

2024 Annual Report to the School Community

School Name: Brunswick North West Primary School (4399)



- 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 03 April 2025 at 05:27 PM by Keir Jasper (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 28 April 2025 at 12:44 PM by Keir Jasper (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

BNWPS is a joyful, warm and colourful school with a progressive approach to teaching and learning. In our creative and positive environment, students are empowered to be adaptable, confident and kind young people, with a strong sense of self. At our heart is a welcoming and diverse community who champion the individuality of every student- *Deeds not words*.

Nestled within the streets of West Brunswick, our school community is diverse, creative and highly inclusive. Our school values are *Authenticity, Respect, Connection and Creativity*. These values support our whole school community to work together in achieving our vision. Our school and community foster a strong sense of belonging and we continually strive to engage with ourselves and others in ways that demonstrate our values. *Guided Playful Inquiry* is a fundamental approach at BNWPS. Students are encouraged to explore the unknown, to find joy in their school experience and to lead their own investigative learning. We implement an explicit English teaching and learning program that includes the sequential teaching of phonics and phonemic awareness, as well as the use and application of mentor texts to explore reading, writing and comprehension concepts. Our Maths program involves explicit teaching of key concepts and facts, as well as applying numeracy concepts to identify and solve problems. Our specialist programs are a huge component of our school life; Visual and performing Arts, Indonesian, Physical Education and Environmental Science. Environmental Science encourages our students to connect with earth and space and explore our productive garden and our native wetlands. We maintain a close connection with local elders and elders from other Kulin Nations to help manage our natural environment and as an authentic element of our learning and connection to each other.

In 2024 our student cohort of 395 students included;

200 students identifying as male

190 students identifying as female

5 students who identify as self-described

16 students funded under the Program for students with Disabilities

83 students whose had a language background other than English

12 International students who also had language backgrounds other than English

Our 2024 Staffing profile Included:

1 Principal and 1 full time Assistant Principal

A full time Learning Specialist focussing on Disability Inclusion and Literacy

The equivalent of 21 Classroom Teachers, with the majority of classes having a full-time teacher and some classes having a shared teacher arrangement

10 Education Support staff working in classrooms and admin.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024 we celebrated an improvement in Reading and Maths data. The percentage of Grade 3 students in the Strong or Exceeding range in the Grade 3 NAPLAN assessment was closely matched to the Similar Schools average. We attribute this to the embedding of the BNWPS English Guaranteed Viable Curriculum (GVC) and an increased consistency in the use of developmental sequences to inform our Reading and Writing planning and teaching. Furthermore, the use of rich, authentic mentor texts throughout our English program strengthens students' ability to accurately read and comprehend a wide variety of texts.

Additionally, in 2024 both Grade 3 and Grade 5 results in the NAPLAN Numeracy assessments were trending upwards. In Grade 3 we achieved a 3% increase between 2022 and 2024 and in Grade 5 we achieved a 7% increase in this same period. This success is again attributed to the embedding of the BNWPS Maths GVC and the use of developmental sequences to inform planning and teaching.

Wellbeing

The data collected from the Student Attitude to Schools Survey highlights improved levels of *connectedness* across our year three to six students. We are pleased to attribute this to the intentional focus that we give connection through our yearly Inquiry Community and Transition cycles. Our Guided Play program also focuses on fostering authentic connection between students and allows time and space for teachers to get to know them as individuals and as social and collaborative learners.

Our increased focus on the MHiPS (Mental Health in Primary Schools) program has meant that we are able to identify, access and activate appropriate supports for students who may be experiencing challenges with their wellbeing.

In 2024, we identified some challenges in friendship and social groups across the school and were able to train teachers to implement the *Social Stencil* program. We resourced classroom teachers to work closely with small groups of students explicitly teaching specific social and emotional skills. Having these focus groups implemented by classroom teachers meant that the relationship and level of understanding between teachers and focus students improved, and it meant that teachers could create authentic opportunities for students to practice and celebrate the skills taught in the context of the classroom.

