



BRENTWOOD PRIMARY SCHOOL

SEEK WITH PURPOSE

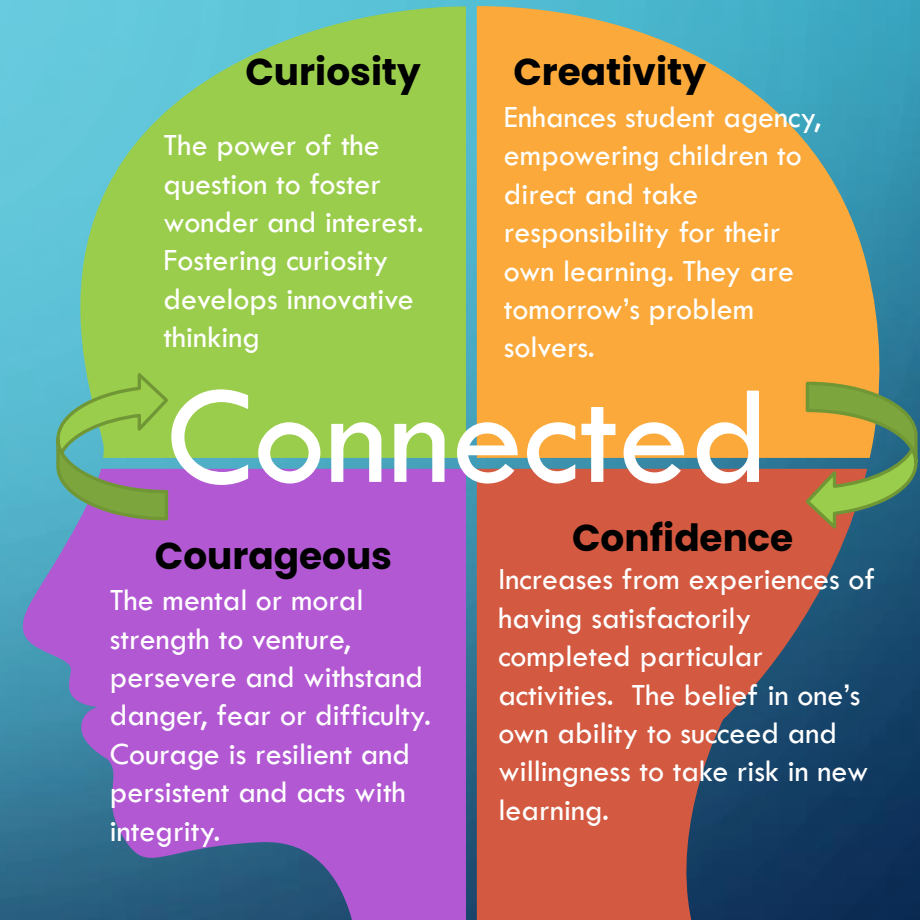
Brentwood Primary School opened in 1956 and is situated 12 km south of Perth catering for students Kindergarten to year 6. We have a diverse population with over 20 different languages other than English. This diversity is valued and celebrated at Brentwood creating a harmonious learning environment. We offer high quality engaging curriculum, with specialist focus for Music (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 2022, the school improvement focus had a slower approach than 2020-2021. In 2022, WA and Brentwood experienced disruptions and change as COVID 19 spread amongst staff and students and distributing RAT tests and recording cases became a daily norm. COVID further impacted with restrictions to gatherings ceasing our parent assemblies, Captain's Tables and opportunities to gather information in groups. The school review scheduled for Term 2 was rescheduled for 2023, however, this does not mean all improvement processes ceased they just occurred in different ways. School governance was maintained with P&C meetings and School council often meeting online, Connect notices remained the main form of communication and school improvement meetings were limited to provide more time for teachers to focus on classroom teaching and learning and parent teacher interviews. COVID sharpened our focus on student and teacher well being strategies over the year.

Our school strategic plan, "Building on Strength" was launched in December and maintaining positive and respectful relationships with parents and carers is a key aspect of the plan to embed our belief we are a family school and our connections to each other and our diversity gives us strength. As WA's best kept secret, we are proud to present the school annual report identifying our success, sharing celebrations and communicating our next steps for 2023.

School Vision

We seek with purpose to inspire and challenge, connect and nurture curious, creative, confident and courageous learners.



CHAIRPERSON REPORT

2022 was another busy year for the entire Brentwood community.

The major focus of the School Council in 2022 was the finalisation of the new school branding and uniform. The process was an iterative one, involving consultation and feedback with the entire school community. We are very pleased to have had our final logo designed by one of our parents, providing an updated and modern look, while maintaining the historical links. I was very pleased to arrive to campus on the first day of term in 2023 and seeing the new uniforms being proudly worn by so many of our students.

Through terms one and two, Western Australia was finally hit with the pent up wave of COVID. The entire school community needs to be thanked for the way that it approached the challenge, particularly in the early stages prior to the changes to close contact rules. A particular thanks to the school teachers, who ensured that students were supported in what every form of learning they were participating in and to the school administrators who ensured that there were staff on campus every day to educate the students.

The school P&C continues to provide outstanding support to the school to continue to enable the best academic outcomes for students as well as the value adds such as the provision of the new interschool uniforms. The school also continues to engage with the wider Brentwood and surrounds community. This was particularly evident by the relationship with Tingara Netball club that saw government funding to resurface the courts and upgrade the lighting facilities

The school continues to work on governance and meeting parent expectations. This is an ongoing process but results are trending in the right direction with further parental feedback to be sought in 2023. The school executive is continuing to implement the strategic plan, with outcome to date demonstrating positive outcomes.



Alasdair Dempsey

PRINCIPAL REPORT

Now in my third year as Principal at Brentwood I appreciate the joy and wonder children bring to their learning everyday despite the challenges that COVID introduced. Maintaining our positive relationships with families and children was pivotal for supporting student wellbeing during lockdowns and isolation and we had some challenges but found ways to continue to engage where and when opportunities arose. That authenticity in our relationships underpins our work together and ensures we continue to demonstrate excellence in our academic results in NAPLAN data, teacher judgements and grade allocations.

In 2022, we introduced a Tier 3 model of intervention for reading and our students who were needing more support demonstrated significant improvement in their reading skills. This model will continue throughout 2023.

Our students continued to participate in various extra curricula activities including interschool sporting events, Eagles Cup, MassEd choir, PEAC, and a variety of excursions For HASS and incursions for NAIDOC, maths and science. Our new interschool sports uniform made its debut at the interschool cross country and we thank the P&C for its generous support in purchasing them. The new design reflects our focus on reconciliation and understanding Aboriginal perspectives across the curriculum. We have introduced a variety of measures to connect our school to country and understanding of reconciliation including Year 6 leavers shirts, children experimenting with crushing ochre, incidental naming of classrooms as Noongar birds and the multiple pairs of football boots painted in Aboriginal design in partnership with the P&C and our Peace Garden evolved into an imagination/construction garden. These highlight some examples reflecting the positive regard and interest children share for developing as culturally responsive citizens of the future. Students are open and willing to discuss contemporary issues such as reconciliation, the Uluru Statement and the Stolen Generation. As always our year ended with through the celebration of dance with our annual EduDance Concert. I bid a teary farewell to my third group of Year 6 leavers and each year gets harder. As an Aboriginal principal, it fills me with immense pride and hope for our future knowing our young people are the change-makers of the future and that our community walks with us on this path. I thank staff, students and families for another successful year at Brentwood and hope you value the information shared in our annual school report.

