

2023 Annual Report to the School Community

School Name: Boroondara Park Primary School (5288)



- 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 26 March 2024 at 02:58 PM by Susanne Lowe (Principal)

- This 2023 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 16 April 2024 at 02:24 PM by Joseph Cook (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Boroondara Park Primary School is committed to providing all of our students with a challenging and enriching environment, allowing them to use their skills and knowledge to build on life lessons and opportunities, contribute responsibly to the global environment and embrace kindness. Our core values are respect, care, responsibility and inclusion. The school understands the importance of embedding these values across the school culture and works closely with families to build a strong focused approach to school wide values implementation.

A local primary school serving the families of North Balwyn and Bulleen, we have an exceptionally large campus which allows us to provide a wide range of extracurricular activities and learning experiences. In 2023 the school had 397 students in 17 classes, with 6 International students throughout the year. The school has a rigorous academic program, distinguished by a balanced approach to explicit teaching and inquiry. Our strong literacy and numeracy programs deliver results well above the state average in both English and Mathematics. Students needing extra assistance or extension are catered for with individual education plans, Tutor Learning program and extension Maths program. We complement our academic focus with a balanced, holistic curriculum and our extensive range of specialist subjects allow our students to develop their individual passion and be active participants in their learning.

Boroondara Park fosters a positive culture of respect and responsibility, with an emphasis on student agency and pastoral care. As a community we all have three rights – the right to learn, the right to be treated with respect and the right to feel safe. With a focus on student voice and agency, our Care, Learn and Share groups allow connections to be made from Foundation to year 6. These groups meet fortnightly, with a focus on year 6 led activities. Through the Junior School Council, we are developing whole school inclusion and a social and community service program to promote student ideas. The school has a leadership program that empowers all year 6 students to take on leadership roles and lead projects across the various leadership pillars including Administration, Arts, Environment, Health, Library and Languages and STEM.

Ongoing demographic changes and recruitment to independent schools have seen enrolments fall in recent years, a situation shared by all primary schools in our area. Despite many challenges in 2023 and a significant reduction in enrolments throughout the year, the school has focused on re-establishing connections with current families, reviewing the school values and setting out plans to increase enrolments and build further engagement with the school and local community. Ongoing marketing, implementation of our transition action plan and building stronger relationships with the local kindergartens and childcare centres continues to be a focus. Despite these challenges the school maintained specialist programs for 2023 and were able to also do so into 2024.

Our school has 28.57 effective full time (EFT) staff: 2 EFT principal class; 21.43 EFT teacher class; 5.14 EFT Education Support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023 Boroondara Park continued to focus on student learning - with an increased focus on numeracy and student wellbeing. With a particular learning focus around supporting both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy. The wellbeing focus was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Students (F-6) continued to excel in both core areas of English and Mathematics, with 95.6% achieving at or above the expected level in English and 94.4% at or above the expected level in Maths. These results were on par with similar schools and well above the State average.

With changes to NAPLAN in 2023 the school is not able to compare to previous years. However, results show 83% of Year 3 students achieved in the strong or exceeding range for both reading and numeracy. This was well above State average, although slightly lower than the similar school average in reading and numeracy. The Year 5 students had significant learning growth in all areas. Results show 93.4% of Year 5 students achieved in the strong or exceeding range for reading and numeracy. This is well above the State average and well above similar school average.

In 2023 the school commenced the full implementation of the Smart Spelling program across the school, with all staff taking part in

professional learning. The Literacy Learning Specialist (LS) was involved in modelling, observing and providing feedback throughout the school. SMART Spelling comprises a clear Foundation – 6 scope and sequence that gives students the opportunity to explore the whole word: how it looks, how it sounds, what it means and what you can do to change the word. In a typical weekly sequence, teachers start by teaching the meaning of words to expand vocabulary and then break words into syllables, sounds and letter patterns (graphs, digraphs and trigraphs) following a simple routine that is in the SMART Spelling course.

The 6+1 writing traits were implemented as part of the Start Up program at the beginning of 2023 as a next step towards implementation. This framework gives teachers and students a common vocabulary which captures the characteristics of writing, it supports explicit teaching and modelling of the traits and supports students to understand every time they write they have choices to make.

- Ideas: the meaning and development of the message
- Organisation: the internal structure of the piece
- Voice: the tone of the piece—the personal stamp that the writer brings to it
- Word Choice: the specific vocabulary the writer uses to convey meaning
- Sentence Fluency: the way the words and phrases flow throughout the text
- Conventions: the mechanical correctness of the piece
- Presentation: the overall appearance of the work

The learning in the area of Numeracy has continued for our staff working with Professor Peter Sullivan on a pupil free day and also through the Riversdale Network online professional learning events. We have been able to participate in two network Numeracy Leaders Capability Days - these have provided time for the review of school practice, learning together and setting out where to next.