Engagement

Our data shows improved attendance in our Foundation to year four classes. We are slightly above the state average for overall attendance, and above the average for similar schools.

In 2024 our school received a number of new enrolments in years three to six from other schools in the area, many of which were students who were already experiencing some aspects of 'school can't' at their previous school. While we experienced success with increasing the attendance of most of these students, their gradual improvement and engagement still had an impact on our year 3 - 6 attendance data.

Our Guided Play and Inquiry programs focus on engaging students with and in their learning. Across all year levels, we explicitly teach personal and social learning skills and guide the practice and expression of these skills through intentionally planned play opportunities. As part of our Inquiry cycle, we spend the beginning of each year focussing on the creation and care of the social fabric of new classes. We spend the final Inquiry cycle of each year focussing on the skills that each student can bring or can practice when transitioning from one year to the next.

A large number of our enrolling Foundation students identify as neuro diverse, and we have built strong connections with families, Kindergartens, childcare settings and allied health workers to create positive and connected transition for each student who begins their learning journey with us.

Our focus on continual assessment and the teaching of new skills and concepts through sequences has meant that students are feeling more connected to their learning, as well as being able to identify achievement across the sequence and look ahead to see new learning goals.

Our student-led conferences give our students true voice in sharing and celebrating their learning as well as talking through challenges faced, and strategies used to face these challenges.

Financial performance

School revenue consists of DET Cash Grant funding, Family Accounts received, Trading Operations including OSHC Commonwealth Government Grants and OSHC Family Contributions, Canteen & Uniform sales, as well as other locally raised funds including Donations and other Fundraising Activities. A one-off payment of \$139,290 as the final Victorian School Building Authority (VSBA) surplus funds released from the major capital works projects was also received in 2024. Whilst the Outside School Hours Care (OSHC) service performed well during 2024, the impact of increased staff costs across Canteen and Classroom Support roles, as well as ongoing substantial personal leave replacement expenses for teaching staff, has had a significant impact on the operating result for 2024.

The net operating result of a \$189,636 deficit has reduced from \$334,727 in 2023 and has been partially funded from prior year funds carried over. The residual \$169,208 shown as repayable to the department from the 2023 Student Resource Package (SRP) deficit has been partially paid from Term 1 cash grant funding with the balance finalised in Term 2 2025.

The total financial commitments shown have increased from 2023 due to the \$148,200 held on family accounts under the School Saving Bonus program and for capital works totalling \$68,493, including the completion of the canteen upgrade, planned for 2025



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 379 students were enrolled at this school in 2024, 181 female and 194 male.

8 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).

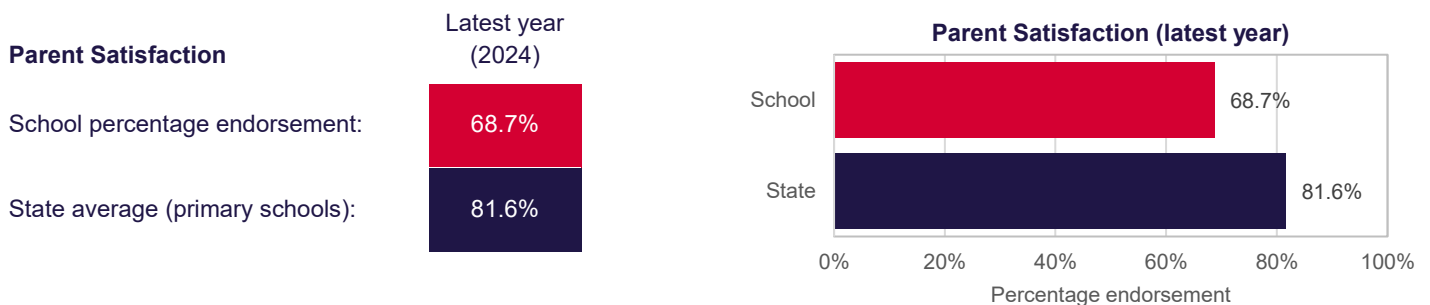
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

