2022 Annual Report to the School Community

School Name: Brunswick North Primary School (3585)

Brunswick North Primary School

- 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 of the previous calendar year 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 04 April 2023 at 05:45 PM by Adam Dunemann (Principal)

- This 2022 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 01 May 2023 at 05:03 PM by Lois Knight (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Brunswick North Primary School, located in the city of Merri-bek, is a vibrant state government school which has been operating since 1908. Its long and rich history with a reputation for providing quality education and supportive community involvement is well established. The values our school community embraces are: Responsibility, Courage and Respect. These values provide us with a framework for the way we achieve our vision. At Brunswick North Primary School, we value a positive, friendly atmosphere that promotes social justice, inclusion, diversity, passion for learning and environmental sustainability. We want our students to flourish and experience success. We strive to achieve this by developing a powerful community of learners- students, parents/carers and staff that value caring, respectful relationships and shares responsibility for our student's education.
A total of 472 students were enrolled at our school in 2022 with 218 females and 254 males. Eleven percent of students had English as an additional language and NDP were Aboriginal or Torres Strait Islander.
The Student Family Occupation Education Index (SFOE) band level is low, which represents a low level of socio-educational disadvantage when compared to state average.
The staffing profile consisted of 1 principal, 1 assistant principal, 1 leading teacher, 1 learning tutor, 2 learning specialists and 27.3 FTE teachers, 5.3 FTE education support staff, school nurse and business manager. NDP were Aboriginal or Torres Strait Islander.
Our school structure consisted of 3 classes of Year Foundation students, 5 classes of Year 1/2 students, 6 classes of 3/4 students and 6 classes of 5/6 students. We continued to offer the specialist areas of Italian, Music, Physical Education, Library/ICT and Art.
Parental involvement at Brunswick North is highly valued and appreciated by staff and students with our Parents and Friends organizing a range of community building and support events throughout 2022. Our parent's endorsement of school satisfaction as reported in the annual Parent Opinion Survey was 85.1% compared to the state average of 79.9%.

Brunswick North is committed to ethical and sustainable living. We continue where possible to use and purchase environmentally and socially responsible products and services.

In Semester 2 Brunswick North Primary School conducted the four-year school review. The results of this review will inform the 2022-2026 school strategic plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Brunswick North Primary School continued to work on its 2018-2022 Strategic Plan goal of improving learning outcomes in Literacy and Numeracy for all students. Students demonstrated growth in their learning in both Literacy and Numeracy, however there was some variability in the rate of growth across the student population.
Teacher judgment of student achievement for students in grades Foundation to 6 was well above state average and equivalent to similar schools for both English and mathematics. NAPLAN achievement data was well above state average for Reading and Numeracy in both grades 3 and 5. However, the school performed slightly lower than similar schools in reading and numeracy for both grades 3 & 5. This data indicates targeting learning at individual student's needs is an area for future focus. The 2022 school review confirmed this as an area of focus in the 2022-2026 school strategic plan.
Brunswick North Primary School continued to refine the implementation of professional learning community (PLC) inquiry cycles throughout 2022. PLCs allow teachers to work collaboratively to analyse student learning data, identify individual student's needs and engage in targeted professional learning to meet these needs. This process will continue to be refined in 2023, with a focus on building middle leaders within the school.
A range of learning initiatives were implemented to meet the needs of all students at Brunswick North Primary School. The tutor learning initiative continued, with students who demonstrated below expected performance receiving weekly one on one or small-group instruction. Individual education plans were implemented for students with additional needs, including regular Student Support Group meetings for students supported through the program for students with disabilities.
Teachers in Foundation began the implementation of a structured synthetic phonics program to complement the literacy instruction already established within the school. This approach will be extended to include Grade 1 & 2 and targeted individual students in Grades 3-6 in 2023.

