2025 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 24 April 2026 at 08:32 AM by Keir Jasper (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 24 April 2026 at 08:32 AM 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
  - 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

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.

Our school values are *Authenticity, Respect, Connection and Creativity*.

Guided Playful Inquiry is a fundamental approach at BNWPS, through which students are encouraged to explore the unknown, to find joy in their school experience and to lead their own investigative learning. Through this approach, students explore school wide key understandings that guide their investigations towards content and contexts that are relevant to them, and designing solutions to problems or issues identified through these explorations.

At BNWPS, 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, viewing, writing and comprehension skills, strategies and 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 2025 our student cohort of 372 students included;

185 students identifying as male

183 students identifying as female

17 students funded under the Program for students with Disabilities and the Disability Inclusion Program

A small percentage of our students had a language background other than English

Our 2025 Staffing profile Included:

1 Acting Principal and 1 full time Acting Assistant Principal

The equivalent of a 0.8 Leading Teacher focussing on Disability Inclusion and Literacy

A MHiPs (Mental Health in Primary Schools) leader working out of the classroom for two days per week

The equivalent of 18 Classroom Teachers, with most classes having a full-time teacher and some classes having a shared teacher arrangement

The equivalent of 4 Specialist teachers working 4 days per week.

The equivalent of 14 Education Support staff working across classrooms and admin.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, staff were organised into Curriculum and Pedagogy (CAP) teams including English, Maths, Guided Playful Inquiry and Wellbeing. Throughout the year, these teams audited and reviewed our instructional models to ensure alignment with current evidence-based best practice, while also identifying opportunities for improvement. Actions that resulted from these reviews include streamlining our collaborative planning expectations and processes, updating our English and Maths assessment schedule, and developing a Learning Referral Pathway to guide teachers in accessing additional support for students who require it.

The impact of this work is reflected in our learning data. In 2025, 88.9% of students were assessed by their teachers as achieving at or above their expected level in English, and 95% in Maths. These results suggest that the continued focus on collaboratively designing differentiated learning sequences, alongside the introduction of new assessments closely aligned to the curriculum, has supported teachers to effectively meet students at their point of need.

Our NAPLAN data further highlights the impact of this work. In Year 3 and Year 5, across the areas of Reading and Numeracy, our school outperformed the State for the percentage of students achieving in the strong or exceeding proficiency levels. Additionally, when comparing Year 5 students' NAPLAN results to their Year 3 results, 88.9% demonstrated high or medium relative growth in Reading, and 84.8% in Numeracy. This is an exceptional result that highlights the strength of our whole school learning and teaching program and our teachers' ability to respond to student learning needs.

Wellbeing

In 2025 the school appointed a new Mental Health in Primary Schools (MHiPS) leader, whose work helped to raise the profile of Wellbeing across the school, strengthened staff capacity through their leadership of the Wellbeing CAP team, and created a more coordinated and proactive approach to supporting students. This resulted in the successful implementation of several initiatives. A tier 2 social skills intervention was introduced to support students requiring additional assistance in developing positive peer relationships and emotional regulation. In addition, a clear and streamlined wellbeing referral pathway was established, enabling staff to confidently identify, refer, and monitor students in need of support. The introduction of the SEARCH wellbeing framework further strengthened the school's approach by providing a common language and structure for promoting positive mental health.

The impact of this work is reflected in the positive outcomes from the Attitudes to School Survey data. This is evident in the Sense of Connectedness data, which sits at 76.8% positive responses.

This result is slightly higher than both similar schools and the school's four-year average, indicating that more students feel a sense of belonging and connection within the school community. Similarly, the Management of Bullying data, at 71.5% positive responses, is also slightly above the school's four-year average. The development of a clear and consistent wellbeing referral pathway has strengthened staff confidence in responding to concerns, ensuring that issues are addressed in a timely and effective manner. This has contributed to a safer and more supportive environment for students.

