

2023 Annual Report to the School Community

School Name: Burwood Heights Primary School (4932)



- 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 13 March 2024 at 09:34 AM by Esther Wood (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 26 April 2024 at 07:52 AM by Zoe Mallen (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

Burwood Heights Primary School and Kindergarten is an accredited International Baccalaureate Primary Years Programme school and is co-educational. (51.7% male and 48.3% female). The school is in the City of Whitehorse and is a member of the Riversdale Network of schools and of the International Baccalaureate Network of Schools. There are 383 students enrolled in the school with 80 children in the kindergarten. The school caters for children from three to five years- of- age (kindergarten managed by school council on-site) and from Prep to Year Six in the primary school. Staff consists of 25.5 full-time equivalent teaching staff, 1.6 Principal Class, 11 Education Support staff, four Early Years teachers and four Kindergarten Assistants. There are eighteen classes and have specialist sessions in Visual Art, French, Physical Education, Homecrafts and Science. The four kindergarten sessions (3-year-old and 4-year-old) were all extended to fifteen hours per week.

The profile of the school has changed rapidly with many families arriving from overseas, particularly from China, India, Pakistan, Viet Nam, Philippines and Malaysia. Family mobility rate is high, due largely to the increased housing prices and expensive rental accommodation. 60% of students have English as an additional language. There are three families who identify as Koorie and twenty-one students who are supported by The Disability and Impairments Programme. We have nine international students. Our overall socio-economic profile, which is based on the school's Student Family Occupation and Education Index, is now in the High Similar Schools Group. Our learning community is diverse, and we celebrate and champion our differences.

School Council contributes significantly to ensuring that the future needs of the school are attended to, supports innovative curriculum development, and ensures good governance is upheld. There continues to be strong evidence from stakeholders of a positive, respectful, inclusive community at Burwood Heights Primary School and Kindergarten.

We foster and cultivate partnerships between students, staff, parents, and other carers to provide a progressive learning environment where we empower students through an innovative and engaging curriculum. We embody and celebrate our school and International Baccalaureate Learner Profile and hold high expectations for all our students and stakeholders in the learning process.

Our school is committed to preparing our students to develop the knowledge and skills that will help them become life-long learners who are successful and happy individuals who participate fully in, and contribute to, our community and the world around us. Our intent is to provide a learning environment where all students are fully engaged in their learning, based on a whole-school inquiry-based approach to teaching and learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

Staff teach with their whole hearts and minds as we all have an intrinsic motivation to nurture our students and ensure they flourish in our ever- changing world. We embody and celebrate the Learner Profile and hold high expectations for all our students in their learning and development. Our dedicated and experienced educators work together to build educator capacity and improve students learning growth.

There is an agreed pedagogical approach based on increased data literacy and differentiated planning for learning. Our staff is consistent in using the school-wide Instructional Learning Model. There was a targeted professional learning to ensure greater agency in every classroom where each lesson has a clear learning intention and success criteria with which students determine their progress in learning. These elements sit alongside differentiated learning tasks with the goal of increasing students' engagement in learning. Teacher consistency and teacher knowledge are underpinned by high expectations in every class. Staff contributed to the planning and review cycle at all stages throughout the year. The Alternative Performance and Development Process continued in 2023 (Statement of Expectation), covering Learning, Well-being, and connected Schools. The School Improvement Team meet twice a term, with a representative from each level and area of the school, ensuring all staff have a shared understanding of our Key Directions and can monitor progress against the set targets. Unfortunately, due to ongoing staff shortage across the State, we were able to support students with the targeted learning support we would have liked, through the Tutor Learning Programme. Our 2023 School Performance Report marks us at 'a school of "Influence"' where we are high achieving.

Our target for 2024 in Learning is to increase the percentage of students achieving exceeding in NAPLAN

- in Year Five Numeracy from 18% in 2023 to 20% in 2024.
- In Year Five Reading from 33% in 2023 to 35% in 2024
- In Year Five Writing from 33% to 2023 to 35% in 2024

- Improve the percentage of students achieving above the expected standard in Number (Mathematics 2.0) based on teacher judgement in Number and Algebra from 37% in 2023 to 43% in 2024.

