

2025 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 28 April 2026 at 05:17 PM by Joanne Braden (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 28 April 2026 at 05:18 PM 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
 - 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

Founded in 1879, 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. Enrolment at the start of 2025 showed a total of 155 students, 70 female and 85 male. Forty three percent of students had English as an additional language. The staffing profile of Bayswater PS included an Acting Principal, 0.4 Acting Assistant Principal, 8.8 equivalent full time (EFT) teachers, a full time Business Manager and 2.9 EFT Education Support (ES) staff. The school had a Mental Health & Wellbeing leader responsible for student inclusion and wellbeing, and an Acting Learning Specialist responsible for teaching and learning.

Bayswater PS is a school dedicated to high expectations paired with high levels of support, where required. At Bayswater, we are very aware of the need to treat each student as an individual. Every child is well-known to staff and other students. The school has a genuinely bright and positive atmosphere. With more than 145 years of history, 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. These values are operationalised across the school, taught explicitly to students and reinforced through praise and acknowledgement systems. 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 and a variety of safe adventure playground equipment and shade sails. Our main building houses the Central Administration and learning hub. There is also an onsite preschool run by Uniting and 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 Teaching & Learning Model 2.0 and the Victorian Curriculum 2.0 to sequentially plan throughout the year. Our Educational program has a major emphasis upon crucial foundational skills and understandings in core Literacy and Numeracy. Specialist programs that are provided for have included 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 and a Camping Program (3-6). New Prep Students are thoroughly prepared for school life with an extensive Transition Program. Additional support staff include a speech pathologist, visiting school nurse, a part-time computer technician and access to regional Student Support Services.

Our school community comes together for a variety of fun-filled and family orientated events, including Information and Interview nights, termly Learning Showcases, Book Week Celebrations, Education Week Celebrations, Grade 6 Graduation and End of year Christmas Concert. 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 improve educational outcomes for all students in Bayswater. The plan continues to develop and provide targeted actions for our Bayswater community.

Bayswater Primary School 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 excursions, Parents Group and the School Council, are some ways in which parents may express their talents and interests.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our 2025 learning focus was to maximise the learning growth of all students. NAPLAN and teacher judgement data was utilised as a measure of success.

To support this learning focus, we agreed to:

- Induct new staff in professional learning aligned with current practices in spelling and writing
- Build teacher capacity in relation to universal screening within a Multi Tiered System of Support (MTSS) framework to identify system and/or student risk
- Consistently administer, record and analyse DIBELS assessment across the school
- Build staff understanding of the Victorian Teaching and Learning Model 2.0 through ongoing and sequential professional learning, including cognitive load theory and the instructional hierarchy as it related to effective evidence-based Tier 1 instructional and behavioural practices
- Audit current Tier 1 instructional and behaviours support practices and related data to inform future school direction in literacy and numeracy

The school leadership team was established to drive school improvement, with a focus on building internal expertise to support ongoing and structured professional learning for staff. This included the appointment of middle leaders, a School Improvement Team and principal class leaders to develop and sustain consistent, school wide-systems.

Following improved data collection and increased staff understanding of cognitive science and how students learn, a pilot of UFLI systematic and synthetic phonics was implemented with the Prep cohort. This pilot resulted in significant gains in reading achievement and will be implemented across P – 2 in 2026.

Learning environments across the school were further strengthened through professional learning in the Victorian Teaching and Learning Model (VTLM) 2.0, leading to greater consistency, predictability, and the use of structured routines that support student learning.

As a result, teacher judgements against the Victorian Curriculum show a high proportion of students achieving at or above expected standards, with 89% in Reading and 92% in Mathematics. NAPLAN relative growth data from Year 3 to 5, and Year 5 to Year 7 exceeded the state average in both Reading and Numeracy.

The school remains committed to the staged implementation of high-quality, evidence-based programs and practices, including instructional approaches, assessment and curriculum to further enhance student growth and achievement.

Wellbeing

Student wellbeing remained a central priority throughout 2025, with the school beginning the implementation of the School Wide Positive Behaviour Support (SWPBS) framework. Safe, inclusive and supportive learning environments were promoted through the introduction of our BPS Positive Behaviour Matrix and Responding to Behaviours of Concern flowchart.

Improvements in most areas of the Attitudes to School survey, including school connectedness, student voice and agency, and stimulated learning, reflect the efforts made with staff and students to foster these positive learning environments.

In 2026, a continued focus on SWPBS, including the establishment of a representative team and a clear behaviour curriculum, will further enhance whole-school teaching practice. Integrating the Rights, Resilience and Respectful Relationships program within this curriculum will also strengthen student wellbeing and engagement.

Engagement

Student engagement remained a key focus in 2025, with attendance data showing consistent participation across grades. Average attendance rates exceeded the state and similar school averages, reflecting our efforts to build strong community connections and classroom engagement.

