

2023 Annual Report to the School Community

School Name: Bimbadeen Heights Primary School (5011)



- 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 2024 at 04:22 PM by Adele Gregson (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 28 March 2024 at 03:42 PM by Cyndi Grant (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

Bimbadeen Heights Primary School is in Mooroolbark, a suburb in the Outer Eastern Melbourne Area. The school has a total student enrolment of 497 children (263 female and 234 male) with 6 percent of students with a background of English as an additional language, and 1 percent of students who identify as Aboriginal or Torres Strait Islander.

Bimbadeen Heights Primary School is committed to providing each child with the opportunity to develop their full potential for intellectual, social, and emotional growth within an inclusive environment. Our vision is to provide quality education that establishes the foundation for successful life-long learning. Supporting this vision are the four core values of Respect, Resilience, Integrity, and Compassion. These values are supported by the School Wide Positive Behaviour Support Framework, Berry Street Education Model, and the Resilience, Rights and Respectful Relationships program.

The school's socio-economic profile, based on families' occupations and education, is considered in the 'low-medium' band which represents average parent education level and average socio-economic advantage.

Our staff consisted of 36 teachers, including part-time and full-time classroom and specialist teachers, two Primary Mathematics Specialist teachers, one leading teacher, two Learning Specialists, a Principal, and an Assistant Principal. Our 13 Education Support Staff include three Administration staff, two student counsellors, one Teacher Support staff and seven Integration Aides.

Our classes are structured in straight year level grades from foundation to Year 6, with the exception of Year 3 and 4 composite classes.

Our curriculum at Bimbadeen Heights Primary School reflects the Victorian Curriculum framework, with specialist programs in the visual arts, physical education, music, and a language other than English program (Chinese - Mandarin) which is delivered through specialist classes. The school has a strong student excellence program and a strong early and middle years intervention program to provide additional enrichment and support to students both within and outside the classroom environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

Bimbadeen Heights Primary School continues to be proud of our achievements in student learning outcomes. In 2023, the school continued to work on the goals and strategies within our School Strategic Plan. A strong focus was placed on the strategic plan goal of improving achievement levels and learning growth across the curriculum, with a particular focus on literacy and numeracy.

Throughout the year, the leading teacher and learning specialist teachers worked with staff to build teacher capability to evaluate and plan for differentiated, adaptive, student-centred learning through a Professional Learning Communities approach. By building staff knowledge and skills, this has enabled staff to strengthen their teaching practice and develop a consistent program of explicit instruction and differentiation.

The strategic employment of literacy and numeracy intervention teachers focusing on early years and middle years intervention, via Equity funding, and experienced tutors, via the Tutor Learning Initiative funding, were also key strategies. The school's move to a structured early years systematic, synthetic phonics approach supported the strengthening of the school's instructional practice in reading and spelling.

The development of processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice was a focus for the school's leadership team, in preparation for implementation in 2024.

Student learning data reflected the effectiveness of the strategies and initiatives implemented. Teacher judgement of students in years Prep – 6 working at or above age expected standard in English (87.4%) remained high. The percentage of students in Strong or Exceeding proficiency levels for Reading also remained high in both Year 3 at 70.8% and Year 5 at 77.4% against State averages. Teacher judgement of students in years Prep – 6 working at or above age expected standard in Mathematics (88.4%) remained higher than both similar schools and State average.

Wellbeing

The importance of student wellbeing in 2023 was promoted at Bimbadeen Heights Primary School by utilising a whole school approach.

In 2023, we continued to work on supporting student wellbeing as part of our strategic plan goals. To do this, we continued to embed a whole school approach to health, wellbeing and inclusion that supports and responds to student need. Tier 1 interventions

included the School Wide Positive Behaviour Support framework and the Resilience, Rights and Respectful Relationships (RRRR) curriculum across the school.

The School Wide Positive Behaviour Support framework focus was to embed the school values token system and professional learning for staff in Tier 1 interventions. We achieved Gold Accreditation for School Wide Positive Behaviour Support in 2023. The Mental Health and Wellbeing funding was used to introduce the Berry Street Education Model and trauma informed practice to equip our staff with resources to further support students using Tier 1 and 2 strategies.

To further support wellbeing, our school focused on supporting our at-risk students to participate in a range of Tier 2 and 3 interventions, including employing two student counsellors who work 3 days per week through the National Student Wellbeing Program funding, and a Leading Teacher who continued to provide support to students and families with a focus on inclusion and diversity.

