

2024 Annual Report to the School Community

School Name: Bayswater Primary School (2163)



- 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 29 April 2025 at 08:09 AM by Joanne Braden (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 29 April 2025 at 08:13 AM by Joanne Braden (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

Bayswater Primary School (Bayswater PS) is located in the City of Knox in the Bayswater suburb of Melbourne, approximately 29 kilometres from the Melbourne Central Business District. The school was founded in 1879 as North Scoresby State School. Enrolment at the start of 2024 showed a total of 150 students were enrolled at the school, 66 female and 84 male. 44 percent of students had English as an additional language. The staffing profile of Bayswater PS includes a Principal, 9.1 equivalent full time (EFT) teachers and 2.1 EFT Education Support (ES) staff. The school had a Leading Teacher responsible for student inclusion and wellbeing, and a Learning Specialist responsible for teaching and learning.

Bayswater PS is a happy school with high expectations. At Bayswater we are very aware of the need to treat each student as an individual. Our size enables every child to be well-known to staff and other students. The school has a genuinely bright and positive atmosphere. With more than 145 years of history behind it, Bayswater Primary is large enough to be able to provide comprehensive programs yet small enough to provide more personal care, attention and valuing of the individual. Our School Values are Connection, Respect, Excellence and Resilience. The value the community places on the natural environment and outdoor play, is reflected in our spacious landscaped grounds planted with native species. The fenced off grounds consist of a grassed oval, netball and basketball courts, a soccer pitch, fenced off community garden (complete with chickens) and a variety of safe adventure playground equipment and shade sails. In February of 2021, the Premier Honorable Daniel Andrews, officially opened our main building, the Central Administration and learning hub. There is also an onsite preschool, run by Uniting, within our school grounds, aiding in the transition from preschool to school. The school offers a challenging, comprehensive and relevant curriculum to all our students. Teachers use the Victorian Curriculum 2.0 to plan throughout the year. Our Educational program has a major emphasis of sound foundations in Literacy and Numeracy skills. Specialist programs that are provided for include Mandarin Language and Culture, Visual Arts, Performing Arts, Science and Physical Education. Additional programs include the Tutor Learning Initiative (TLI), an enrichment / extension program, School Choir, Whole School Concerts (Alternate years), Buddy Program, Interschool Sport, Swimming, PMP, and a Camping Program (2-6). New Prep Students are thoroughly prepared for school life with an extensive Transition Program. Additional support staff include a psychologist, speech pathologist, visiting school nurse, school counsellor, volunteers and a part-time computer technician.

Our school community comes together for a variety of fun-filled and family orientated events including Information and Interview nights, Movie Nights, Book Week Celebrations, Education Week Celebrations, Grade 6 Graduation and End of year Christmas Concert. Our school is a valuable contributor to MPEN (Maroondah Positive Education Network). Our school Council runs our own Before and After School Care program, which welcomes all children from Bayswater Primary School. The program is terrific for working parents. It is a place where children can go outside school hours to play and relax and do homework in a safe and stimulating environment.

Our school is one of five Bayswater schools involved in the Bayswater Education Plan. The leadership teams from each school began working together in 2021 to establish opportunities and partnerships to begin the work of improving educational outcomes for all students in Bayswater. This project will be a 10-year strategy which began in 2022. We are very excited at the opportunities that this will bring not only for our school but for the community of Bayswater in

general. The Bayswater Education plan was further developed with the establishment of 5 working parties. Each working party has representation from each school and worked on priority projects in line with their focus.

Bayswater Primary School accepts short term (from 6 weeks up to a term) International Student placements. We recognise that for each student's learning to be optimised, a close partnership needs to exist between parents and teachers. Our school actively encourages, welcomes and involves parents in school life. Participation in classroom programs, excursions, Fundraising Committee and the School Council, are some ways in which parents are able to express their talents and interests.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2024 learning focus was to maximise the learning growth of all students. We focused on 2 main areas, our NAPLAN data and our teacher judgement data.

Our NAPLAN goals for 2024 were:

- 25% of Year 3 students achieving in the Exceeding band of NAPLAN for Numeracy.
- 20% of Year 5 students achieving in the Exceeding band of NAPLAN for Numeracy.
- 35% of Year 3 students achieving in the Exceeding band of NAPLAN for Reading.
- 10% of Year 5 students achieving in the Exceeding band of NAPLAN for Reading.
- 10% of Year 3 students achieving in the Exceeding band of NAPLAN for Writing.
- 10% of Year 3 students achieving in the Exceeding band of NAPLAN for Writing.