Engagement

The school has made good progress in improving student engagement, which has been supported by several key initiatives. An example is the introduction of weekly case meetings, where school leadership analyses student data to identify those at risk of disengagement. This structured approach ensures that concerns are identified early and that targeted supports are put in place promptly. Another significant initiative has been the introduction of more formalised attendance plans. These plans involve close collaboration between school staff and families, including the use of modified timetables where appropriate. This personalised approach has enabled students experiencing challenges to maintain a connection to school, gradually building their capacity for full attendance. Whole-school events have also played an important role in strengthening engagement by connecting student learning to the broader community. Partnerships with the local kindergarten, the Writer's Festival and open afternoons have provided authentic opportunities for students to share their learning and build a sense of belonging.

These strategies are reflected in positive attendance data. The average number of absence days per student is 20.6, which is lower than the school's four-year average. Additionally, attendance rates across Prep to Year 6 remain close to 90%. Together, these results demonstrate a sustained and strategic approach to engagement, leading to improved student participation and connection to school.

Financial performance

School revenue consists of Department 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. The Capital Grant payment of $5,000 was received one-off as the final contribution shade sail project.

A net operating result of a $298,032 deficit was recorded for the year. The residual $162,213 shown as repayable to the department is from the 2024 Student Resource Package (SRP) deficit has been repaid from Term 1 & 2 cash grant funding withheld.

The total financial commitments shown have increased from 2024 due to greater carried over funds for swimming and Maintenance and Minor Works, included with the School Base Programs balance. The $148,200 receipted to family accounts in November 2024, under the School Saving

Bonus program, has been substantially drawn down over 2025 thus funds received in advance have reduced to $66,145 at the end of the year.

PERFORMANCE SUMMARY

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 372 students were enrolled at this school in 2025, 183 female and 185 male. 9% had English as an additional language and 2% 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**	**71.1%**
	Similar schools	78.3%
	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**	**76.9%**
	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**	**88.9%**
	Similar schools	94.5%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**95.0%**
	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**	**84.9%**	**83.4%**
	Similar schools	84.8%	84.5%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**92.7%**	**88.3%**
	Similar schools	90.0%	89.7%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**74.5%**	**78.2%**
	Similar schools	81.8%	82.4%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**81.5%**	**78.7%**
	Similar schools	84.6%	83.4%
	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**	**85.7%**
	Similar schools	79.7%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**84.8%**
	Similar schools	74.3%
	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**	**76.8%**		**76.4%**
	Similar schools	76.0%		76.0%
	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**	**71.5%**		**71.1%**
	Similar schools	75.3%		74.7%
	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**	**20.6**	**22.0**
	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**	**89.7%**	
Year 1	**School**	**90.7%**	
Year 2	**School**	**89.0%**	
Year 3	**School**	**89.8%**	
Year 4	**School**	**89.8%**	
Year 5	**School**	**89.2%**	
Year 6	**School**	**88.8%**	

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	$4,036,427
Government Provided DET Grants	$201,744
Government Grants Commonwealth	$366,695
Government Grants State	$0
Revenue Other	$38,649
Locally Raised Funds	$708,705
Capital Grants	$5,000
Total Operating Revenue	**$5,357,219**

Equity	Actual
Equity (Social Disadvantage)	$21,072
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$21,072**

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

Expenditure	Actual
Student Resource Package[1]	$4,337,298
Adjustments	$0
Books & Publications	$1,010
Camps/Excursions/Activities	$171,200
Communication Costs	$3,372
Consumables	$58,126
Miscellaneous Expenses[2]	$16,164
Agency Staff	$81,673
Professional Development	$11,000
Equipment/Maintenance/Hire	$47,248
Property Services	$45,945
Salaries & Allowances[3]	$676,666
Support Services	$60,183

Expenditure	Actual
Trading & Fundraising	$94,303
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$46,062
Total Operating Expenditure	**$5,650,252**
Net Operating Surplus/-Deficit	**($298,032)**
Asset Acquisitions	**$41,707**

[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	$200,378
Official Account	$38,583
Other Accounts	$0
Total Funds Available	**$238,961**

Financial Commitments	Actual
Operating Reserve	$218,826
Other Recurrent Expenditure	$39,765
Provision Accounts	$0
Funds Received in Advance	$66,145
School Based Programs	$206,948
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$3,794
Repayable to the Department	$162,213
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
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	**$697,690**

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.