

2024 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 21 March 2025 at 11:16 AM by Esther Wood (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 08 May 2025 at 08:25 AM by Esther Wood (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

Burwood Heights Primary School and Kindergarten is an accredited International Baccalaureate Primary Years Programme school and is co-educational. (51.3% male and 48.7% 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 425 students enrolled in the school with 100 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 Educators. There are twenty classes and they have specialist sessions in Visual Art, French, Physical Education, Homecrafts and Science. The four kindergarten sessions (3-year-old and 4-year-old) all run for fifteen hours per week.

The profile of the school has changed over the last decade with many families arriving from overseas, particularly from China, India, Pakistan, Vietnam, Philippines and Malaysia. Family mobility rate is relatively high, due largely to the increased housing prices and expensive rental accommodation. 37% of students have English as an additional language. A small number of students are identified as Koorie background, and some students are supported by The Disability and Impairments Programme. We also have a small number of international students. Our overall socio-economic profile, which is based on the school's Student Family Occupation and Education Index, is in the High Similar Schools Group. Our learning community is diverse, and we celebrate and champion our differences.

Teachers across all levels in the school and the kindergarten have supervised and supported teachers in training from Monash University, Curtin University, Deakin University and Swinburne University. We have also provide work experience opportunities to students from government and independent schools.

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. Lack of casual relief teacher availability, at times, restricted tutoring occurring to the level planned, as we prioritised teachers being in front of whole classes, over removing small groups for tutoring.

Our staff is consistent in using the school-wide Instructional Learning Model. There was targeted professional learning to ensure increased use of data to inform differentiated planning for learning. Detailed team planning, ongoing weekly inquiry planning, teacher consistency and teacher knowledge are underpinned by high expectations in every class. 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 of the Annual Implementation plan against the set targets. Our 2024 School Performance Report marked our learning performance group as 'High'.

Our Grade Three NAPLAN Reading results in 2024 had 88.9% of students achieving strong or exceeding, compared to 81% for similar schools and 68.7% state average. Grade Three NAPLAN Numeracy results had 89.1% of students achieving strong or exceeding, with similar schools achieving 79.5% and 65.5% state average.

Moving to the Victorian Curriculum 2.0 for Mathematics in 2024 meant our targets for Teacher Judgement in Mathematics were no longer relevant. We had 95.1% of students achieving at or above age expected standards in Mathematics according to teacher judgement, with similar schools achieving 91.8% at or above and the state average being 85.9% at or above age expected standards. The creation of a Mathematics Scope and Sequence for the new curriculum and teacher professional learning meant all teachers adapted to the new curriculum, increasing hands-on and play-based opportunities in Mathematics. 'I Can...' statements in child-friendly language were developed to assist students to identify what they need to do to progress in each area of Mathematics.

Wellbeing

There continues to be a strong emphasis on student, staff, and family well-being. Having a designated welfare staff member relieved from teaching duties two days a week from Term Two onwards and a trained counsellor several days a week had a positive impact on being able to support students in need. Our 2024 School Performance Report marked our wellbeing

performance group as 'High'.

As we will be moving to the Inclusive Disability model fully in 2025, preparation and planning commenced in 2024, with staff receiving training and dedicating time to looking at modifications to support students learning and wellbeing.

Professional Learning for all staff on Mental Health and Wellbeing and Trauma Informed Practise including, 'Making Space for Learning - Trauma responsive practice in education', with the Australian Childhood Foundation, Be You modules and webinars and the introduction of a 'Be You' Action team ensured staff were up-to-date with best practice.

The trial of Open Parachute as a whole school mental health and wellbeing program was successful and will be rolled out across the whole school in 2025, with the support of a grant from the Sebastian Foundation, reducing the cost of the program.

Further development of whole school practices and processes to support emotional awareness, student confidence, self-regulation and mindfulness were 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. 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, 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.

