2024 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 30 March 2025 at 02:24 PM by Adam Dunemann (Principal)

- As executive officer of the school council, I attest that this 2024 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 30 March 2025 at 02:25 PM by Adam Dunemann (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 1926. 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 434 students were enrolled at our school in 2024. 11 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 FTE teachers, 3.2 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 2024. Our parent's endorsement of school satisfaction as reported in the annual Parent Opinion Survey was 83.3%, compared to the state average of 81.6%. The re-launch of the school fete in 2024 is an example of the thriving community culture at BNPS.

Whilst the school climate measure of the school staff survey (71%) was below the state average (77.7%), the result is an improvement on previous year's outcomes.

2024 was the second year of implementing the school's 2022-2026 school strategic plan.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 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 grade 3, and below similar schools in grade 5 numeracy. This data indicates continuing the focus on effective explicit instruction is a priority for the school.

Brunswick North Primary School continued to refine the implementation of professional learning community (PLC) inquiry cycles throughout 2024. 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.

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 an agreed instructional model and lesson structure across the school, using the gradual release of responsibility model as the evidence base. This instructional model enabled explicit instruction for students at their individual point of need, one on one conferring and independent practice of learning goals.

BNPS teachers received professional learning regarding implementing universal, targeted and individual supports for student learning. This included a continued focus on Individual Education Plans (IEPs) for students with additional needs, with an increase in the 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. This program was expanded to 25 minutes of daily phonics instruction, following the Victorian Teaching and Learning Model 2.0.

Wellbeing

In 2024 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 70.2% for sense of connectedness on the student attitude to school survey, with a four-year average of 67.4%. While this is below the similar school and state average, it is an improvement on previous year's outcomes. Despite the improvement, developing a 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, partnering with the department of education central SWPBS unit to embed universal supports that improve the wellbeing of all students. Particular areas of success were creating classroom agreements and regulation spaces, as well as establishing individual, class and whole school systems of acknowledging positive behaviours. The school implemented a wellbeing dog program, with a core team of staff establishing practices that allowed our dog Sailor to be onsite working with students two days a week.

The school completed significant work promoting gender equity across the school. Our student Inclusion Action Team partnered with Merri Health to complete the Healthy Masculinities initiative, working to educate themselves and their peers about the importance of working towards an

equitable society for all students. The 2024 student attitude to school data indicated a significant increase in positive results from female students.

The school achieved a positive endorsement of 67.3% for management of bullying on the student attitude to school survey, with a four-year average of 66.1%. Whilst this is below the similar school average of 74% and the state average of 75.5%, it is an improvement on previous years. This data indicates management of bullying continues to be an area for focus. In 2024 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. In 2024 the school re-developed its social and emotional curriculum scope and sequence, with an increase in lessons targeting bullying prevention, cyber safety and data responsive SWPBS lessons.

Engagement

In 2024 Brunswick North Primary School created a positive and engaging learning environment. The school reported 17.3 absence days per student from Foundation to Grade 6. This is lower than similar schools (18.9 days) and significantly lower than the state (21.8 days). The consistent rate of attendance across Foundation to Grade 6 shows students across the school have positive attitudes towards attendance.

Student leadership continued to be a feature of BNPS. The specialist captains' program was expanded to include SWPBS and literacy captains, with the latter developing a school wide magazine. Our junior school council worked to develop a more inclusive yard, consulting with their peers to develop an oval timetable that enabled all students to participate in active play. Our student Green Team worked with Merri-Bek council to establish an Open Streets program on Westbourne street, shutting down the street to traffic for consecutive Fridays to encourage walking, riding or scooting to school.

The 2024 BNPS Art Show was a significant event, with all students contributing to the immersive exhibition. 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. All students worked towards achieving our whole school SWPBS acknowledgment, culminating in a whole school picnic at Gilpin Park once the target was achieved.

Other highlights from the school year

2024 included many community highlights. The re-establishment of the BNPS fete was enjoyed by students, families and staff. The event was a tremendous success that benefited the entire community, with stalls, rides and food vendors ensuring an enjoyable evening for all. Funds were raised to re-develop the yellow park playground, which will have a lasting impact for students at our school.

The school was successful in receiving funding to re-develop the quadrangle into a regulatory play space. This was the result of much hard work by community members writing grant applications and working with students and staff to create a re-imagined vision for the space. The redevelopment works will take place in 2025.