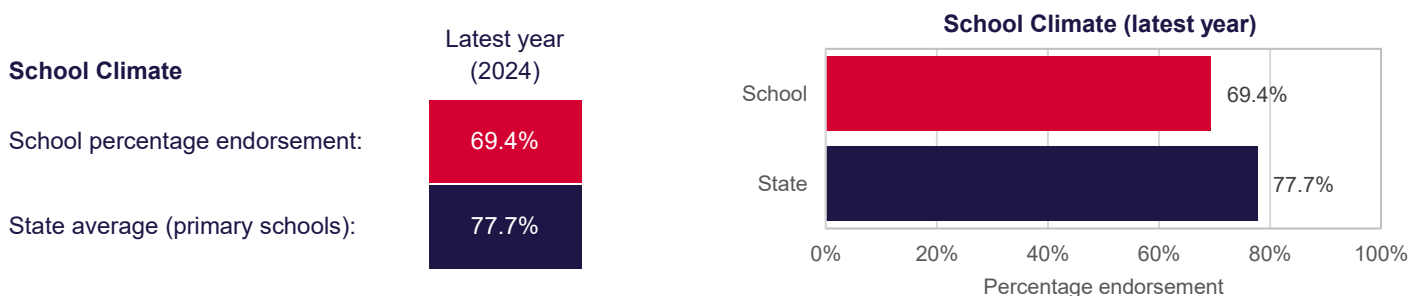


School Staff Survey

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

School percentage of students at or above age expected standards:

Latest year
(2024)

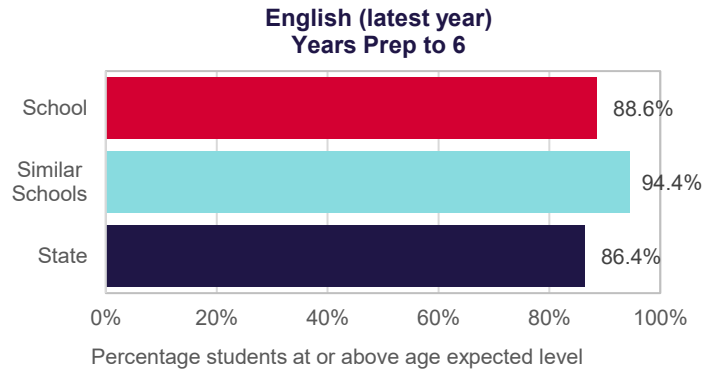
88.6%

Similar Schools average:

94.4%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

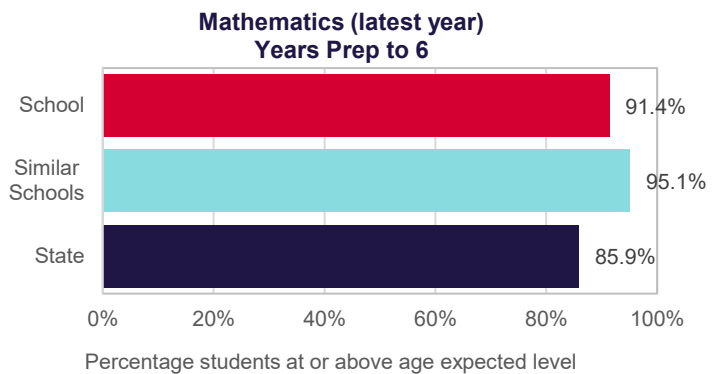
91.4%

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.

