2025 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 24 March 2026 at 09:53 AM by Adam Dunemann (Principal)

- As executive officer of the school council, I attest that this 2025 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 April 2026 at 01:41 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
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - average absence days per student
  - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Brunswick North Primary School is a vibrant state government school located in the City of Merri-bek, with a history of providing quality education and fostering strong community involvement since 1926. In 2025, the school undertook a review of its vision and values, consulting with students, staff, and families to affirm the school's identity and collective aspirations. The resulting vision — Every student knows they belong. Every student recognises and achieves their academic potential — drives the school's shared focus on improving outcomes in both wellbeing and learning. The values of respect, kindness, and courage underpin all that we do.

In 2025, Brunswick North Primary School enrolled 441 students across 20 classes: four Foundation classes, six Year 1/2 classes, five Year 3/4 classes, and five Year 5/6 classes. Nine percent of students spoke English as an additional language. The school continued to offer specialist programs in Italian, Music, Physical Education, and Art.

The Student Family Occupation and Education (SFOE) index indicates a low level of socio-educational disadvantage relative to the state average.

The staffing profile comprised one principal, two assistant principals, one leading teacher, one learning specialist, one mental health and wellbeing leader, 27 FTE teachers, five FTE education support staff, a school nurse, and a business manager.

Parent involvement is highly valued at Brunswick North Primary School. Whilst overall parent satisfaction was equivalent to similar schools on the annual Parent Opinion Survey, results for parent participation and involvement, school communication, and high expectations for student success were all well above both state and similar school benchmarks — a reflection of the school's strong and engaged community.

The school climate measure reported in the annual Staff Opinion Survey was lower than in previous years. This is understood to be a transitional response as staff adapt to the newly introduced Victorian Teaching and Learning Model 2.0, and the school anticipates this measure will strengthen as implementation becomes further embedded.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Brunswick North Primary School continued to pursue its 2022–2026 Strategic Plan goal of maximising learning growth for every student in literacy and numeracy.

Teacher judgement of student achievement from Foundation to Grade 6 was well above the state average and equivalent to or above similar schools in both English and mathematics. NAPLAN

achievement data was well above the state average for reading and numeracy in both Grades 3 and 5. Whilst the school performed slightly below similar schools in Grade 3 reading and numeracy, and below similar schools in Grade 5 numeracy, NAPLAN relative growth data was well above state averages and equivalent to similar schools in both domains — indicating that students are making strong progress regardless of their starting point.

These outcomes reflect the school's sustained investment in improving the quality of teaching and learning. Central to this work has been the whole-school implementation of the Victorian Teaching and Learning Model 2.0 (VTLM 2.0), which has established a shared framework for instructional practice and professional dialogue across the school community.

A key pedagogical focus has been the embedding of Cognitive Load Theory as a foundational principle underpinning all planning and classroom practice. Staff have developed a refined understanding of how to sequence learning, manage working memory demands, and design tasks that support all students to access new knowledge effectively.

A structured, school-wide commitment to 25 minutes of daily synthetic phonics and word study has been successfully embedded across all year levels, ensuring consistency and fidelity of implementation in early literacy development. Complementing this, the school has developed a suite of academic routines that establish shared expectations for learning behaviours, alongside a comprehensive instructional playbook to support staff in translating research into consistent classroom practice.

Underpinning these achievements has been the development of structured team planning processes, designed and led by middle leaders, ensuring coherent curriculum delivery and sustained professional collaboration across the school.

Wellbeing

In 2025, Brunswick North Primary School continued to work alongside families to ensure students were safe, happy, and supported at school. Teachers and support staff worked to create an engaging and inclusive environment where all students were supported to achieve their learning, social, and emotional goals.

The school achieved a positive endorsement of 67.4% for sense of connectedness on the Student Attitudes to School Survey, a result below the similar school and state average. Developing a strong sense of connection to school remains an ongoing area of focus, and the school has taken deliberate steps to address this through a sustained commitment to positive school culture.

Brunswick North Primary School has made substantial progress in building a positive, inclusive, and structured school community. The School-Wide Positive Behaviour Support (SWPBS) framework has been successfully embedded across the school, providing a consistent and evidence-based approach to student wellbeing. Central to this work has been the explicit teaching of pro-social and pro-learning behaviours aligned with the school matrix, ensuring all students have a shared understanding of expectations. The development of consistent school-wide routines has further contributed to a calm, orderly, and supportive learning environment.

In relation to bullying, the school achieved a positive endorsement of 61.6% on the Student Attitudes to School Survey, below the similar school and state averages. Encouragingly, however, students reported a 5% decrease in bullying incidents from 2024 to 2025, with the school now equivalent to the state average. Parent perception of bullying management was 76% positive,

equivalent to state and similar school benchmarks, while 90% of parents expressed confidence in the school's promotion of positive behaviour — a result above both state and similar school comparisons.

To address bullying proactively, a structured prevention program has been integrated into the school's social and emotional curriculum, incorporating upstander training as a component of the SWPBS framework. Clear major/minor behaviour documentation protocols and an inappropriate behaviour response flowchart have also been developed, ensuring consistency and confidence in staff responses to incidents.

Engagement

In 2025, Brunswick North Primary School sustained a positive and engaging learning environment in which students were supported to attend, participate, and thrive.

The school recorded an average of 18.6 absence days per student from Foundation to Grade 6, equivalent to similar schools and significantly lower than the state average. The consistency of this figure across all year levels reflects broadly positive student attitudes towards school attendance and a strong sense of belonging within the school community.

