

2024 Annual Report to the School Community

School Name: Brunswick South Primary School (2743)



- 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 04 March 2025 at 01:43 PM by Kristie Satilmis (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 19 March 2025 at 09:14 AM by Kristie Satilmis (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

Imparare Insieme , Creare Insieme, Vivere Insieme

Brunswick South Primary School (BSPS) is Victoria's first Italian bilingual school. We are a vibrant community in Melbourne's inner north, thriving on the lands of the Wurundjeri Woi-wurrung people, the Traditional Owners of the lands and waterways in the area now known as Merri-bek. Our reconciliation journey is one of curiosity, learning and understanding.

Community and inclusivity underpin our school culture. As a Respectful Relationships lead school, we support our young people in developing the social and emotional skills, as well as the academic skills they need to become engaged, active learners who will go on to make positive contributions to their communities. Our school values of Mutual Responsibility, Compassion, Constant Learning and Sense of Possibility are lived and celebrated every day.

Student voice and agency are highly valued. Learning is not a passive activity; it requires risk-taking and challenge, ownership and responsibility. These attributes are explicitly taught through our Social Emotional Learning (SEL) program and are applied in all classes. Student Action Teams foster collaboration and community-mindedness, empowering students to transfer their learning to real-life applications.

We hold high expectations for every child and support their learning trajectory through engaging, evidence-based teaching strategies and having lots of fun along the way! Our carefully constructed curriculum and instructional models take into consideration what each student is ready to learn next. Our commitment to consistent best practice is evident in our outstanding literacy and numeracy outcomes, thanks to our dedicated staff and the pride they take in their work.

Our 321 students and 33 staff are part of an innovative community of learners, with ours being one of 11 Designated Bilingual Schools in Victoria. All BSPS students undertake 50% of their learning through English and 50% through Italian. Bilingual education is proven to deliver excellent student outcomes in social, cultural, literacy, numeracy and thinking skills, regardless of their language background. Our graduates go on to their secondary schooling with the signature strengths of a BSPS primary education: curiosity, resilience, creativity and impressive critical thinking and problem-solving skills. In short, they are amazing learners!

Progress towards strategic goals, student outcomes and student engagement

Learning

Brunswick South Primary School was ranked High in the Learning domain of the School Performance Report. This measures performance on NAPLAN assessments in Reading and

Numeracy, NAPLAN relative growth, and Teacher judgement growth for English and Mathematics.

The 2024 Literacy and Numeracy Action Plans included targeted professional learning for teachers, successfully building their instructional capacity. Leaders supported staff with the consistent implementation and use of IEPs and rubrics. Curriculum PLC and teachers worked collaboratively to build junior and senior writing rubrics for authorial and secretarial aspects of writing across a range of writing genres, and the rubrics have been used as part of the teaching and learning program. Students used these rubrics to develop their writing and set personal goals, building student agency. Learning Specialists supported Year Level Teams throughout the planning cycle process, ensuring high fidelity implementation of our Literacy and Numeracy instructional models through both the English and Italian sides of our bilingual model. We also had two staff members successfully complete the "Leading Numeracy" program through the Victorian Academy of Teaching and Learning, empowering them help build the instructional capacity of their teaching teams in numeracy. Student achievement in numeracy was celebrated with two Maths Expos, where students shared their learning with parents and friends. Student achievement in literacy was celebrated through participation in the Poem Forest competition and Book Week events.