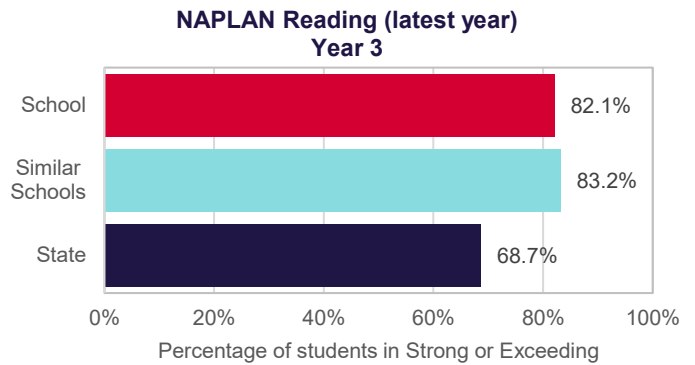
NAPLAN

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.

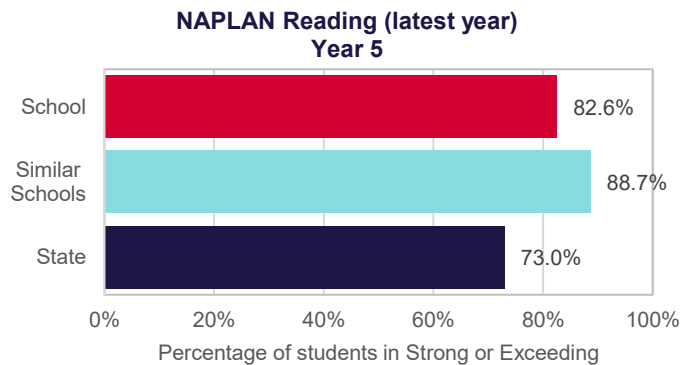
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.1%	82.6%
Similar Schools average:	83.2%	84.4%
State average:	68.7%	69.2%



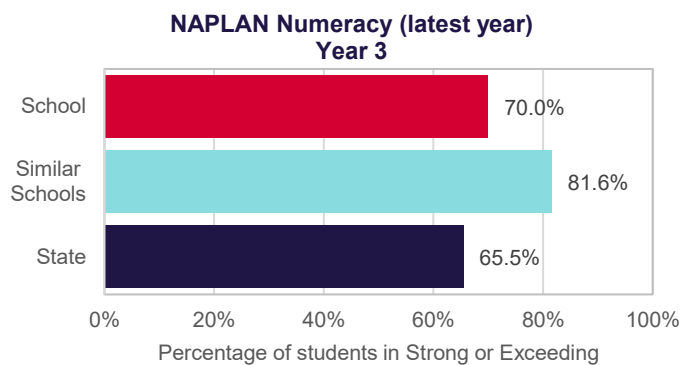
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.6%	86.2%
Similar Schools average:	88.7%	89.6%
State average:	73.0%	75.0%



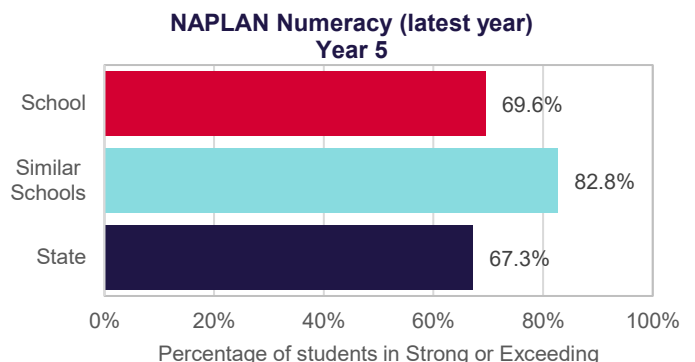
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	70.0%	80.2%
Similar Schools average:	81.6%	82.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	69.6%	77.4%
Similar Schools average:	82.8%	82.8%
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:

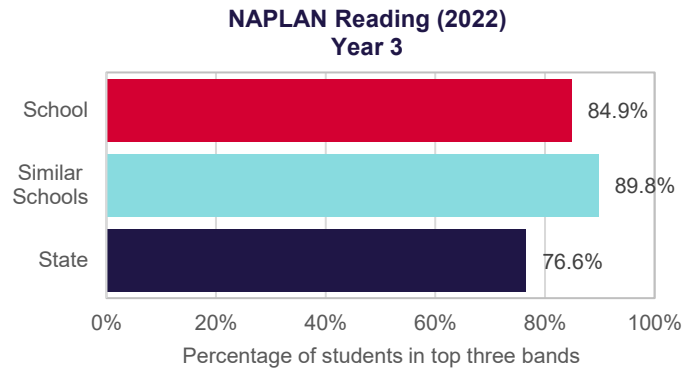
84.9%

Similar Schools average:

89.8%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

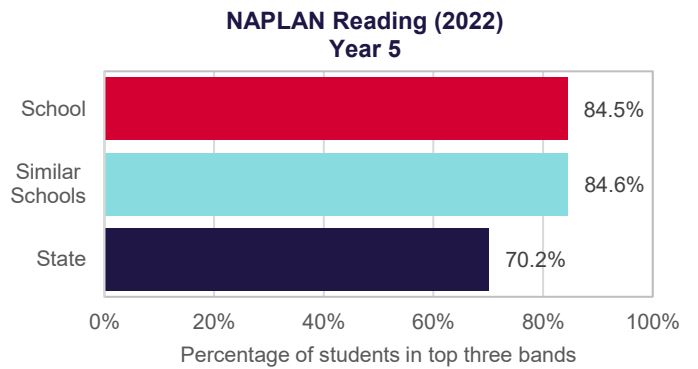
84.5%

Similar Schools average:

84.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

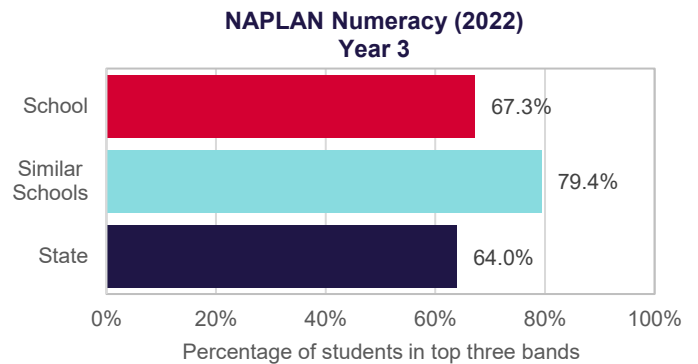
67.3%

Similar Schools average:

79.4%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

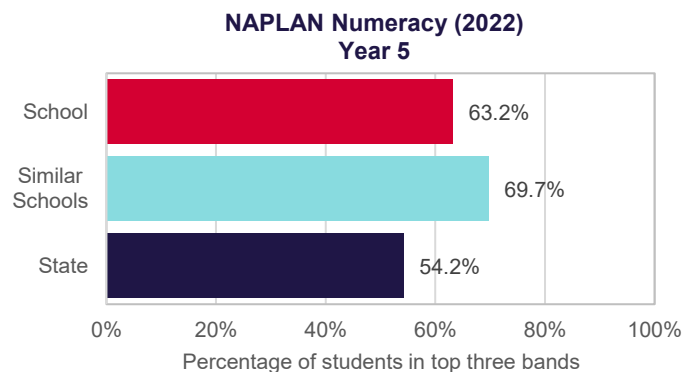
63.2%

Similar Schools average:

69.7%

State average:

54.2%



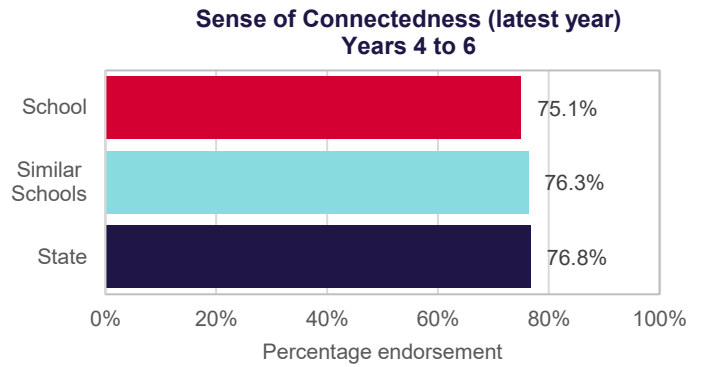
WELLBEING

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).