Our teacher judgement goals for 2024 were to increase the number of students at and above expected growth in one year in

Reading and Viewing to 86%

Writing to 87%

To support these learning goals we had agreed to:

- Develop consistent practice across all year levels in regard to the teaching of literacy and numeracy.
- Upskill teachers to plan, teach and assess consistently to ensure continuity of practice and a shared understanding of purpose.
- Establish and reinforce a culture of professional sharing and growth through peer observation and Professional Learning Communities (PLC)'s to support staff capacity building

Leaders worked alongside teams and individuals to implement and reflect consistency of approach. This involved encouraging, modelling and participating in data-rich conversations, modelling lessons that highlight best practice and actively working with teams to ensure adherence to the instructional model while developing their peer coaching and mentoring skills.

Teachers were able to understand and implement the agreed upon teaching models and practices, working collaboratively with their colleagues to plan, teach and assess for student

growth. They engaged with leaders and peers to give and receive feedback to strengthen PLC cycles and teacher practice. Teachers worked with Leading Teachers and Learning Specialists to create engaging and inclusive learning experiences for students, and actively engage students to be agents of their own learning.

As a result, students understand how and why they are learning, and know where to seek assistance if they need it. Students were appropriately challenged, engaged and continue to develop learning confidence that encourages risk taking in their learning. They were given opportunities to provide feedback to staff on their learning and progress.

At the end of the year, our reflection showed on the above goals showed:

- Student achievement data that indicates growth (teacher judgements, NAPLAN, PAT)
- Planning documents that show consistent application of our agreed instructional model, as well as clear evidence of differentiated instruction.
- Survey Data that highlights how students feel in relation to the level of challenge presented in their learning.
- Tutor Learning Initiative data that demonstrates targeted student intervention and extension.

Wellbeing

Our wellbeing goal for 2024 was to strengthen teacher capacity to implement appropriate and timely interventions and adjustments to meet all students' wellbeing and learning needs.

Our goals were to:

Increase the percentage positive responses on the AToSS for the following measures:

Sense of Connectedness 65%

Voice and Agency 60%

Increase the percentage positive responses on the School Staff Survey for the following measures:

Collective Efficacy 80%

Parent and Community Involvement 65%

Increase the percentage positive responses on the Parent, Caregiver and Guardian Opinion Survey (PCGOS) for the following measure:

Teacher Communication 82%

To support our learning goals it was decided to:

Complete a whole school review of our Bayswater Primary School Wellbeing Scope and Sequence

Introduce the implementation of Friendology

Develop a school wide Respectful Relationships Action Plan

Increase parent understanding/exposure to the Friendology program and Positive Education

Continue to provide professional learning for staff about inclusion, Respectful Relationships (RR) and Positive Education

Leaders continued to provide professional learning for staff about inclusion, RR and Positive Education. They began the discussions around re-developing our Wellbeing Scope and Sequence and developed staff capacity through professional learning to support students with diverse needs

Staff had a consistent implementation of lessons for our Wellbeing Scope and Sequence, refined practises to develop flourishing classrooms and developed Individual Education Plans (IEPs), Behaviour Support and Attendance Improvement Plans

Our students participated in regular social skills lessons in keeping with the Wellbeing Scope and Sequence framework

Friendology was introduced to staff in term 1. Some staff reported using the scope and sequence in their wellbeing lessons but overall, it has not been widely utilised across the school. We have decided to focus on the other wellbeing programs currently being utilised across the school.

Our attitude to school survey was run during a time of upheaval, in particular for our grade 4 students, and the results are still positive.

We achieved excellent staff survey results. Our challenge will be to maintain these results going into another year of staff changes.

Staff have attended Berry Street training throughout the year and this will be continued into 2025. Our Wellbeing scope and sequence is currently under review ready for a roll out in 2025.

Engagement

Our data showed an absence rate of 16.5 days per student, which is a decrease in absence days from the previous year. 91.7% of our students had an attendance rate of 95% or higher. We continue to engage with our community around the importance of being at school every day. This is done through newsletter articles and Compass posts. Where necessary, we work with families to support attendance through attendance plans.

