



# BRENTWOOD PRIMARY SCHOOL

*SEEK WITH PURPOSE*

## School Vision

**We seek with purpose to inspire greatness by nurturing curious, creative, courageous and confident learners**

Brentwood Primary School opened in 1956 and is situated 12 km south of Perth catering for students Kindergarten to year 6. We have a diverse population with over 20 different languages other than English. This diversity is valued and celebrated at Brentwood creating a harmonious learning environment. We offer a high, quality engaging curriculum, with specialist teachers in Music which includes two choirs, visual arts (Year 1 -3), physical education, science and science extension, English as an Additional Language and Dialect, Instrumental music (guitar and violin), primary extension (PEAC) and Japanese.

Throughout 2020, the staff and community embarked on a journey revisiting the school vision and developing shared understanding about what we believe builds success for students at Brentwood Primary School. Through discussions at Captain's Tables, parent surveys and informal feedback, it is clear that the families recognise and value the professionalism of the teachers and the role they play in educating Brentwood children. Parents, carers and community have positive and respectful relationships with staff and maintain a culture of high expectations for student achievement. We are very proud to say that as we emerge from a post COVID 19 period, that there is a real sense of "we are all in this together" at Brentwood where we work together as a team to ensure all students achieve success and reach their potential. The annual school report identifies our achievements, our celebrations, our recommendations and shares our school improvement journey throughout 2020.

In 2020, there was a change in leadership and with change came the opportunity to revisit the school vision and the meaning of 'Seek with purpose' throughout the school year. After many meetings, conversations and surveys, the school has a new vision statement that articulates our school narrative of who we want to be and what we want to achieve.



# 2020 HIGHLIGHTS

- Key sporting events included the usual activity including cross country, athletics carnivals, cricket, netball, soccer and football interschool competitions.
- A swimming carnival for students Year 4 – 6
- Introduction of Captain's Table
- NAIDOC week celebrations
- Harmony Day events
- A range of free dress days
- Year 6 camp at Point Walter & graduation
- P&C events including social night, back to school picnic and lapathon
- Our girls dance team won first at One Big Voice
- Daniel Cortez awarded champion boy at Interschool Athletics Carnival



# 2020 Targets

Achieving Student Potential

Report grade allocations will vary no less than 2% lower than 'like' schools in English, Maths and Science

NAPLAN targets were set in maths, reading, writing, spelling/grammar and punctuation.

80% of all students display positive learning attitude, behaviour and effort consistently across learning areas.

# Achievement Summary

- Report grades are reported in Science, Maths and English
- This grade allocation can be compared to 'like' schools in percentage points to determine if we are achieving as expected
- Our school target was to have a variation of no less than 2% in each of these areas

In the following pages, we have highlighted  boxes to show where we have positively exceeded the 2% variance in performance or  boxes indicates we are below the targeted 2% variance range in English, Maths and Science.