The Pupil Free Day enabled the school to further develop whole school knowledge around numeracy teaching and program development, supporting staff to implement appropriately challenging tasks and experiences with their students. The focus for the day was student-centred, structured inquiry lessons in the context of fractions. The school was also able to access online professional learning sessions with Peter Sullivan to complement the whole school day earlier in the school year. The online sessions for all staff focused on addition and subtraction, multiplication and eight strategies for inclusion. The Numeracy focus continues in 2024 as we start to further embed the model we have trialed since our work with Peter Sullivan. This model supports student exploration first but includes explicit teaching and is connected specifically to our Professional Learning Communities (PLC) work.

The PLC approach to school improvement has a group of teachers working collaboratively to improve student outcomes. PLCs focus on the idea that students learn more when their teachers work together. Due to the demonstrated commitment of the PLC leaders in 2022, the school was invited to participate in PLC intensive coaching to further build our plan for implementation in 2023. The team was able to focus on the explanation of PLCs and develop professional learning for staff. They developed an implementation plan to commence PLC inquiry cycles, to build whole school understanding and the capacity to implement the PLC model at BPPS. By the end of 2023 the school had introduced data talks at team meetings, reviewing achievement data and using this to identify patterns, gaps and misconceptions to drive planning. The first full inquiry cycle was also completed by each team. Our work will continue in 2024 as we undertake a year of inquiry cycles.

A range of support programs were provided to students in 2023, including the Tutor Learning Program for reading and maths in Years 1-6 and Literacy support (F-2). Students with a disability were supported through the development of individual education plans and monitored by support group meetings with all students showing progress against their goals. A numeracy extension program was introduced to provide enhancement opportunities for students achieving well above the expected level in Years 3-6. Full implementation of the Maths extension program involved 29 students who sat the Australian Maths Competition, with 17 receiving a distinction or high distinction. In the computational and algorithmic thinking competition one student achieved a perfect score and was in the top 1% of all students competing. Students were provided with tailored independent work to complement the classroom program throughout the year.

Wellbeing

Student wellbeing is a core part of Framework for Improvement of Student Outcomes 2.0 (FISO 2.0) and remains an ongoing focus for all at Boroondara Park PS. FISO 2.0 sets out 5 core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every Victorian student. All students have the right to equal access to education. We welcome all students, striving to build a program to suit their needs while making adaptations and providing support to ensure success. Having established a process for identifying and supporting students with specific needs, the school continues to co-create Individual Education Plans (student, parent, teacher) to set goals, implement strategies and assess ongoing development. These are regularly monitored and reviewed.

The school's Start Up program, which is reviewed annually, allows students to form a connection with their peers, teachers and the physical environment of their classroom. With age appropriate activities students have a voice and sense of agency in determining the make-up of their class, the rights and responsibilities by which they self-govern with teacher scaffolding and support.

The work of the Learning Specialists - Student Voice, Agency and Wellbeing - focused upon exploration of the Mental Health Fund Toolkit, further exploring the delivery of social and emotional learning, eSafety and PIVOT survey implementation. Our primary, timetabled programs involve the weekly delivery of Resilience, Rights and Respectful Relationships and e-Smart. These resources are complemented by the utilization of the PIVOT PL software to gather student data and feedback relating to both perception of learning and wellbeing.

Respectful Relationships is taught as part of the Health and Physical Education and Personal and Social Capability areas of the Victorian Curriculum. The curriculum supports our school to promote and model respect, positive attitudes and behaviours. It teaches our students how to build healthy relationships, resilience and confidence. These age-appropriate resources align to the Victorian Curriculum and include lesson plans and activities that help students learn and practise social skills and apply them in a positive way to learning, life and relationships. Resilience, Rights and Respectful Relationships is timetabled for the whole school each fortnight with embedded implementation of the scope and sequence. Staff regularly review units and students build on developing emotional and positive relationships skills.

At Boroondara Park Primary School, we aim to ensure our whole school community is equipped to learn how to benefit from online technology whilst being savvy and prepared for the pitfalls. eSmart is a rich component of our wellbeing approach at Boroondara Park. It connects cyber safety with overall wellbeing and focuses on creating cultures of respect and responsibility and provides practical knowledge to ensure everyone is safe. Since becoming an eSmart official school, we have developed a range of policies, practices and classroom learning activities to consolidate the way we manage cybersafety.