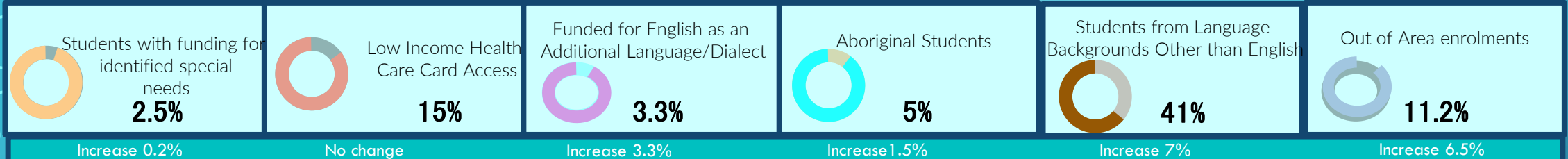
Cheers



Donna Bridge

BRENTWOOD SCHOOL PROFILE

Understanding our school context



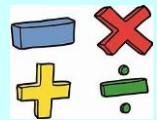
Attitude, Behaviour, Effort (ABE) ☒

66.5% Brentwood students consistently display positive ABE's for learning success and an additional **24.9%** displaying them often

6.7% students sometimes display the required ABE's and need more support

Attribute Focus 2023

Sets goals and works towards them with perseverance



MATHS ACHIEVEMENT ☒

92% Brentwood students are achieving the expected standard

55% Year 1 to 6 students are achieving **above** the expected standard (A, B grades)

7.8% students have a D grade and require more support with maths



Student achievement in reading

91% Brentwood students achieve the standard in reading literacy

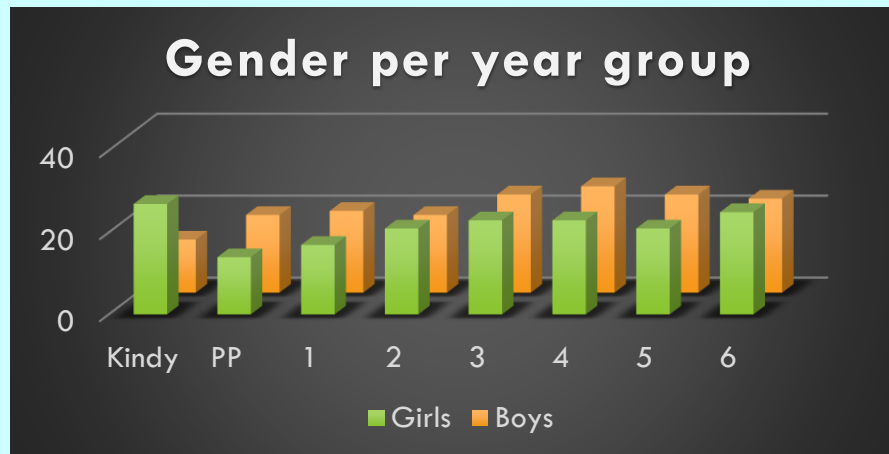
35% Year 1 to 6 students are achieving **above** the expected standard (A, B grades)

9% students have a D grade and require more support

Student Enrolments 2022

Total enrolments 345 **Boys 173 Girls 172**

Gender per year group



SCIENCE ☒

98.9% Brentwood students across Years 1-6 achieve the expected standard in science

36% of students are achieving **above** the expected standard (A, B grades)

1% students have a D grade in science



2022 HIGHLIGHTS

- Faction swimming carnival, athletics carnival and cross country
- Eagles Cup Lightning Rounds & Interschool Tennis
- Reconciliation Week and NAIDOC Week activities
- Interschool cross country and interschool athletics carnival
- P&C fundraising events – Colour Run, cake stalls, crazy sock day, election sausage sizzle and mother's day market stall
- Science week activities including Scitech incursion and science tabloid day
- School excursions – Kalamunda Village, Piney Lakes, Wizard of Oz musical and recycling centre
- Premier visit and Minister for Education opening of the netball courts
- Vibrant Mural facing Cranford and lunch time lego club
- New school logo design
- Pyjama Day, Free Dress Day and Book Week





NATIONAL SCHOOL OPINION SURVEY (NSOS)



Student survey return rate

23% 2019 Year 5 & 6 only
68% 2021 Year 1 to Year 6



SCHOOL IMPROVEMENT TARGET

NSOS reflect positive parent perceptions rated 4.0 or above



Parent Survey Feedback Focus Areas

Teachers provide useful feedback to my child	3.8
School takes parents opinions seriously	3.7
School works with me to support my child's learning	3.8

Feedback is a gift. Surveys will be sent again in 2023



PARENT SURVEY RETURN RATE

10%

2019

21%

2021



SCHOOL COUNCIL EFFECTIVENESS

School council survey measures our governance and decision making capacity from the school council perspective.

Ratings below 4 included:-

- An annual report on council activities is prepared and distributed publicly **3.5**
- The council promotes the school in the community **3.3**



POSITIVE STUDENT FEEDBACK

Student survey results rate 4 or above for all questions. The highest scores are identified as the **school strengths**.

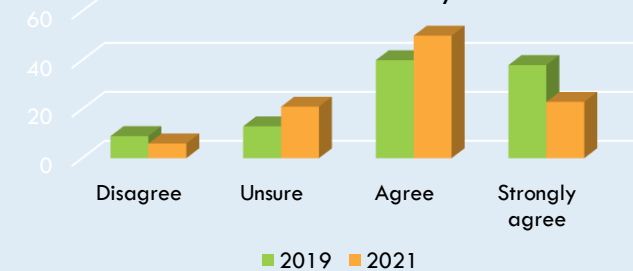
School strengths identified by students are:-

- My teachers expect me to do my best 4.7
- I feel safe at my school 4.5
- My teachers motivate me to learn 4.5
- My teachers are good teachers 4.7
- My teachers care about me 4.6



STUDENT SURVEY FEEDBACK

FOCUS This school takes student opinions seriously



LONGITUDINAL NAPLAN SUMMARY ACHIEVEMENT DATA

The NAPLAN longitudinal summary on the following pages demonstrates Brentwood students' English and Maths 2017-2022 performance compared to all WA Public Schools in Year 3 and 5.

Brentwood consistently demonstrates high performance when compared to all public schools, and parity with our like schools. 'Like' schools are identified by the system factoring socio-economic status, student profile and school context.

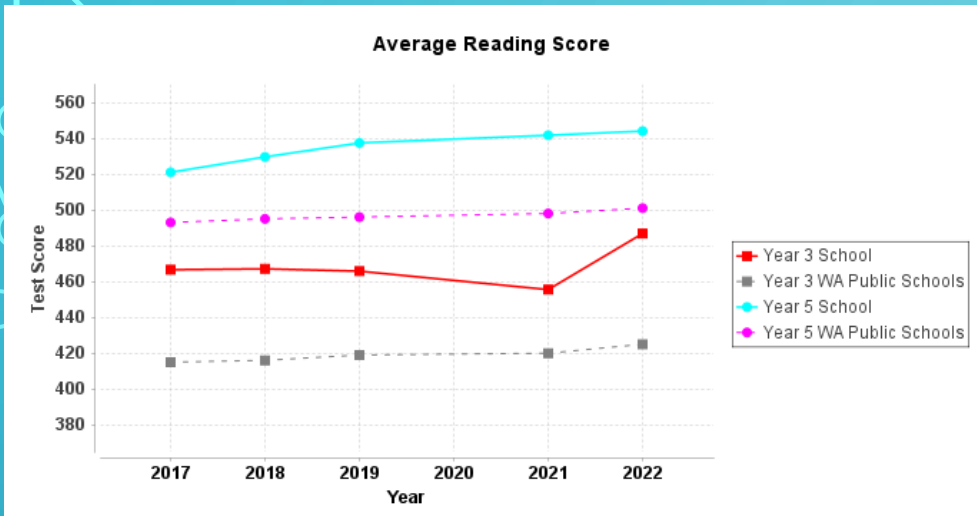
We can also make comparisons on our performance based on our NAPLAN student achievement and progress information over time in relation to our network neighbouring schools.

The following graphs and tables map our achievement compared to all WA public schools. Further information about Brentwood achievement in comparison to like schools or all Australian public schools, can be found by visiting My School website or Schools Online.



"The mean scores in all areas highlight that we are performing within the expected range for Brentwood school context and doing well"





Year	Y03		Y05	
	School	WA Public Schools	School	WA Public Schools
2017	467	415	521	493
2018	467	416	530	495
2019	466	419	537	496
2021	456	420	542	498
2022	487	425	544	501

The longitudinal summary demonstrates the reading performance of our Year 3 and Year 5 cohorts over five year period.