Attitudes to School survey results 2024:

Learning Confidence (Sense of Confidence) - 86% positive

Stimulated Learning - 94% positive

Emotional awareness and regulation - 83% positive

Sense of Connectedness – 92.1% positive

Parent Opinion Survey Results 2024:

Confidence and resiliency skills - 88% positive

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 in 2024 including illness (many students with extended illness) and family holidays. Our students have 14.8 as the average number of days absent for 2024 (Similar Schools 19.2 days and State 21.8 days average). With Grade Six students achieving highest average attendance at 100% and Prep students the lowest average attendance rate at 90%. 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 2024. 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 2025 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), mini-Olympics, Colour Derby, Community Dance, 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.

2024 Attitude to School Survey results for 'Student voice and agency' had 83% positive, 13% neutral and 4% negative (71% positive - state average).

Other highlights from the school year

The Mini Olympics and Colour Derby were wonderful community events that provided numerous opportunities for students to take part in a range of physical activities, showcase their talents and feel part of the community that is Burwood Heights Primary School. The Prep – Grade Six students were joined by the Four-year-old kindergarten group at these events and our past student, parent, carer and grandparent volunteers contributed to the success of the events.

The visit by Murrundindi to share his story and inform the students about local Indigenous culture was much appreciated by the students and staff.

Market Day which involved all the Senior School students planning, budgeting, marketing and

preparing their own market stalls was very successful. All funds raised were sent to 'United World Schools' to support our sponsor school in Myanmar.

The Art Show and the Performing Arts Concert provided wonderful opportunities to showcase the students love of visual and performing arts and the ongoing development of their talents. Parental involvement with a bake stall at the art show and a whole school disco was much appreciated with funds raised supporting our arts programs.

The Welcome Barbeques, Kinder and School Open Night and Prep and Junior School Easter Hat Parade, were all well attended.

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 2024 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 around the basketball court, the conversion of the 'old hall' into two new classrooms and a small learning space, the purchase of new furniture and electronic resources for two 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 425 students were enrolled at this school in 2024, 207 female and 218 male.

37 percent of students had English as an additional language and 2 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).

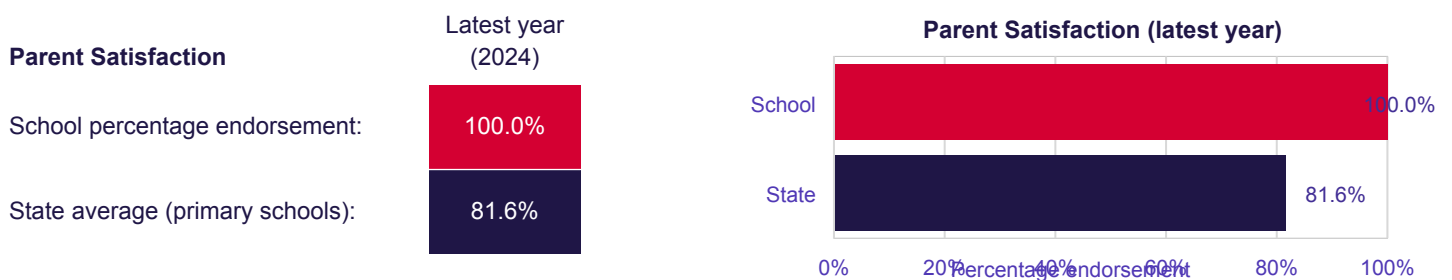
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

