

2023 Annual Report to the School Community

School Name: Brunswick North Primary School (3585)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 15 March 2024 at 03:37 PM by Adam Dunemann (Principal)

- This 2023 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 24 April 2024 at 02:53 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 students, parents/carers and staff that value caring, respectful relationships and shares responsibility for our student's education.

A total of 445 students were enrolled at our school in 2023 with 200 females and 245 males. 10 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, 1 learning specialist and 26.8 FTE teachers, 6.6 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, 6 classes of Year 1/2 students, 5 classes of 3/4 students and 5 classes of 5/6 students. We continued to offer the specialist areas of Italian, Music, Physical Education 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 2023. Our parent's endorsement of school satisfaction as reported in the annual Parent Opinion Survey was 93.2%, compared to the state average of 82.8%. This represents a significant increase on 2022. The creation of our parent-run café in 2023 is an example of the thriving community culture at BNPS.

Whilst the school climate measure of the school staff survey (70.8%) was below the state average (78.1%), there was an increase in this measure compared to 2022 results.

2023 was the first year of implementing the school's 2022-2026 school strategic plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 Brunswick North Primary School continued to work on its 2022-2026 Strategic Plan goal to maximise learning growth for every student in literacy and numeracy. 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 continued focus.

Brunswick North Primary School continued to refine the implementation of professional learning community (PLC) inquiry cycles throughout 2023. 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. PLC leaders received DET coaching in leading this process in 2023.

A range of learning initiatives were implemented to meet the needs of all students at Brunswick North Primary School. PLC leaders led the implementation of assessment rubrics across the school, with the aim of meeting the learning needs of all students. These rubrics guided teacher instruction and ensured students were taught at their individual point of need. BNPS teachers received

professional learning regarding implementing Individual Education Plans (IEPs) for students with additional needs, with an increase in the number and quality of IEPs a result.

Teachers in Foundation to Grade 2 embedded a structured synthetic phonics framework to complement the literacy instruction already established within the school. Daily phonics instruction is now an established feature of the BNPS literacy program.

Wellbeing

In 2023 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 66.8% for sense of connectedness on the student attitude to school survey, with a four-year average of 66.6%. This is below the similar school average of 76.0% and the state average of 77.0%. This indicates developing connection to the school continues to be an area of focus. The school continued to create a positive culture through the School Wide Positive Behaviour Supports (SWPBS) framework, with the establishment of a wellbeing referral system, wellbeing team, SWPBS teacher team and the creation of a matrix of expected behaviours by students and staff as highlights in 2023. 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 enhanced these initiatives and built teacher capability to create a safe and inclusive learning environment. This work will continue in 2024, with BNPS now partnering the central DET SWPBS unit to assist our implementation.

The school achieved a positive endorsement of 68.6% for management of bullying on the student attitude to school survey (a significant increase on the 2022 score of 59.8%), with a four-year average of 66.5%. This is below the similar school average of 73.3% and the state average of 75.1%. This data indicates management of bullying is improving but continues to be an area for focus. In 2023 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 enhanced the school's work in this area.

Engagement

In 2023 Brunswick North Primary School created a positive and engaging learning environment. The school reported 16.9 absence days per student from Foundation to Grade 6, a reduction from the 2022 data (18.2). This is lower than similar schools (17.2 days) and significantly lower than the state (20.5 days). The consistent rate of attendance across Foundation to Grade 6 shows students across the school have positive attitudes towards attendance.

Continuing to grow student leadership was a feature in 2023, with the implementation of specialist captains complimenting the re-established junior school council (JSC) and green team. JSC led student consultation in yard developments and ran the inaugural BNPS talent show. The inclusion action team continued to provide student voice, ensuring the school provides a safe and inclusive environment for all. Student leadership opportunities will continue to be expanded in 2024.

The introduction of assessment rubrics in 2023 was an important step in promoting student agency in their learning. Rubrics assist students to know where they are in their learning journey, and where they need to go next. This work will be expanded in 2024.

The 2023 BNPS concert was a significant event, with all 19 classes performing to the entire community. Our Italian concert, Coro Del Bambini, had high participation rates, with approximately half of all students in grade 3-6 participating in rehearsals and performance.