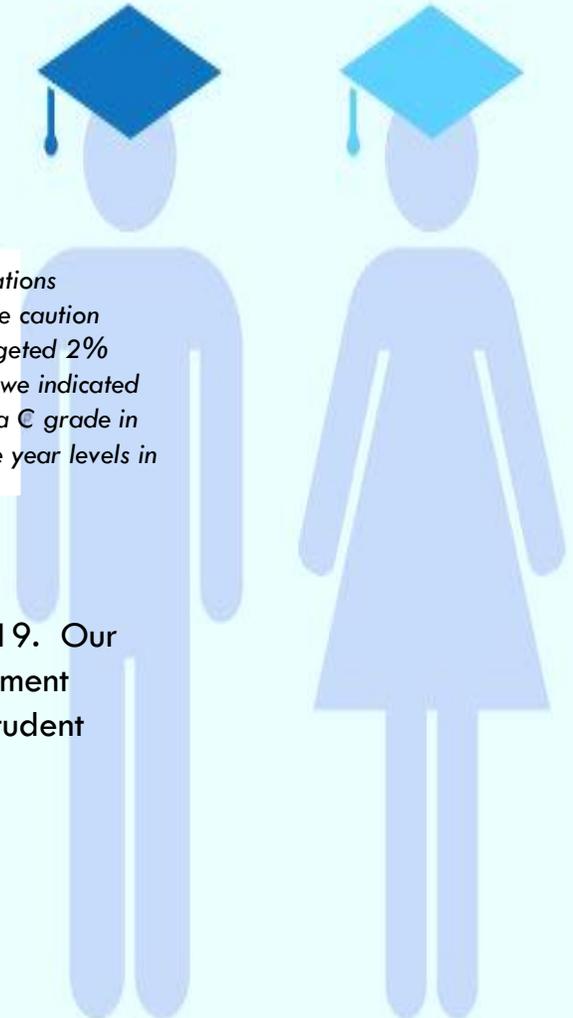


We predominately have students with A and B grade allocations indicating our overall achievement is above standard. Some caution should be exercised in making judgements about below targeted 2% range in C grad allocation. For example, in Year 1 and 2 we indicated that we performed below our expected range in achieving a C grade in English, however, we significantly outperformed in the same year levels in A and B grade allocations.



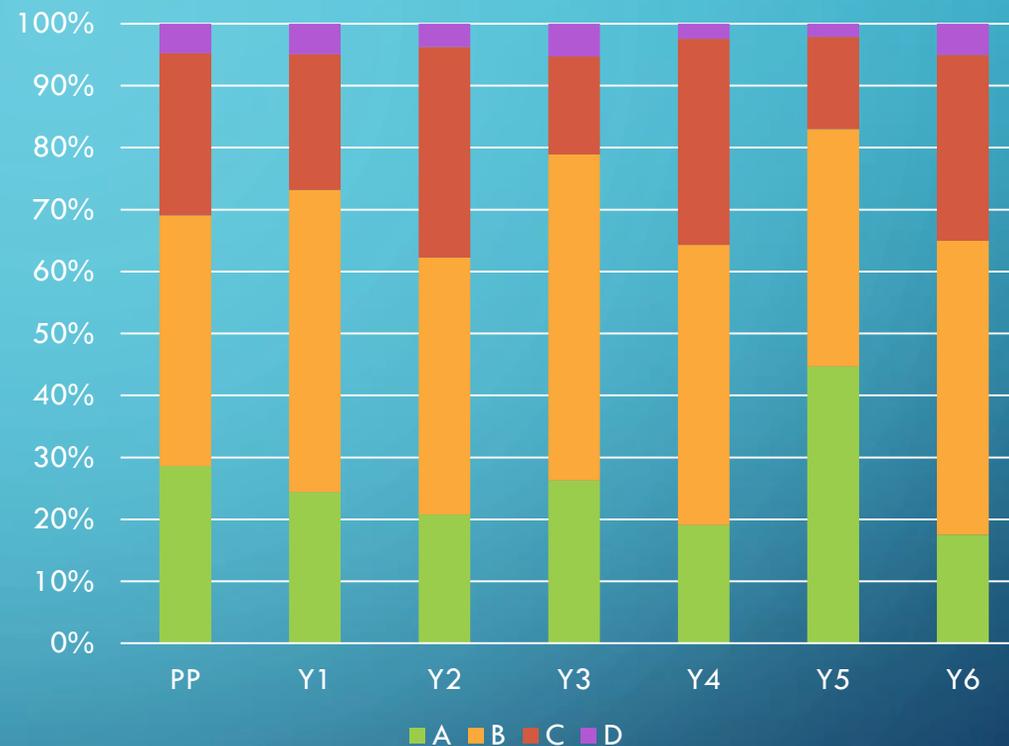
## NAPLAN

NAPLAN was not assessed due to COVID 19. Our school ran moderated processes for assessment validating teacher judgements based on student evidence.



Maths	A	B	C	D
PP	28.6	40.5	26.2	4.8
Like Schools	3.5	0.2	-4.5	1.4
Year 1	23.8	47.6	21.4	4.8
Like Schools	0.8	6.5	-8.2	0.5
Year 2	22	44	36	4.0
Like Schools	0.8	3.3	-5.0	-0.6
Year 3	26.3	52.6	15.8	5.3
Like Schools	1.7	7.3	-8.8	0.3
Year 4	18.2	43.2	31.8	2.3
Like Schools	3.5	4.3	-0.7	-1.3
Year 5	42	36	14	2
Like Schools	7.2	2.9	-0.7	-2.3
Year 6	16.7	45.2	28.6	4.8
Like Schools	-6.4	6.8	-1.1	-0.7