The picture can't be displayed.

Our café “the ‘Wick” completed its first year or trading, with many community members connecting on school grounds on a Friday morning over coffee. This school community developed and run café is an initiative deliberately aimed at creating connection to school for families and students. All funds raised go directly back into enhancing the facilities in the café.

Our Grounds sub-committee ran a number of successful working bees. Two native gardens were established on the Albion and Pearson st fence line, and a ga-ga pit was installed on the courts with a significant number of students playing in it each playtime.

Financial performance

Brunswick North Primary School maintained a sound financial position throughout 2024.
The School Strategic Plan, along with the 2024 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 $29,589.
This surplus occurred through generous community grants and donations to the Library Fund and Building Fund.
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. In addition, there was significant investment in resourcing texts for classroom libraries in every classroom.

For more detailed information regarding our school please visit our website at https://brunswicknorthps.vic.edu.au/

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 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 432 students were enrolled at this school in 2024, 195 female and 236 male.

10 percent of students had English as an additional language and 1 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.

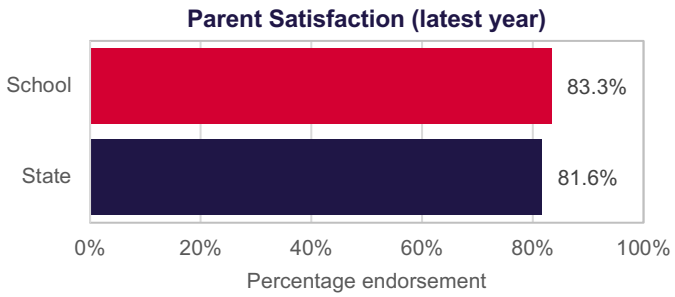
This school's SFOE band value is: **Low**

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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	83.3%
State average (primary schools):	81.6%



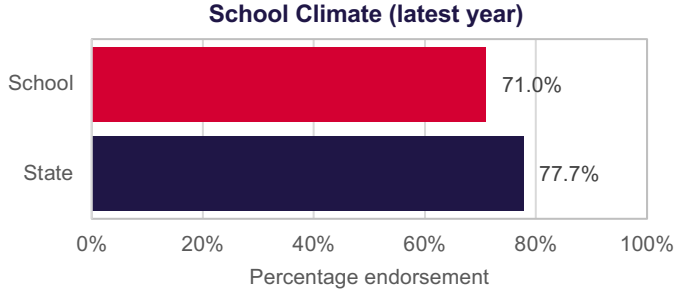
School Staff Survey

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 (2024)
School percentage endorsement:	71.0%
State average (primary schools):	77.7%



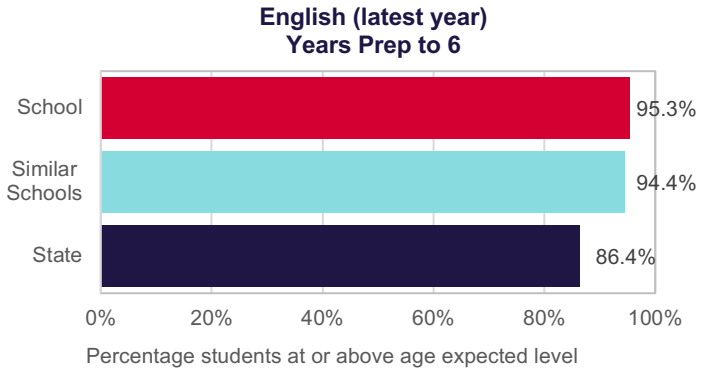
LEARNING

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.***

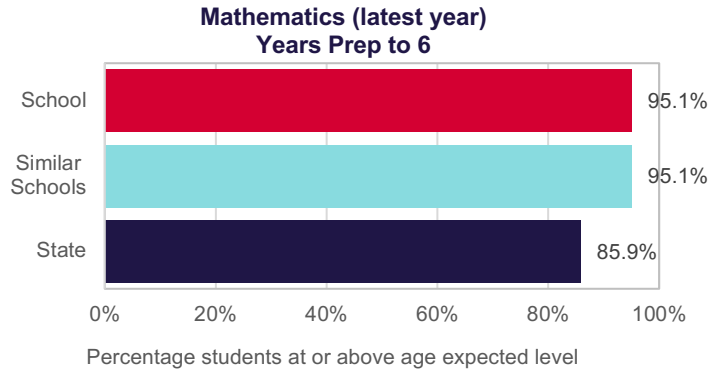
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	95.3%
Similar Schools average:	94.4%
State average:	86.4%