In 2022:

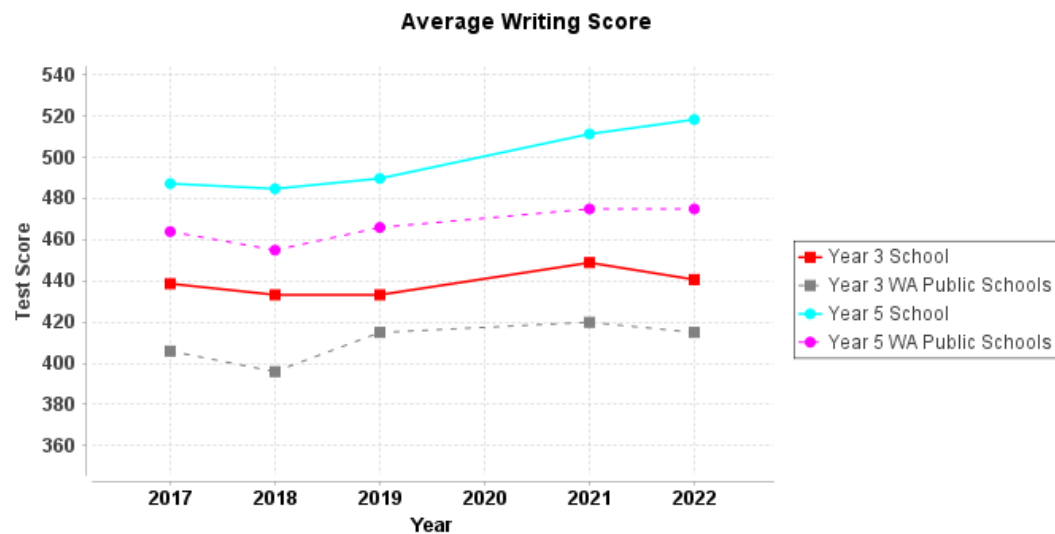
- **6% Year 3** students did not achieve the national minimum standard in reading.
- **91% Year 3** students are achieving above national proficient standards.
- **46% Year 3** students are excelling in reading achievement.
- **0% Year 5** students are at national minimum standard in reading and none are below the expected standard.
- **100% Year 5** students are achieving above national minimum proficient standards in reading.
- **54% Year 5** students are excelling at reading achievement.

Time to celebrate. Our intervention program is having success. No students were below standard in Year 5 and more than half are excelling.



NAPLAN summary

READING



Year	Y03		Y05	
	School	WA Public Schools	School	WA Public Schools
2017	439	406	487	464
2018	433	396	485	455
2019	433	415	490	466
2021	449	420	511	475
2022	441	415	518	475

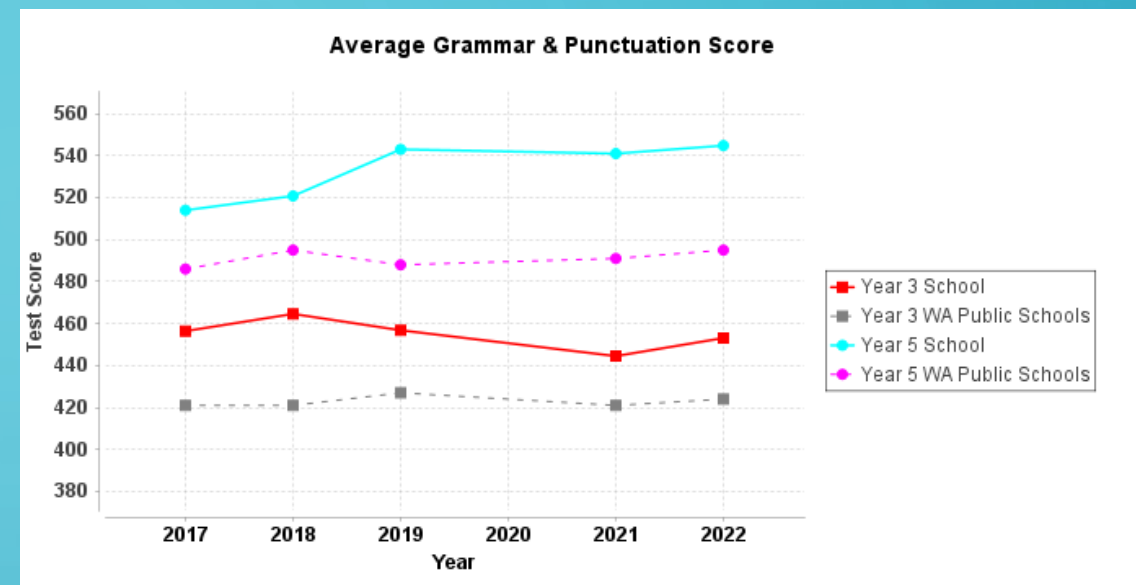
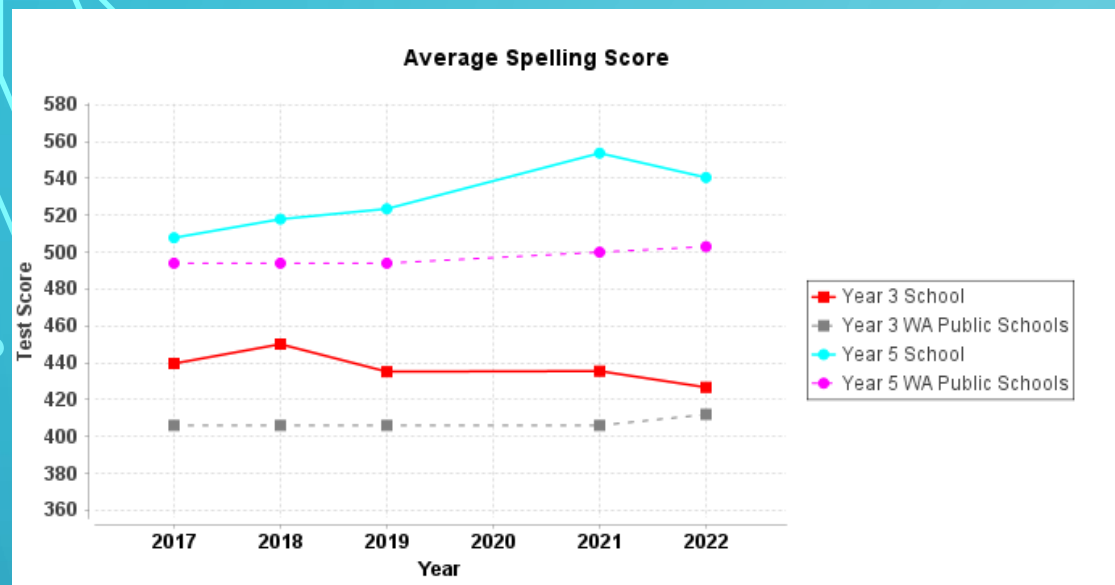
The longitudinal summary demonstrates the writing performance of our Year 3 and Year 5 cohorts over five year period.

In 2022:

- **4%** Year 3 students are at the expected national minimum standard for writing.
- **96%** Year 3 students are achieving above national standards in writing.
- **29%** Year 3 students are excelling in writing achievement.
- **0%** Year 5 students are only at national minimum standard in reading and none are below the expected standard.
- **100%** Year 5 students perform above national minimum proficiency standards in writing.
- **40%** Year 5 students have excellent achievement standards in writing.