Grade Distribution Mathematics per year level



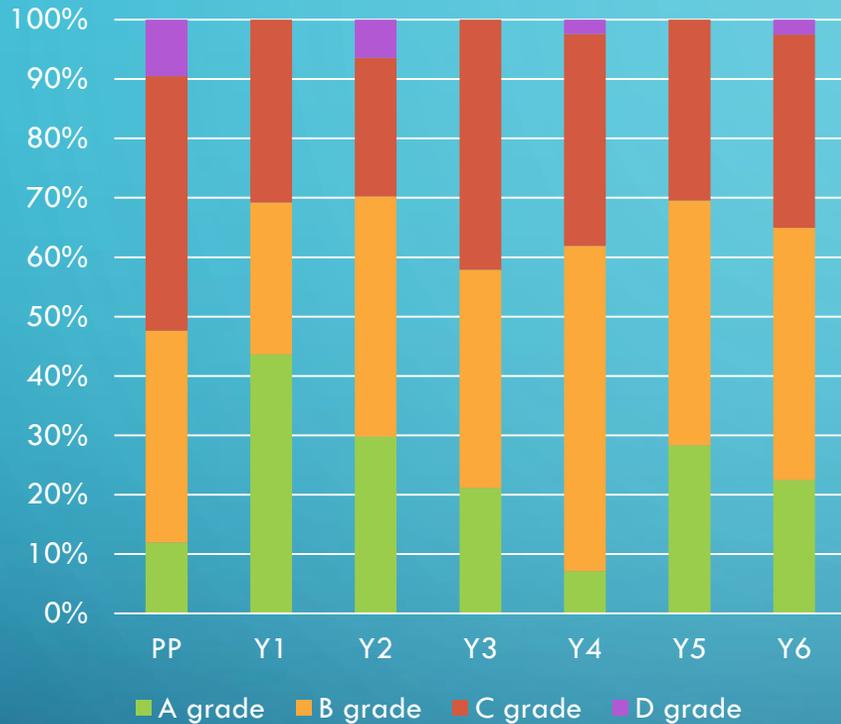
- Most students are meeting expected standards in their year level. Most students are achieving B grade descriptors indicating above standard performance.



*Caution: Grade distributions in the table do not all total 100 due to rounding and unassessed students. Scores may fluctuate within a 5 point range.*