Mathematics **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	95.1%
Similar Schools average:	95.1%
State average:	85.9%



LEARNING (continued)

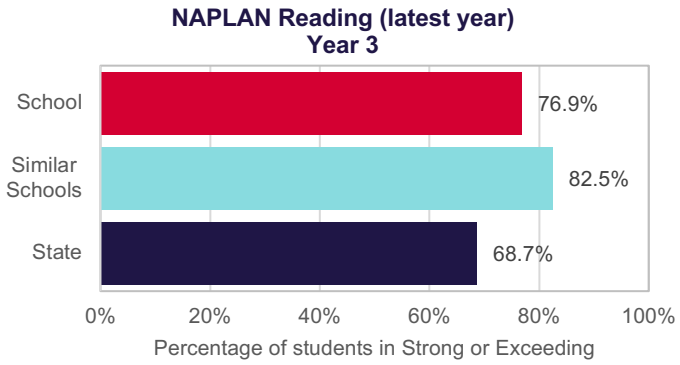
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

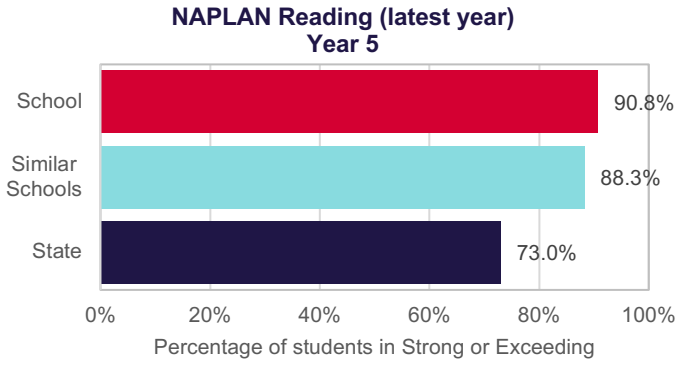
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

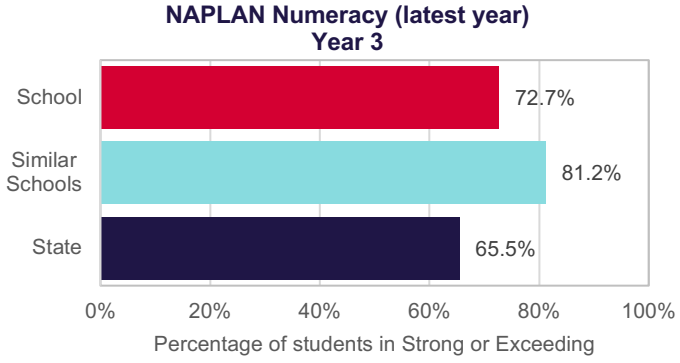
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.9%	78.0%
Similar Schools average:	82.5%	83.8%
State average:	68.7%	69.2%



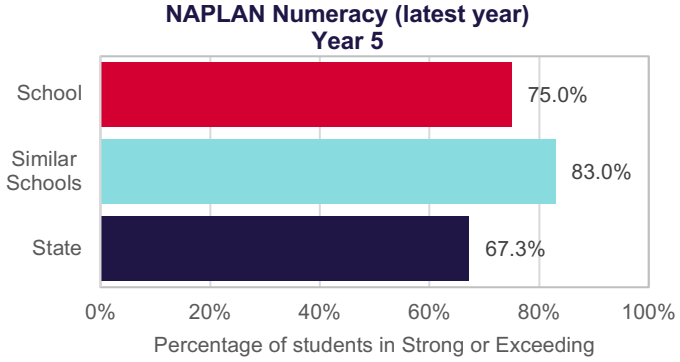
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.8%	87.1%
Similar Schools average:	88.3%	89.3%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.7%	73.9%
Similar Schools average:	81.2%	82.3%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	76.4%
Similar Schools average:	83.0%	82.9%
State average:	67.3%	67.6%