Our Attitude to School survey data reported a 68% positive endorsement in sense of connectedness. This is slightly down on the previous year but 2024 was a year of significant change for the students in grades 4-6. We saw an 86% positive endorsement in sense of inclusion, which is an increase on previous years and a 62% positive endorsement in student voice and agency, which is a significant increase on previous years and something that we continue to focus on as a school.

Other highlights from the school year

The 2024 school year saw a Prep enrolment of over 30 students resulting in 2 Prep classes. This was the first time in many years that we had been able to run 2 Prep classes.

Our Grade 3-6 students participated in a 3-day combined camp.

There were several excursions held throughout the year to support the learning that had taken place in the classroom. Our P-2 students attended Mont De Lancy in Term 2 and the Melbourne Sea Life Aquarium in Term 4. Our 3-6 students attended ACMI and Cook's Cottage. Our 3-6 students also participated in a variety of sporting events throughout the year.

We continued with our community events and held our annual Mother's Day and Father's Day stalls and breakfasts along with a family movie night. It was wonderful to see our whole school community come together for our Christmas Concert.

At the end of the 2024 school year, we were successful in obtaining a grant to build a large outdoor learning deck which will be able to be directly accessed by the 3 classrooms in our administration building. It will also serve as a performance area for our annual Christmas Concert.

Financial performance

Our budget showed we finished 2024 in surplus of just under \$12,500. This money will be used to bolster our 2025 learning programs, particularly in the area of literacy where we will purchase resources to enhance our phonics program and continue to provide professional development for our teachers in the area of writing. We also have a carryover surplus from 2023 of \$9000 which will be used for our library renovation.

Our family financial contributions were \$17,600 and indicate less than 50% uptake.

Our School Council run OSHC continues to make a profit. The profit from OSHC is put back into running a high quality program and some funds will also be used for other projects around the school that directly benefit our OSHC students.

We received a \$45 000 deck grant. We anticipate the deck to be completed by mid 2025. This amount does not quite cover the build so the rest of the funds will be covered through fundraising events that have been run over the past few years.

We also received a Sporting Schools Grant for Terms 3 & 4 @ \$2500 each. Funds were used for Tennis and Gymnastics programs.

Our fundraising activities throughout the year allowed the Grade 6 Fun Day to be almost self-funded and other activities show we raised funds in the vicinity of \$6,000. This money will be used to supplement the grant we received for the deck as the grant does not fully cover the build.

**For more detailed information regarding our school please visit our website at
<https://www.bayswaterps.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 150 students were enrolled at this school in 2024, 66 female and 84 male.

44 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).

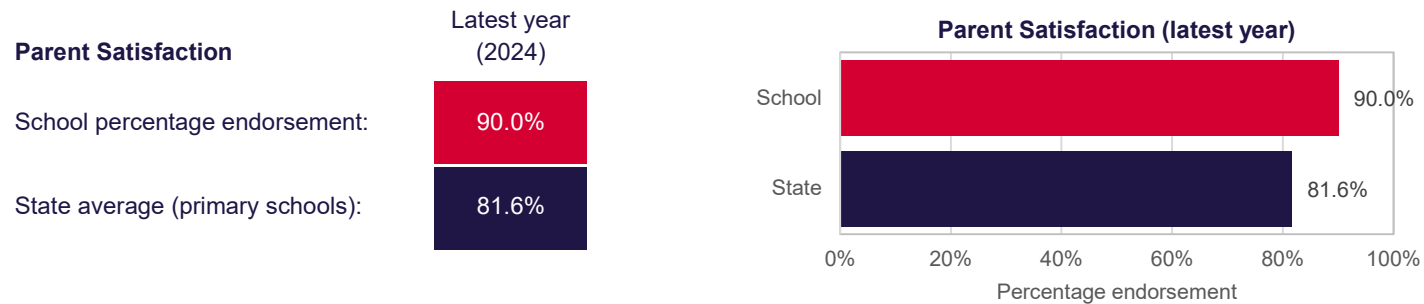
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **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.

