

2024 Annual Report to the School Community

School Name: Burnside Primary School (5502)



- 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 04 April 2025 at 10:53 AM by Katy Lawley (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 04 April 2025 at 10:54 AM by Katy Lawley (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

We are thrilled to share with our Burnside Primary School community that we have 440 students and a dedicated team of 50 staff members. This includes 30 passionate teaching staff, 16 support staff, and 3 members of our Principal Class, all working together to create an inspiring and nurturing environment for our students.

Located at 35 Lexington Drive in Burnside, our school is designed with exceptional facilities that support both educational excellence and community involvement. As a new and dynamic addition to the educational landscape, Burnside Primary School features modern and well-equipped spaces, including 2 Learning Communities (undergoing renovation in mid-2024 to offer a blend of traditional-style classrooms), a state-of-the-art gym, 3 relocatable units (with one more on the way), a welcoming canteen, and an administrative building.

At Burnside Primary School, we are committed to providing a rich, rigorous curriculum in a safe, secure, and supportive environment. Our team works tirelessly to tailor our teaching approach to meet the diverse needs of all students, ensuring they are challenged and supported to achieve their full potential. With a focus on high academic standards, our staff fosters a learning atmosphere for students to flourish that encourages growth, resilience, and success.

We also place a strong emphasis on social and emotional well-being, incorporating Positive Education principles into our curriculum. Our dedicated Wellbeing Hub supports these programs, aligning with Department of Education policies to nurture students' emotional intelligence and resilience.

Our school culture is built on the values of **Excellence**, **Respect**, and **Inclusion**, creating a safe, supportive, and inclusive environment where students, staff, and families work together towards shared goals. We are proud of the strong partnerships we have with our community, focusing on the rights and responsibilities of everyone involved in the school experience.

Vision: Burnside Primary School's vision is to empower students to be high-achieving, socially and emotionally intelligent, globally aware, and active citizens in their community.

Mission: Our mission is to provide a safe and supportive learning environment that motivates, challenges, and supports every student to reach their full academic, social, and emotional potential.

Values:

- Excellence
- Respect
- Inclusion

In 2024, Burnside Primary School enrolled 405 students, with a balanced representation of 52% male and 48% female students. Our community is wonderfully diverse, with 34% of students speaking a language other than English at home, and 1% identifying as Indigenous. Our school's socio-economic profile is considered low-medium, based on the Student Family Occupation and Education Index (SFOE), which reflects the educational and occupational backgrounds of our students' families.

We are excited about the continued growth of our school and are deeply committed to providing a quality education that empowers all of our students to thrive. Together, we look forward to achieving even more success in the years ahead!

Progress towards strategic goals, student outcomes and student engagement

Learning

At Burnside, we are committed to improving student learning outcomes by continuously refining our teaching practices and focusing on key learning areas. Over the past year, we have made significant progress in supporting student growth and achievement, guided by our goals and a strong framework for improvement.

Professional Learning Communities (PLCs) and BPS Teaching and Learning Cycle: One of the key strategies in supporting student learning has been embedding Professional Learning Communities (PLCs). These PLCs focus on collaboration among staff to ensure that our teaching practices are effective and aligned with student needs. Additionally, our iterative Teaching and Learning Cycle has been intentional in addressing growth for all students. By continuously monitor and evaluating our approach, we aim to ensure that every student masters the content and achieves success, maintaining 12 months growth for 12 months work.

Dedicated Professional Learning: This year, our professional learning focused on enhancing our English 2.0 through Victorian Curriculum and refining our approach to reading, particularly phonics. Teachers have engaged in ongoing professional development to prepare for the rollout of new DE resources that will further support our initiatives and enhance classroom practices.

NAPLAN Results: Our students' NAPLAN results have demonstrated strong performance across various areas. In Year 3, Burnside students were above state, network, and similar schools in Reading, Writing, Spelling, Numeracy, and Grammar & Punctuation. In Year 5, we also saw strong results, with our students outperforming the state, network, and similar schools in Writing, Spelling, Numeracy, and Grammar & Punctuation. While our Year 5 Reading results were slightly below the state average (72% compared to 73%), this area will be a focus moving forward as we continue to refine our teaching strategies.