NAPLAN summary WRITING

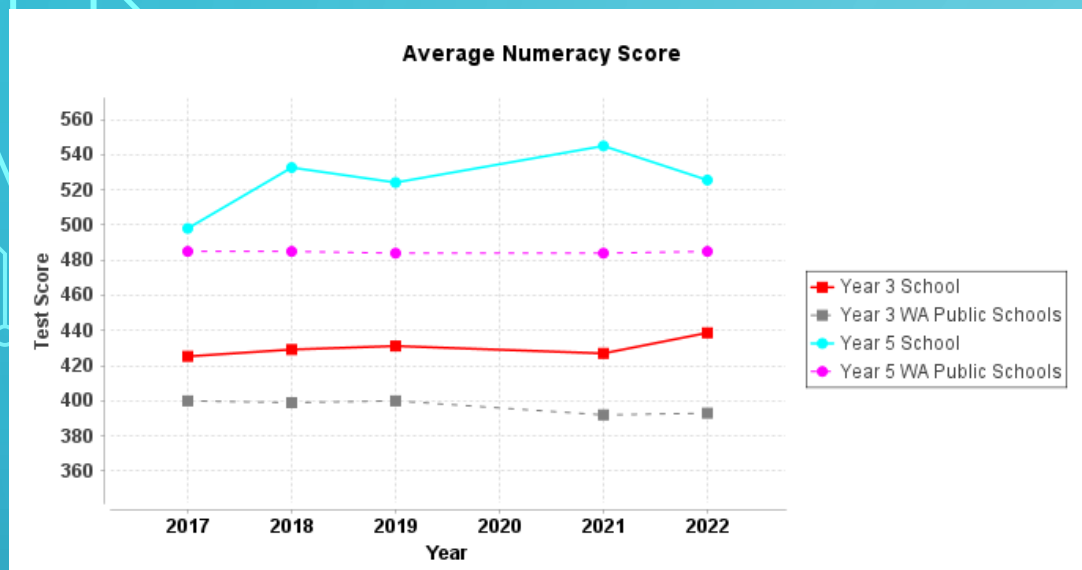


NAPLAN summary SPELLING and GRAMMAR & PUNCTUATION

The longitudinal summary demonstrates the spelling and grammar/punctuation performance of our Year 3 and Year 5 cohorts over five year period

In 2022:

- **11%** Year 3 students are at the expected national minimum standard for spelling and **4%** are below the expected standard
- **85%** Year 3 students are achieving above national standards in spelling and **29%** have excellent achievement in spelling;
- **7%** Year 3 students are at the expected national minimum standard for spelling and **93%** Year 5 students are achieving above national expected standards in spelling and **25%** have excellent achievement in spelling;
- **2%** Year 3 students are below the expected national minimum standard for Grammar & Punctuation, **13%** are at the expected standard
- **85%** Year 3 students are achieving above national standards in grammar & punctuation and **21%** have excellent achievement in this area
- **0%** Year 5 students are below the expected national minimum standard for Grammar & Punctuation, **2%** are at the expected standard
- **98%** Year 5 students are achieving above national standards in grammar & punctuation and **25%** have excellent achievement in this area



Year	Y03		Y05	
	School	WA Public Schools	School	WA Public Schools
2017	425	400	498	485
2018	429	399	533	485
2019	431	400	524	484
2021	427	392	545	484
2022	439	393	526	485

The longitudinal summary demonstrates the numeracy performance of our Year 3 and Year 5 cohorts over five year period.

In 2022:

- **4%** Year 3 students are achieving at the expected national minimum standards in Maths. No students are performing below the standard.
- **96%** Year 3 students are achieving above the national proficient standard in Maths.
- **46%** Year 3 students have excellent achievement in Maths.
- **7%** Year 5 at national minimum standard in Maths, however, none are below the expected standard.
- **93%** Year 5 students are achieving above national proficient standards in Maths.
- **53%** Year 5 students have excellent achievement in Maths.

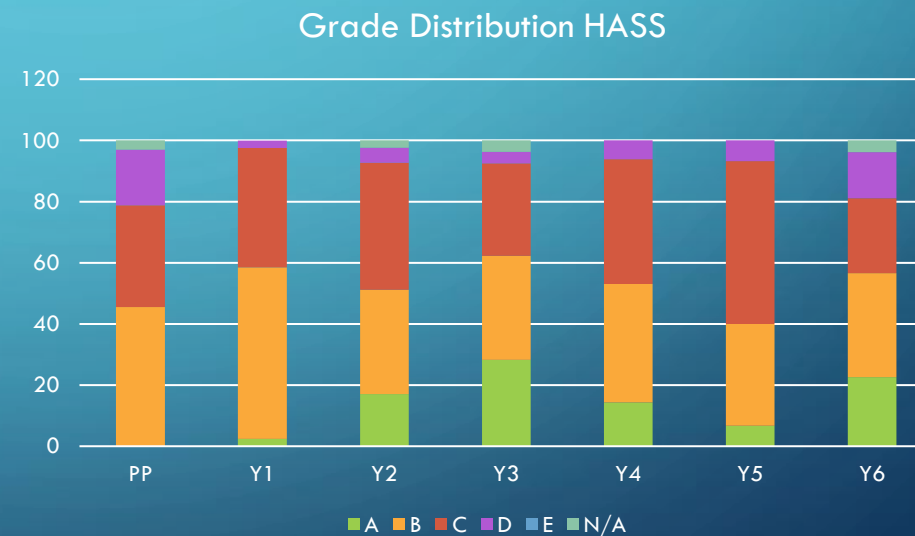
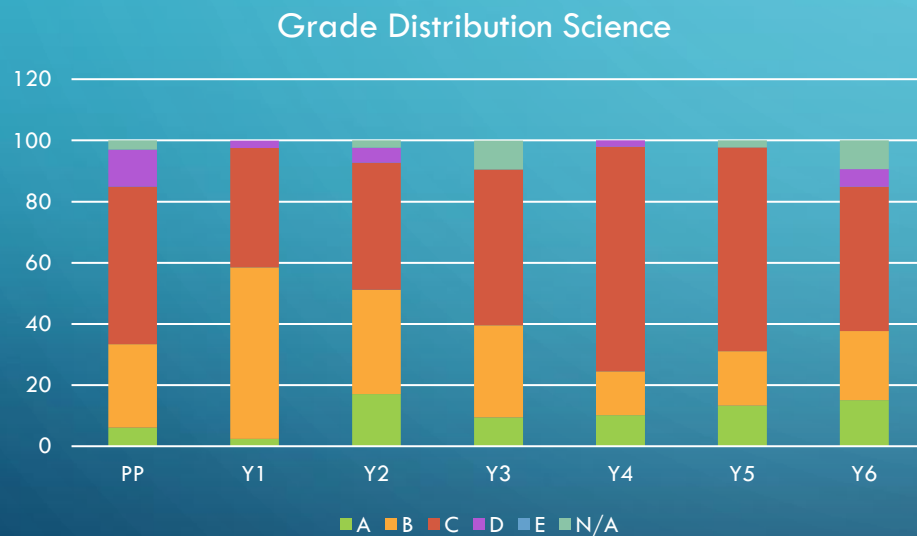
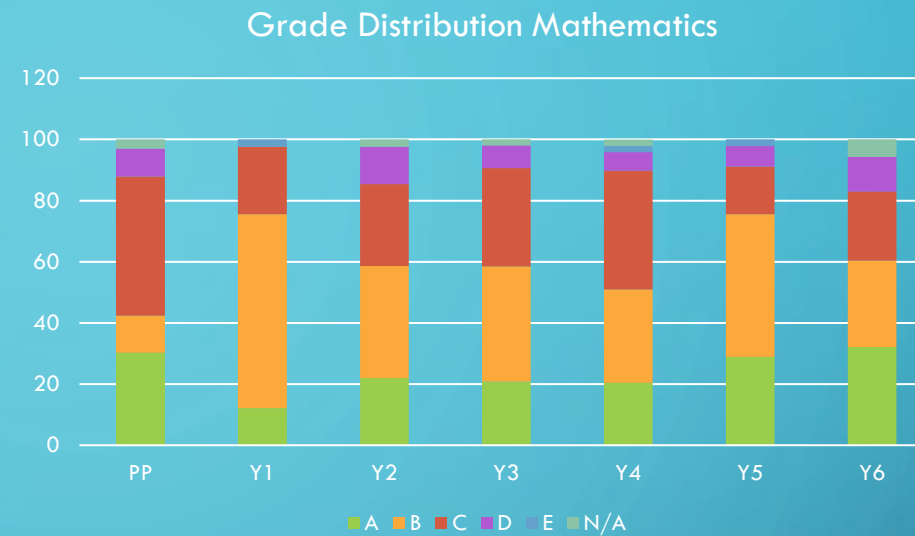
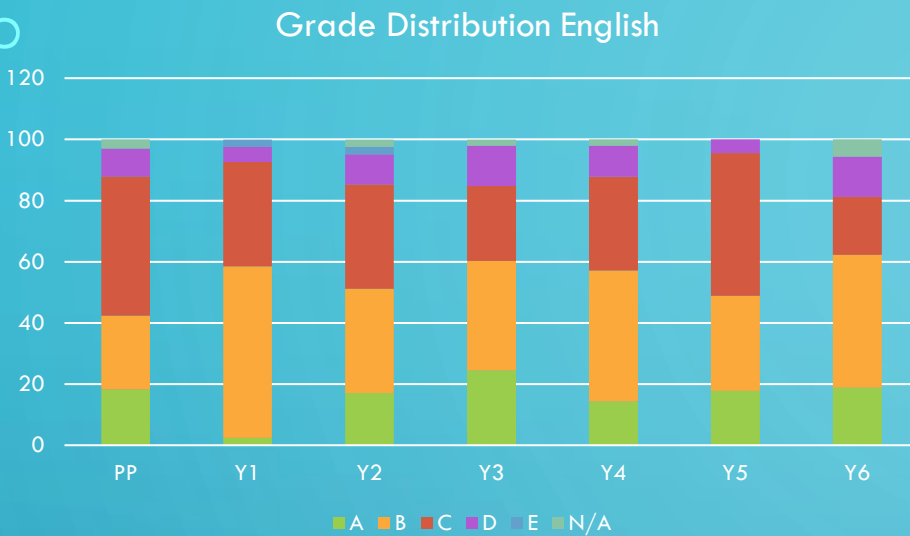