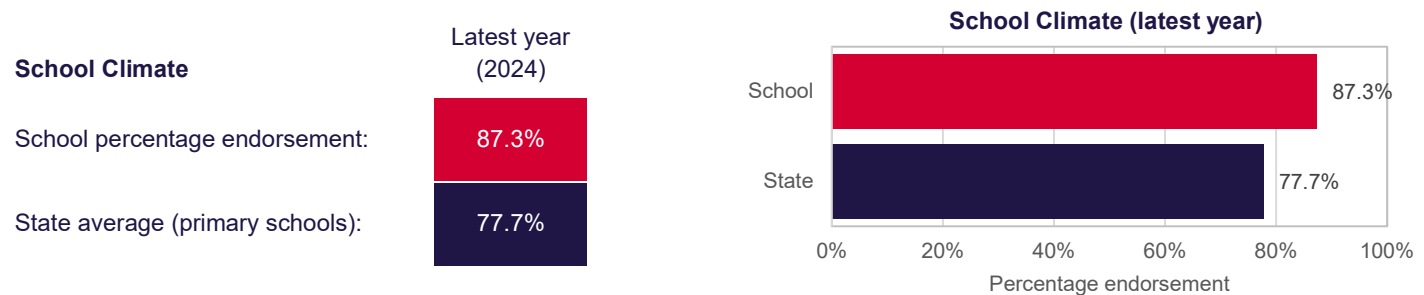


School Staff Survey

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.

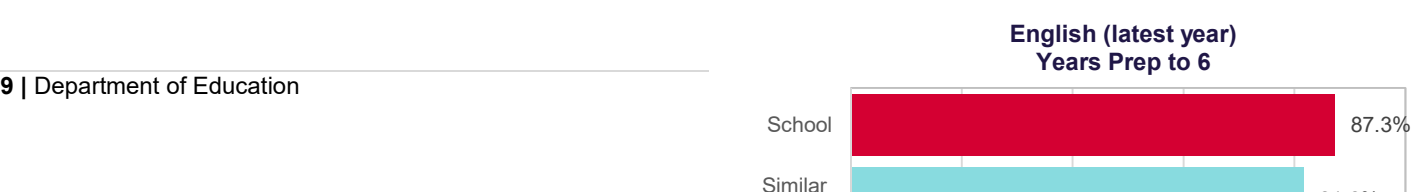


LEARNING

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.

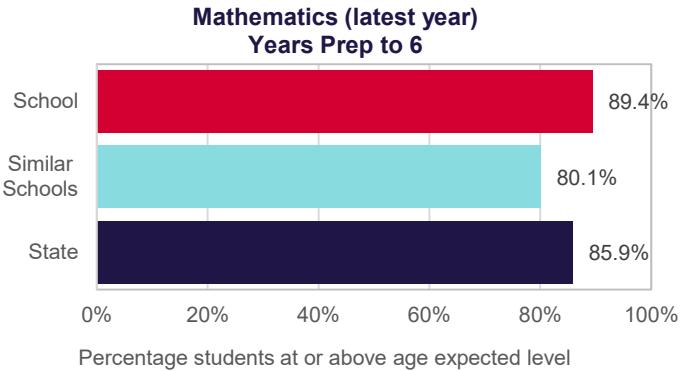
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.



English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	87.3%
Similar Schools average:	81.6%
State average:	86.4%

Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	89.4%
Similar Schools average:	80.1%
State average:	85.9%



LEARNING (continued)

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

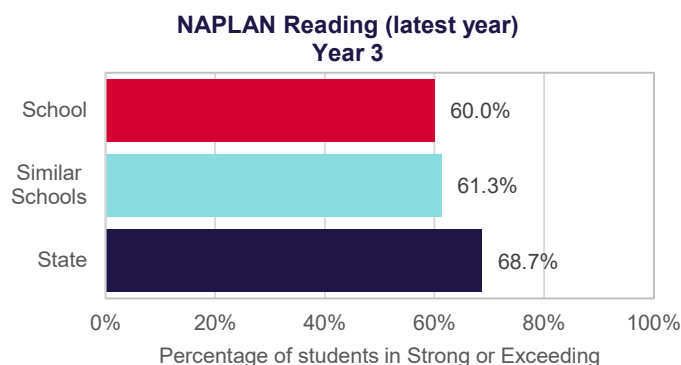
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