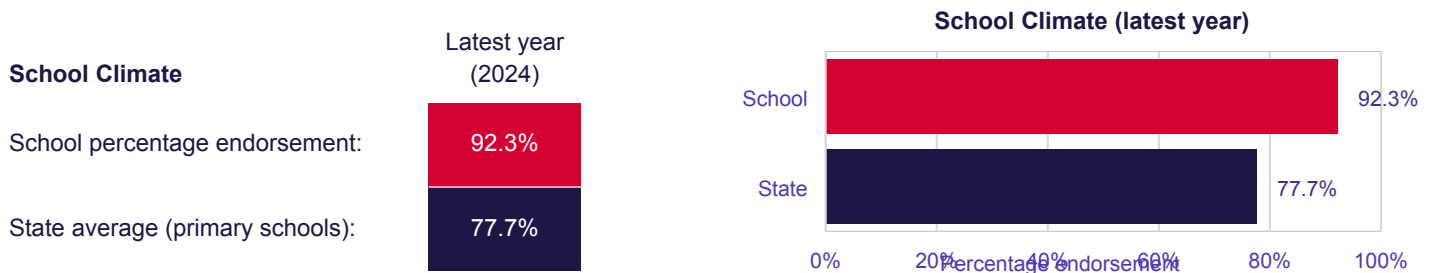


School Staff Survey

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.

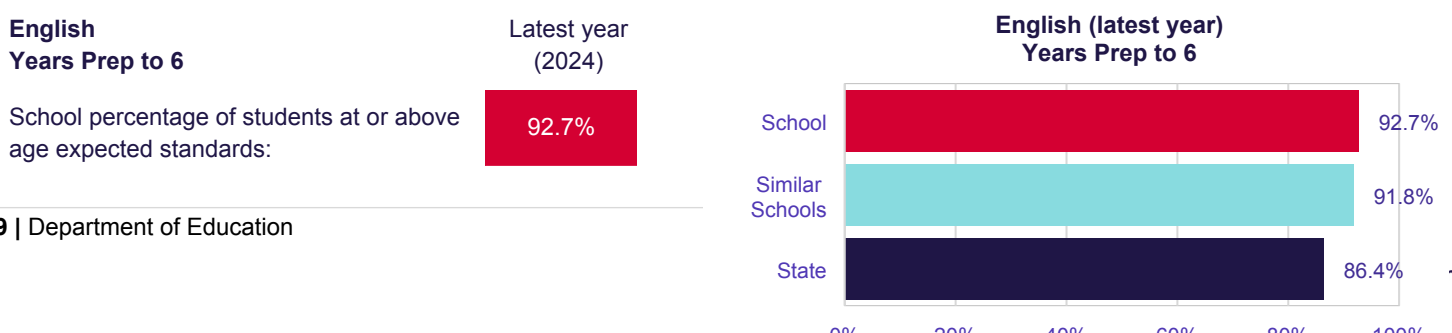


LEARNING

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.



Similar Schools average:

91.8%

State average:

86.4%

**Mathematics
Years Prep to 6**

Latest year
(2024)

School percentage of students at or above
age expected standards:

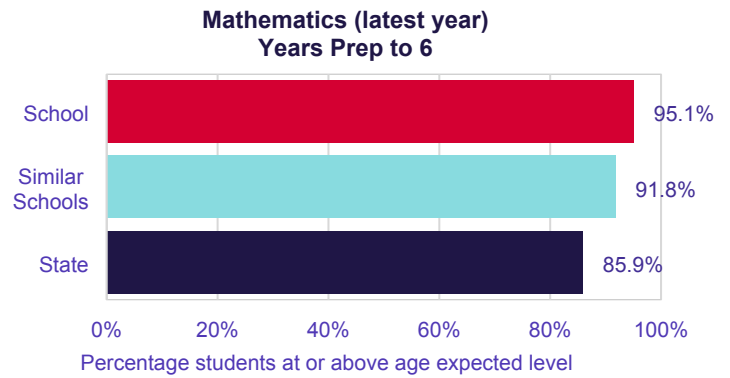
95.1%

Similar Schools average:

91.8%

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.

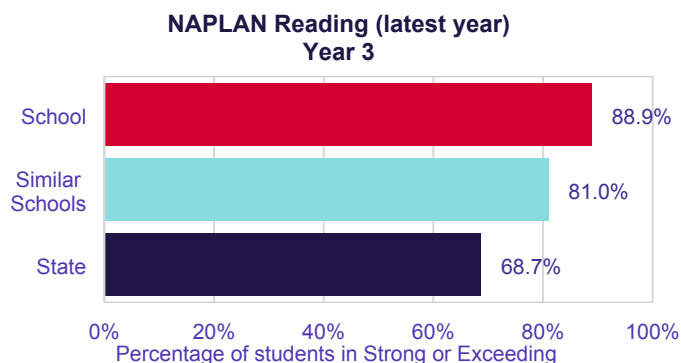
NAPLAN

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.