We were excited about this year's NAPLAN results, achieving pleasing improvements in a range of measures; meeting and in many cases, exceeding, our NAPLAN targets. For example, Year 5 Numeracy: to increase the percentage of students "exceeding" from 11% in 2023 to 16%; but we actually achieved an impressive 29%. Our Year 3 NAPLAN Writing target to reduce the % of students in the Developing proficiency from 13% to 10% was also met. Writing Year 5 - Reducing the % of students in Needs Additional Support (NAS) and developing proficiencies from 23% (2023) to 21% was met, with the majority of these students moving from NAS to the Developing proficiency. The % of students in Strong or Exceeding NAPLAN Reading (Year 5) improved by 7.7%

Our School Improvement Team (SIT) engaged with the Bilingual Schools Network (BSN) to access targeted professional learning, and conducted a comparison of BSN NAPLAN data as a bilingual school, against that of neighbouring mono-lingual schools. They found that BSN NAPLAN data was significantly higher in a range of measures, correlating with BSN findings of a similar nature. We look forward to further developing our relationships with other BSN schools to purposefully improve student learning outcomes.

Wellbeing

Our whole school approach to wellbeing focuses on creating a safe, inclusive environment where all students feel valued, supported, and empowered to develop the skills they need to thrive academically, socially, and emotionally. We successfully strengthened and raised the profile around Individual Education Plans (IEP) this year, supported by provision of focused professional learning. The SIT team revised and improved our IEP template against the Quality IEP rubric, and we created a whole-school IEP tracker to help organise and support classroom teachers. We provided ongoing targeted intervention for most vulnerable students through Cool Kids intervention program and Art Therapy. These students were compiled through the use of our school wide Mental Health and Wellbeing Tracker and parents/carers opting in. The program had a notable impact on student wellbeing outcomes including improved confidence, boosted self-esteem and engagement in school observed by both parents, staff and students. This was reflected in an improvement in the % of positive endorsement in Emotional awareness and

regulation (Years 4-6) in the Attitudes to School Survey (AtoSS).

We continue to strengthen the whole school approach to SEL through a clear and concise scope and sequence, and have it permanently tabled in the agenda at Year Level Leader Professional Learning sessions. This is evident in the way our students can explain what positive mental health means and where they can seek support at school. Ours is an inclusive and welcoming community, with a 91% positive Attitudes to School Survey (AtoSS) endorsement of "It's ok to be different at this school".

Throughout the year teachers recognised, responded to and referred students who had mental health and wellbeing concerns using our Compass Wellbeing Referral Chronicle Process. We strengthened opportunities for student leadership, connection and agency within our Peer Support Program, Amici Insieme. Our SEL program encapsulates opportunities to come together as a school on Celebration Days often driven by our Student Action Teams.

As part of our ongoing commitment to student wellbeing, the SIT developed a three year whole school Wellbeing Plan, the first stage of which will be implemented through the 2025 AIP.

Engagement

Teacher effectiveness is central to student outcomes, and we are thrilled by the high levels of student engagement and intellectual involvement we've seen in our classrooms this year. Our bilingual educational model is centred around an impactful team-teaching approach that balances individual and group needs. The smooth transition process we provide for students moving from Kindergarten to secondary school is a key achievement, with induction sessions for Foundation students and close collaboration with local kindergartens. The transition of our Year 6 students into Year 7 was successfully supported with interactive workshops.

We take pride in the strong student voice and agency that are integral to our approach, empowering students to meaningfully influence their learning. Teachers balance autonomy and support through formative assessments, creating a positive classroom culture where students thrive. Initiatives like Student Led Conferences were an opportunity for self-reflection and goal-setting, helping students develop into independent learners and critical thinkers. Students took part in a range of extra curricular opportunities this year such as our Peer Support Program, 'Amici Insieme' and other cross-age activities, such as Italian Day, Italian Enrichment Program, Italian Guided Reading Groups, Pranzo Italiano, Lo Zecchino D'oro Choir Competition, Giochi Matematici Del Mediterraneo, Secondary School Literacy & Sport Incursions, Melbourne University Internship alongside our Student Action Teams: the Inclusion Action Team, the Reconciliation Action Team, the Environment Action Team.

Our Wellbeing program, guided by the Resilience, Rights, and Respectful Relationships framework, has been a cornerstone of our success this year, fostering resilience, emotional intelligence, and social skills. We have celebrated our inclusive culture, promoting equity and cultural awareness through initiatives like our Peer Support Program, diversity days, and cross-age activities.