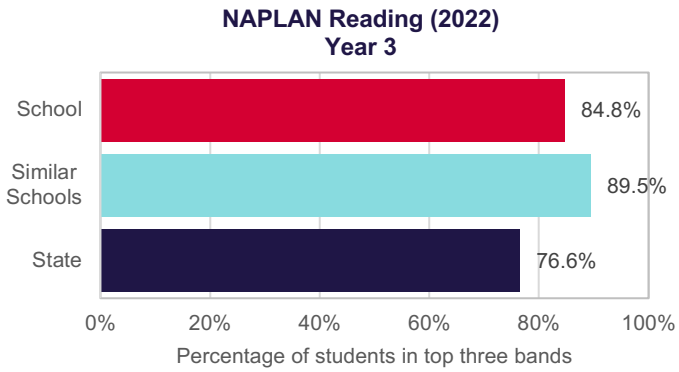
LEARNING (continued)

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.***

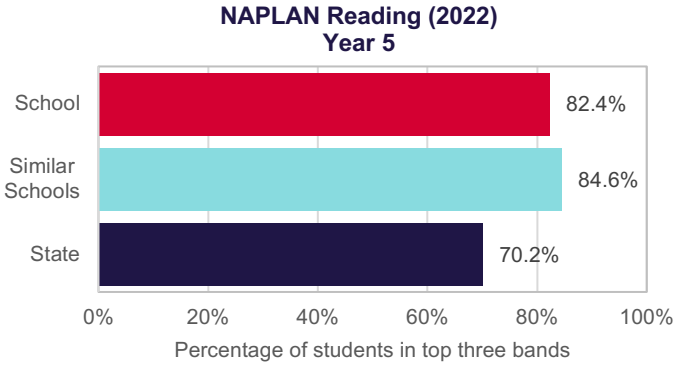
NAPLAN 2022

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

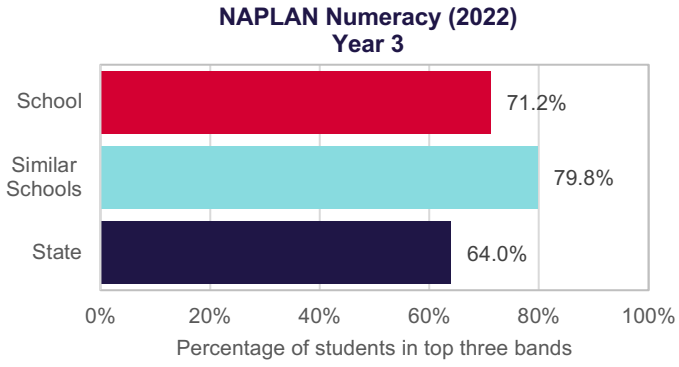
Reading Year 3	(2022)
School percentage of students in the top three bands:	84.8%
Similar Schools average:	89.5%
State average:	76.6%



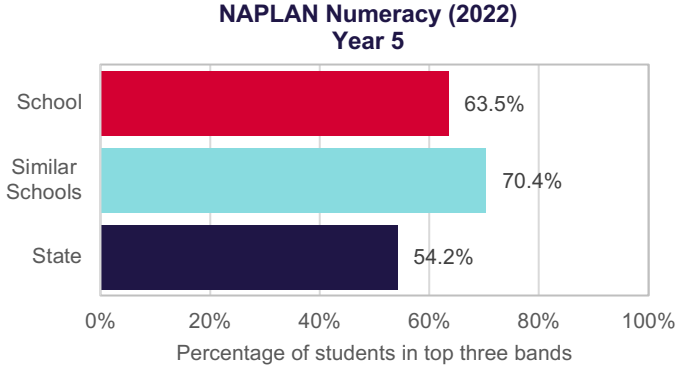
Reading Year 5	(2022)
School percentage of students in the top three bands:	82.4%
Similar Schools average:	84.6%
State average:	70.2%



Numeracy Year 3	(2022)
School percentage of students in the top three bands:	71.2%
Similar Schools average:	79.8%
State average:	64.0%



Numeracy Year 5	(2022)
School percentage of students in the top three bands:	63.5%
Similar Schools average:	70.4%
State average:	54.2%