English Summary

Grade distribution in English across the Year Levels

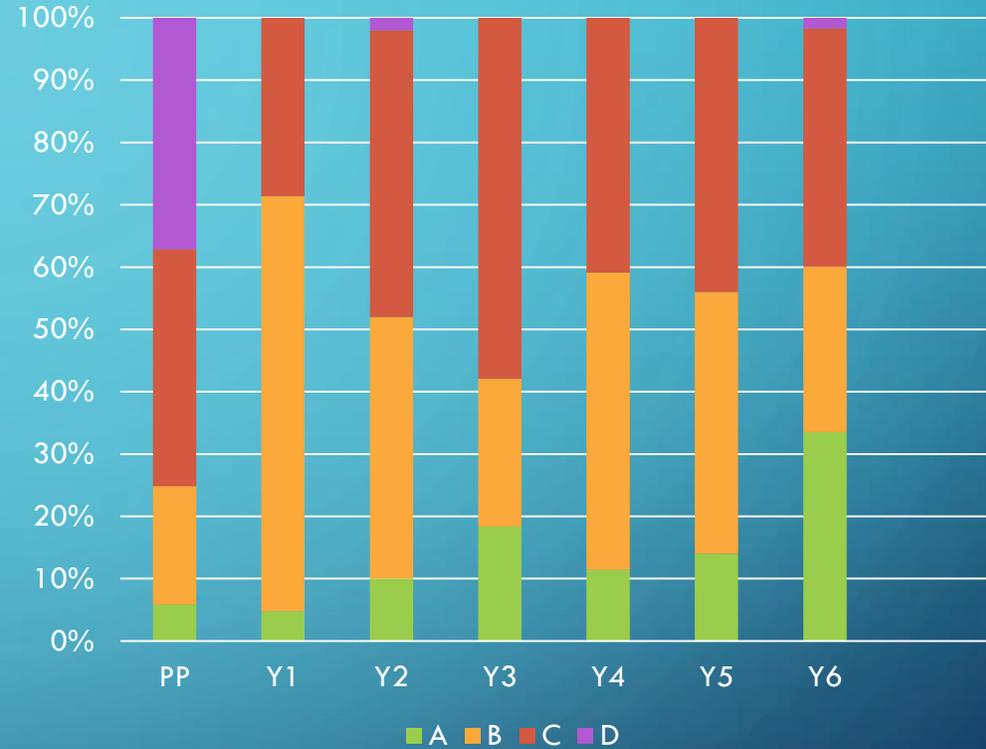


English	A	B	C	D
PP	11.9	35.7	42.9	9.5
<i>Like Schools</i>	- 1.1	0.4	1.3	-1.8
Year 1	40.5	23.8	28.6	0
<i>Like Schools</i>	10.1	- 3.4	- 4.3	- 3.3
Year 2	28	38	22	6
<i>Like Schools</i>	6.1	1.7	- 8.7	- 0.7
Year 3	21.1	36.8	42.1	0
<i>Like Schools</i>	1.7	1.1	0.2	- 2.1
Year 4	6.8	52.3	34.1	2.3
<i>Like Schools</i>	- 5.9	8.6	- 2.2	- 1.6
Year 5	26	38	28	0
<i>Like Schools</i>	1.8	4.6	7.0	- 2.5
Year 6	21.4	40.5	31	2.4
<i>Like Schools</i>	- 6.4	4.8	- 3.1	- 1.3

- Most students are meeting expected standards in their year level. Very few students are receiving a D grade allocation.
- ★ *Caution: Grade distributions in the table do not all total 100 due to rounding and unassessed students. Scores may fluctuate within a 5 point range.*

Science	A	B	C	D
PP	9.3	30.2	60.5	59.
Like Schools	0.1	-4.1	7.2	-0.4
Year 1	2.4	33.3	14.3	0
Like Schools	-4.2	-1.3	-14.3	-0.7
Year 2	10	42	46	2
Like Schools	-1.0	3.3	-1.8	-0.1
Year 3	18.4	23.7	57.9	0
Like Schools	1.9	-4.4	3.8	-1.1
Year 4	11.4	47.7	40.9	0
Like Schools	-0.7	4.9	-2.6	-1.1
Year 5	14	42	44	0
Like Schools	-0.8	5.4	-2.3	-1.9
Year 6	4.8	38.1	54.8	2.4
Like Schools	-7.3	3.7	4.1	-0.1

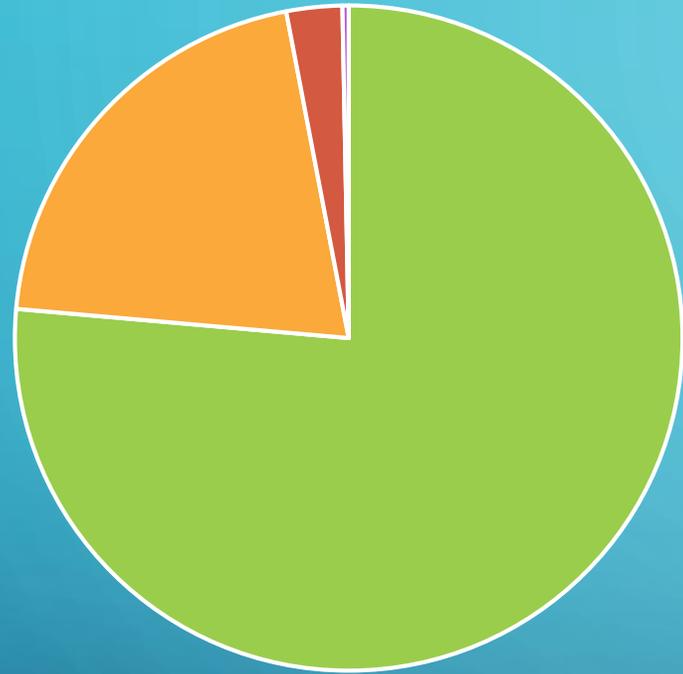
Grade Distribution reported in Year levels in Science



With the exception of Pre-primary, all students were achieving results at or above the expected standard. Students generally enjoy participating in science learning and using inquiry skills.