Wellbeing

In 2022 Brunswick North Primary School continued to work alongside families to ensure students were safe and happy at school. Teachers and support staff worked to create an engaging and inclusive environment where all students were supported to achieve learning, social and emotional goals.
The school achieved a positive endorsement of 65.7% for sense of connectedness on the student attitude to school survey, with a four-year average of 68.7%. This is below the similar school average of 75.4% and the state average of 78.1%. This indicates developing connection to the school is an area for future focus. The 2022 school review supported this finding. The school continued to create a positive culture through the School Wide Positive Behaviour Supports (SWPBS) framework, with acknowledgement of behaviours in line with school values a key feature. The school continued to lead local schools in the Respectful Relationships initiative, with the Rights, Resilience and Respectful Relationships social and emotional curriculum implemented from Foundation to Grade 6. A focus on tiered intervention across the school will enhance these initiatives and build teacher capability to create a safe and inclusive learning environment.
The school achieved a positive endorsement of 59.8% for management of bullying on the student attitude to school survey, with a four-year average of 68.5%. This is below the similar school average of 72.8% and the state average of 75.8%. This data indicates management of bullying is an area for future focus. In 2022 the school participated in the National Day of Action against Bullying and Violence, conducting proactive units of work teaching anti-bullying behaviours. Incidents of bullying were addressed, with the classroom teacher and wellbeing leaders working in partnership with families to take a restorative approach to resolving incidents. Further development of the SWPBS framework, again with a focus on tiered intervention will enhance the school's work in this area. This will be supported by the appointment of a Mental Health and Wellbeing Leader as a part of the Department of Education's Mental Health in Primary Schools initiative.

Engagement

In 2022 Brunswick North Primary School created a positive and engaging learning environment. The school reported 18.2 absence days per student from Foundation to Grade 6. This is lower than similar schools (19.5 days) and significantly lower than the state (23.3 days). The consistent rate of attendance across Foundation to Grade 6 shows students across the school have positive attitudes towards attendance.
Student leadership was a feature in 2022, with the creation of the student Inclusive Action Team. This team ran a number of events across the school year, promoting an inclusive and safe culture for all at BNPS. Student leadership will be further developed in 2023, with the Green team and Junior School Council to be re-established, and a long-term strategy for further student leader positions to be developed.

The positive attendance data is in contrast to the below expected student sense of connectedness results from the attitude to school survey. The school achieved a positive endorsement of 65.7% for sense of connectedness on the student attitude to school survey, with a four-year average of 68.7%. This is below the similar school average of 75.4% and the state average of 78.1%. The 2022 school review identified developing student agency and voice as an area for future focus. Opportunities for students to give and receive feedback on their learning will be developed. Flexibility in how students approach their learning will be developed, with student agency to be increased across the curriculum. Teachers will be supported in this through PLC inquiry cycles focussing on developing student agency and voice in their learning.

Financial performance

Brunswick North Primary School maintained a sound financial position throughout 2022.
The School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.
The Financial Performance and Position report shows an end of year surplus of $330,836.
This surplus occurred through generous community grants and donations to the Library Fund and Building Fund camps, excursions and targeted teaching areas in 2022.
Library and Building Funds projects and scheduled works will be confirmed by school council in 2022.
The school did not receive any additional grants in the 2022 school year.

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 2.0 (FISO 2.0).

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 472 students were enrolled at this school in 2022, 218 female and 254 male.

11 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.