We are pleased with our continued focus on attendance, with regular monitoring and communication ensuring students return smoothly after absences, resulting in higher attendance rates. Parent satisfaction remains strong, with 83% of surveyed parents expressing overall satisfaction in the PCGOS, underscoring our commitment to fostering strong, supportive partnerships with families.

2024 attendance data showed an average number of absent days at 17.7 per child, with similar schools reporting 16.8 days. The state average was 20.5. As part of our Wellbeing practices, teachers monitor and communicate regularly to families regarding student attendance. Parent survey (PCGOS) data showed an overall satisfaction of 83%, above the state average. Regular monitoring and communication between teachers and parents/carers when students are absent ensures a positive return to school and a higher attendance rate. Brunswick South Primary School is dedicated to building strong, supportive partnerships with families by encouraging classroom participation, active engagement in the school council, involvement in community events, and attendance at regular information sessions and school assemblies.

Other highlights from the school year

We are grateful to have a highly engaged parent community who contribute meaningfully to our school throughout the year. Our Buildings and Grounds sub-committee conducted well-attended working bees, completing extensive planting and improving the amenity of the school grounds. They also finalised a major project, installing and landscaping our covered outdoor area and play space. The Community and Fundraising Sub-committee took the lead on multiple fundraising events including the popular Ciao Down Fridays and Festa di Primavera, providing opportunities for our community to come together socially. The Bilingual Sub-committee provided advice and consultation to the leadership team, leading to the introduction of new initiatives including the Pranzo Italiano Club. In addition, many parents and carers volunteered their time to assist with junior reading, incursions and excursions, supporting an enriched school experience.

Our Instrumental Music program involved approximately 15% of students this year, providing an important creative and artistic opportunity for students to take part in. This included numerous performance opportunities including the Evening on the Green and concerts throughout the year.

Students proudly demonstrated their learning in different curriculum areas such as STEM and Visual Art at the inaugural Sustainability Trail event and la Mostra di Arte, which also served as wonderful community engagement events.

Financial performance

Brunswick South Primary School maximises all available financial, human and physical resources to have the greatest impact on student learning. With this in mind throughout 2024, Brunswick South Primary School managed both the Student Resources Package and locally raised funds in a responsible manner. Together with the School Council Finance Sub Committee, BSPS ensured that the school's finances were run in accordance with DE finance policies. At end of 2024, the operating cash/credit expenditure showed a deficit of \$48,043. This figure is not inclusive of the school's bank accounts which as at 31/12/2024 totalled \$308,709.05. The school also receives additional funding from the DE for being accredited as a Bilingual School. In addition, the school receives funds from external providers, hirers, donations, voluntary parent payments and local fundraising. The BSPS Community & Fundraising Committee held several successful events during the year including a Welcome Picnic, Trivia Night and the Spring Festa. The fundraising balance at the end of 2024 was \$35,125.

**For more detailed information regarding our school please visit our website at
www.brunswicksouthps.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 330 students were enrolled at this school in 2024, 158 female and 172 male.

21 percent of students had English as an additional language and 0 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).

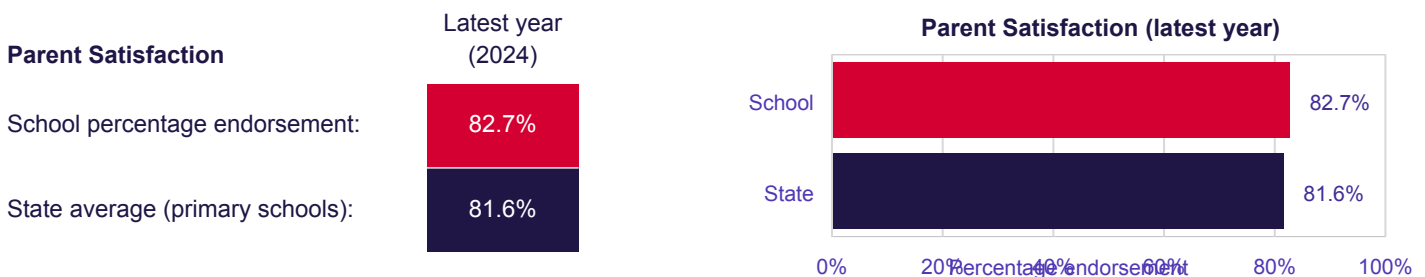
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