Financial performance

Brunswick North Primary School maintained a sound financial position throughout 2023.

The School Strategic Plan, along with the 2023 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 \$427.262.

This surplus occurred through generous community grants and donations to the Library Fund and Building Fund camps, excursions and targeted teaching areas in 2023.

Library and Building Funds projects and scheduled works included continuing to refurbish classrooms with new carpet and paint, new furniture including tables, chairs and storage, and updating the school's IT fleet and resources.

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 445 students were enrolled at this school in 2023, 200 female and 245 male.

10 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).

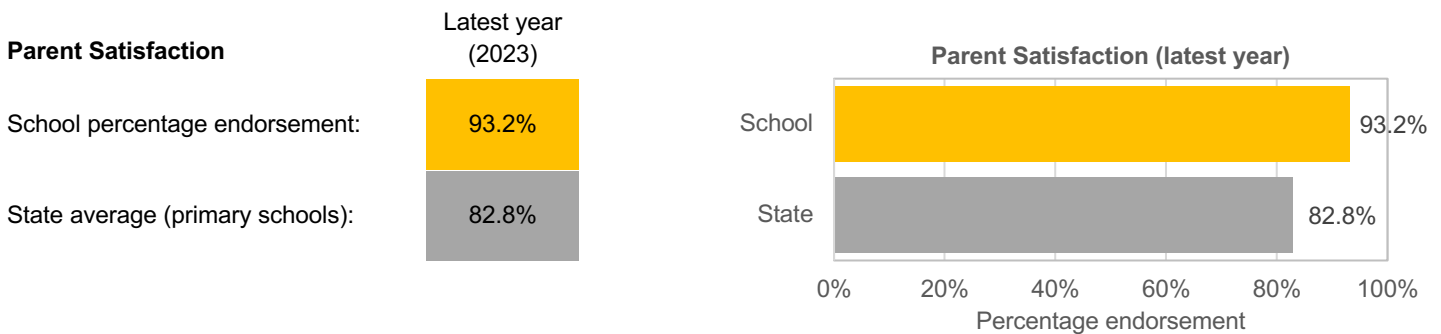
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

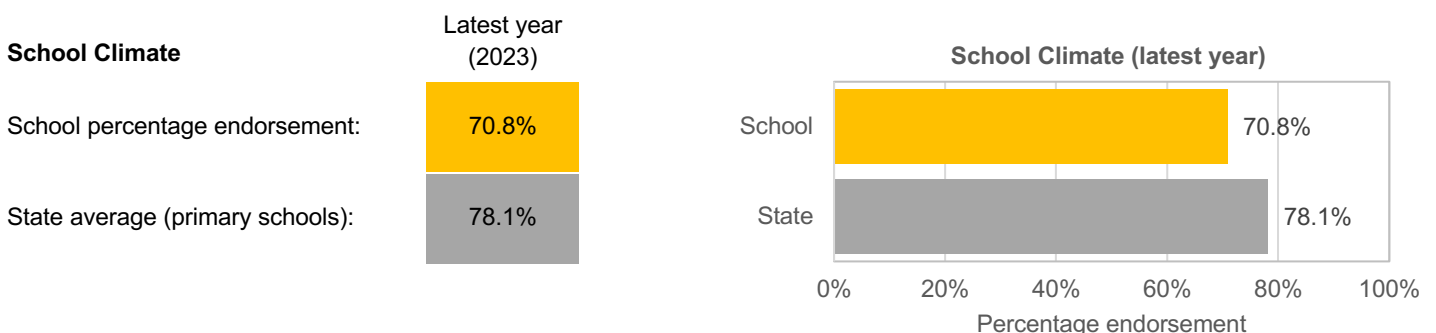


School Staff Survey

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.