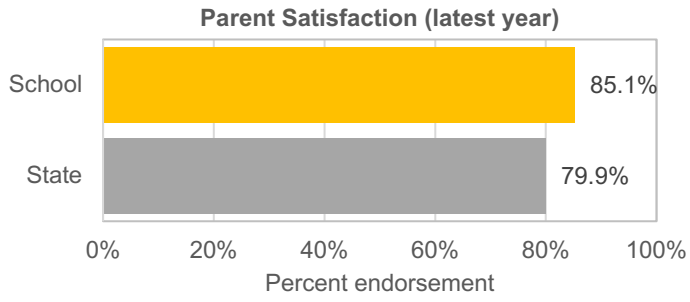
This school's SFOE band value is: Low

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	85.1%
State average (primary schools):	79.9%



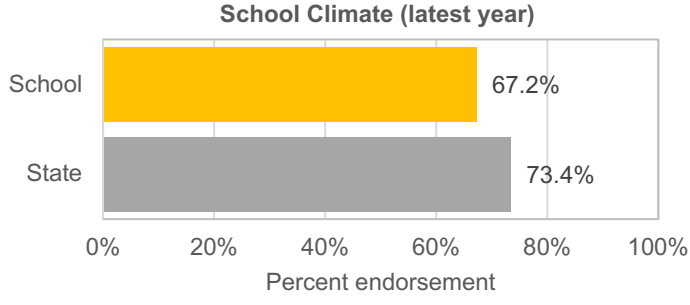
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	67.2%
State average (primary schools):	73.4%



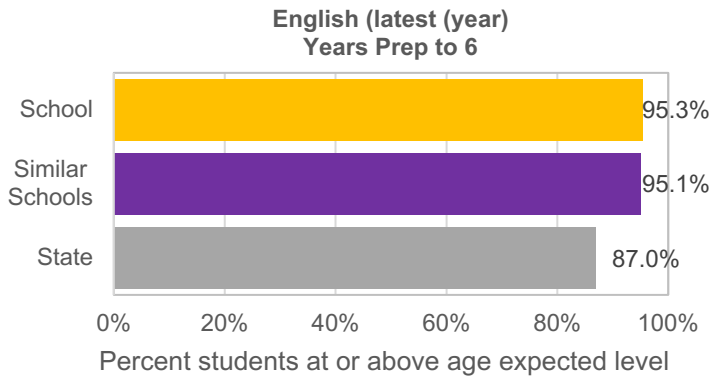
LEARNING

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.***

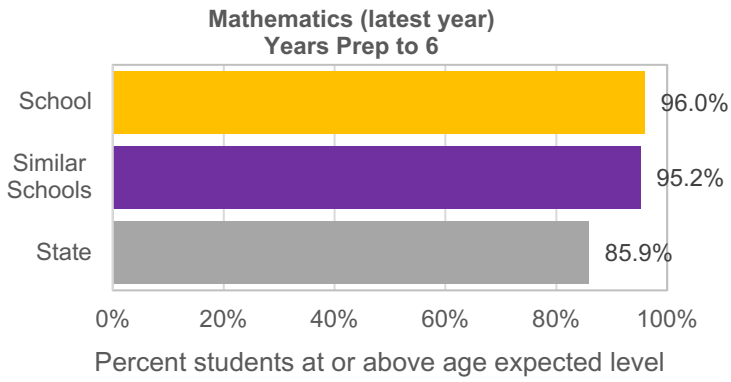
Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	95.3%
Similar Schools average:	95.1%
State average:	87.0%



Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	96.0%
Similar Schools average:	95.2%
State average:	85.9%



LEARNING (continued)

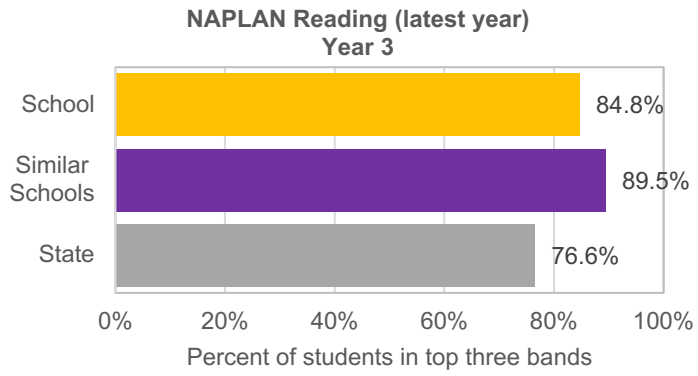
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