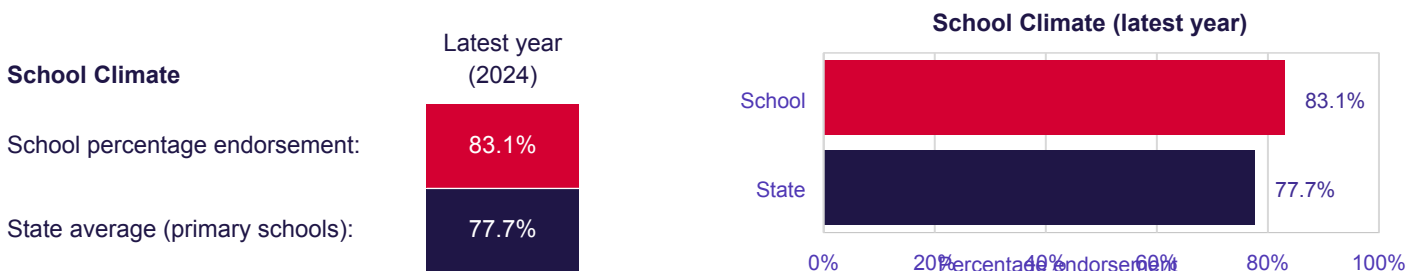


School Staff Survey

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)

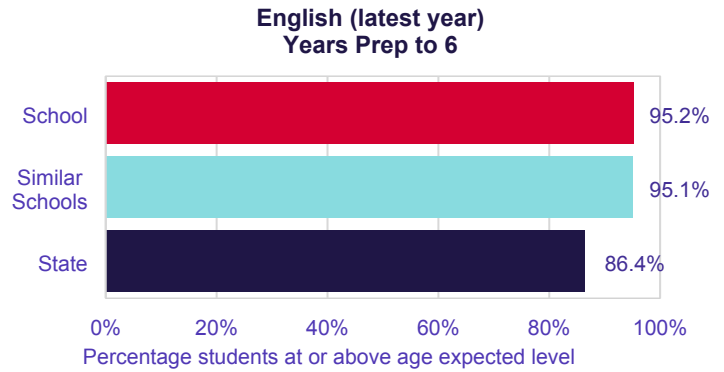
95.2%

Similar Schools average:

95.1%

State average:

86.4%



Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

Latest year
(2024)

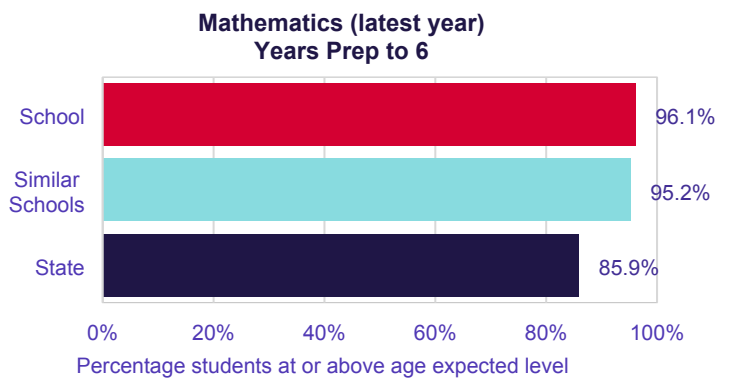
96.1%

Similar Schools average:

95.2%

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.

