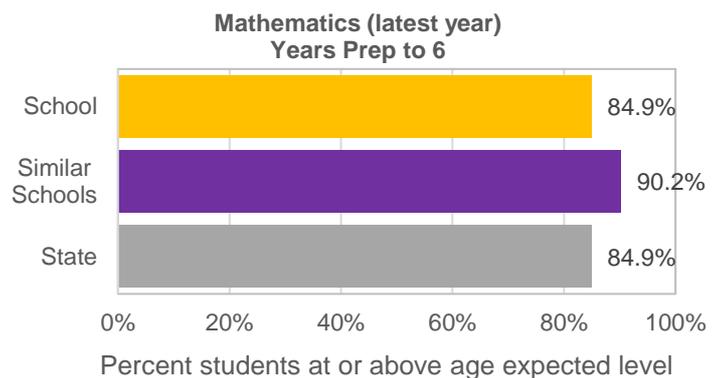
84.9%

Similar Schools average:

90.2%

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.

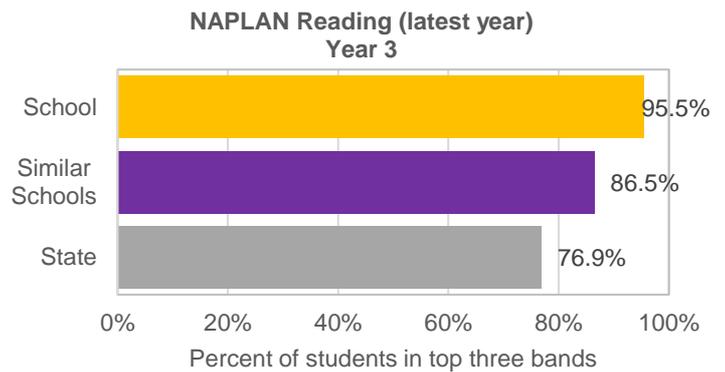
NAPLAN

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.

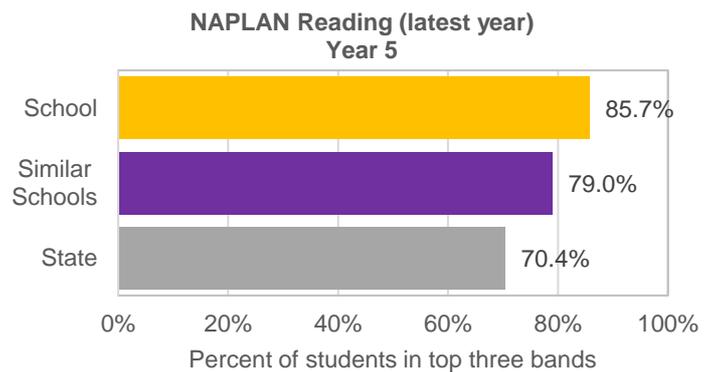
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	95.5%	86.4%
Similar Schools average:	86.5%	84.4%
State average:	76.9%	76.5%



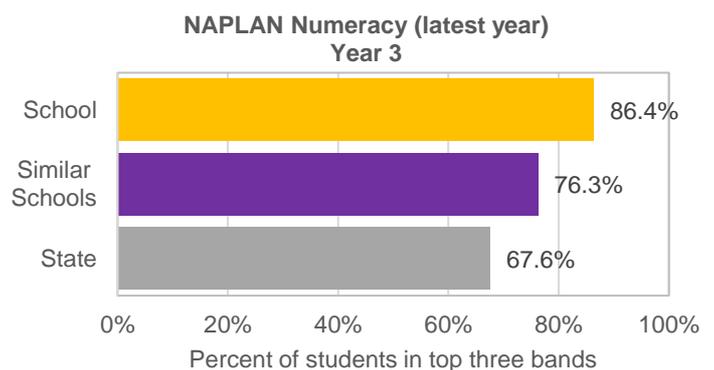
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	82.1%
Similar Schools average:	79.0%	76.0%
State average:	70.4%	67.7%



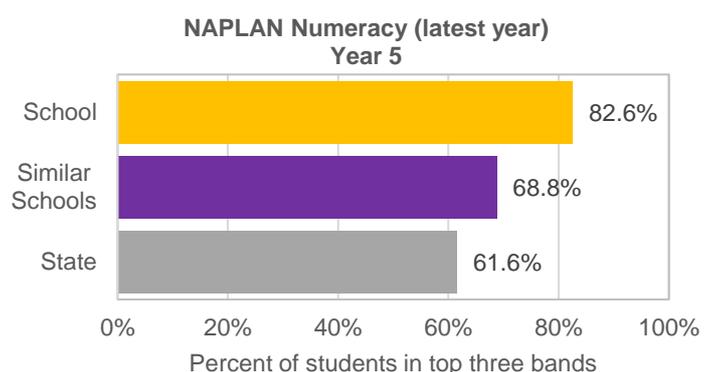
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	86.4%	86.9%
Similar Schools average:	76.3%	77.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.6%	66.2%
Similar Schools average:	68.8%	67.2%
State average:	61.6%	60.0%