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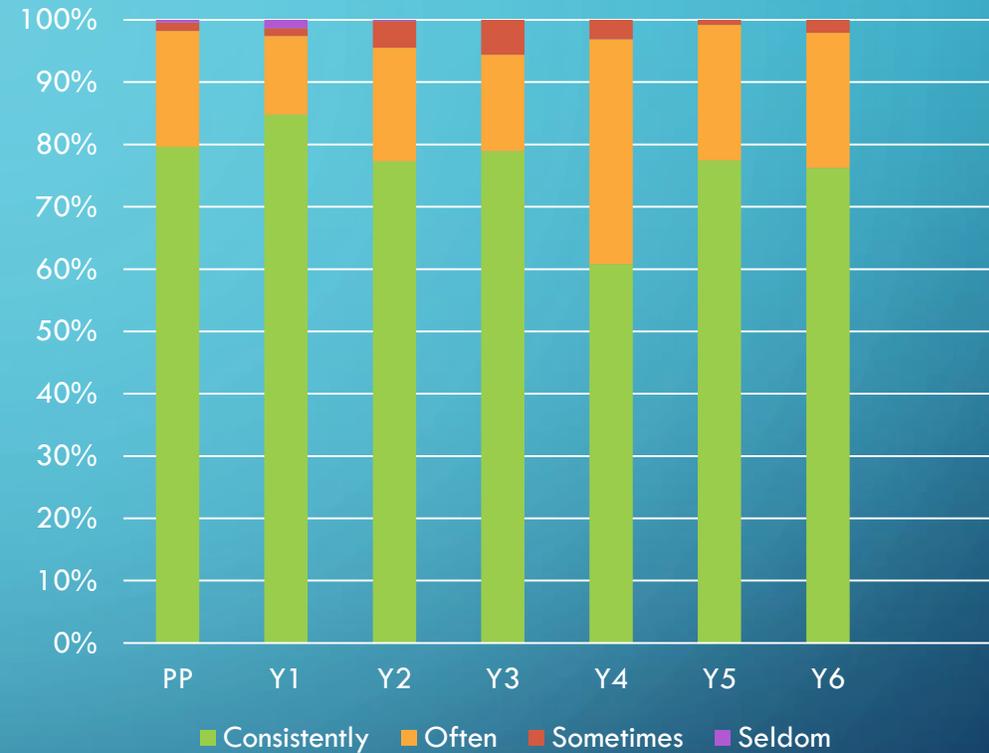
## Attitude Behaviour and Effort Reporting Whole School 2020



■ Consistently 
 ■ Often 
 ■ Sometimes 
 ■ Seldom 
 ■ Never

On average 76% of the students consistently displaying positive attitude, behaviour and effort in their learning at school. A further 20% of students often display the expected behaviours. Fewer than 3% of the students only display the behaviour sometimes or seldom.

## Attitude Behaviour Effort reporting across the year levels



■ Consistently 
 ■ Often 
 ■ Sometimes 
 ■ Seldom

Attendance Data should be read with caution as 2020 was impacted by COVID 19 and there were periods students were not required to attend school.

Overall Brentwood continued to have strong regular attendance.

- Brentwood had an Aboriginal student population of 14 in 2020. In 2019, 4 Aboriginal students were identified as having severe non attendance. An attendance plan was put in place to arrest this trend and improve Aboriginal student attendance. Goals were set around 90% attendance throughout 2020 with rewards provided when goal was achieved. 9 of the 14 students were able to demonstrate improved student attendance and meet the required 90% for regular attendance.
- An interesting trend emerging in the data, in that 40% of school absences remain unexplained. This has occurred over several years, so is not related to COVID 19. Processes have been shifted to address this and it will be a target for improvement in 2021.

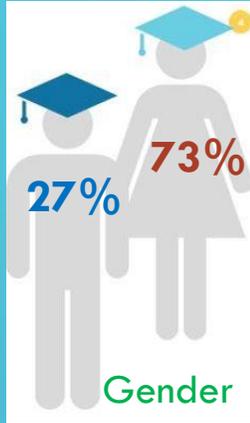
## Attendance Reporting 2020



## Authorised vs Unauthorised Absences Over Time



Years of Service	
0-5	8
6-10	3
11-20	5
21-30	4
31+	2



Employment Tenure



Permanent Fixed Term

Work Fraction



Full Time Part Time

## TEACHER SURVEY

### STAFFING PROFILE

## Teacher Opinion Survey Results

QUESTION	SCORE /5
Results reflect school experiences 2018-2019. Teachers used a five point scoring system ranging from Strongly Agree to Strongly Disagree. A high score indicates a positive perception. Pink highlights potential lines of inquiry to improve staff school culture.	
Teachers at Brentwood expect students to do their best.	4.5
Teachers at Brentwood provide students with useful feedback about their school work.	4.3
Teachers at Brentwood treat students fairly.	4.6
Brentwood is well maintained.	4.0
Students feel safe at Brentwood.	4.5
Students at Brentwood can talk to their teachers about their concerns.	4.4
Parents at Brentwood can talk to their teachers about their concerns.	4.5
Student behaviour is well managed at Brentwood.	4.0
Students like being at Brentwood.	4.5
Brentwood looks for ways to improve.	4.1
Brentwood takes staff opinions seriously.	3.9
Teachers at Brentwood motivate students to learn.	4.4
Student learning needs are being met at Brentwood.	4.1
Brentwood works with parents to support students' learning.	4.3