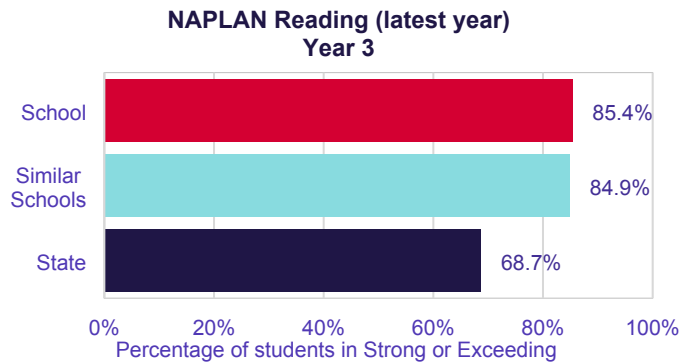
NAPLAN

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.

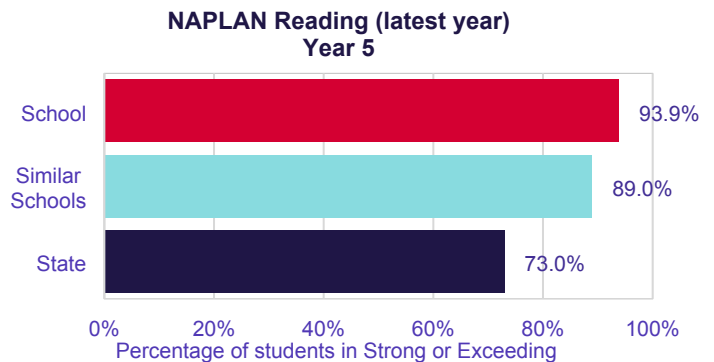
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.4%	85.4%
Similar Schools average:	84.9%	84.7%
State average:	68.7%	69.2%



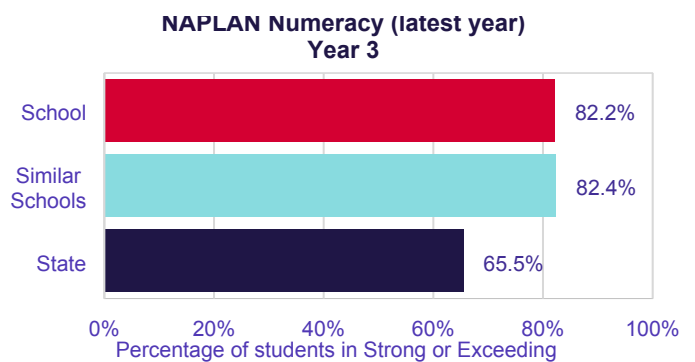
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.9%	89.6%
Similar Schools average:	89.0%	90.0%
State average:	73.0%	75.0%



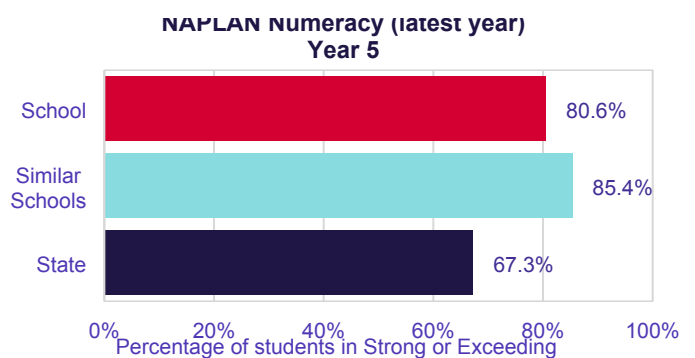
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.2%	78.0%
Similar Schools average:	82.4%	83.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.6%	74.7%
Similar Schools average:	85.4%	86.0%
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:

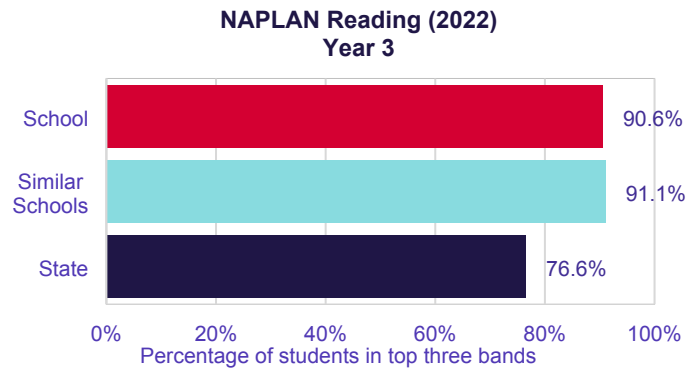
90.6%

Similar Schools average:

91.1%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

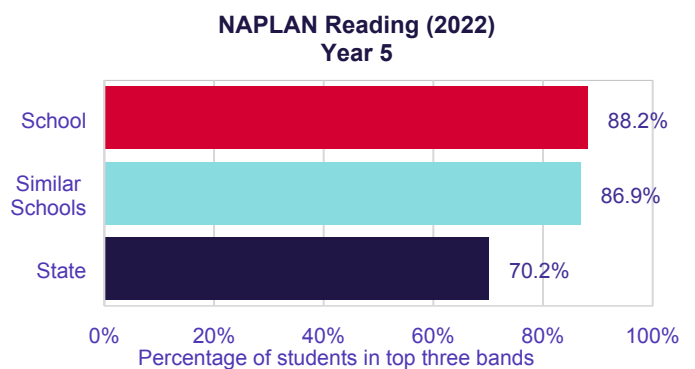
88.2%

Similar Schools average:

86.9%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

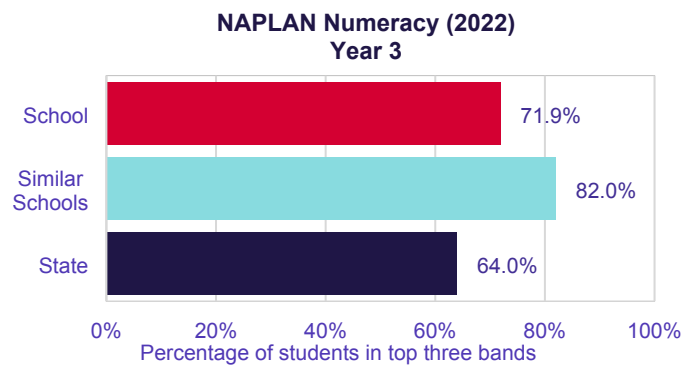
71.9%

Similar Schools average:

82.0%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

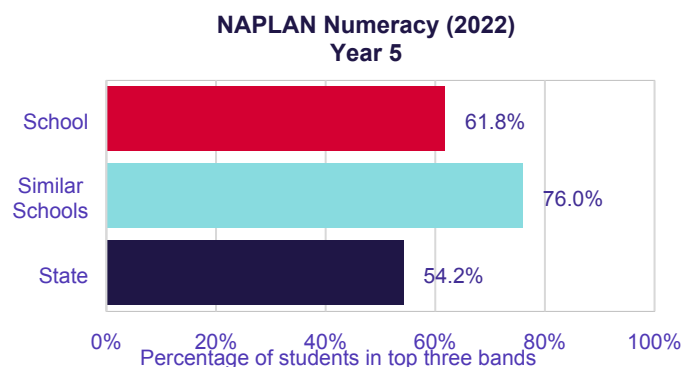
61.8%

Similar Schools average:

76.0%

State average:

54.2%



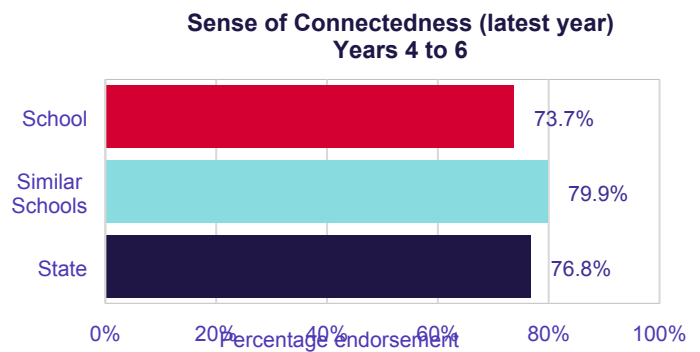
WELLBEING

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).

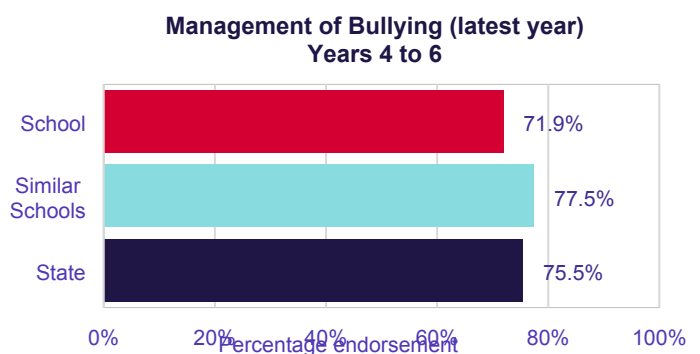
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	73.7%	76.8%
Similar Schools average:	79.9%	80.1%
State average:	76.8%	77.9%



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:	71.9%	74.1%
Similar Schools average:	77.5%	77.4%
State average:	75.5%	76.3%



ENGAGEMENT

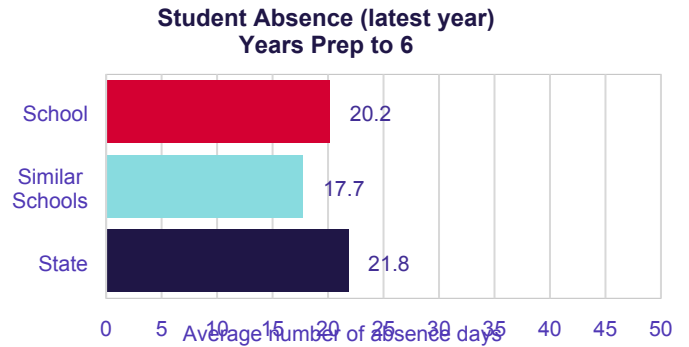
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.2	17.0
Similar Schools average:	17.7	15.5
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):	92%	89%	92%	89%	89%	90%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,238,693
Government Provided DET Grants	\$404,257
Government Grants Commonwealth	\$8,991
Government Grants State	\$0
Revenue Other	\$18,178
Locally Raised Funds	\$356,978
Capital Grants	\$0
Total Operating Revenue	\$4,027,097

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,991
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,991

Expenditure	Actual
Student Resource Package ²	\$3,177,199
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$156,368
Communication Costs	\$9,630
Consumables	\$83,287
Miscellaneous Expense ³	\$10,908
Professional Development	\$33,329
Equipment/Maintenance/Hire	\$46,902
Property Services	\$99,732
Salaries & Allowances ⁴	\$224,389
Support Services	\$106,869
Trading & Fundraising	\$35,668
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,363
Total Operating Expenditure	\$4,013,645
Net Operating Surplus/-Deficit	\$13,452
Asset Acquisitions	\$50,498

- (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	\$283,177
Official Account	\$18,026
Other Accounts	\$7,506
Total Funds Available	\$308,709

Financial Commitments	Actual
Operating Reserve	\$139,408
Other Recurrent Expenditure	\$5,579
Provision Accounts	\$261
Funds Received in Advance	\$179,358
School Based Programs	\$98,432
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$6,984
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$430,021

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.