The PIVOT survey was fully implemented in 2023, with both the learning survey and the wellbeing survey. The Learning Specialists undertook professional learning with staff and they were encouraged to explore PIVOT resources and build on their practices. This has built teacher capacity to monitor trends, initiate conversations and implement classroom activities. Full implementation of the PIVOT survey has enabled the school to start collecting more data around attitudes to learning and student wellbeing. The wellbeing survey and weekly check-ins have supported staff to identify students in distress. PIVOT enables teachers to use resources to support students with wellbeing, to set goals and build strategies in their class. The established process has been set across the school - a child reaches out to the teacher, who then spends time problem solving with the student about how they can assist. The Learning Specialists have provided ongoing information about the process and how we follow up with students and make connections. Through the use of the PIVOT platform students have in their class explored wellbeing and what it means. The platform provided resources and help seeking strategies (including online resources and emailing staff). Students are reporting greater awareness of their feelings and needs, anecdotal feedback from staff has identified resources on the PIVOT site which have been worthwhile to support students. Staff have a clear understanding of when to move to seek support from leadership and identify concerns with parents.

Staff participated in a Pupil Free Day focused on the Mental Health Fund and High Impact Teaching Strategies (HIWS) - with the development of staff understanding of the fund, the toolkit and available resources. Staff were able to explore High Impact Wellbeing Strategies and identify opportunities to embed these into current practice, also celebrating aspects they already successfully implemented in their classroom programs. This day also supported a focus on how the school will use funds as they become available in 2024 and to develop future plans for mental health.

The Care, Learn and Share pastoral care groups were led by our year 6 leaders with each leadership pillar providing a focused activity. With the development of ongoing relationships across the school from Foundation to year 6, our year 6 student leaders were supported to build their skills to implement Care, Learn and Share.

The school worked with the ICan Network in 2023, implementing the Imagination Club with a small group of students. This was undertaken to explore as part of the expenditure of the Mental Health fund for 2024. The feedback from students and families was positive, with anecdotal data showing increased confidence and willingness to get involved in activities and conversations.

The Attitude to School survey was undertaken by all year 4-6 students. Results of the survey show a number of items have flattened or reduced by 1-2%. The following results are worthy of note:

- Resilience has a slight increase to 69%
- Sense of Confidence has increased by 2% to 72%
- Stimulating Learning increased 2% to 63%.

The Sense of Connectedness had 65.5% positive endorsement, less than 73.2% endorsement in 2022. The Management of

Bullying was 62.4% positive endorsement slightly less than 2022 at 64.3%. The positive endorsement over four years is 68.6%. There was some difference between year levels again in 2023:

- Sense of Connection for Year 4 72% positive endorsement
- Year 6 62% positive endorsement

Whilst students have less positive endorsement of Management of Bullying, Parent Survey data has significantly higher positive endorsement of managing bullying. Both Sense of Connection and Management of Bullying are below both similar schools and the state average. They remain a significant area of focus for our work with students in 2024.

With the focus on student behaviour and managing bullying the school will participate in Bill Rogers PL, send a group of teachers to Restorative Practices PL and explore other programs to support this connection via the Wellbeing Boost funds from the Federal Government.

Focusing on naming behaviour which is acceptable, behaviour which is unacceptable and the impact of bullying and the power of bystanders standing up featured in our work in Term 1 and 2 of 2023. The school identified specific areas of need for some students, with Year 5/6 students being supported through Bystander training, to enable them to support each other and safely report bullying behaviour. Professional learning for staff took place in this area as well. Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, with an increase in positive endorsement to 85.7%, also above the state average.

There were areas of note in the survey with increased positive endorsement, which met the targets set out in the Strategic Plan. These included:

- confidence and resilience 86% above similar, network and state schools (83% 2022)
- student agency and voice 79% above similar, network and state schools (75% 2022)
- not experiencing bullying increase of 12% in positive response for 2023 to 77% well above similar, network and state schools and increase from 66% positive endorsement in 2022
- managing bullying 84% positive endorsement in 2023, well above similar, network and state schools (79% in 2022)
- School communication 86% well above similar schools and also above network and state schools.
- increase in stimulating learning 84% positive endorsement well above similar, network and state schools
- student agency and voice 79% positive endorsement, above similar, network and state schools (75% 2022)

The staff satisfaction, according to the School Staff Survey, also increased in 2023 with 86.9% positive endorsement, and was again well above the state average.

Engagement

Boroondara Park Primary School students are engaged and connected to their school. We are proud of the programs which support students to build resilience, persistence, engagement and social capacity. There were a number of opportunities throughout the year to build on communication and focus on engaging with our community. Re-engaging with our community and communication has been ongoing work at Boroondara Park (included in our Strategic Plan written in 2020/2021).