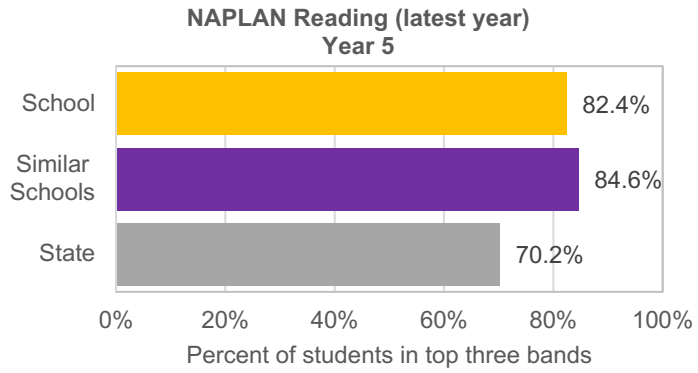
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

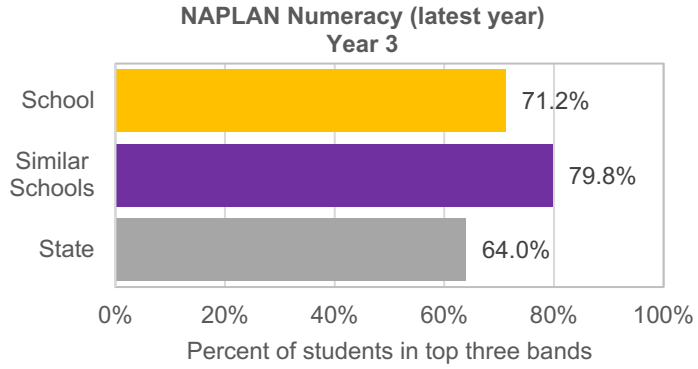
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	84.8%	85.4%
Similar Schools average:	89.5%	89.8%
State average:	76.6%	76.6%



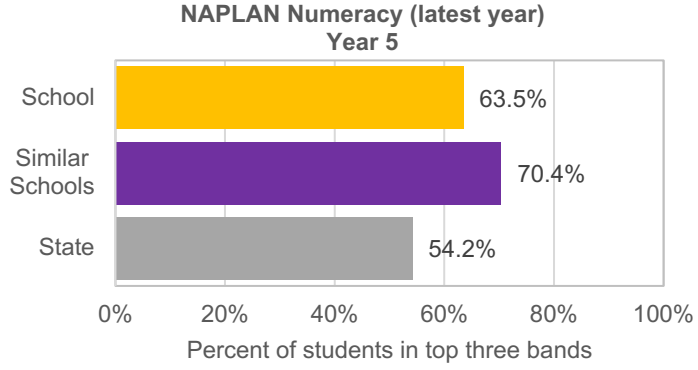
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	84.4%
Similar Schools average:	84.6%	84.7%
State average:	70.2%	69.5%



Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	71.2%	76.8%
Similar Schools average:	79.8%	82.7%
State average:	64.0%	66.6%



Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	63.5%	70.0%
Similar Schools average:	70.4%	75.9%
State average:	54.2%	58.8%



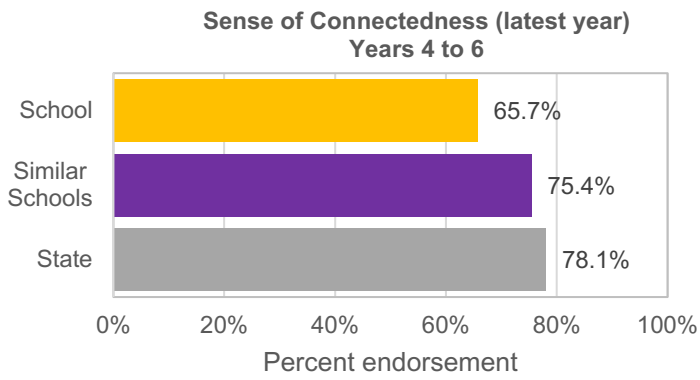
WELLBEING

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).