Brentwood has a strong relationship with its local community.	4.0
I receive useful feedback about my work at Brentwood.	3.6
Staff are well supported at Brentwood.	3.9
Students like being at Brentwood.	3.9
Brentwood is well led.	3.9
I am satisfied with the overall standard of education achieved at Brentwood.	4.3
I would recommend Brentwood to others.	4.5
Teachers at Brentwood are good teachers.	4.5
Teachers at Brentwood care about their students.	4.6

## Parent Opinion Survey Results

QUESTION	SCORE /5
Results reflect school experiences 2018-2019. Teachers used a five point scoring system ranging from Strongly Agree to Strongly Disagree. A high score indicates a positive perception. Blue highlights potential lines of inquiry to improve public perception of school operations.	
Teachers at Brentwood expect my child to do their best.	4.2
Teachers at Brentwood provide my child with useful feedback about their school work.	3.9
Teachers at Brentwood treat students fairly.	4.0
Brentwood is well maintained.	4.0
My child feel safe at Brentwood.	4.3
I can talk to my child's teachers about my concerns.	4.3
Student behaviour is well managed at Brentwood.	4.0
My child likes being at Brentwood.	4.5
Brentwood looks for ways to improve.	3.5
Brentwood takes parents opinions seriously.	3.7
Teachers at Brentwood motivate my child to learn.	4.0
My child is making good progress at Brentwood.	4.1
My child's learning needs are being met at Brentwood.	4.1
Brentwood works with me to support my child's learning.	4.0

Brentwood has a strong relationship with the local community.	3.9
Brentwood is well led.	3.6
I am satisfied with the overall standard of education achieved at Brentwood.	4.0
I would recommend Brentwood to others.	4.1
My child's teachers are good teachers.	4.4
Teachers at Brentwood care about my child.	4.2

## Lines of Inquiry for School Improvement

- Parents and teachers have identified similar opinions around school improvement
- Whole school approaches to giving and receiving feedback with students
- Establishing a variety of ways to elicit parents opinions and gain feedback in meaningful ways
- Whole school approaches around behaviour and communicating processes with families

# COVID 19 Reflections



## School Experiences

We focused on building resilience. We wanted people to feel safe and connected.	We tested our resourcefulness.	We reflected on emerging practices and asked ourselves questions.	Schools are social environments. What students missed most was socialization and connection.
We addressed immediate challenges to continuity of learning and minimizing impact on equity.	We over communicated with clarity.	What did we learn? What do we change? What do we keep?	Children are more resilient and independent when given the opportunity to be.

## Highlights

Meetings are not always required to be face to face.	Effective collaboration and team work is developed through shared understanding, trust and time.	Parents are valued partners and their level of support and engagement matters.	Over communication was necessary in uncertain times to be community confidence.
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## IMPROVEMENT OPPORTUNITIES