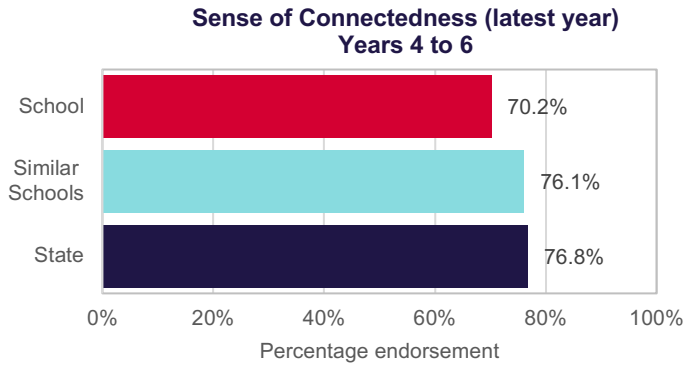
WELLBEING

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).

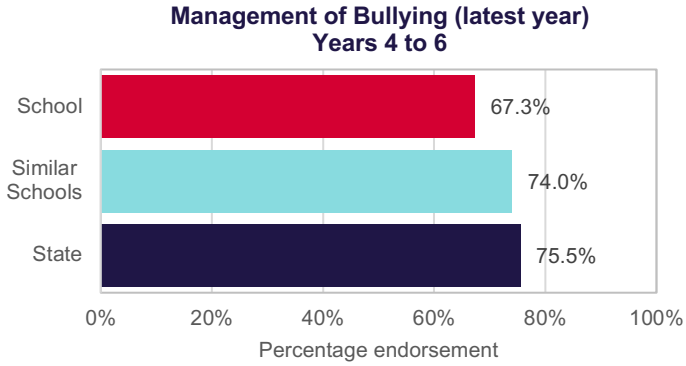
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	70.2%	67.4%
Similar Schools average:	76.1%	75.9%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	67.3%	66.1%
Similar Schools average:	74.0%	74.5%
State average:	75.5%	76.3%



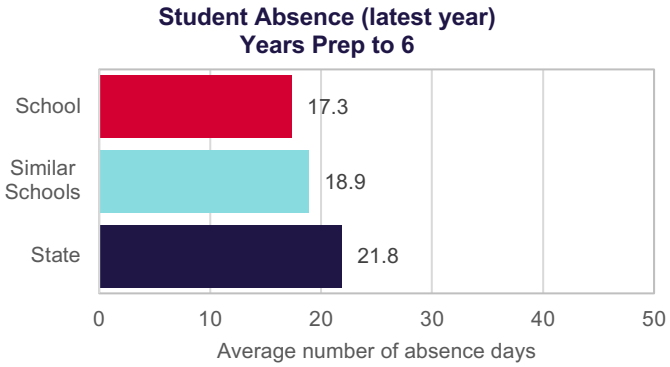
ENGAGEMENT

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 (2024)	4-year average
School average number of absence days:	17.3	15.4
Similar Schools average:	18.9	16.7
State average:	21.8	20.1



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 (2024):	93%	91%	93%	92%	90%	90%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	$3,938,404
Government Provided DET Grants	$467,196
Government Grants Commonwealth	$18,387
Government Grants State	$0
Revenue Other	$40,100
Locally Raised Funds	$587,621
Capital Grants	$0
Total Operating Revenue	**$5,051,707**

Equity [1]	Actual
Equity (Social Disadvantage)	$19,331
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$19,331**

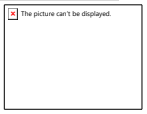
Expenditure	Actual
Student Resource Package [2]	$3,922,369
Adjustments	$0
Books & Publications	$24,497
Camps/Excursions/Activities	$149,337
Communication Costs	$4,484
Consumables	$83,662
Miscellaneous Expense [3]	$27,653
Professional Development	$7,512
Equipment/Maintenance/Hire	$175,896
Property Services	$229,475
Salaries & Allowances [4]	$164,490
Support Services	$178,405
Trading & Fundraising	$58,307
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$55,209
Total Operating Expenditure	**$5,081,296**
Net Operating Surplus/-Deficit	**($29,589)**
Asset Acquisitions	**$26,484**

(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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	$444,242
Official Account	$112,988
Other Accounts	$156,396
Total Funds Available	**$713,626**

Financial Commitments	Actual
Operating Reserve	$193,549
Other Recurrent Expenditure	$3,658
Provision Accounts	$6,086
Funds Received in Advance	$0
School Based Programs	$42,965
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$94,343
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$57,735
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$398,336**

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.

The picture can't be displayed.