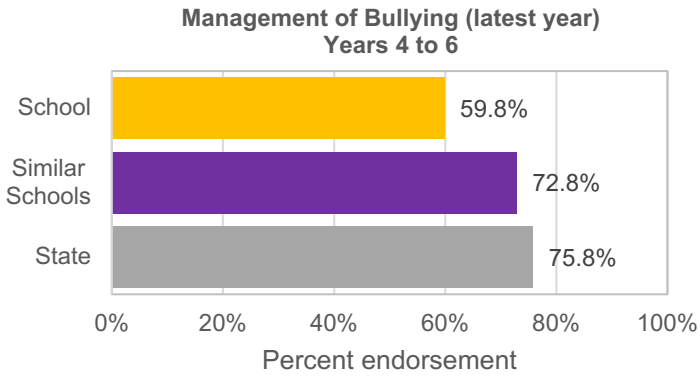
Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	65.7%	68.7%
Similar Schools average:	75.4%	77.5%
State average:	78.1%	79.5%



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 (2022)	4-year average
School percent endorsement:	59.8%	68.5%
Similar Schools average:	72.8%	75.7%
State average:	75.8%	78.3%



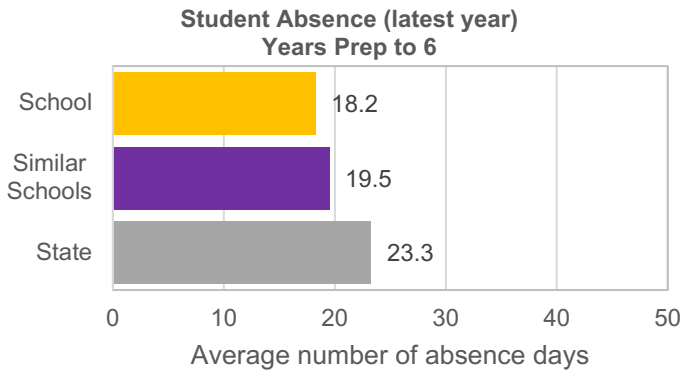
ENGAGEMENT

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.

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	18.2	12.6
Similar Schools average:	19.5	13.2
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	91%	90%	91%	92%	93%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$4,069,957
Government Provided DET Grants	$433,999
Government Grants Commonwealth	$41,271
Government Grants State	$0
Revenue Other	$19,522
Locally Raised Funds	$540,677
Capital Grants	$0
Total Operating Revenue	**$5,105,426**

Equity [1]	Actual
Equity (Social Disadvantage)	$17,860
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$17,860**

Expenditure	Actual
Student Resource Package [2]	$3,883,827
Adjustments	$0
Books & Publications	$4,352
Camps/Excursions/Activities	$141,416
Communication Costs	$3,256
Consumables	$118,711
Miscellaneous Expense [3]	$20,432
Professional Development	$6,202
Equipment/Maintenance/Hire	$60,112
Property Services	$127,545
Salaries & Allowances [4]	$322,735
Support Services	$21,926
Trading & Fundraising	$10,392
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$53,685
Total Operating Expenditure	**$4,774,590**
Net Operating Surplus/-Deficit	**$330,836**
Asset Acquisitions	**$42,278**

(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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	$339,088
Official Account	$166,523
Other Accounts	$94,778
Total Funds Available	**$600,389**

Financial Commitments	Actual
Operating Reserve	$129,740
Other Recurrent Expenditure	$4,379
Provision Accounts	$6,086
Funds Received in Advance	$0
School Based Programs	$40,195
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$26,789
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$99,885
Maintenance - Buildings/Grounds < 12 months	$47,055
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$354,129**

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.