

2025 Annual Report to the School Community

School Name: Norris Bank Primary School (3618)



- 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 23 April 2026 at 11:49 AM by Sandra James (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 23 April 2026 at 11:50 AM by Sandra James (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

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Our 3 school values underpin all decision making and action at Norris Bank Primary School. Kindness, Respect and Curiosity. These values were created by the whole school community in 2018 and assist the building of a culture that values Kindness and Respect and promotes Curiosity in a safe and progressive manner for all students, staff and school community members. Our Vision for Norris Bank Primary School is that every child is happy, healthy and supported to reach their personal best regardless of personal circumstance.

Norris Bank Primary School is located approximately 33 kilometres north of Melbourne's Central Business District (CBD), in the suburb of Bundoora. It was originally established in 1909 in an old homestead, with a new school building built on the same site in 1953. Enrolments in 2025 were 111 students and these numbers are expected to rise with many younger families moving into this section of Bundoora and an increase in the numbers of families requesting school tours.

Our school is very appealing to those families who understand the benefits of a small local school environment for their child. Norris Bank has also been successful in receiving a substantial federal government grant to completely demolish and rebuild both playground areas. Norris Bank has an equal mix of older experienced teachers and younger teachers. Having new staff join the team has brought with it new and exciting ideas. The school provides an approved sequential Victorian Curriculum Framework Foundation to Year 6. Japanese Language and Cultural understanding are offered through the Languages other than English (LOTE) program, and Visual Arts, Performing Arts and Physical Education (PE), are specialist areas provided by the school. We held a whole school musical production of "Peter Pan" in 2025 which was well attended and enjoyed by the whole school community. Digital technologies are used as essential learning tools, where students and teachers have access to a range of devices including, classroom TV's, screens and 1:2 use of student laptops with charging stations in every classroom, as well as ipads.

The school provides teaching assistants and intervention, supporting a range of strategies and programs to assist students needing additional support. A children's garden was established in 2018 allowing students to recycle waste and plant food crops as part of the Science and Language Programs. All students had the opportunity in Japanese lessons to research and grow vegetables used in Japanese cooking. Our school also has a well- established Student Leadership Team made up of 6 student leaders and 2 school captains and co-ordinated by an experienced teacher. This team has an active voice in what happens in our school throughout the school year, and they actively lead many school events including our fortnightly school assemblies.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, our school made significant gains in our goal to revisit our whole school curriculum in Mathematics and Numeracy. This was led by our Learning Specialist who engaged the services of Dr. Ange Rogers from RMIT University. All staff attended a full day of professional development in the area of Maths Fluency. This area now has a renewed focus in our daily maths lessons. It is an aspect of mathematics that forms the base of good mathematical thinking and understanding. Our Numeracy results improved in our 2025 NAPLAN results, with our Year 3 students receiving a score higher than the state average by 1% and coming out higher than similar schools by 14%. This was also reflected in our Year 5 cohort results with our students coming out level with the state average for numeracy and 11% higher than similar schools.

In Reading we have some growth to be made with our Year 3 cohort and we are addressing this with our explicit teaching of phonics however we did increase our number of students in the exceeding range by 2%. Our Year 5 cohort in Reading performed exceptionally well at 9% higher than the state average and 20% higher than similar schools. These excellent results continued for our year 5 cohort with Writing and Spelling. Writing coming out 5% higher than the state average and 11% higher than similar schools. In Spelling we outperformed the state by 9% and similar schools by 12%. Our Year 3 cohort demonstrated a need for growth in writing however we did decrease the percentage of students in the developing range and scored higher than similar schools by 6%. 2025 also saw the implementation of the Victorian Teaching and Learning Model in all classrooms as well as the strengthening of our phonics program "Little Learners Love Literacy" in Foundation to Year 2.

Wellbeing

Our 2025 Student Wellbeing data from our 2025 Student Opinion Survey told us that overall, our students feel safe at school and that they can ask for support. This is evidenced by their resilience scores which came out higher than the state average. We had a higher number of students, 78% say they did not experience bullying both at school and online compared to the state average of 70%. Our students are happy with their peer relationships, and a higher number of our students are comfortable with help seeking at 79% compared to the state average of 69%. Even though our students came out higher than the state for resilience, they came out lower for positive life satisfaction. 53% of our students reported that they are on electronic devices at home for more than 5+ hours per day. This may explain why only 65% of students reported a stimulated learning environment at school. Teaching staff at our school are addressing this by working to include more choice through the integration of subjects, more differentiated tasks with higher and lower challenge. Our students feel they have personal high expectations for success and believe in effort.

Our Parent Opinion Survey and School Staff Survey results were both in agreement and were higher than the state average in every domain. The most positive feedback from parents being the schools respect for diversity and the promotion of positive behaviour at 100%, as well as a 10% higher average than the state for a positive school ethos and environment. The 2025 Staff Opinion Survey gave their most positive feedback in the areas of School Leadership and Teaching and Learning. Positive endorsement of school leadership was 11% higher than the state average and satisfaction in planning for Teaching and Learning sat at 7% higher than the state.