We started the year with our Open Classrooms and Welcome back BBQ. A new year, a fresh start and an opportunity to see how learning occurs and to reconnect. Class Expos are an important part of our learning program, the opportunity to celebrate student learning each term, especially with their families invited to attend, has further developed this year with a focus on a maths games afternoon in Term 3. The numbers at Expos have been very encouraging this year, with families making the time to visit, talk to their children about their learning and giving them feedback. A highlight in 2023 was the market day held by our Year 5/6 students - a culmination of their work in Term 4, a chance for all of the students at the school to attend and buy their wares. It was wonderful to see so many parents able to attend. Our students raised \$1900 for charity as part of this project.

The Junior School Council provided an opportunity for our students to improve the school, its grounds and contribute to the wider community. It does this through developing student voice and agency, focusing on developing relationships and promoting happy, healthy, and resilient students through the projects it sets out to achieve. Our Junior School Council students wrote articles for the newsletter and made presentations at Assembly. Our students lead school wide days and social service days including:

- Harmony Day
- World Vision sponsor child free dress days
- NAIDOC Celebration Day
- Book Week Celebration Day
- Footy colours day
- World Kindness Day

The camping program has continued at Boroondara Park, with a focus on three days and two nights going forward. We were able to try two new venues this year, Lorne Surf and The Summit, engaging with parents as active volunteers to ensure the camps program is a success. The positive feedback about the new venues will be taken into account when planning camps going forward.

The PE and Sports program was a highlight with swimming, gymnastics, the Colour Run, athletics, cross country and HoopTime to name a few. The Fitness Club each week to build our students' enjoyment of physical activity has been praised by many parents. All of these events occurred with parent volunteers and support - engagement is key to the success of much that is undertaken as part of the PE and Sports program.

We have managed our way through another production year, learning a good deal and with reduced enrolments will review how we offer performance opportunities to our students with the new performing arts teacher appointed.

The Keen Green Team continued as a key component of our senior school program. With a strong voice in initiating and directing the work, students undertake a variety of tasks to improve the school environment, build school pride and enhance connection with the natural world. Their work in 2023 included a local street library being installed and sections of the garden being redeveloped. The reintroduction of chickens formed part of the KGT work in 2023, as well as guinea pigs. The development of a Garden Club at lunchtimes has enhanced the focus on the school environment. Their work in 2024 will involve the entry way boxes being refurbished and planted with native plants. It will also focus on Sustainability and the school's work towards being ResourceSmart. The culmination of engagement with the community occurred with the Fete being successfully run at the school because of the willingness of parents and carers to volunteer in the planning for and running of the day. The Colour Run held in Term 3 was a significant engagement opportunity for the school community. The school working bees saw support from the community with a focus on the garden areas around the school. The Carols evening was a fabulous celebration of our students and an opportunity for the community to come together. It was a successful showcase of our students and time for families to catch up. The extra curricular activities and programs offered at the school were built on in 2023 with the addition of Digimaker coding after school and Code Camp during the holidays. Being able to offer a variety of extracurricular opportunities to our students builds on the experience of school life and the comprehensive school programs including camps, sporting events, concerts, carols and excursions.

The school went through the process of reviewing their school values in 2023. The school community was invited to take part in surveys, attend workshops and give feedback on the values of the school. Having undertaken this process the school values are now:

- respect
- responsibility
- care
- inclusion

The school has identified many different ways to continue to re-engage our community and rebuild our enrolments in 2024. This will include work with a multicultural working group and identifying ways we can build parent education and information - with a beginning focus around neurodiversity.

Absence data indicates students were engaged in their learning programs and attended regularly, whilst the school recorded more days of absence than similar schools and the state average, the four year trend indicates fewer absences than similar schools and the state average. A significant number of families took extended holidays in 2023, with a return to their home country for the first time in many years and this has impacted attendance data. The school continues to reach out to families if a child is absent for more than three days, checking in with families and identifying ways to support students to be at school. There were a number of students with specific attendance needs in 2023, with re-engagement and support for school refusal - having strong relationships with families supported this work. Attendance will be a continued focus in 2024, with promotion throughout the year and regular conversations with families.

Financial performance

Boroondara Park Primary School maintained a very sound financial position throughout 2023. The Financial Performance and Position report shows an end of year operating surplus of \$83,731.

The school continues to be well supported by a high percentage of parent contributions, and we are grateful for our families' continued willingness to provide this vital funding.

The swimming funds allocated to the school ensured a swimming program was provided for all students in 2023. There was some parent support financially for the program to be undertaken this year.

Our projects have included the refurbishment of our Library with all new shelving and some furniture and rug replacement. The school also spent funds on recovering all of the couches throughout the school, giving the Library and corridor areas a lift. The installation of two new shade sails was also completed in 2023, adding school funds to the Shade Sail grant.