Wellbeing

There continues to be a strong emphasis on student, staff, and family well-being. Due to the ongoing staff shortages, the availability of the designated welfare staff member has had to be assigned other duties and responsibilities. In 2024 we are hopeful that this situation will decrease, and full support can be provided to those in need. As we will be moving to Inclusive Disability model fully in 2025, preparation and planning will commence in 2024, as well as the implementation of the Mental Health initiative. The mental health and well-being have continued to be at the forefront of our thinking.

Further development of whole school practices and processes to support emotional awareness, student confidence, self-regulation and mindfulness will be a focus in 2024.

We worked closely with Child First, the Department of Families, Fairness and Housing, Anglicare, the Victorian Aboriginal Childcare Agency, Connections, Kids Hope, Yooralla and other service providers to provide timely, targeted support to vulnerable students and families and those in out-of-home care. School Council has continued to support families, ensuring no student is disadvantaged in opportunities to participate fully in school life. School Council is committed to maintaining the school as a highly effective learning community. Our effective home/school partnership and the support and commitment of volunteers is based on trust, respect, and support and both add much to the life of the school and its programmes. We want all students to feel safe at school and good about themselves. We want them to come to school and know they are an important part of the school community. We want them to have a stimulating, engaging, orderly, safe, and inclusive environment, where the emphasis is on student wellbeing, respect of others, positive behaviours, and smooth transition into, through and onto secondary school. The strong emphasis on wellbeing is promoted through the Mindful Movement Programme, the Daniel Morcombe Child Safety Programme, Fire Education, Students Leadership, Sports Programmes, Camp Programmes, extra-curricular programmes, Buddies Programme, Kids Hope and sound behaviour management processes and procedures, which are consistently and procedurally applied, monitored, and reviewed for effectiveness. There is a strong ethos in the school community of support and service.

Engagement

The school's primary responsibility has been centred on student learning and building a community where everyone is a learner. Teachers have been continually learning about the needs and capabilities of each student, the content with which they engage and about their own practice and ongoing professional development. Absence from school can impact on student learning, with the most common reasons for non-attendance including illness and parent choice. Processes are in place to track attendance and act accordingly. Teachers are aware of their responsibilities and information regarding the importance of regular attendance is communicated to the community via newsletters, Compass, and Class Dojo. Students with a record of poor attendance have been identified and their parents have been supported to improve their child's attendance at school. Opportunities for students to contribute to their learning through student voice and agency have continued. The action component of the IB PYP has involved service in the widest sense of the word, service to peers, and to the larger community, both in and outside our school. A range of extra-curricular programmes such as Dance, Glee, Junior and Senior Choir, Outside Learning Classroom lunchtime activities, Chess, Homework Club and House Spirit activities continued throughout 2023. Students who have additional needs are well catered for with activities they enjoy. The school has facilitated many outside agencies and organisations in supporting identified students in the school. This will continue in 2023 to ensure whole-school engagement in learning and active participation in learning. The parent information evenings, ClassDojo and COMPASS communication, school newsletter, special whole-school activities and community events, such as, the Welcome Barbeques, Community Breakfast, "Wild Together (Fathers and their children), the School Performance, the Performing Arts Concert, Kindergarten special events for parents, all assist in forging strong connections with families. We strive to achieve a positive school culture, where student belonging, and connectedness are promoted, and diversity is valued.

In 2024 we will aim to achieve a result of at least 90% positive responses for Year Five and Six on Stimulated Learning (2023), Emotional Awareness and Self-Regulation (82% in 2023 to 84% in 2024) by students on the Attitudes to School Survey. The aim will be to achieve a result of at least 89% positive responses on the Parent Opinion Survey for the factor of "Confidence and Resiliency Skills" (2023) to 90% in 2024.

Other highlights from the school year

The School Musical Performance was indeed a highlight with all students participating in, "What's the Crime Mr Wolf". This production was of a very high standard in all areas - singing, dancing, props, scenery and costumes. A wonderful night at the Besen Centre was had by all. The Dance and Glee Concert provided another wonderful opportunity to showcase the students love of performance and the ongoing development of their talents. The "Wild Together" father and children activities involving treasure hunts, bicycle rides and camping overnight were definitely something to remember.

Financial performance

We have continued to maintain a sound financial position. The 2022 to 2026 School Strategic Plan, along with the 2023 Annual Implementation Plan, continue to provide the framework for School Council in the allocation of funds, required to support school programmes and priorities.