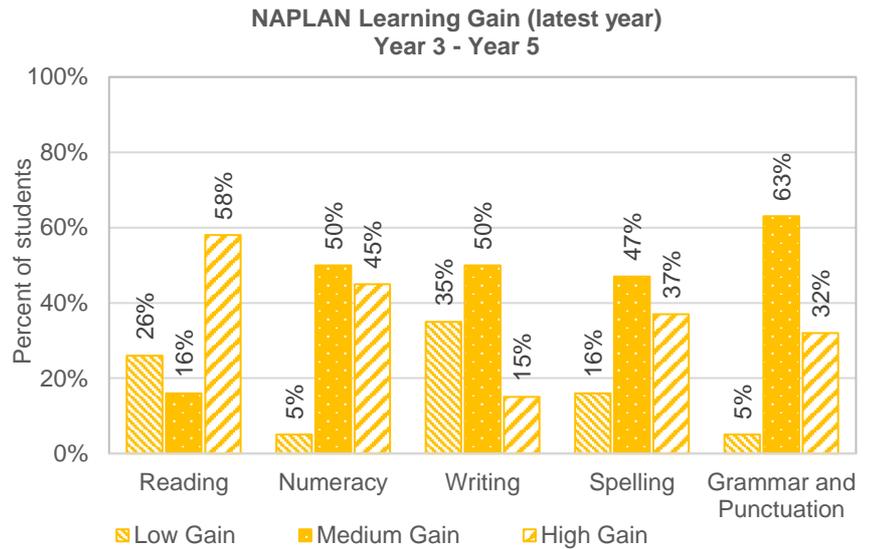
ACHIEVEMENT (continued)

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:	26%	16%	58%	28%
Numeracy:	5%	50%	45%	22%
Writing:	35%	50%	15%	24%
Spelling:	16%	47%	37%	24%
Grammar and Punctuation:	5%	63%	32%	26%



ENGAGEMENT

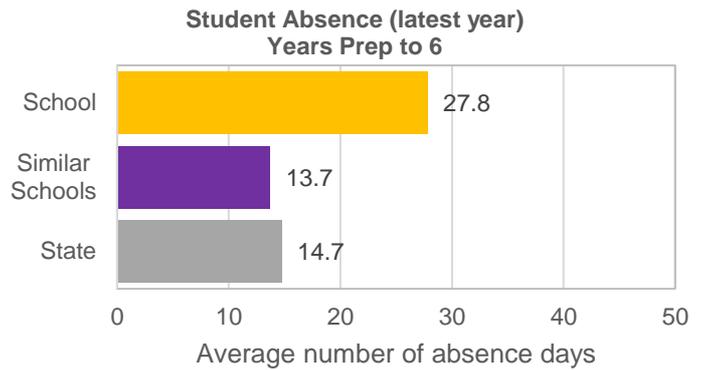
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	27.8	22.1
Similar Schools average:	13.7	14.0
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):	84%	85%	86%	87%	89%	85%	88%

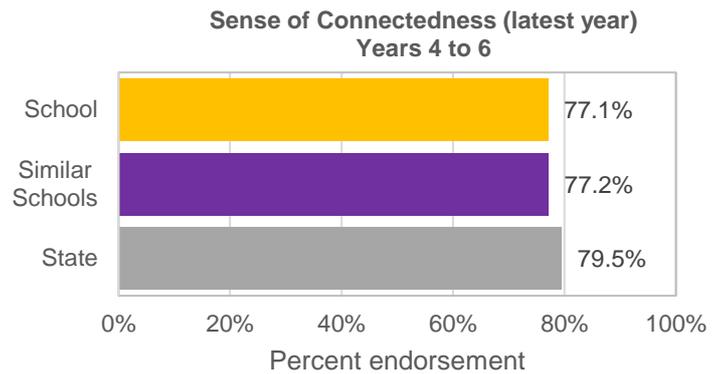
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.1%	76.0%
Similar Schools average:	77.2%	76.6%
State average:	79.5%	80.4%

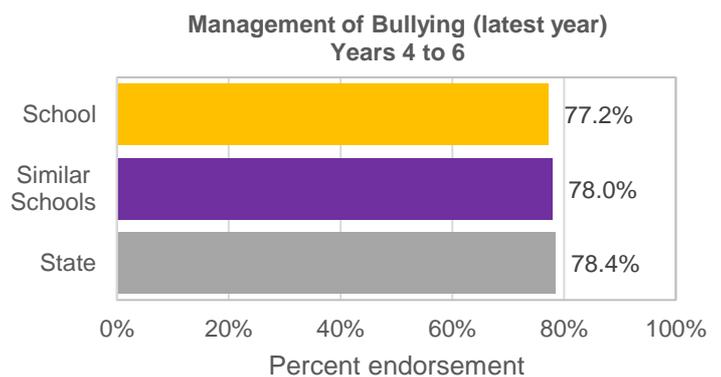


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.2%	76.6%
Similar Schools average:	78.0%	78.1%
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	\$1,974,261
Government Provided DET Grants	\$263,048
Government Grants Commonwealth	\$10,925
Government Grants State	\$0
Revenue Other	\$1,156
Locally Raised Funds	\$175,476
Capital Grants	\$0
Total Operating Revenue	\$2,424,866

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,696
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,696

Expenditure	Actual
Student Resource Package ²	\$1,938,519
Adjustments	\$0
Books & Publications	\$3,394
Camps/Excursions/Activities	\$41,251
Communication Costs	\$4,275
Consumables	\$55,006
Miscellaneous Expense ³	\$4,008
Professional Development	\$3,499
Equipment/Maintenance/Hire	\$29,552
Property Services	\$7,884
Salaries & Allowances ⁴	\$165,765
Support Services	\$125,980
Trading & Fundraising	\$4,685
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,597
Total Operating Expenditure	\$2,405,414
Net Operating Surplus/-Deficit	\$19,452
Asset Acquisitions	\$0

- (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	\$85,489
Official Account	\$5,508
Other Accounts	\$20,236
Total Funds Available	\$111,233

Financial Commitments	Actual
Operating Reserve	\$76,899
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$76,899

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.