Engagement

Our 2025 Student Wellbeing data demonstrated to us that our students feel connected to our school and that they feel safe. Positive student/teacher relationships are level with the state average of 78% and community connections 3% higher than the state. Our 2025 Student Opinion Survey results gave us feedback that only 74% felt positively about effective teaching time and differentiated learning challenge compared to the state average of 83-85%. Student absentee rates for 2025 were still too high with 45% of our students taking 20+ days off school for the year compared to the state average of 38%. We had a high number of families take overseas trips in 2025 as well as a small number of students with chronically high absenteeism. These students and families were supported throughout the school year with Return to School Plans in place and referrals to outside support services put in place. We saw success as attendances began to improve towards the end of the school year. We also supported our Student Leadership Team deliver a number of school fund raising events throughout the year. Our school captains represented the school at Remembrance Day Services at local RSL's. Our Student Leadership Team met fortnightly throughout the year and gave us feedback on how they felt about different school issues and what other students had shared with them. They also assisted staff at Breakfast Club three mornings per week. Teachers continued to implement classroom strategies such as morning circles and feedback tickets. Our Learning Specialist also began collecting data around Student Voice and Agency in learning from both students and their teachers. This data will inform changes in practice for 2026. The school continued to set SMART Goals for every student once a term, in both Literacy and Numeracy throughout the year. These learning goals were shared with both students and parents each term. Evidence for the achievement of these goals were demonstrated to parents at our 3 Way Student, Teacher, Parent Conferences in Semesters one and two.

Other highlights from the school year

2025 saw a number of school excursions and incursions including an intensive two-week swimming program in Term 2 for students from Year 2 -6. Our school participated in weekly interschool sporting events in the Watsonia District Sports for 2 Semesters. Our students competed in cross country try outs as a whole school and a couple of our students made it to the regional trials. Students in Year 3 -6 participated in a regional Athletic Sports Carnival in August and competed against many schools in our network. A whole school musical production of "Peter Pan" was held in September 2025. All students participated in the concert with dance lessons being provided for all students from foundation to Year 6 by a professional dance teacher.

Students from the satellite rooms of the Northern School for Autism were invited to participate both in the dance lessons and in the musical. It was a great success and had profound effects on the level of confidence of our students to perform in front of a large community audience of 200 guests. Parent helpers assisted staff with organisation, props and costumes.

Financial performance

The school finished 2025 in a fairly sound financial position with \$118,708 in our high yield account and \$20,734 in our official account. The school received revenue through its leasing agreement with the Northern School of Autism for the hire of facilities for their satellite program and from fundraising within the school community. The school was also provided with a large state government grant of \$220,800 for the design stage AMP 1 of our school gymnasium. Our biggest expenditure items for 2025, were for property services at \$62,691. Major underground plumbing work repairs added to this cost. Our next biggest expense were consumables at \$41,552. Our local casual relief teaching expenditure for 2025 came to \$29,632, whilst we spent \$26,170 on casual relief agency staffing. This was a total of \$55,802 on casual relief and support staff throughout the year. This increase is due to having to replace more ES staff (integration aides) then we have historically. Activities expenditure came to \$26,543 although this expenditure was supplemented by SRP funding for swimming lessons and time in lieu for staff. It was also supplemented by parent co-payments for swimming. Our financial commitment summary for 2026 has an operating reserve of \$42,901 and \$84,181 set aside to finish the sandpit/ garden area as well as to cover future repairs on aging plumbing.

**For more detailed information regarding our school please visit our website at
norrisbkps.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 109 students were enrolled at this school in 2025, 47 female and 61 male. 43% had English as an additional language and 6% 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 **Medium**.

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	83.3%	
	Similar schools	84.5%	
	State	82.0%	

School Staff Survey

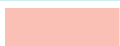
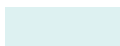
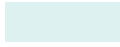
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	77.3%	
	Similar schools	79.3%	
	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	74.1%	
	Similar schools	81.1%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	51.0%	
	Similar schools	77.5%	
	State	84.2%	

NAPLAN

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

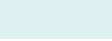
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	52.6%		53.1%
	Similar schools	59.6%		58.9%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	84.6%		71.1%
	Similar schools	65.5%		65.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	66.7%		58.3%
	Similar schools	53.7%		53.6%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	69.2%		47.4%
	Similar schools	57.5%		56.3%
	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	66.7%	
	Similar schools	74.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	58.3%	
	Similar schools	73.6%	
	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	68.2%		75.2%
	Similar schools	80.9%		78.7%
	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	83.8%		79.5%
	Similar schools	81.1%		77.4%
	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	29.5	29.8
	Similar schools	23.9	24.2
	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	88.2%	
Year 1	School	88.8%	
Year 2	School	79.0%	
Year 3	School	83.3%	
Year 4	School	83.0%	
Year 5	School	90.5%	
Year 6	School	84.7%	

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	\$1,622,153
Government Provided DET Grants	\$220,800
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$19,370
Locally Raised Funds	\$62,237
Capital Grants	\$0
Total Operating Revenue	\$1,924,560

Equity	Actual
Equity (Social Disadvantage)	\$75,491
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$75,491

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

Expenditure	Actual
Student Resource Package ¹	\$1,661,409
Adjustments	\$0
Books & Publications	\$321
Camps/Excursions/Activities	\$26,543
Communication Costs	\$3,626
Consumables	\$41,552
Miscellaneous Expenses ²	\$7,414
Agency Staff	\$26,170
Professional Development	\$8,621
Equipment/Maintenance/Hire	\$17,938
Property Services	\$62,691
Salaries & Allowances ³	\$29,632
Support Services	\$7,203

Expenditure	Actual
Trading & Fundraising	\$4,907
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,787
Total Operating Expenditure	\$1,918,816
Net Operating Surplus/-Deficit	\$5,744
Asset Acquisitions	\$0

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	\$118,708
Official Account	\$20,374
Other Accounts	\$0
Total Funds Available	\$139,082

Financial Commitments	Actual
Operating Reserve	\$42,901
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$12,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$84,181
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$139,082

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.