NAPLAN summary

NUMERACY

NAIDOC AND RECONCILIATION

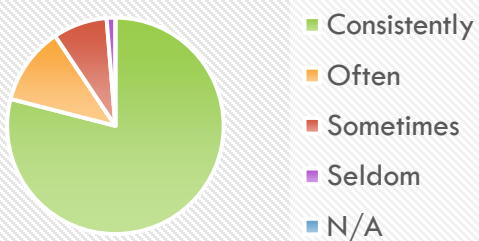




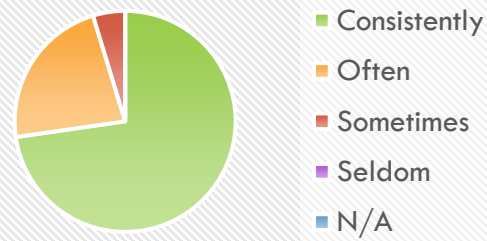
- Grade distribution in English, Maths, Science and HASS have been shared across the year levels. We have a very small group of students who have D grades allocated across the years.

Grade allocations across year level cohorts
Semester 2 reporting 2022

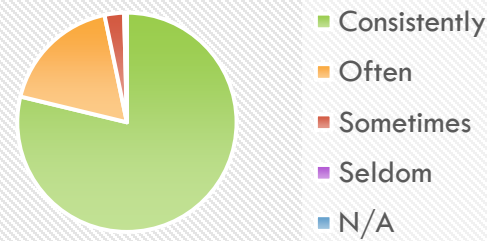
PP ABE distribution



Y1 ABE distribution

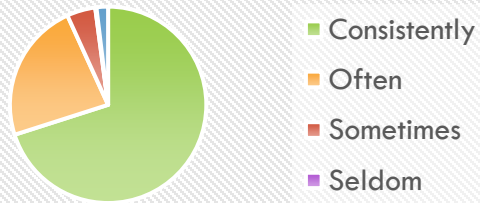


Y2 ABE distribution

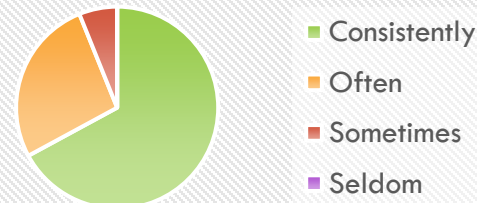


Using this data, we have set targets that aim to increase 80% of students in each cohort achieving consistently in ABEs by end of 2024. We continue to focus on strategies that support working to the best of their ability, is enthusiastic about learning and sets goals and works together them with perseverance.

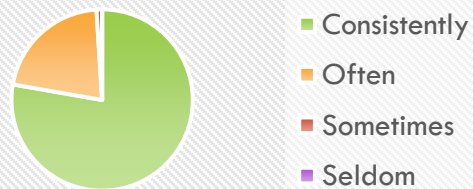
Y3 ABE distribution



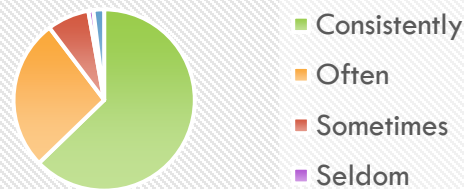
Y4 ABE distribution



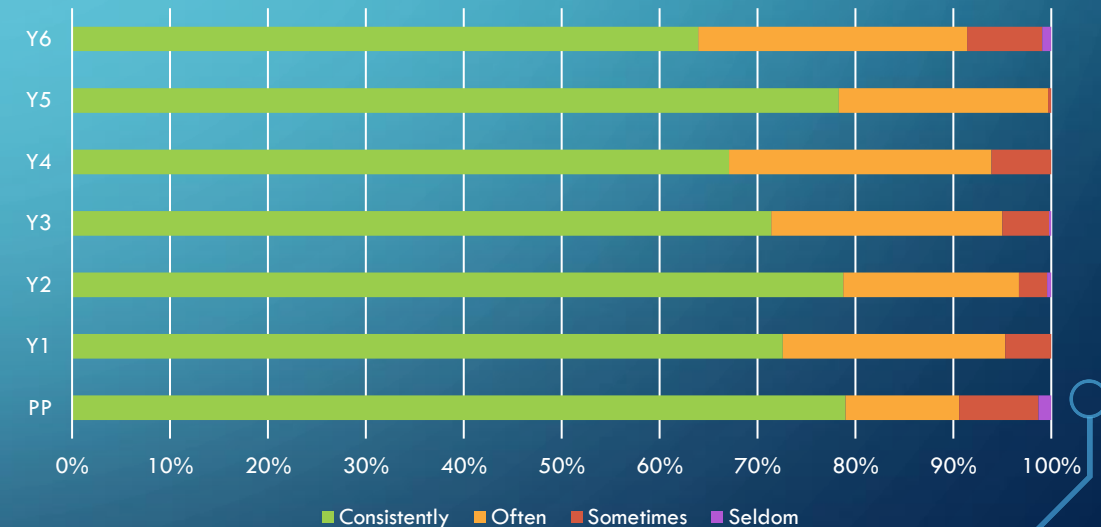
Y5 ABE distribution



Y6 ABE distribution



Whole School Distribution ABE



Reporting student attitude, behaviour and effort across the year levels

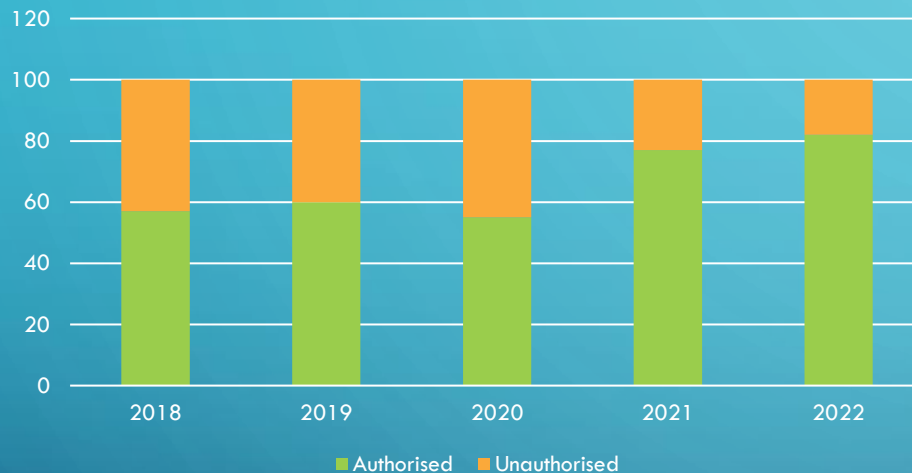
Student Attendance Data

Brentwood Improvement Targets to achieve by end of 2024 are:-

Target 1

- Reducing all unauthorised student absences
- 42% reduction in unauthorised absences since 2018 (42% to 18%)