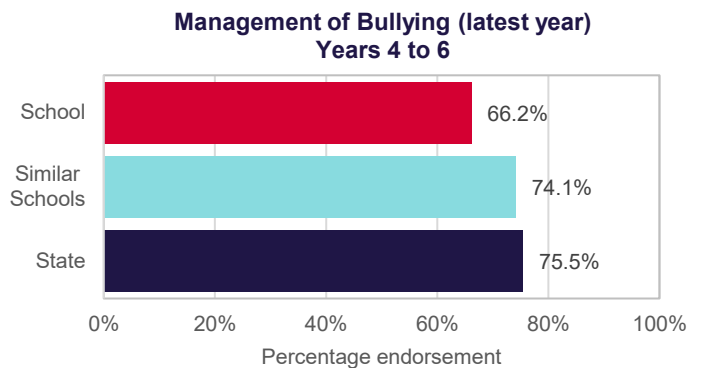
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	75.1%	76.3%
Similar Schools average:	76.3%	76.1%
State average:	76.8%	77.9%



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:	66.2%	71.1%
Similar Schools average:	74.1%	74.6%
State average:	75.5%	76.3%



ENGAGEMENT

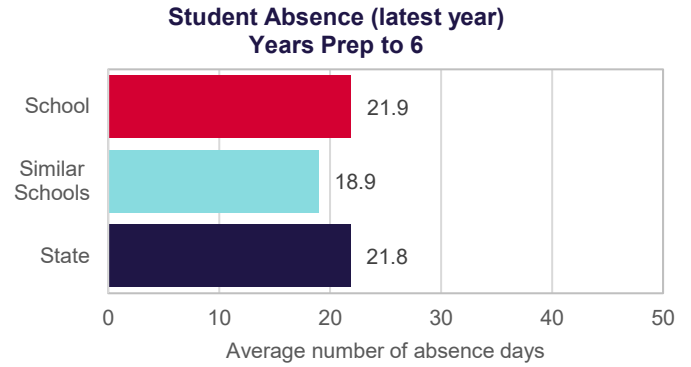
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.9	20.5
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):	91%	90%	91%	90%	90%	88%	86%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,818,446
Government Provided DET Grants	\$345,579
Government Grants Commonwealth	\$316,981
Government Grants State	\$0
Revenue Other	\$42,308
Locally Raised Funds	\$679,247
Capital Grants	\$0
Total Operating Revenue	\$5,202,561

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,203
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,203

Expenditure	Actual
Student Resource Package ²	\$4,138,657
Adjustments	\$0
Books & Publications	\$524
Camps/Excursions/Activities	\$140,921
Communication Costs	\$3,079
Consumables	\$62,977
Miscellaneous Expense ³	\$15,827
Professional Development	\$20,141
Equipment/Maintenance/Hire	\$41,456
Property Services	\$51,591
Salaries & Allowances ⁴	\$653,203
Support Services	\$121,165
Trading & Fundraising	\$100,204
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,452
Total Operating Expenditure	\$5,392,197
Net Operating Surplus/-Deficit	(\$189,636)
Asset Acquisitions	\$96,964

- (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	\$302,420
Official Account	\$56,400
Other Accounts	\$0
Total Funds Available	\$358,820

Financial Commitments	Actual
Operating Reserve	\$208,923
Other Recurrent Expenditure	\$48,910
Provision Accounts	\$0
Funds Received in Advance	\$148,200
School Based Programs	\$41,977
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,434
Repayable to the Department	\$169,208
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$68,493
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$688,146

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.