The School Council entered into contracts for the hire of school facilities to a number of organisations, most notably Balwyn Blazers basketball club and in 2023 this included the recoating of the Stadium floor. The school is continuing to look for other opportunities for programs and facility use, with the inclusion of a digital coding club in 2023. Of note is the new Out of Hours Care provider who will commence in Term 2 2024.

The school's strong finances meant it was able to undertake a number of projects in 2023 and allocate funds for an expanded maintenance program and school ground improvements. This work has included maintaining the grounds, playgrounds and making improvements including new seating. Through a number of fundraising activities the school has been able to use suggestions from the Junior School Council to add to the activities available at lunchtime - including purchase of class sports equipment and games including giant Connect4.

The ongoing work of the Finance committee has ensured our school has accumulated funds to enable the school to undertake projects when the opportunity arises. There are specific funds set aside to work on the Bottom Oval and to enable effective staffing of the school with reduced enrolments in 2023 and 2024.

The school aimed to invest in improving the grounds further in 2023 including applying for grants for the cricket pitch and the embankment of the bottom oval, unfortunately grant applications were not successful. The school continued to have all trees evaluated and maintenance or removal works undertaken throughout the year.

The school commenced work with the Victorian School Building Authority to replace one area of playground equipment in 2023. This proved a long process and with changes to financial spending limits for School Councils in late 2023 the school is now able to lead this process. This project will take place in 2024.

The Finance Committee and School Council support the teaching and learning program by developing and monitoring a considerable budget enabling programs to be implemented across all year levels.

For more detailed information regarding our school please visit our website at www.bpark.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 397 students were enrolled at this school in 2023, 189 female and 208 male.

41 percent of students had English as an additional language and NDP 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).

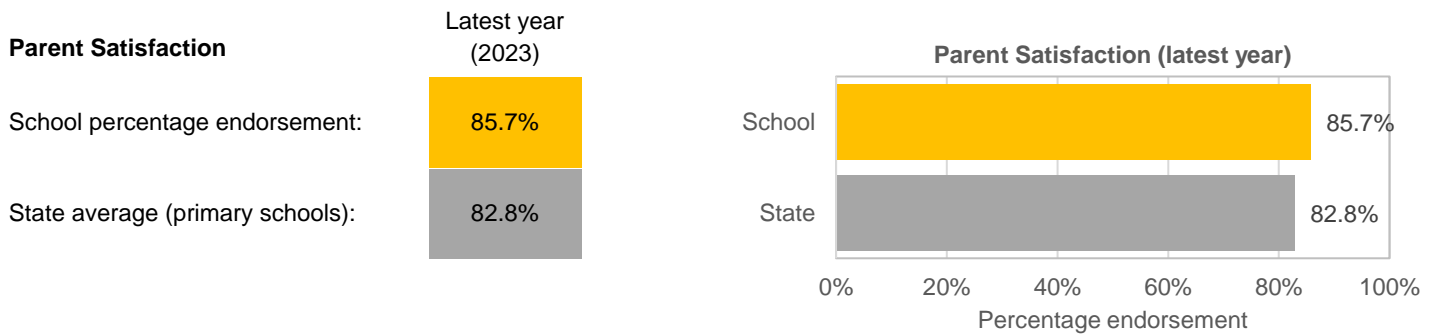
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