Authorised vs Unauthorised Absences

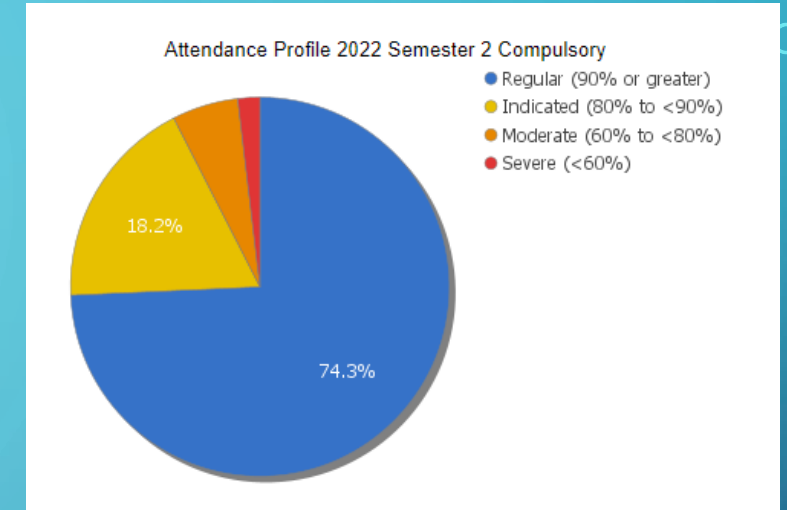


Target 2

- Increasing regular Aboriginal student attendance
- 60% of all Aboriginal students will attend regularly
- Unexplained absences is reduced to 30%

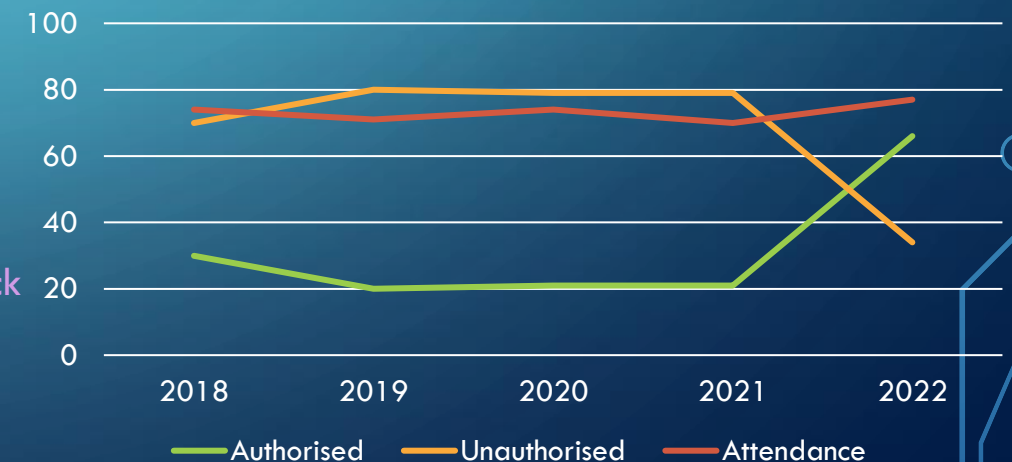
In 2022

- unexplained Aboriginal absences were 34% down from 74% in 2018.
- Regular Aboriginal attendance increased from 5% Semester 1 to 35% Semester 2, 2022



Covid 19 impacted regular attendance by 10.7% with fewer students attending regularly due to health regulations

Semester 2 Indigenous attendance tracking



GROWING A MENTALLY HEALTHY GENERATION

When children and young people are supported to have good mental health, they're more likely to experience positive learning outcomes.

To understand our needs in this area we surveyed staff, students and families about mental health in 2022.

The survey asked questions across five domains.

1. Mentally Healthy Communities

A mentally healthy learning community aims to support children and young people to achieve their best possible mental health.

2. Family Partnerships

Families have one of the most important roles to play in the physical and emotional development of children and young people. Families include parents, carers, grandparents and kin who care for a child. Building meaningful partnerships with families is essential for supporting the mental health and wellbeing of children and young people.

3. Learning Resilience

Social and emotional learning skills are essential for building resilience and maintaining positive mental health and wellbeing. Teaching these skills to children and young people can help to prevent the development of mental health issues down the track.

4. Early Support

Educators are often some of the first adults children and young people turn to when experiencing mental health issues. Knowing how and when to provide appropriate support is a key skill for educators.

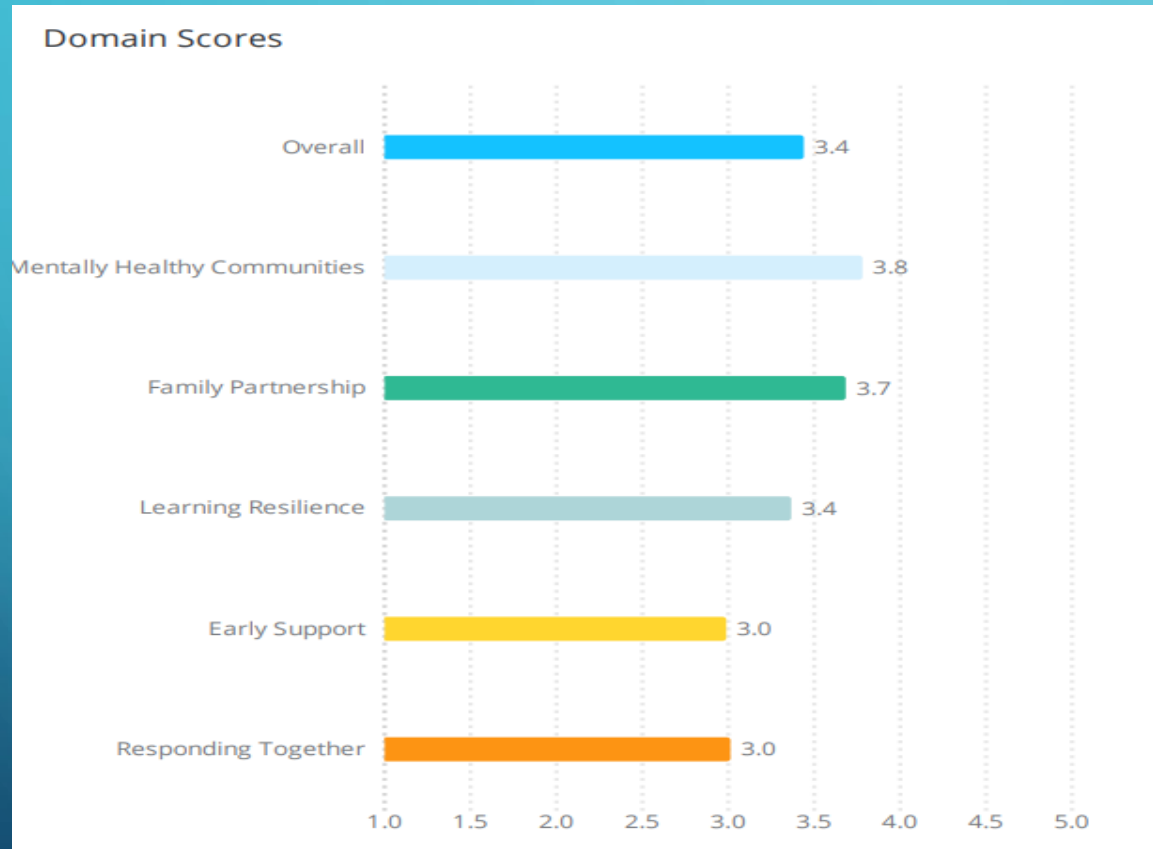
5. Responding Together

Critical incidents happen in every learning environment, but how educators prepare for and respond to such incidents is key to managing the impact they can have on children, young people and the wider learning community.