Student engagement was further demonstrated through a range of structured leadership opportunities that provided meaningful avenues for student voice. The Junior School Council, Green Team, and specialist subject leaders each contributed actively to school improvement initiatives, while student leaders within the School-Wide Positive Behaviour Support (SWPBS) framework played a visible role in promoting and modelling pro-social behaviours across the school.

The Green Team's contribution extended beyond the school grounds, with students partnering with Merri-bek Council to lead the Open Streets program, encouraging sustainable and active travel to school and reflecting the school's broader commitment to environmental responsibility and authentic community engagement.

Whole-school SWPBS goals were a highlight of the year, with students explicitly taught and celebrated for demonstrating specific pro-social behaviours. Whole-school reward events — including community picnics at a local park and lunchtime discos — provided inclusive and joyful occasions to recognise collective achievement and strengthen school connectedness.

Engagement in learning was supported through the ongoing implementation of explicit instruction techniques, providing students with clear, structured, and predictable learning experiences. A strong focus on Tier 2 adjustments within the Multi-Tiered System of Supports ensured that all students were able to access and participate positively in their learning, reducing barriers and promoting equity across the school community.

Other highlights from the school year

2025 was a year of significant community achievement and celebration at Brunswick North Primary School, marked by environmental, cultural, and social milestones.

A major development was the opening of the new quadrangle space, which has been established as a dedicated regulation area to support students' emotional management. Utilised daily by students during recess and lunch, the space represents a key practical expression of the school's SWPBS framework in action.

The school's commitment to environmental sustainability continued through the work of the grounds sub-committee, which oversaw the planting of over 1,000 plants across the school grounds through community working bees, supported by the Junior Landcare Biodiversity Grant. Complementing this, the school established a Community and Student Reconciliation Action Plan (RAP), further embedding the school's commitment to reconciliation and First Nations perspectives across the school community.

Cultural and performing arts events were a particular source of community pride. The Coro del Bambini Italian concert saw over one hundred students perform before an enthusiastic audience, while the school concert showcased all twenty classes performing as complete bands to the wider community — a remarkable celebration of musical achievement.

The Parents and Friends Association contributed significantly to community life, organising a trivia night, colour run, sports day, and disco — events that strengthened connection and brought joy across the school community throughout the year. The school's community cafe, The Wick, continued to flourish in 2025, with the dedication of volunteer staff generating sufficient funds to support a full café renovation, which was proudly opened in early 2026.

Financial performance

Brunswick North Primary School maintained a sound financial position throughout 2025.
The School Strategic Plan, along with the 2025 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 $91,465.
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 we re-furnished our school library and renovated our cafe, the 'Wick.

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 448 students were enrolled at this school in 2025, 214 female and 232 male. 9% had English as an additional language and NDP 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.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**76.9%**
	Similar schools	77.8%
	State	82.0%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**62.8%**
	Similar schools	80.5%
	State	77.4%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**95.3%**
	Similar schools	94.5%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**94.6%**
	Similar schools	94.2%
	State	84.2%

NAPLAN

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

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**73.8%**	**76.5%**
	Similar schools	84.5%	84.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**88.3%**	**87.5%**
	Similar schools	89.8%	89.5%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**77.0%**	**75.0%**
	Similar schools	82.0%	82.2%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**78.3%**	**77.0%**
	Similar schools	84.0%	83.3%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**80.0%**
	Similar schools	80.2%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**74.5%**
	Similar schools	73.8%
	State	74.0%

WELLBEING

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).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**67.4%**	**67.6%**
	Similar schools	75.9%	75.7%
	State	77.1%	77.3%

Student Attitudes to School – Managing 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).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**61.6%**	**64.3%**
	Similar schools	75.1%	74.5%
	State	76.4%	75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	**School**	**18.6**	**17.7**
	Similar schools	18.3	18.6
	State	21.5	21.7

Attendance rate

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

		2025
Prep	**School**	**92.8%**
Year 1	**School**	**90.5%**
Year 2	**School**	**89.8%**
Year 3	**School**	**93.1%**
Year 4	**School**	**89.5%**
Year 5	**School**	**88.8%**
Year 6	**School**	**89.4%**

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	$4,329,975
Government Provided DET Grants	$594,098
Government Grants Commonwealth	$14,548
Government Grants State	$0
Revenue Other	$48,442
Locally Raised Funds	$573,146
Capital Grants	$0
Total Operating Revenue	**$5,560,209**

Equity	Actual
Equity (Social Disadvantage)	$21,000
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$21,000**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$4,333,623
Adjustments	$0
Books & Publications	$9,269
Camps/Excursions/Activities	$162,407
Communication Costs	$5,383
Consumables	$120,329
Miscellaneous Expenses[2]	$29,134
Agency Staff	$203,752
Professional Development	$9,502
Equipment/Maintenance/Hire	$138,564
Property Services	$150,939
Salaries & Allowances[3]	$175,989
Support Services	$42,016

Expenditure	Actual
Trading & Fundraising	$35,858
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$49,318
Total Operating Expenditure	**$5,466,082**
Net Operating Surplus/-Deficit	**$94,128**
Asset Acquisitions	**$20,700**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$510,572
Official Account	$37,593
Other Accounts	$124,762
Total Funds Available	**$672,926**

Financial Commitments	Actual
Operating Reserve	$188,743
Other Recurrent Expenditure	$6,912
Provision Accounts	$6,086
Funds Received in Advance	$0
School Based Programs	$22,011
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$146,123
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$94,282
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$464,157**

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.