In 2023, to further promote student wellbeing, we continued to prioritise the continuation of our Active Club and Breakfast Club, and our whole school Student Teams are Really Special (STARS) program. The Disability Inclusion funding provided additional Tier 1, 2 and 3 supports to students requiring specific or targeted support.

Our Attitudes to School Survey 4-year average indicated 74.4% of our Year 4-6 students reporting feeling a positive sense of connectedness to school, and 74.9% of Year 4-6 students reporting a positive response to school management of bullying.

Engagement

The importance of school attendance in 2023 was promoted at Bimbadeen Heights Primary School through utilising a whole school approach.

Attendance data was regularly monitored by the student attendance officer (leading teacher) for early identification of at-risk students. The school attendance officer, classroom teachers and year-level team leaders are responsible for following up with parents when an explanation for an absence is not provided. In the case of patterned absences, the School Leadership Team will initiate contact with families to offer support, and plans are put in place to improve attendance. School attendance strategies and implementation are overseen by the leading teacher and assistant principal.

In 2023, empowering students to be active agents in their learning was a focus, with the development and implementation of a professional learning strategy for teachers to build the capability of students to be active participants in their learning journey, through self-assessment and reflection. The Year 5 and 6 teams focused on building student agency in their learning by utilising goal setting and feedback and a focus on student voice in the development of teaching and learning programs and assessment. Bimbadeen Heights Primary School continued to focus on student transitions to support student engagement in 2023, both from pre-school to primary and from primary to secondary school. The Bimbadeen Heights Primary School Foundation transition program supported students as they made the transition into primary school from pre-school. The secondary school transition program continued to provide students with positive experiences that supported their transition to secondary school.

In 2023, to further promote student engagement, we prioritised the continuation of our student clubs at lunchtimes with students engaging in a variety of clubs including chess, puzzle, drawing, games, and Lego. The Year 3 and 4, Year 5, and Year 6 camps, along with the Department of Education's Somers Camp for selected students in Years 5 and 6 were able to proceed successfully, and a wide range of excursions and incursions were implemented.

These strategies had a positive impact on student attendance rates, with our Prep to Year 6 average number of absence days at 17, significantly less than similar schools average of 18.9 and the State average at 20.5.

Financial performance

Bimbadeen Heights Primary School recorded a surplus in 2023 and continues to be financially secure. In 2023, the school continued to invest in infrastructure development, including furniture in indoor learning areas, upgrades and provision to computers and devices for students, and a significant accessible building project that included upgrades to bathrooms, entrances, and the installation of outdoor seating, additional concrete pathways, and an accessible ramp.

Bimbadeen Heights Primary School maintained its level of equity funding in 2023 and saw an increase in terms of overall student enrolment numbers. The equity funding we received was used to fund teaching and support staff as part of the Student Resource Package, to provide support and extension to identified students.

The total funds available to the school at the end of 2023 and its overall financial position remains sound and allows the school to fund future improvement projects.

For more detailed information regarding our school please visit our website at
<https://www.bimbadeenheightsps.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 497 students were enrolled at this school in 2023, 263 female and 234 male.

6 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).

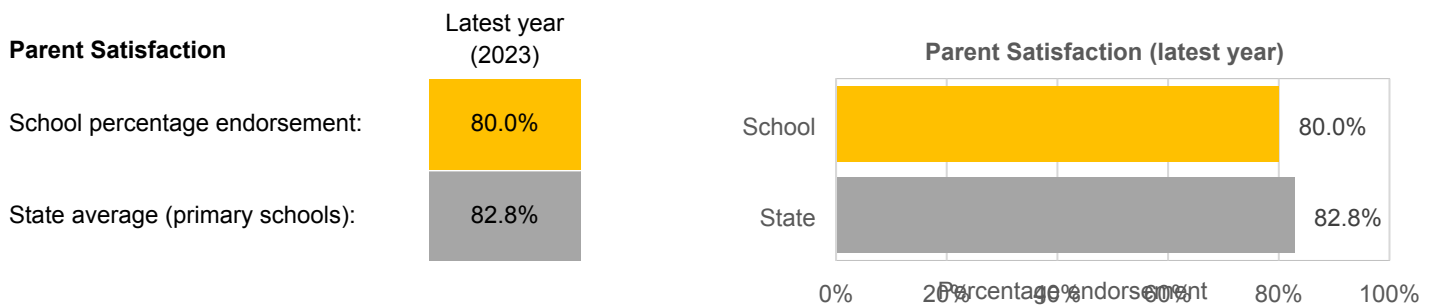
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