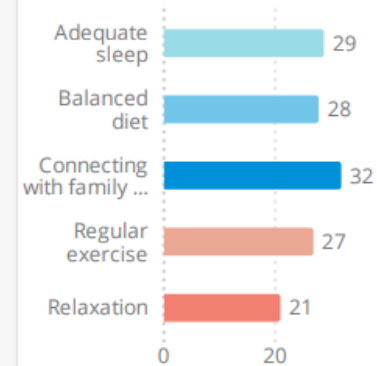
SURVEY RESULTS

35 families responded to the survey.
23 educators responded to the survey.
172 children responded to the survey.

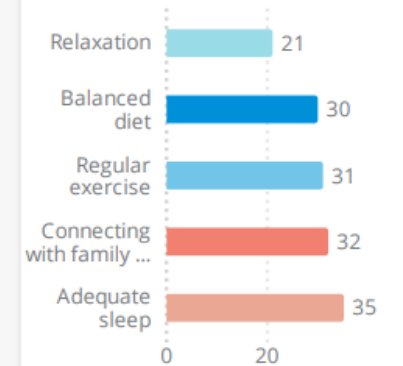


Family Survey Results 2022

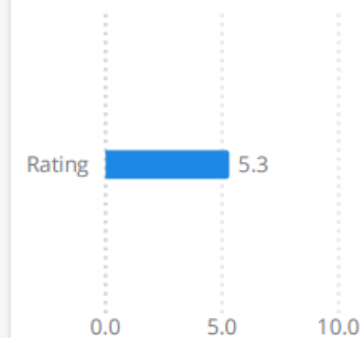
How Do You Look After Your Own Mental Health?



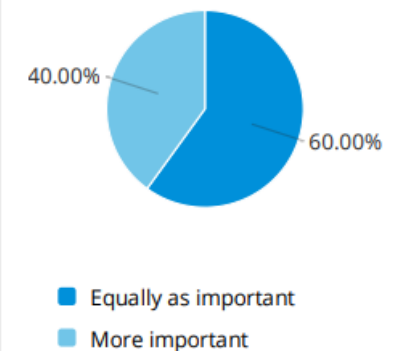
How Do You Look After Your Family's Mental Health?



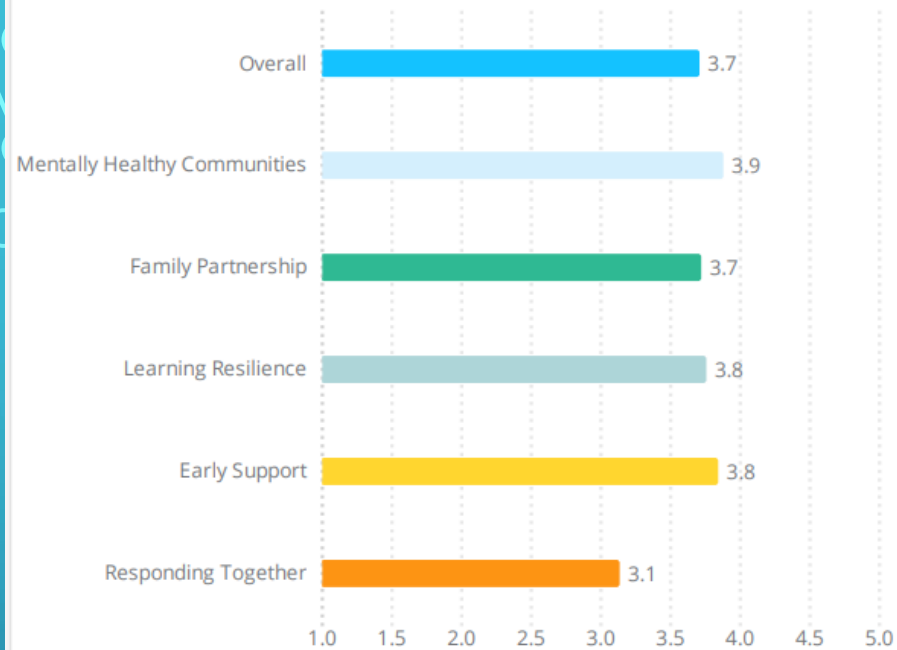
The Extent of my Learning Community to promote Mental Health and Wellbeing



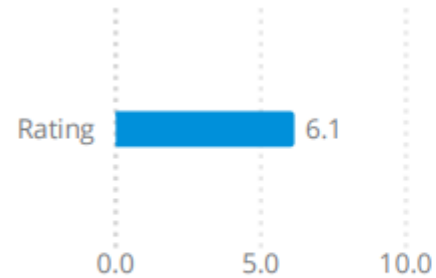
Importance of Mental Health compared to Physical Health