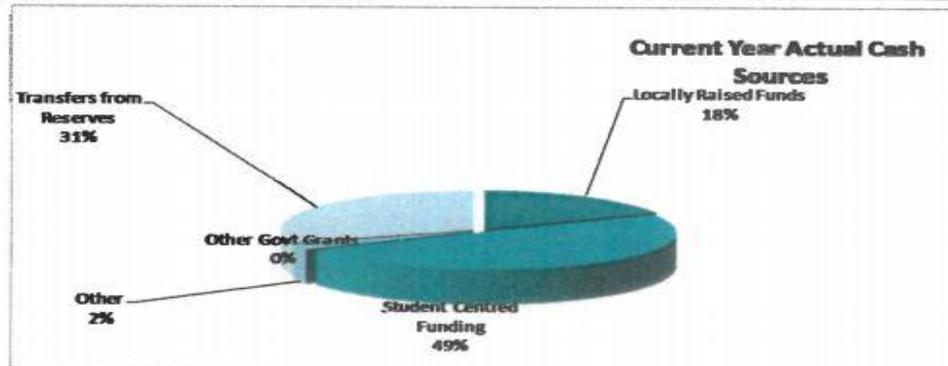
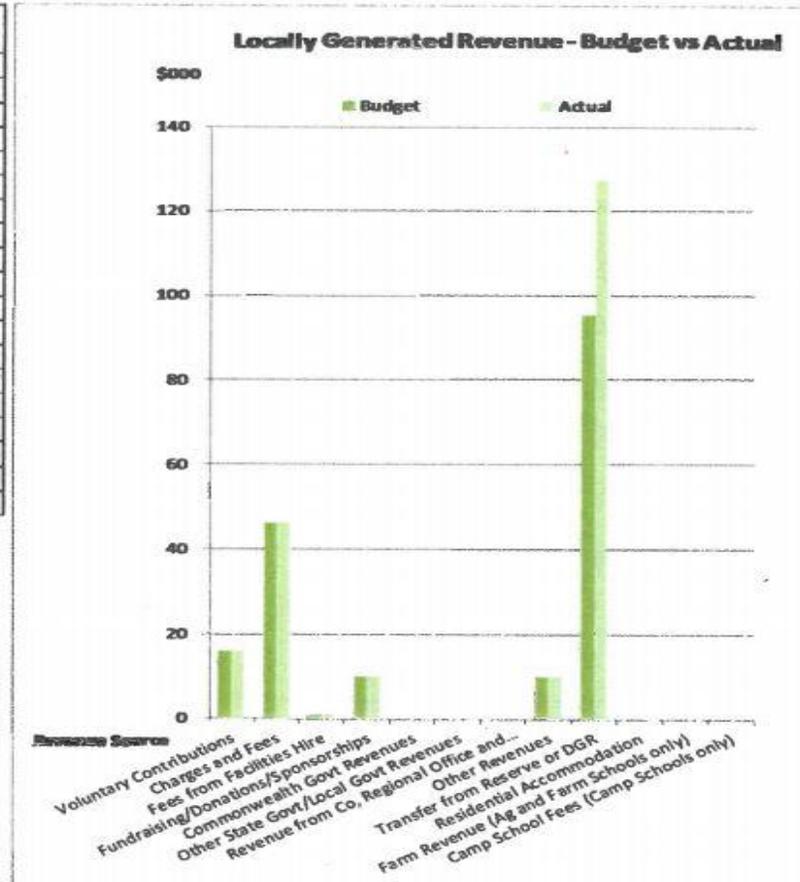
Audit whole school processes and document policies as Brentwood Way.	Teachers are adaptable and collaborative and pivot quickly to respond to new situations.	Working smarter not harder. What habits have we developed that can be left behind?	We are all in this together.
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# FINANCIAL SUMMARY AS AT 31 DECEMBER 2020