Attendance from Prep to Grade 6 remained steady, with 88% of students attending school more than 80% of the time. The introduction of a whole-school, termly 'Learning Showcase' invited parents into classrooms to share in student learning, boosting both parent participation and student engagement. Future work will include establishing clear processes and documentation for student absences, including parent communications.

To support our diverse community, communications were fully translatable and streamlined via Compass and the school website. An updated fortnightly eNews now provides community updates, learning celebrations and other information to strengthen school-community engagement.

Other highlights from the school year

The whole-school production was a major celebration of our school community, drawing strong attendance and being widely regarded as a great success. Students participated actively in singing and dancing, and behind-the-scenes roles.

The Grade 5/6 Market Day provided authentic learning in financial literacy and economics, with students creating businesses and products, managing budgets, marketing, and operating stalls.

The annual swimming program for all Prep to Grade 6 students developed essential skills and water safety knowledge. Other excursions, including Chesterfield Farm, local community visits, Funfields, and the MCG, offered engaging and educative experiences for students.

Financial performance

The school maintained a stable and responsible financial position throughout 2025, ensuring resources were strategically aligned to support student learning outcomes and school improvement priorities. Total operating revenue for the year was **\$2,256,824**, primarily through the Student Resource Package and locally raised funds, reflecting strong community support and effective financial planning.

Expenditure was carefully directed toward teaching and learning programs, student activities, facilities maintenance and operational needs. Investment in excursions, equipment, property services and professional development supported enriched learning experiences and continuous staff growth. The year concluded with a modest operating surplus, reflecting purposeful vision in programs and resources that directly benefit students and enhance educational delivery.

The school finished the year with **\$212,209** in available funds, with the majority already committed to future programs, reserves and planned improvements, demonstrating prudent financial governance and long-term planning. All funds were expended or allocated in accordance with Department of Education policies and School Council priorities to support ongoing educational outcomes.

**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 148 students were enrolled at this school in 2025, 68 female and 80 male. 45% had English as an additional language and NDP 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	80.0%	
	Similar schools	84.5%	
	State	82.0%	

School Staff Survey


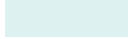


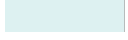

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	67.2%	
	Similar schools	78.2%	
	State	77.4%	

LEARNING


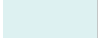


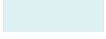


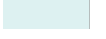


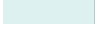

Teacher Judgement of student achievement against the Victorian Curriculum

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	89.1%	
	Similar schools	81.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	92.2%	
	Similar schools	78.5%	
	State	84.2%	

NAPLAN

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

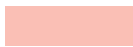
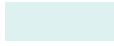


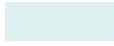

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%		62.3%
	Similar schools	61.8%		60.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	81.8%		70.9%
	Similar schools	65.7%		65.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	42.9%		54.8%
	Similar schools	56.4%		55.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	72.7%		68.5%
	Similar schools	59.9%		58.3%
	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	85.0%	
	Similar schools	73.5%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	80.0%	
	Similar schools	75.4%	
	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	74.3%		69.1%
	Similar schools	79.7%		78.9%
	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	74.9%		75.4%
	Similar schools	79.9%		77.5%
	State	76.4%		75.8%

ENGAGEMENT




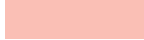



Average absence days per student

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	17.5	19.6
	Similar schools	23.3	23.5
	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	88.0%	
Year 1	School	91.2%	
Year 2	School	92.9%	
Year 3	School	91.4%	
Year 4	School	92.9%	
Year 5	School	91.3%	
Year 6	School	91.1%	

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	\$1,700,502
Government Provided DET Grants	\$315,550
Government Grants Commonwealth	\$56,028
Government Grants State	\$0
Revenue Other	\$38,651
Locally Raised Funds	\$96,706
Capital Grants	\$49,388
Total Operating Revenue	\$2,256,824

Equity	Actual
Equity (Social Disadvantage)	\$70,595
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$70,595

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

Expenditure	Actual
Student Resource Package ¹	\$1,612,072
Adjustments	\$109
Books & Publications	\$0
Camps/Excursions/Activities	\$32,083
Communication Costs	\$5,091
Consumables	\$52,972
Miscellaneous Expenses ²	\$16,585
Agency Staff	\$43,832
Professional Development	\$16,947
Equipment/Maintenance/Hire	\$45,316
Property Services	\$85,321
Salaries & Allowances ³	\$100,352
Support Services	\$20,572

Expenditure	Actual
Trading & Fundraising	\$16,844
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,600
Total Operating Expenditure	\$2,069,696
Net Operating Surplus/-Deficit	\$137,740
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	\$190,488
Official Account	\$21,721
Other Accounts	\$0
Total Funds Available	\$212,209

Financial Commitments	Actual
Operating Reserve	\$76,253
Other Recurrent Expenditure	\$2,496
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	\$9,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$97,749

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.