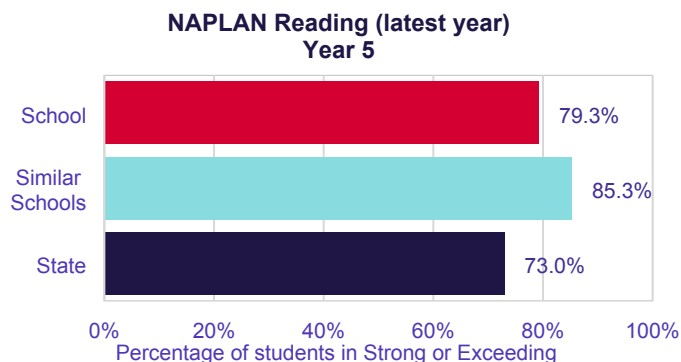
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	88.9%	89.4%
Similar Schools average:	81.0%	81.5%
State average:	68.7%	69.2%



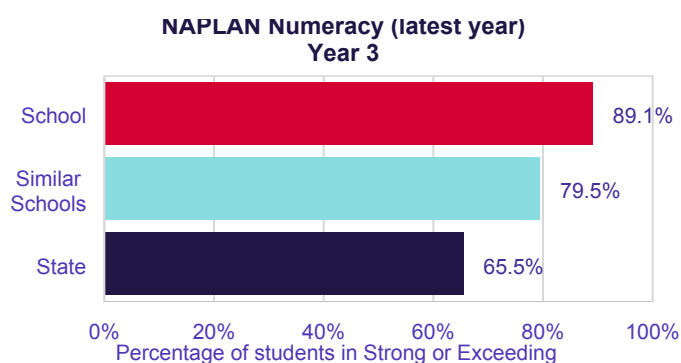
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	79.3%	83.2%
Similar Schools average:	85.3%	87.0%
State average:	73.0%	75.0%



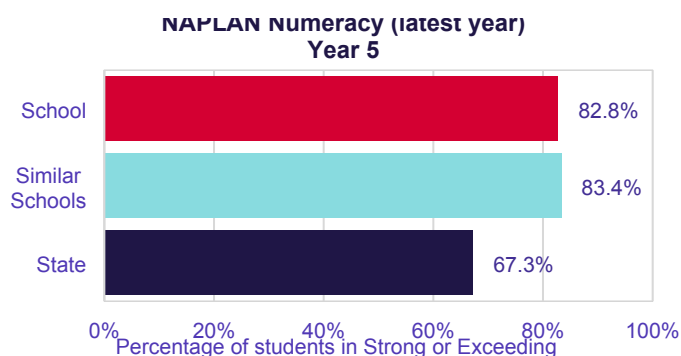
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.1%	88.5%
Similar Schools average:	79.5%	80.1%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.8%	82.2%
Similar Schools average:	83.4%	83.3%
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:

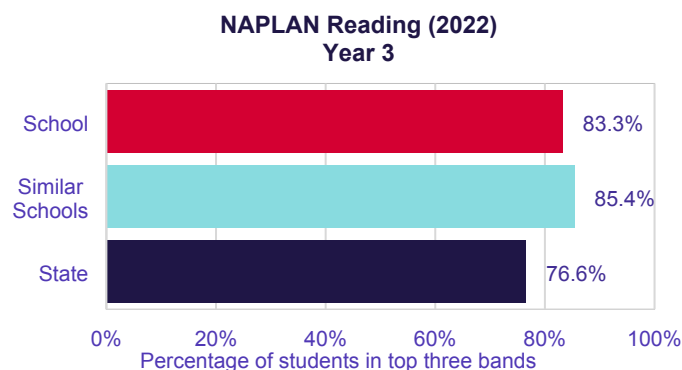
83.3%

Similar Schools average:

85.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

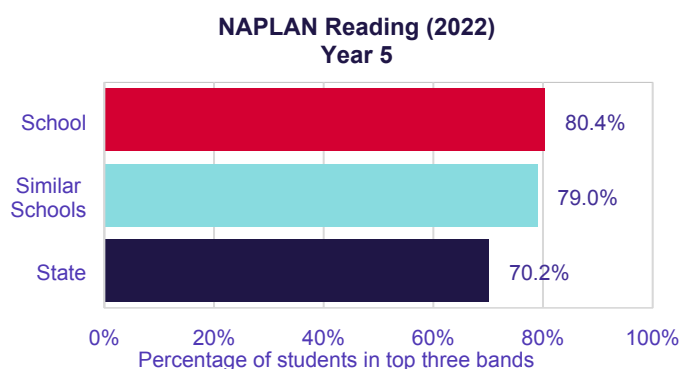
80.4%

Similar Schools average:

79.0%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

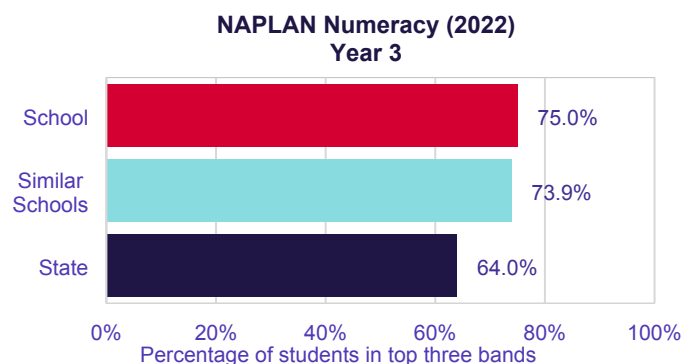
75.0%

Similar Schools average:

73.9%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

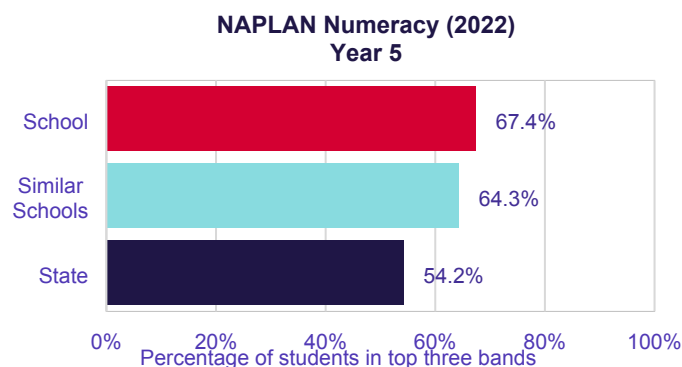
67.4%

Similar Schools average:

64.3%

State average:

54.2%



WELLBEING

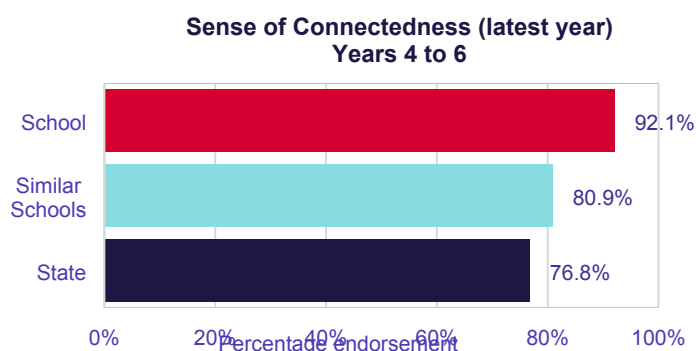
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	92.1%	90.1%
Similar Schools average:	80.9%	81.5%
State average:	76.8%	77.9%