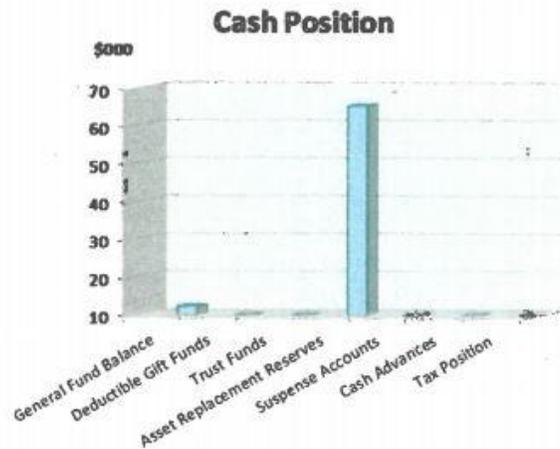
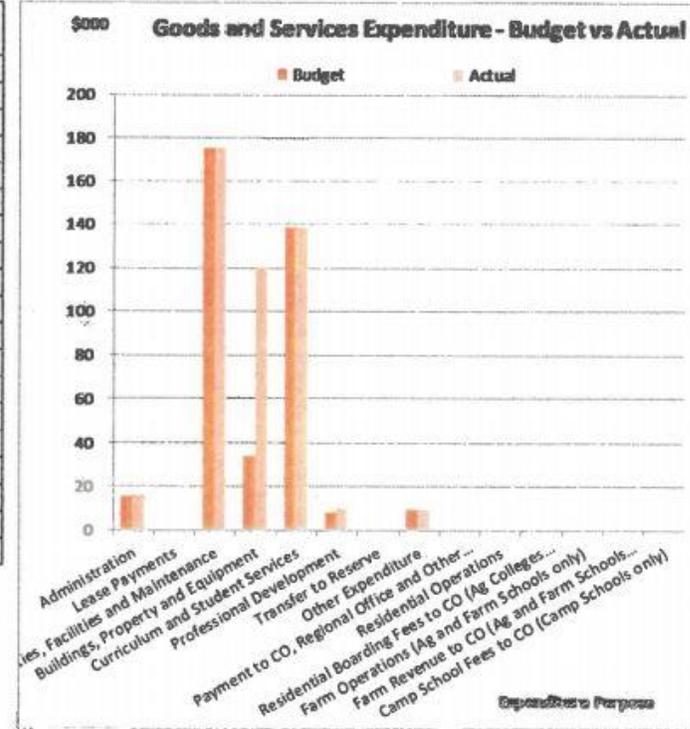
## Brentwood Primary School Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 15,748.00	\$ 15,748.00
2 Charges and Fees	\$ 46,192.56	\$ 46,202.83
3 Fees from Facilities Hire	\$ 773.00	\$ 772.73
4 Fundraising/Donations/Sponsorships	\$ 9,746.00	\$ 9,745.27
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 9,742.00	\$ 9,745.82
9 Transfer from Reserve or DGR	\$ 95,341.52	\$ 127,655.49
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 177,543.08</b>	<b>\$ 209,870.14</b>
Opening Balance	\$ 68,264.27	\$ 68,264.27
Student Centred Funding	\$ 203,241.13	\$ 203,241.40
<b>Total Cash Funds Available</b>	<b>\$ 449,048.48</b>	<b>\$ 481,375.81</b>
Total Salary Allocation	\$ 3,253,878.00	\$ 3,253,878.00
<b>Total Funds Available</b>	<b>\$ 3,702,926.48</b>	<b>\$ 3,735,253.81</b>



# FINANCIAL SUMMARY AS AT 31 DECEMBER 2020

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 15,336.00	\$ 15,701.87
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 175,434.52	\$ 175,300.94
4	Buildings, Property and Equipment	\$ 34,106.47	\$ 120,196.73
5	Curriculum and Student Services	\$ 138,367.37	\$ 138,582.89
6	Professional Development	\$ 8,000.00	\$ 9,994.60
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 8,975.00	\$ 9,223.82
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 380,219.36</b>	<b>\$ 469,000.85</b>
<b>Total Forecast Salary Expenditure</b>		<b>\$ 3,179,619.00</b>	<b>\$ 3,179,619.00</b>
<b>Total Expenditure</b>		<b>\$ 3,559,838.36</b>	<b>\$ 3,648,619.85</b>
<b>Cash Budget Variance</b>		<b>\$ 68,829.12</b>	



Cash Position as at:	
Bank Balance	\$ 78,881.25
Made up of:	\$ -
1 General Fund Balance	\$ 12,374.96
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 65,235.55
5 Suspense Accounts	\$ 3,833.74
6 Cash Advances	\$ -
7 Tax Position	\$ (2,563.00)
<b>Total Bank Balance</b>	<b>\$ 78,881.25</b>



01

## Brentwood Way

School needs to align and document the many systems and processes we have in place to enable transparency and accountability through review processes. It will also allow effective communication processes with families about what and how we do things.



02

## Excellence in teaching

Excellence in teaching will be aligned to evidence based practices using observation and feedback to support teacher development. A focus of giving feedback for improved learning outcomes will also be included.



03

## Students at Educational Risk

A clear focus on systemic phonics in the early years using the 'science of reading' evidence. Developing effective policy and processes across the school that mirrors a three tiered intervention process that targets support at the point of need. Seeking to ensure every child finishes Year 3 a capable reader.



04

## Reconciliation

Use the Aboriginal Cultural Standards Framework to strengthen culturally responsive practices. Recognise and develop mutually respectful and collaborative relationships with Aboriginal students, families and communities. Embed the Aboriginal history and cultures cross curriculum practices into classroom practices.



05

## Resourcing

Alignment of finances and human resources to meet our school priorities to operate effectively into the future. Ensure we maintain effective governance structures and overview of school resourcing needs.

**Every student, every classroom, everyday**  
**Recommended priorities in our strategic focus**

Signed

School Council Chairperson