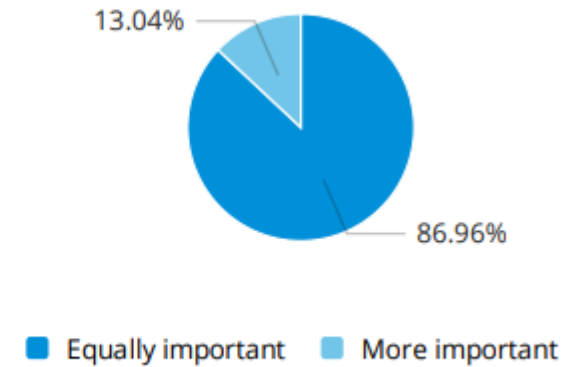
Domain Scores



The Extent of my Learning Community to promote Mental Health and Wellbeing

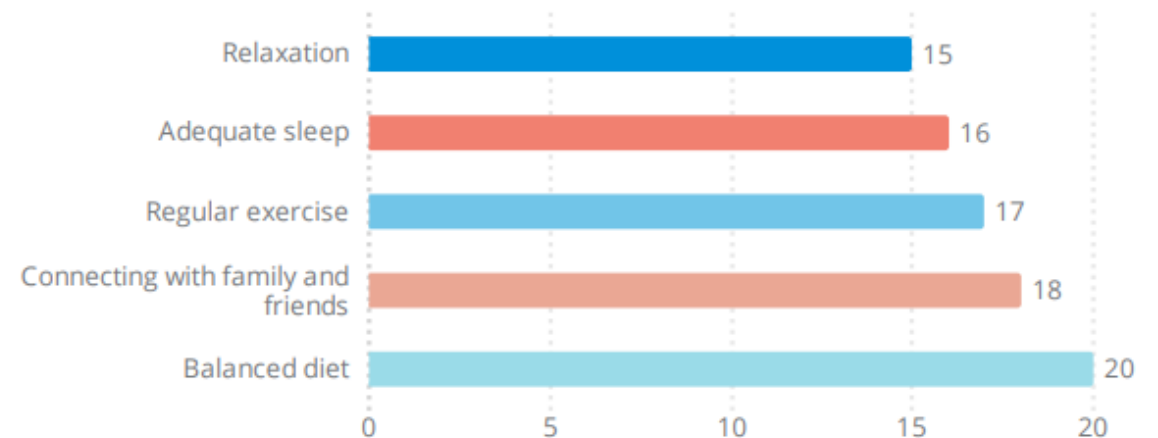


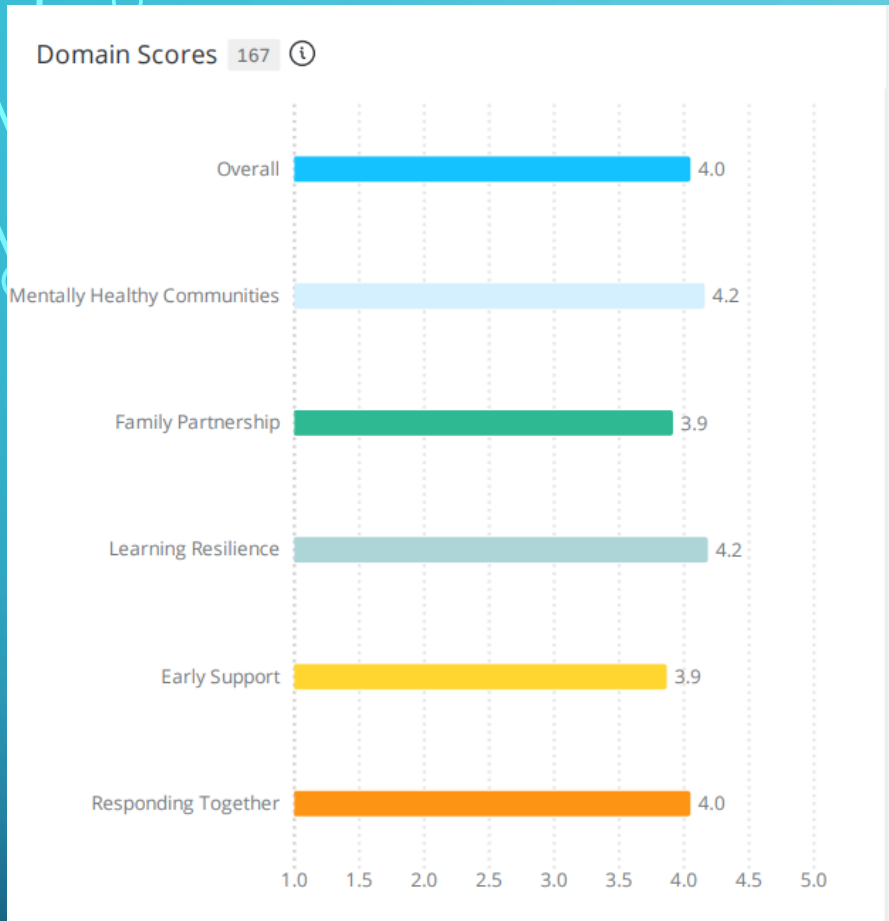
Importance of Mental Health compared to Physical Health



Educator Survey Results 2022

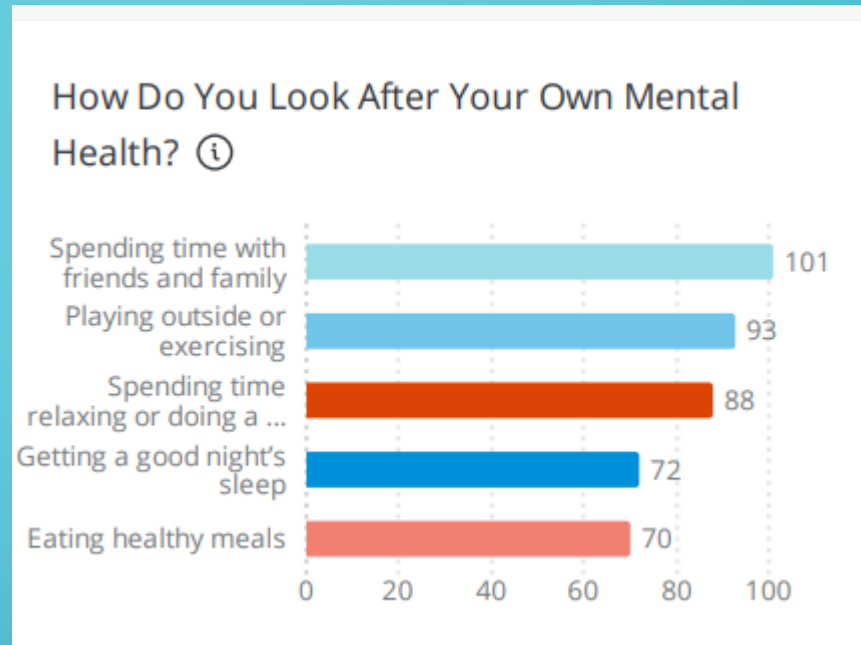
Looking After Your Mental Health





Children Survey Results 2022

All children in year 4 – 6 were given the opportunity to respond



56% children feel accepted and belong at school

84% of students believe teachers encourage them to treat others with respect

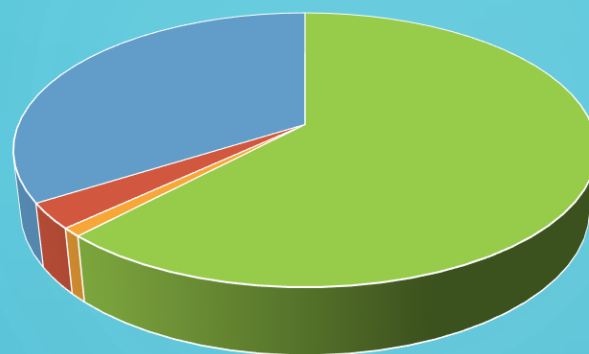
82% know what a helpful/positive friend looks like

66% know how their feelings and mood affect their time at school

69% believe the school celebrates differences between people

Revenue – Salary and Cash Allocation	Budget
1. Voluntary Contributions	\$14,906
2. Charges and Fees	\$64,552
3. Fees from Facilities Hire	\$4,886
4. Fundraising/Donations Sponsorships	\$71,327
5. Commonwealth Government Revenue	\$0
6. Other State Government/ local government revenue	\$3,300
7. Revenue from regional office and others schools	\$580
8. Other revenue	\$15,511
9. Transfer from reserve	\$0
Total Locally Raised Funds	\$175,116
Opening balance	\$120,101
Student Centred Funding	\$283,401
Total Cash Funds Available	\$578,619
Total Salary Allocation	\$3,165,850
Total Funds Available	\$3,744,469

Funding Sources 2022



■ Student Centred Funding
 ■ Other Gov Grants
 ■ Locally Raised Funds
 ■ Other
 ■ Transfer from Reserves

Cash position Components

Bank Balance	\$140,914
Made up of:-	
General Fund Balance	\$74,333
Deductible Gift Funds	\$0
Trust Funds	\$0
Asset Replacement Reserves	\$65,235
Suspense accounts	\$5,299
Cash Advances	\$0
Tax Position	(\$3,954)
Total Bank Balance	\$140,914

Expenditure – Cash and Salary	Budget	Actual
1. Administration	\$16,697	\$15,188
2. Lease Payments	\$40,000	\$27,794
3. Utilities, Facilities and Maintenance	\$120,766	\$146,282
4. Buildings, Property and Equipment	\$129,800	\$167,089
5. Curriculum and Student Services	\$105,729	\$117,749
6. Professional Development	\$7640	\$9646
7. Transfer to reserve	\$0	\$0
8. Other Expenditure	\$14,732	\$20,522
Total Goods and Services Expenditure	\$435,364	\$504,268
Total Forecast Salary Expenditure		\$3,172,892
Total Expenditure	\$435,364	\$3,677,160
Cash Budget Variance	\$148.254	

Financial Summary as at
31st December 2022

Every student, every classroom, everyday

Building on strength

Updating our progress in major initiatives in our strategic plan. 2023 will be our second year of a Tier 3 intervention program for reading at school. We have already seen enormous progress. In 2021, 8.5% of Year 3 students did not achieve national minimum standards in reading. In 2022 this was reduced to 6%. (3) In 2021, Year 5 reading had 4% of students at minimum national standard and in 2022, all students are above the national minimum standard in reading. This reflects the school priority to have targeted intervention and data tracking to ensure we have effective case management of students at risk.

Excellence in Teaching

Lesson Design
Feedback
Learning Intentions
and Success Criteria.
Collaboration

Students at Educational Risk

Tier 3 intervention
Complex case
management processes
IEP & GEP to address
the gaps
Case Management

Successful students

Student agency and
leadership
Collaborative teams
Metacognition
Feedback
Questioning

Resourcing

Focus on ACSF across
school
Alignment of finances &
HR to operational need
Evidence based decision
making

Brentwood Way

Alignment of documents
and systems across
school to provide
transparency in what we
do and why we do it
Quality induction

Developing whole
school pedagogical
framework in 2023

Implemented
& monitored

2023 focus
Feedback

On track

On track