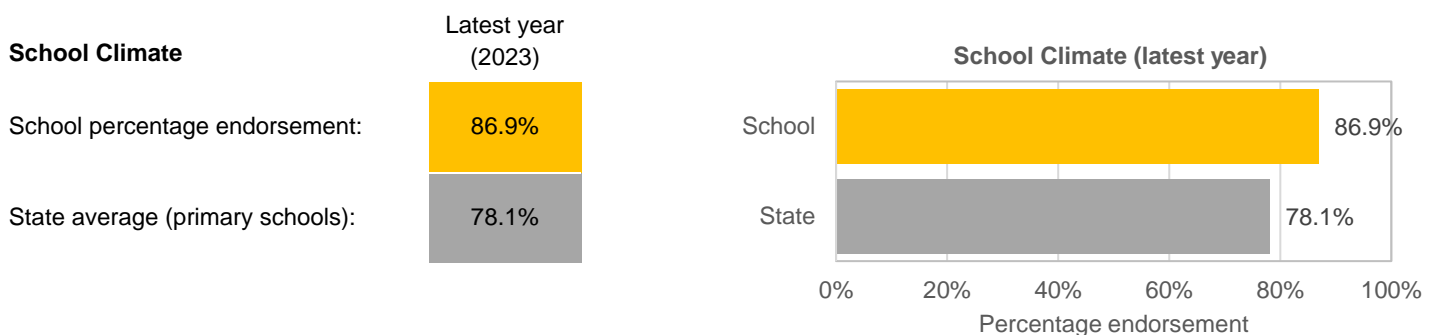


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

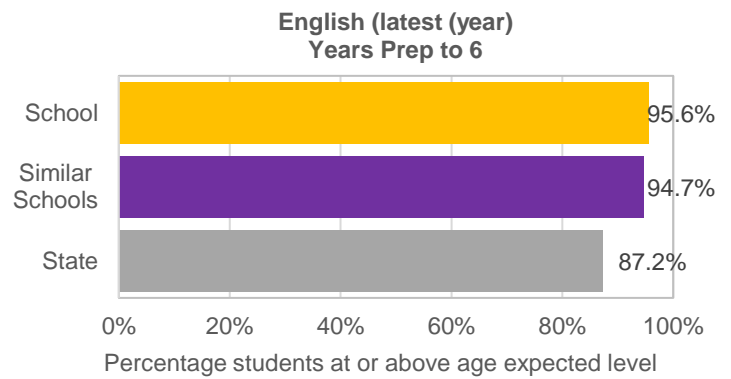
95.6%

Similar Schools average:

94.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

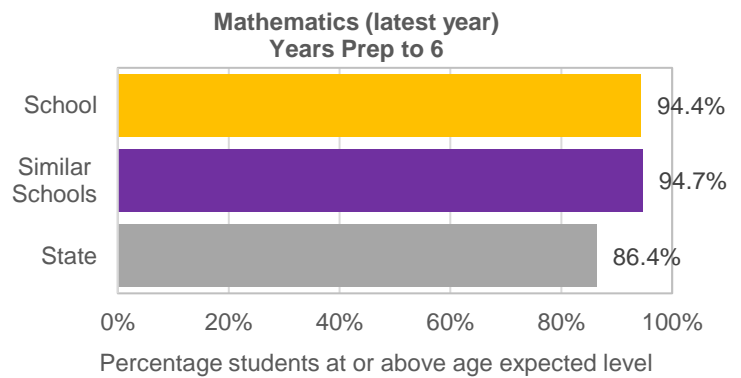
94.4%

Similar Schools average:

94.7%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.6%

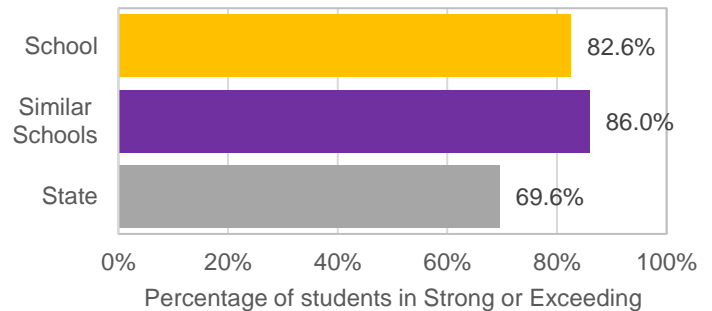
Similar Schools average:

86.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.4%

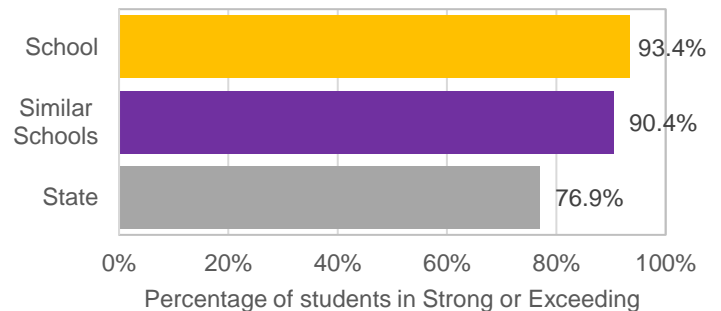
Similar Schools average:

90.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.4%

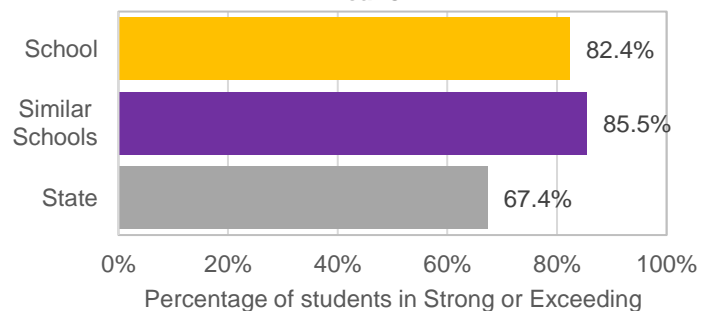
Similar Schools average:

85.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.4%

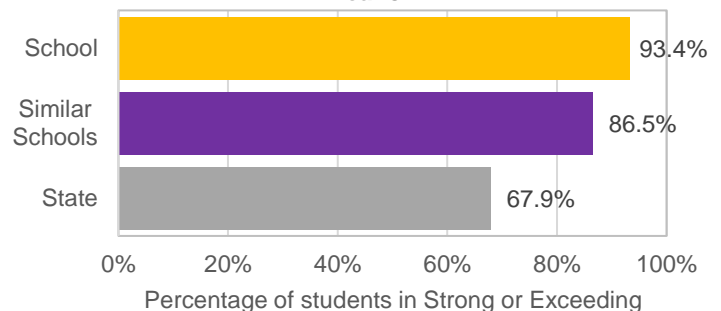
Similar Schools average:

86.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

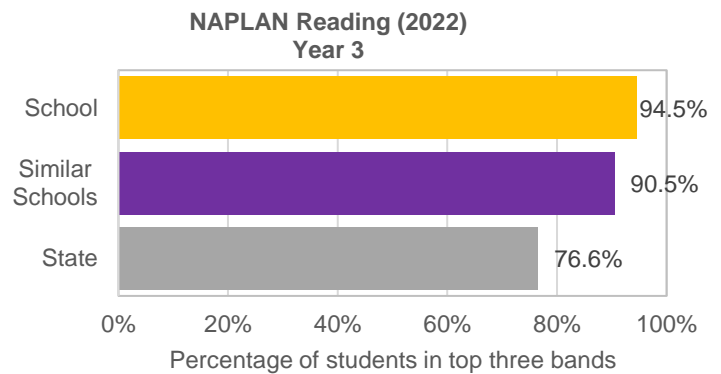
94.5%

Similar Schools average:

90.5%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

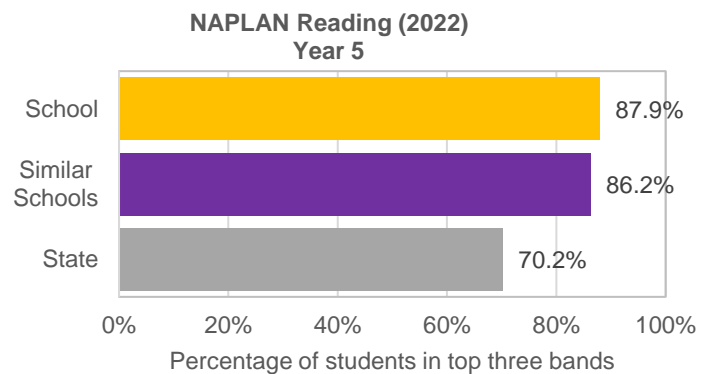
87.9%

Similar Schools average:

86.2%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

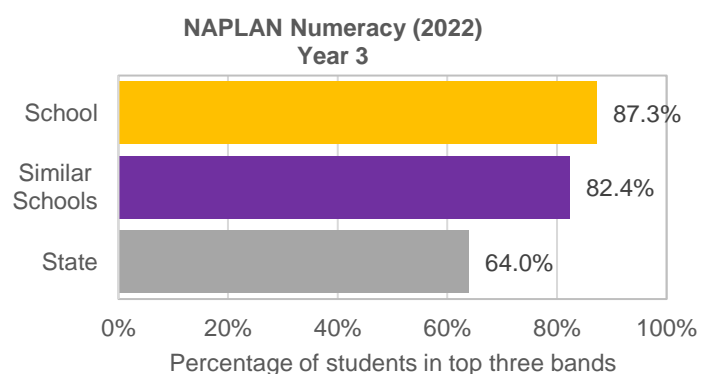
87.3%

Similar Schools average:

82.4%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

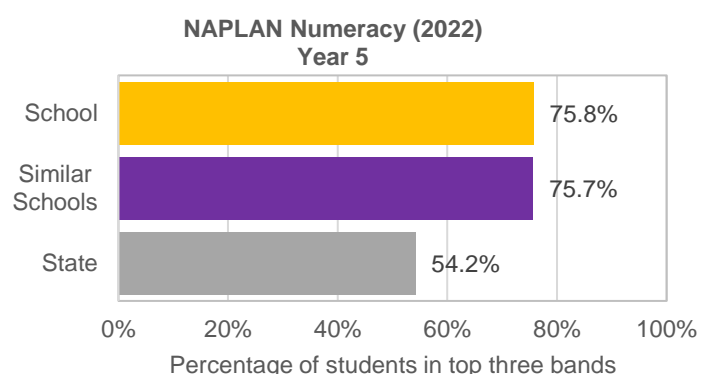
75.8%

Similar Schools average:

75.7%

State average:

54.2%



WELLBEING

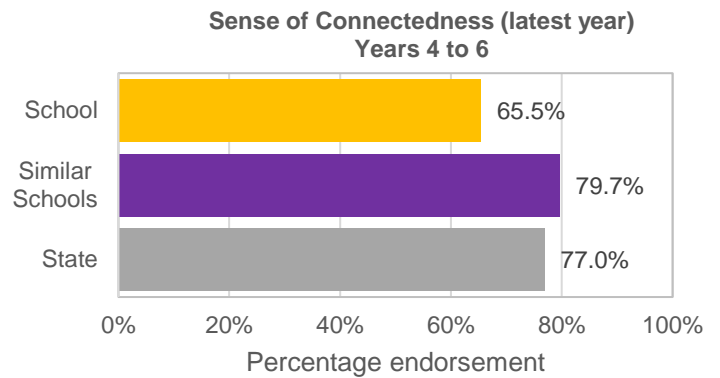
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School percentage endorsement:	65.5%	73.7%
Similar Schools average:	79.7%	80.8%
State average:	77.0%	78.5%

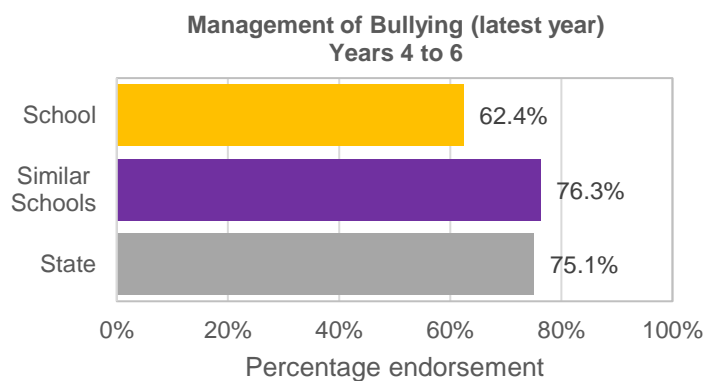


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	62.4%	68.6%
Similar Schools average:	76.3%	77.7%
State average:	75.1%	76.9%



ENGAGEMENT

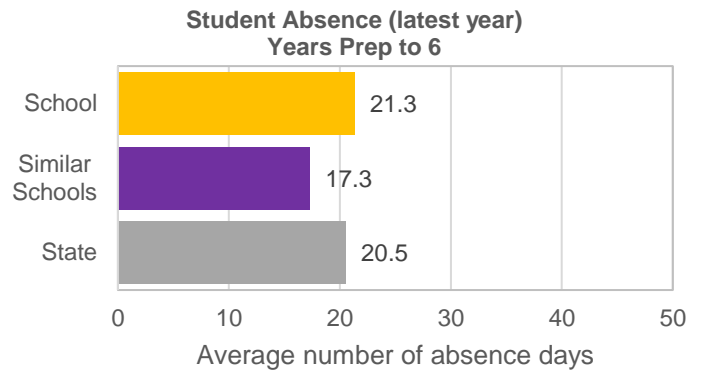
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	21.3	13.1
Similar Schools average:	17.3	14.0
State average:	20.5	18.1



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 (2023):	89%	87%	91%	88%	89%	91%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,537,319
Government Provided DET Grants	\$377,477
Government Grants Commonwealth	\$12,883
Government Grants State	\$0
Revenue Other	\$47,971
Locally Raised Funds	\$525,394
Capital Grants	\$5,000
Total Operating Revenue	\$4,506,043

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,048
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,048

Expenditure	Actual
Student Resource Package ²	\$3,451,038
Adjustments	\$0
Books & Publications	\$3,099
Camps/Excursions/Activities	\$204,241
Communication Costs	\$2,987
Consumables	\$90,917
Miscellaneous Expense ³	\$20,575
Professional Development	\$12,395
Equipment/Maintenance/Hire	\$42,411
Property Services	\$164,046
Salaries & Allowances ⁴	\$306,760
Support Services	\$48,459
Trading & Fundraising	\$44,166
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,217
Total Operating Expenditure	\$4,417,312
Net Operating Surplus/-Deficit	\$83,731
Asset Acquisitions	\$61,844

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$742,275
Official Account	\$28,238
Other Accounts	\$129,570
Total Funds Available	\$900,083

Financial Commitments	Actual
Operating Reserve	\$134,943
Other Recurrent Expenditure	\$4,872
Provision Accounts	\$0
Funds Received in Advance	\$1,664
School Based Programs	\$49,033
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$295,000
Asset/Equipment Replacement < 12 months	\$27,709
Capital - Buildings/Grounds < 12 months	\$224,259
Maintenance - Buildings/Grounds < 12 months	\$17,850
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$765,330

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.