The installation of artificial turf to the roofed basketball court, the installation of the Ga- Ga pit outdoor seating, the electronic upgrade of the school gates, the purchase of new furniture and electronic resources for three classrooms and maintenance of the Outdoor Learning Classroom area are major items of cost. Casual Relief costs are extremely high.

Equity funding by the Department for tutoring of students requiring further support was appreciated. The school receives a small equity payment each year, which supports intervention programs. A Mandarin speaking Educational Support Staff assists in translating and works with non-English speaking students and families.

For more detailed information regarding our school please visit our website at
<https://www.burwoodhps.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 399 students were enrolled at this school in 2023, 193 female and 206 male.

37 percent of students had English as an additional language and 1 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).

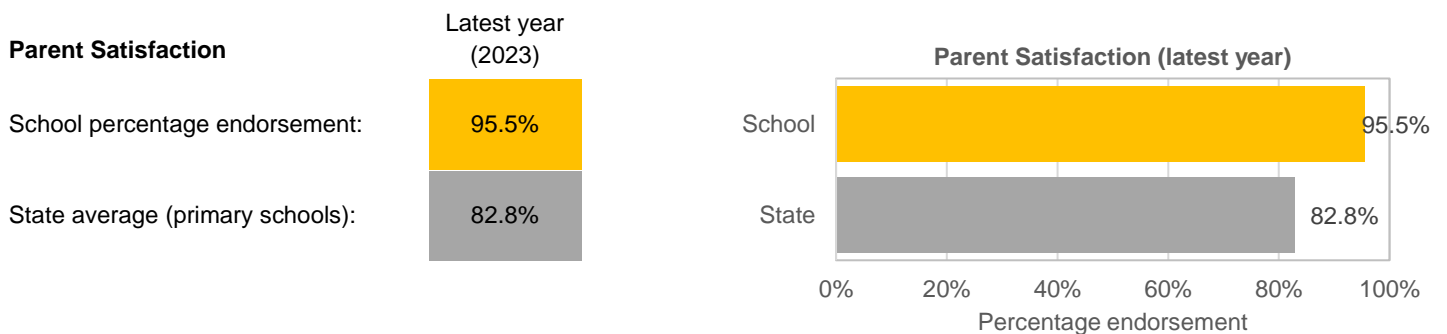
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

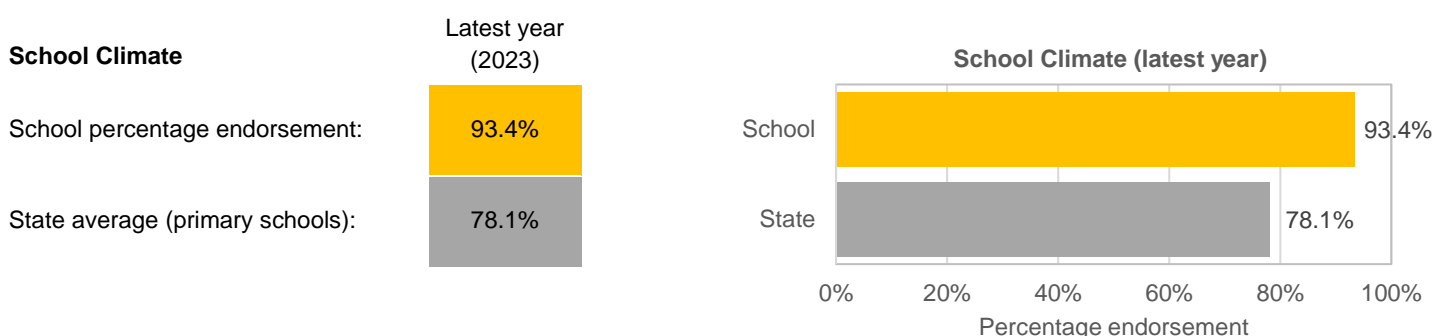


School Staff Survey

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:

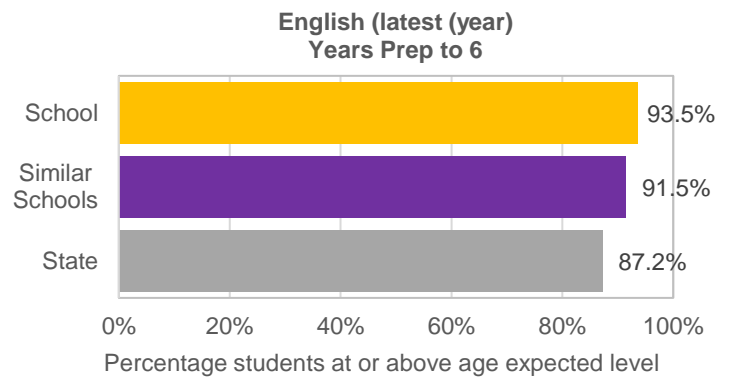
93.5%

Similar Schools average:

91.5%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

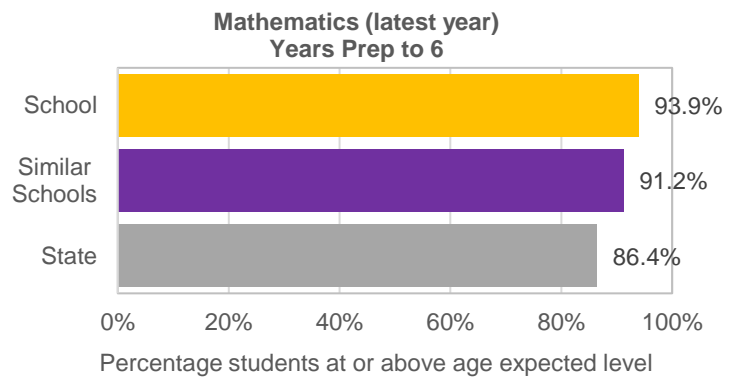
93.9%

Similar Schools average:

91.2%

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:

90.2%

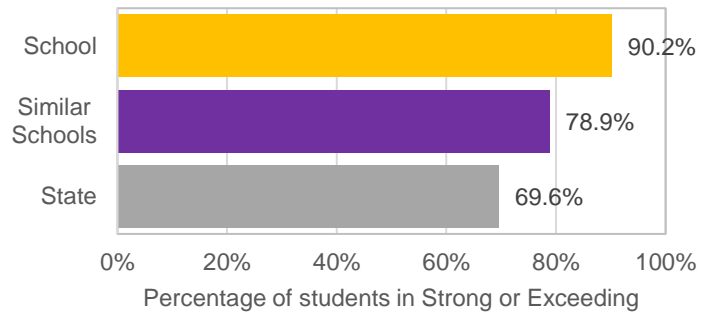
Similar Schools average:

78.9%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

87.8%

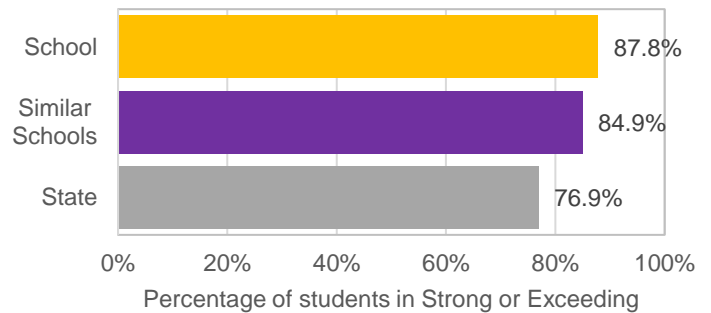
Similar Schools average:

84.9%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

87.5%

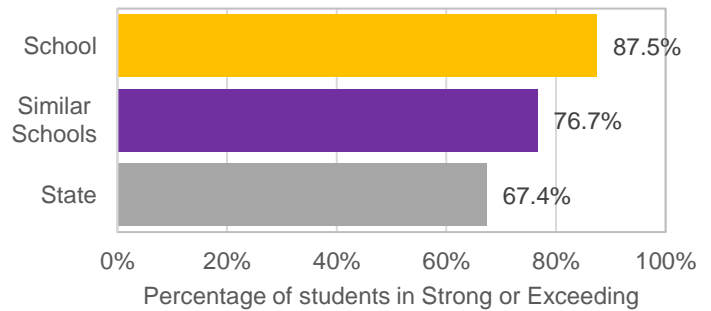
Similar Schools average:

76.7%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

81.6%

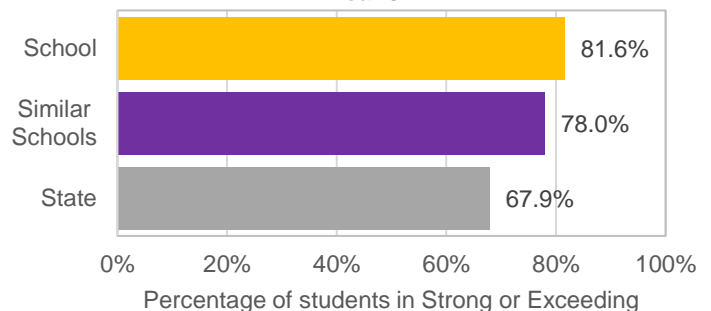
Similar Schools average:

78.0%

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:

83.3%

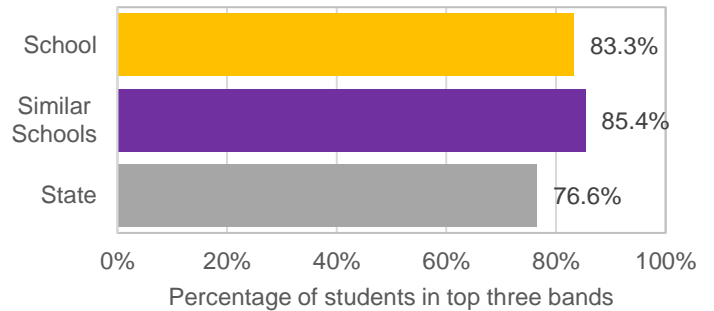
Similar Schools average:

85.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

80.4%

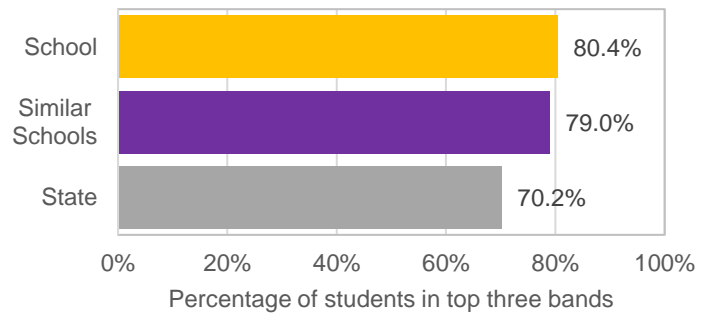
Similar Schools average:

79.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

75.0%

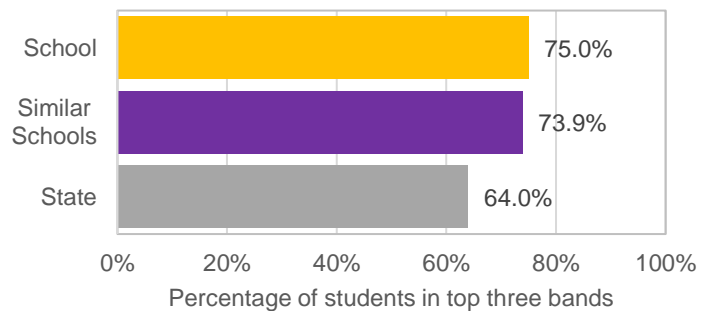
Similar Schools average:

73.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

67.4%

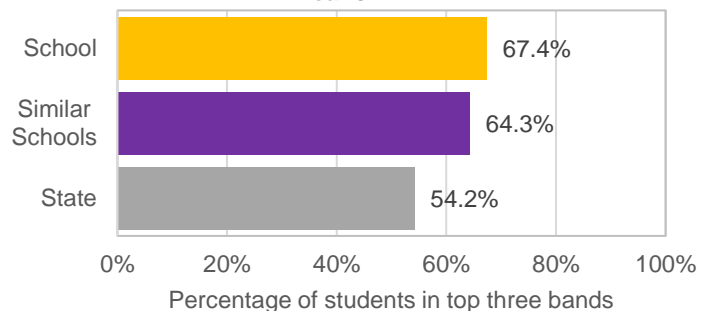
Similar Schools average:

64.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

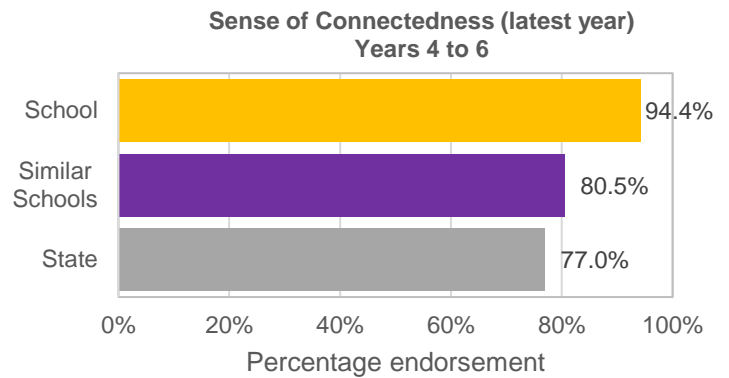
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	94.4%	89.4%
Similar Schools average:	80.5%	80.8%
State average:	77.0%	78.5%

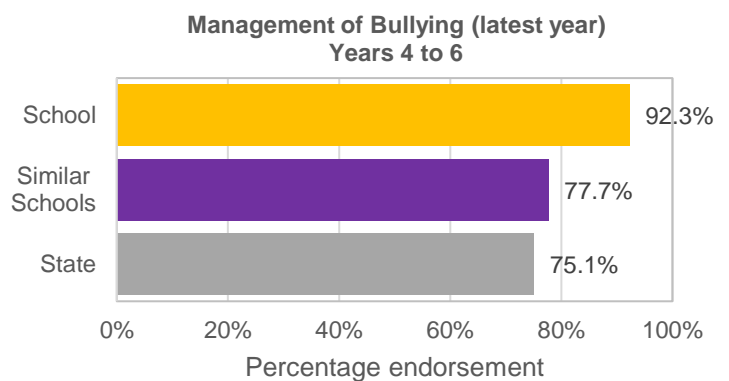


Student Attitudes to School – Management of Bullying

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:	92.3%	88.8%
Similar Schools average:	77.7%	78.4%
State average:	75.1%	76.9%



ENGAGEMENT

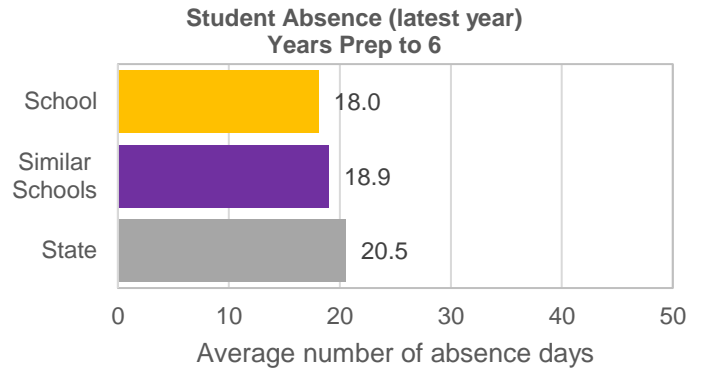
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	18.0	14.7
Similar Schools average:	18.9	15.7
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):	92%	91%	90%	91%	92%	91%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,015,180
Government Provided DET Grants	\$1,268,285
Government Grants Commonwealth	\$2,901
Government Grants State	\$25,705
Revenue Other	\$48,758
Locally Raised Funds	\$303,517
Capital Grants	\$0
Total Operating Revenue	\$5,664,345

Equity ¹	Actual
Equity (Social Disadvantage)	\$35,138
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$35,138

Expenditure	Actual
Student Resource Package ²	\$3,768,744
Adjustments	\$0
Books & Publications	\$1,358
Camps/Excursions/Activities	\$114,735
Communication Costs	\$8,009
Consumables	\$135,476
Miscellaneous Expense ³	\$12,098
Professional Development	\$22,020
Equipment/Maintenance/Hire	\$100,321
Property Services	\$153,853
Salaries & Allowances ⁴	\$658,984
Support Services	\$50,794
Trading & Fundraising	\$55,245
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$47,071
Total Operating Expenditure	\$5,128,707
Net Operating Surplus/-Deficit	\$535,639
Asset Acquisitions	\$74,249

- (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	\$713,181
Official Account	\$45,239
Other Accounts	\$0
Total Funds Available	\$758,421

Financial Commitments	Actual
Operating Reserve	\$215,526
Other Recurrent Expenditure	\$0
Provision Accounts	\$20,000
Funds Received in Advance	\$75,930
School Based Programs	\$62,239
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$170,000
Maintenance - Buildings/Grounds < 12 months	\$145,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$758,695

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.