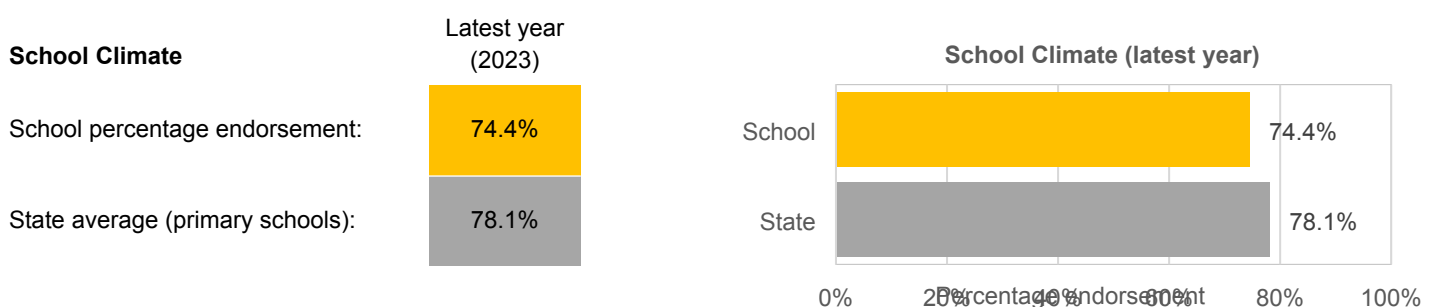


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

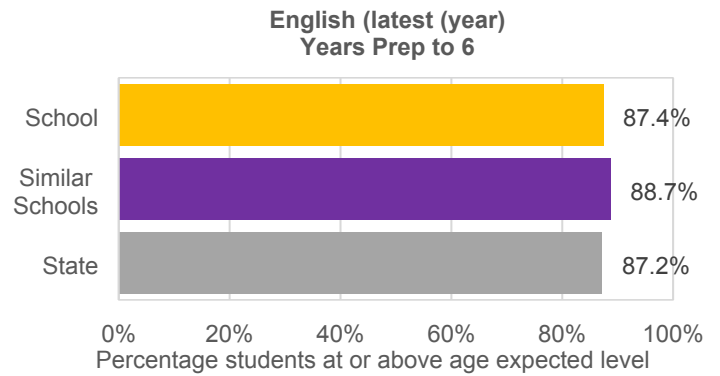
87.4%

Similar Schools average:

88.7%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

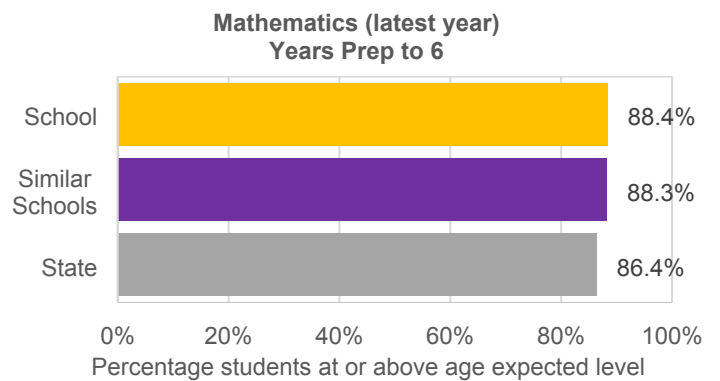
88.4%

Similar Schools average:

88.3%

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:

70.8%

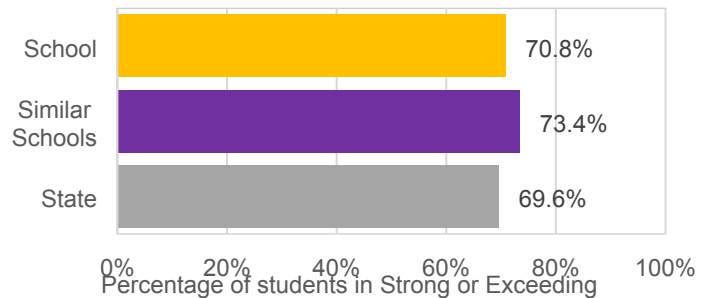
Similar Schools average:

73.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.4%

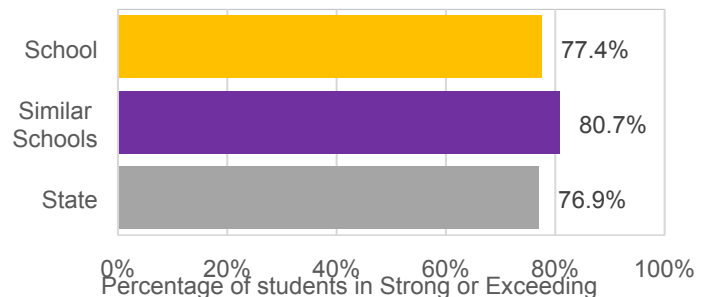
Similar Schools average:

80.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

64.8%

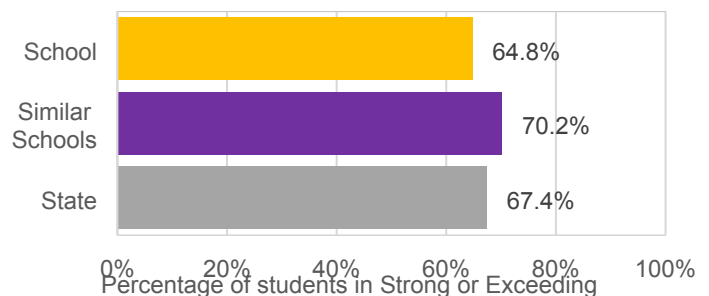
Similar Schools average:

70.2%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.7%

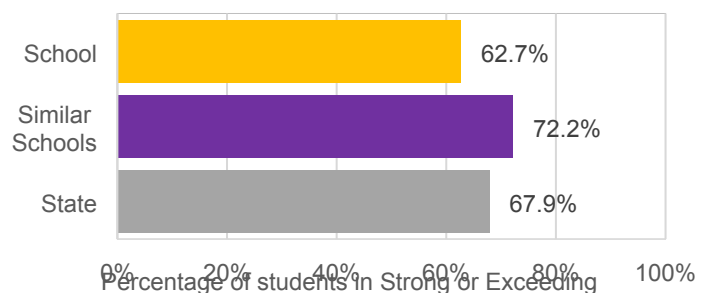
Similar Schools average:

72.2%

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:

82.5%

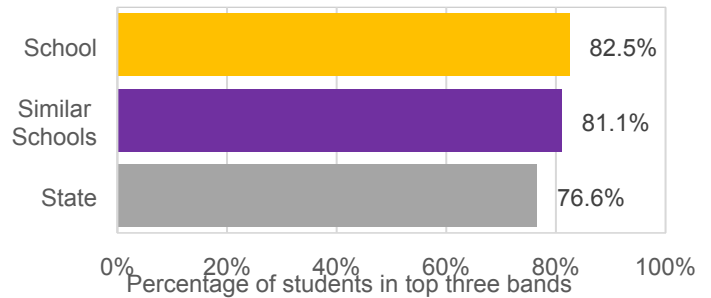
Similar Schools average:

81.1%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

73.3%

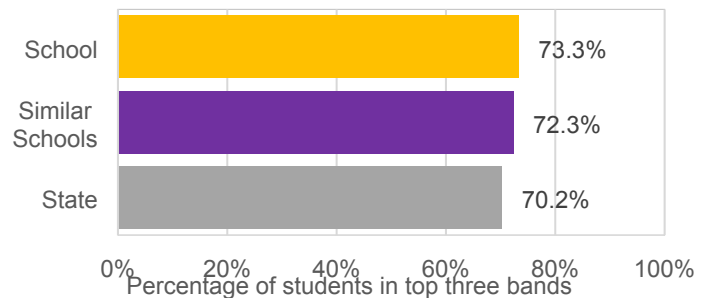
Similar Schools average:

72.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

75.4%

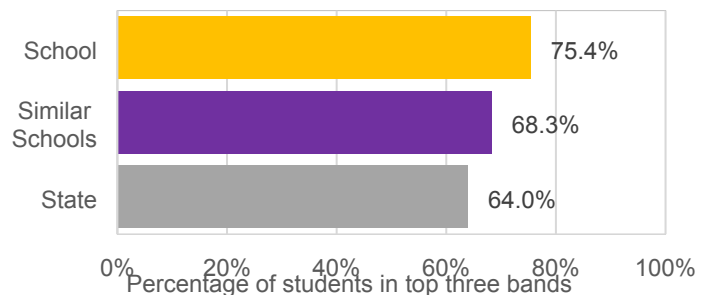
Similar Schools average:

68.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

51.7%

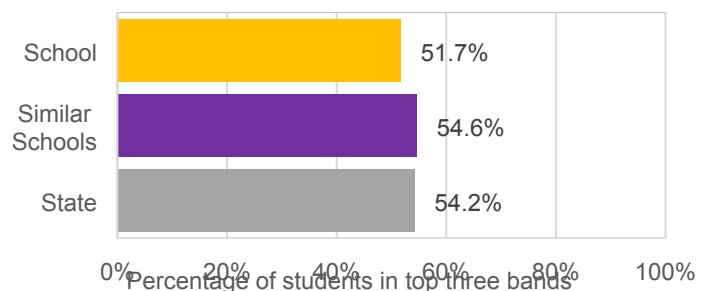
Similar Schools average:

54.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

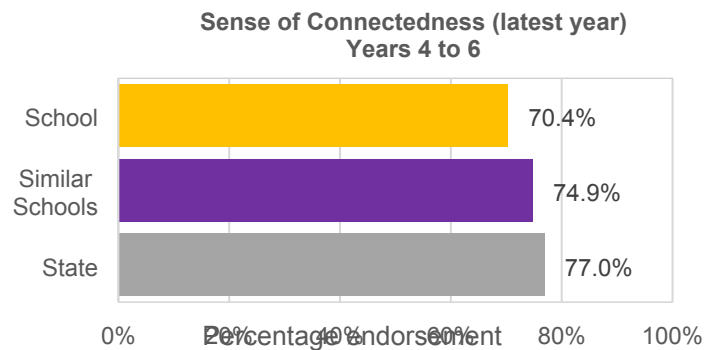
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	70.4%	74.4%
Similar Schools average:	74.9%	77.0%
State average:	77.0%	78.5%

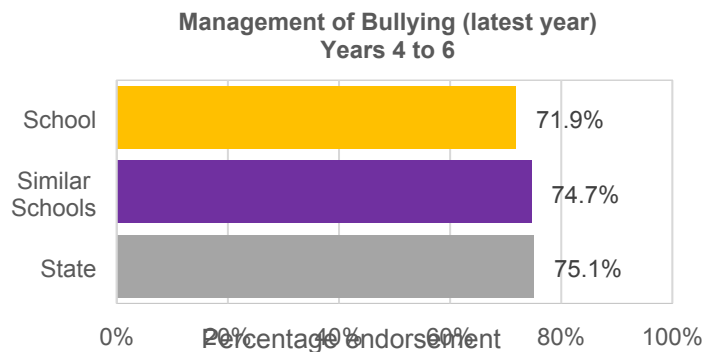


Student Attitudes to School – Management of Bullying

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:	71.9%	74.9%
Similar Schools average:	74.7%	76.5%
State average:	75.1%	76.9%



ENGAGEMENT

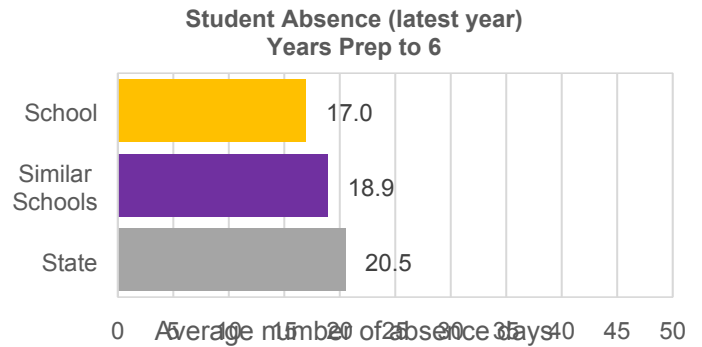
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	17.0	14.2
Similar Schools average:	18.9	16.2
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%	93%	92%	91%	90%	91%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,940,504
Government Provided DET Grants	\$751,179
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$26,959
Locally Raised Funds	\$365,331
Capital Grants	\$0
Total Operating Revenue	\$6,083,974

Equity ¹	Actual
Equity (Social Disadvantage)	\$55,919
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$55,919

Expenditure	Actual
Student Resource Package ²	\$4,700,957
Adjustments	\$0
Books & Publications	\$4,351
Camps/Excursions/Activities	\$143,260
Communication Costs	\$5,784
Consumables	\$56,080
Miscellaneous Expense ³	\$25,478
Professional Development	\$30,595
Equipment/Maintenance/Hire	\$71,822
Property Services	\$129,088
Salaries & Allowances ⁴	\$225,667
Support Services	\$161,243
Trading & Fundraising	\$20,736
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,969
Total Operating Expenditure	\$5,624,031
Net Operating Surplus/-Deficit	\$459,943
Asset Acquisitions	\$47,160

- (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	\$326,402
Official Account	\$9,905
Other Accounts	\$0
Total Funds Available	\$336,307

Financial Commitments	Actual
Operating Reserve	\$135,478
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,316
School Based Programs	\$35,899
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
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	\$172,693

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.