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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

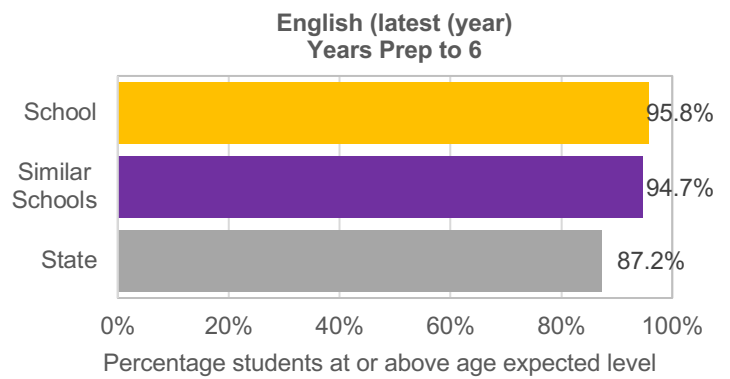
95.8%

Similar Schools average:

94.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

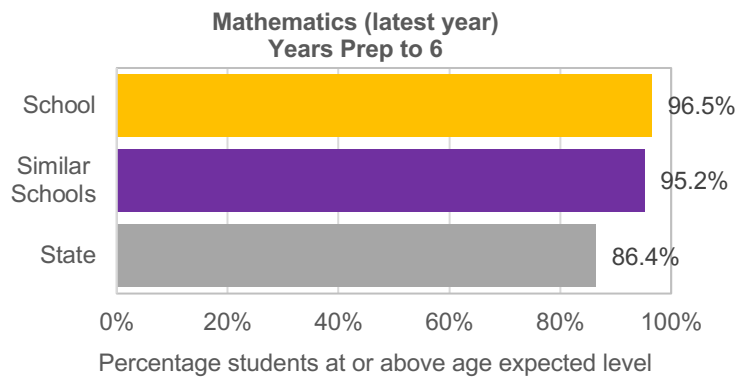
96.5%

Similar Schools average:

95.2%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

79.2%

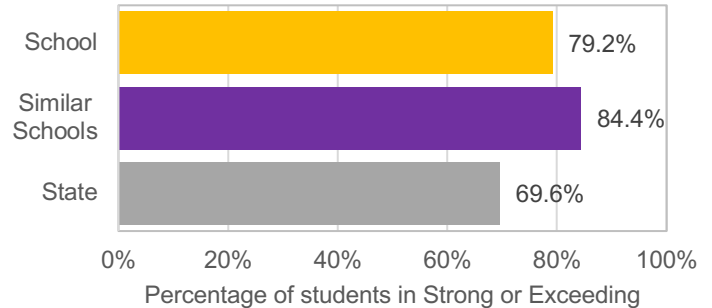
Similar Schools average:

84.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.1%

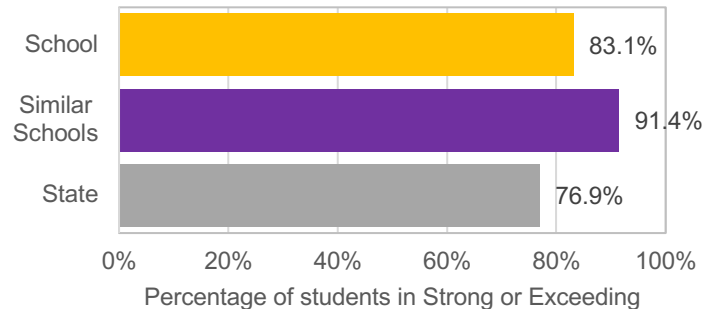
Similar Schools average:

91.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.5%

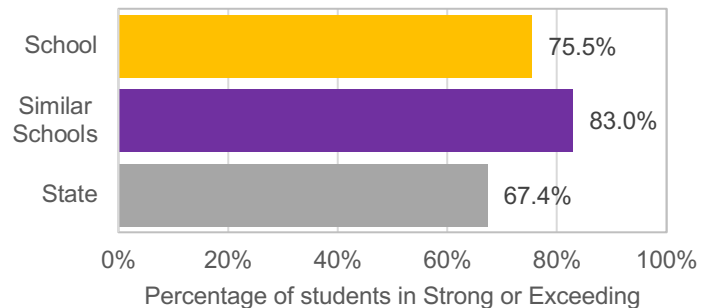
Similar Schools average:

83.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

78.0%

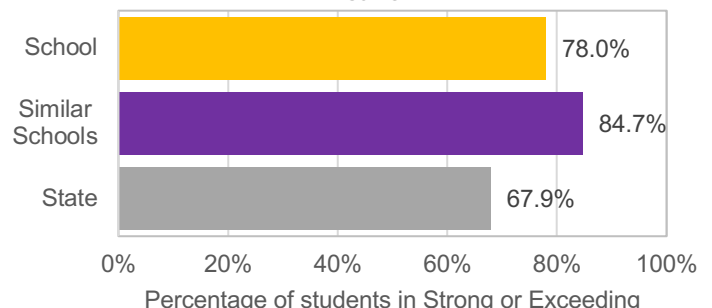
Similar Schools average:

84.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

84.8%

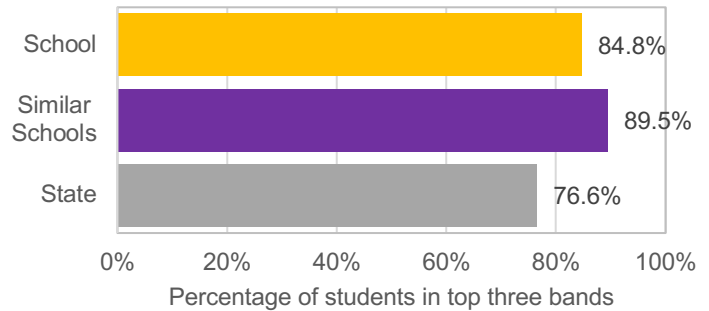
Similar Schools average:

89.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

82.4%

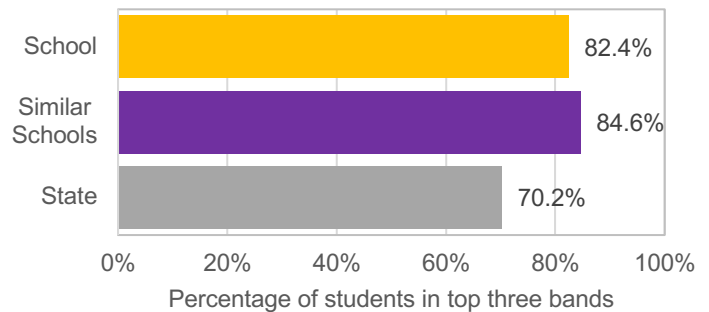
Similar Schools average:

84.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

71.2%

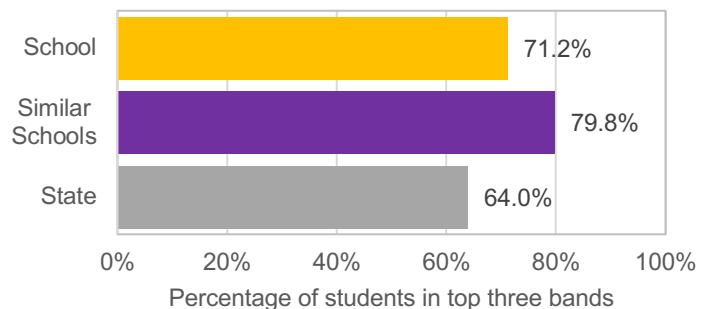
Similar Schools average:

79.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

63.5%

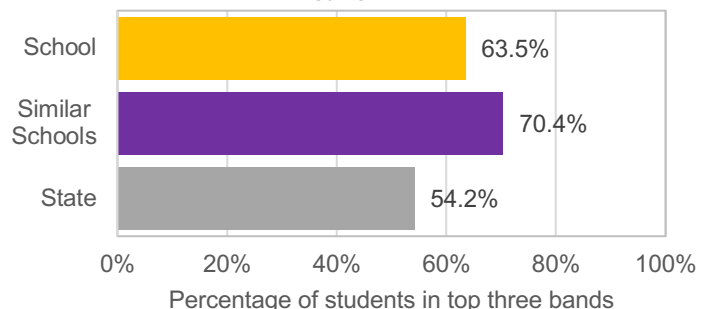
Similar Schools average:

70.4%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

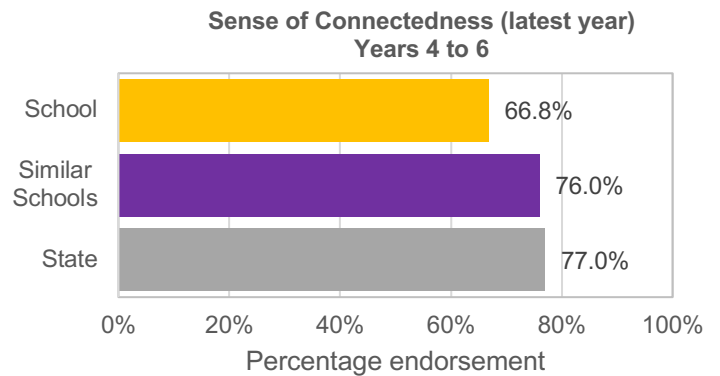
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	66.8%	66.6%
Similar Schools average:	76.0%	76.7%
State average:	77.0%	78.5%

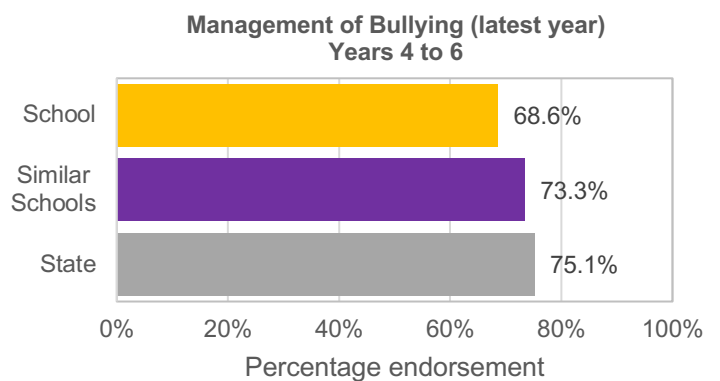


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	68.6%	66.5%
Similar Schools average:	73.3%	74.4%
State average:	75.1%	76.9%



ENGAGEMENT

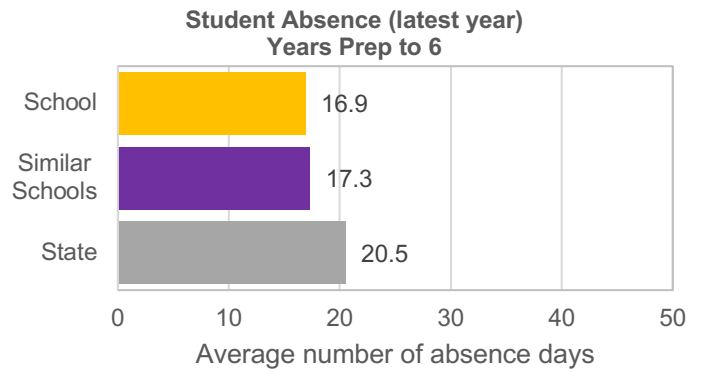
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	16.9	12.7
Similar Schools average:	17.3	13.9
State average:	20.5	18.1



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 (2023):	91%	93%	92%	91%	92%	91%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,199,189
Government Provided DET Grants	\$433,302
Government Grants Commonwealth	\$54,179
Government Grants State	\$0
Revenue Other	\$36,023
Locally Raised Funds	\$530,318
Capital Grants	\$0
Total Operating Revenue	\$5,253,012

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,236
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,236

Expenditure	Actual
Student Resource Package ²	\$3,904,462
Adjustments	\$0
Books & Publications	\$7,751
Camps/Excursions/Activities	\$144,177
Communication Costs	\$5,041
Consumables	\$88,440
Miscellaneous Expense ³	\$25,149
Professional Development	\$11,781
Equipment/Maintenance/Hire	\$119,176
Property Services	\$199,989
Salaries & Allowances ⁴	\$234,575
Support Services	\$24,039
Trading & Fundraising	\$16,047
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$45,123
Total Operating Expenditure	\$4,825,750
Net Operating Surplus/-Deficit	\$427,262
Asset Acquisitions	\$119,359

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$231,543
Official Account	\$223,619
Other Accounts	\$162,894
Total Funds Available	\$618,056

Financial Commitments	Actual
Operating Reserve	\$124,381
Other Recurrent Expenditure	\$2,892
Provision Accounts	\$6,086
Funds Received in Advance	\$0
School Based Programs	\$42,907
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$53,376
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$56,006
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$285,648

All funds received from the Department of Education, 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.