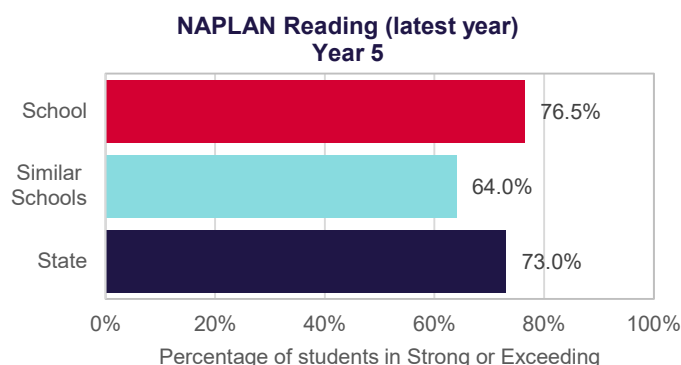
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	60.0%	63.4%
Similar Schools average:	61.3%	60.1%
State average:	68.7%	69.2%



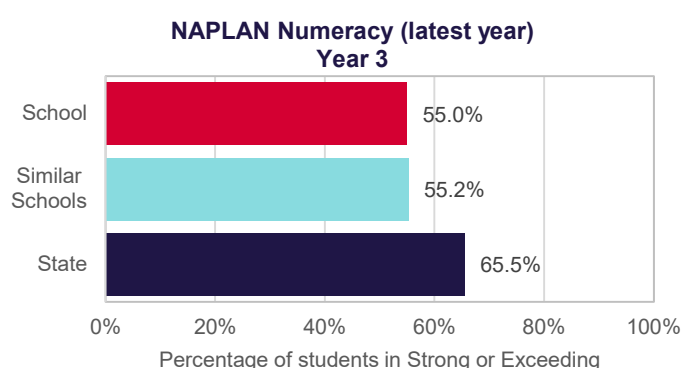
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.5%	63.6%
Similar Schools average:	64.0%	66.1%
State average:	73.0%	75.0%



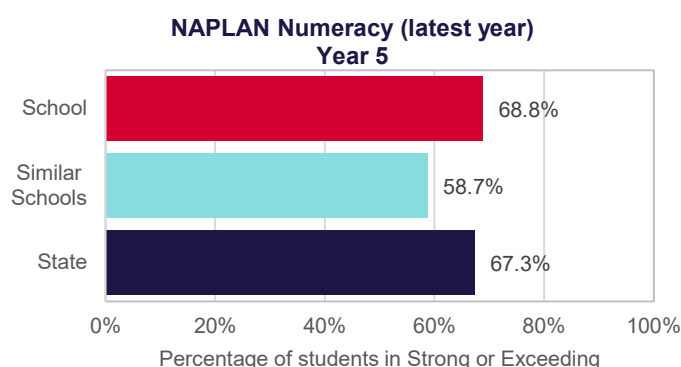
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.0%	61.0%
Similar Schools average:	55.2%	54.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	68.8%	65.6%
Similar Schools average:	58.7%	57.4%
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:

93.8%

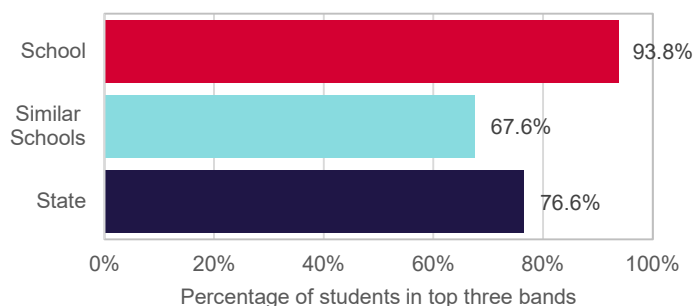
Similar Schools average:

67.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

47.1%

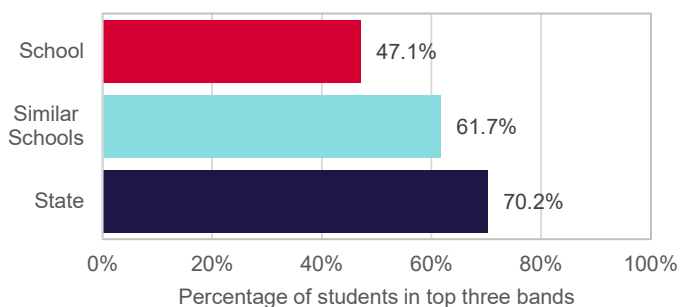
Similar Schools average:

61.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

87.5%

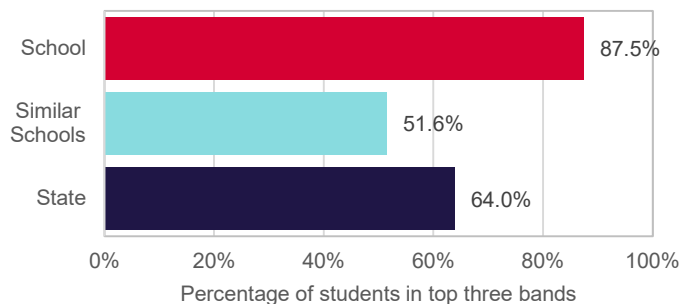
Similar Schools average:

51.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

37.5%

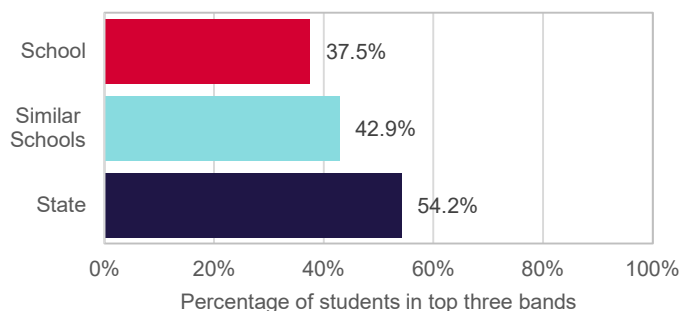
Similar Schools average:

42.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

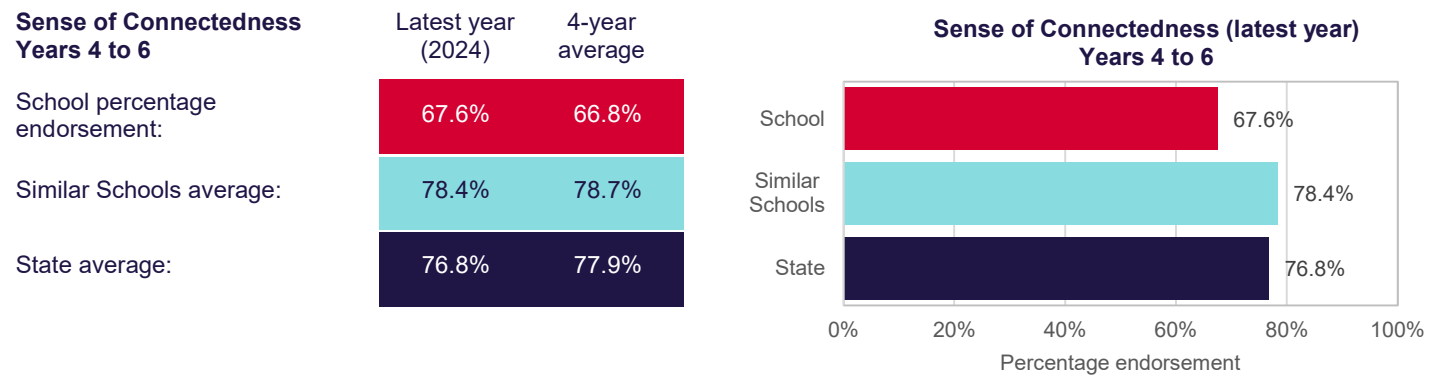


WELLBEING

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.