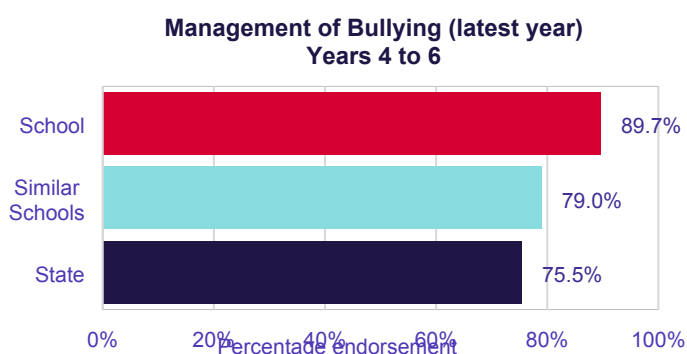


Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	89.7%	89.0%
Similar Schools average:	79.0%	79.1%
State average:	75.5%	76.3%

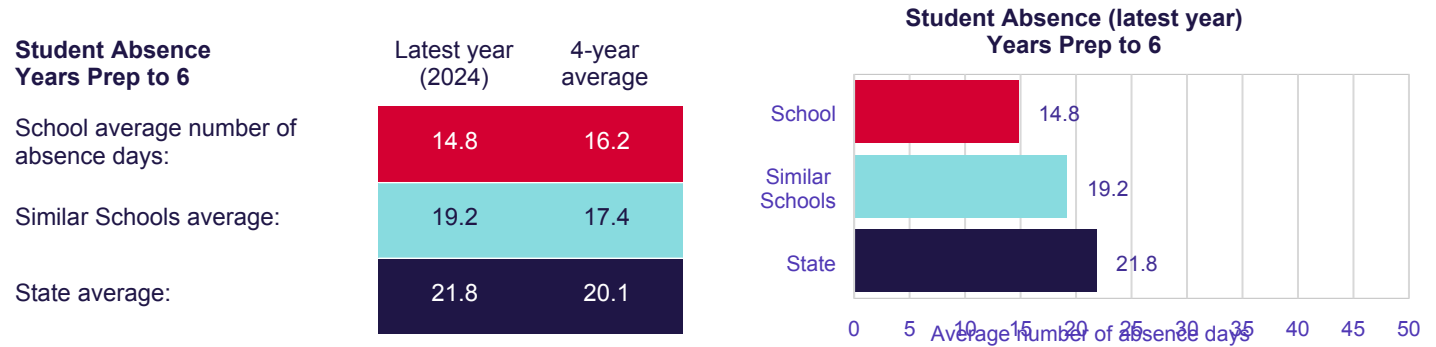


ENGAGEMENT

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):	90%	92%	92%	91%	94%	90%	100%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,344,908
Government Provided DET Grants	\$1,444,641
Government Grants Commonwealth	\$4,870
Government Grants State	\$0
Revenue Other	\$48,216
Locally Raised Funds	\$355,679
Capital Grants	\$0
Total Operating Revenue	\$6,198,314

Equity ¹	Actual
Equity (Social Disadvantage)	\$36,147
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$36,147

Expenditure	Actual
Student Resource Package ²	\$4,186,470
Adjustments	\$0
Books & Publications	\$4,070
Camps/Excursions/Activities	\$50,737
Communication Costs	\$7,575
Consumables	\$177,821
Miscellaneous Expense ³	\$29,626
Professional Development	\$31,202
Equipment/Maintenance/Hire	\$104,221
Property Services	\$467,177
Salaries & Allowances ⁴	\$821,963
Support Services	\$43,722
Trading & Fundraising	\$56,975
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,006
Total Operating Expenditure	\$6,033,567
Net Operating Surplus/-Deficit	\$164,748
Asset Acquisitions	\$43,021

- (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	\$770,835
Official Account	\$73,863
Other Accounts	\$0
Total Funds Available	\$844,698

Financial Commitments	Actual
Operating Reserve	\$307,973
Other Recurrent Expenditure	\$55
Provision Accounts	\$32,024
Funds Received in Advance	\$67,071
School Based Programs	\$64,739
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$71,741
Capital - Buildings/Grounds < 12 months	\$200,000
Maintenance - Buildings/Grounds < 12 months	\$176,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$919,602

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.