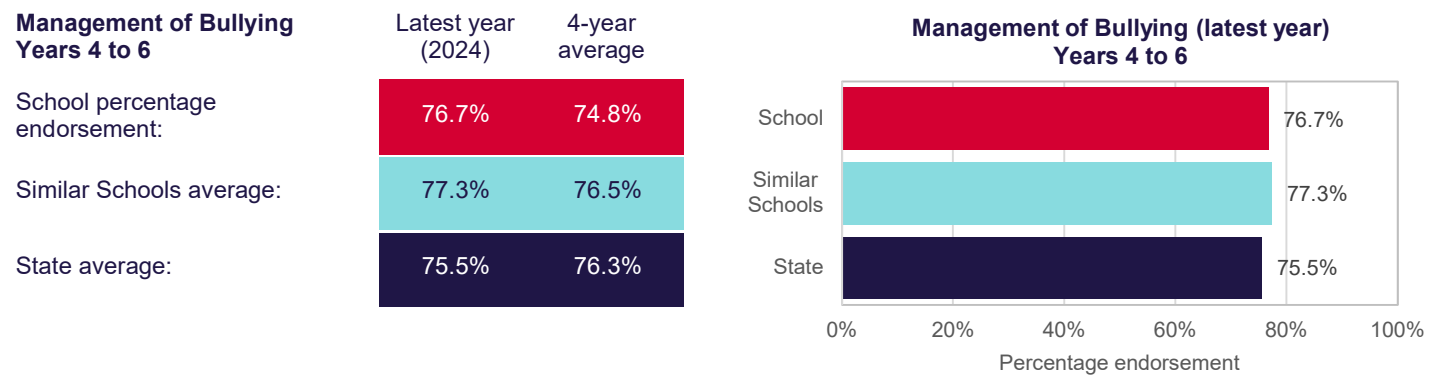
Student Attitudes to School – Sense of Connectedness

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).



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).

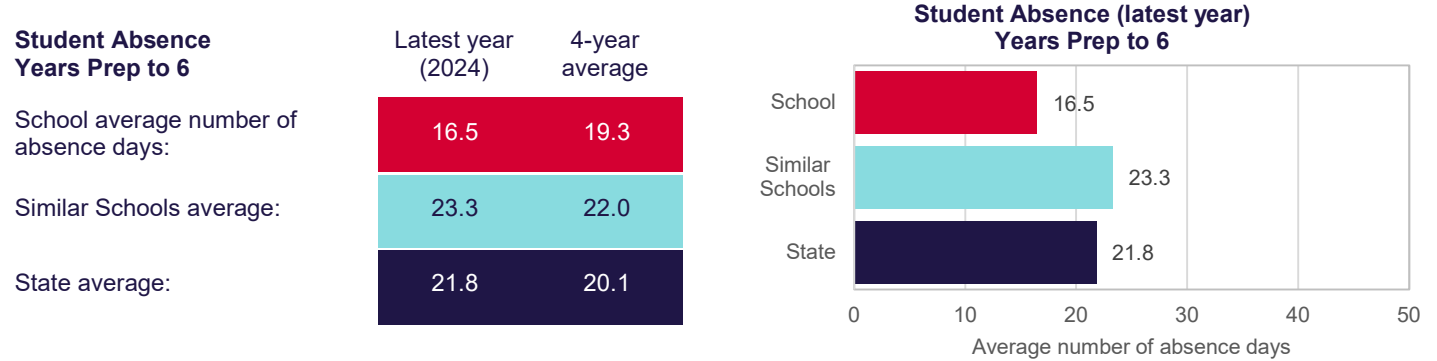


ENGAGEMENT

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.



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%	92%	92%	94%	92%	91%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,661,118
Government Provided DET Grants	\$228,365
Government Grants Commonwealth	\$58,437
Government Grants State	\$0
Revenue Other	\$23,416
Locally Raised Funds	\$96,656
Capital Grants	\$0
Total Operating Revenue	\$2,067,993

Equity ¹	Actual
Equity (Social Disadvantage)	\$64,683
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$64,683

Expenditure	Actual
Student Resource Package ²	\$1,628,702
Adjustments	\$0
Books & Publications	\$493
Camps/Excursions/Activities	\$55,861
Communication Costs	\$4,563
Consumables	\$50,771
Miscellaneous Expense ³	\$6,153
Professional Development	\$5,718
Equipment/Maintenance/Hire	\$33,484
Property Services	\$65,586
Salaries & Allowances ⁴	\$90,595
Support Services	\$64,002
Trading & Fundraising	\$10,856
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$20,260
Total Operating Expenditure	\$2,037,045
Net Operating Surplus/-Deficit	\$30,947
Asset Acquisitions	\$0

- (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	\$122,920
Official Account	\$32,714
Other Accounts	\$0
Total Funds Available	\$155,634

Financial Commitments	Actual
Operating Reserve	\$68,668
Other Recurrent Expenditure	\$2,914
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$15,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$166,582

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.