Overall, Burnside remains dedicated to enhancing student learning through a collaborative and data-driven approach, ensuring every student has the opportunity to succeed.

Wellbeing

This year, our school made measurable progress against the whole school approaches to health and wellbeing priority under FISO 2.0. A clear focus on embedding social and emotional learning, specifically in further developing a whole school approach to teaching Positive Education and the Respectful Relationships program, strengthening staff capability, and refining support structures has led to improved student wellbeing outcomes.

Key highlights include:

Embedding SEL across the curriculum

Teachers worked collaboratively to integrate SEL into curriculum planning and daily practice. Updated curriculum documentation ensures consistent, explicit teaching of emotional regulation, empathy, and resilience across year levels.

Building staff capability to respond to mental health needs

Through targeted professional learning, staff developed greater confidence in identifying and supporting students showing signs of distress or identified as at risk. The use of agreed protocols and referral pathways has become more consistent across the school. All staff are well-rehearsed in our BPS Wellbeing Process.

Enhancing the school's multi-tiered system of support (MTSS)

The wellbeing team led the refinement of our school's multi-tiered model, ensuring timely access to targeted interventions. An increase in referrals and student engagement with wellbeing services reflects growing awareness and trust in these supports.

Positive trends in wellbeing data

Wellbeing survey results showed improvement in student connectedness, safety, and emotional engagement. Feedback from students and families further highlighted the positive impact of Positive Education and RR and the visibility of the wellbeing team.

These achievements reflect a strong, collective commitment to supporting BPS students. We will continue to monitor and evaluate our practices and build on this momentum, ensuring a safe, inclusive, and supportive learning environment for all students.

Engagement

At Burnside Primary School, engagement continues to be highly important, prioritising learning and wellbeing (FISO 2.0). Here are some highlights from the year:

Attendance Monitoring and Support: Our attendance process remains robust, with a dedicated Assistant Principal (AP) and Wellbeing Coordinator closely monitoring student absences. While the average number of days absent in 2024 at 19.9. This figure remains above the state, network, and similar schools' averages. Our ongoing focus on improving attendance reflects our commitment to student engagement and learning outcomes.

Student Voice and Agency: We fostered a culture of student voice and agency through regular forums and consultations, ensuring students have a say in decisions that affect their school experience. This empowers them to take ownership of their learning and wellbeing. Student focus groups were a huge part of our feedback process during our School Review in Term 4. Students in P-6 had a opportunity to be in a House Colour for the first time. Something that will go from strength to strength in the future.

Wellbeing Initiatives and Links to our Attitudes to School Survey data: To further support engagement, we introduced several wellbeing initiatives, focusing on mental health and resilience. These programs not only supported individual student needs but also created a more positive and inclusive school culture. Social skills groups and 1:1 wellbeing check in's have been pivotal for our Tier 2 and Tier 3 students. Our Wellbeing team (AP, DI Leader and Wellbeing Coordinator) meet regularly to intervene when engagement is a concern. Our results continue to remain in the above similar schools, 97% sense of inclusion and 90% for sense of connectedness.

Other highlights from the school year

At Burnside Primary School in 2024, we were able to host additional community events:

Year 3/4 and 5/6 Camps: Students in Year 3/4 and 5/6 participated in two-day, one-night camps, providing them with valuable opportunities for outdoor learning, team-building, and personal growth.

Art Show in Term 4: Our annual Art Show in Term 4 was a resounding success, showcasing the incredible creativity and talent of our students. Families and the local community were invited to view a variety of student artworks, celebrating their artistic achievements and fostering an appreciation for the arts.

and Open Classroom in Term 2: In Term 2, we proudly relaunch our renovated spaces, offering a more traditional-style classroom environment. Our local MP, SEIL and Executive Director were invited to tour BPS and 'officially' relaunch the spaces.

First Year of Inter-School Sport Participation: This year marked the first time Burnside participated in inter-school sport, a significant step in broadening extracurricular opportunities for our students. Competing in various sports has helped students develop teamwork, sportsmanship, and a sense of pride in representing their school.

Athletics Day and District Sports: After a few years of low numbers, we were excited to successfully host our Athletics Day and participate in District Sports. These events were a highlight for many students, providing opportunities for friendly competition and showcasing individual and team athletic abilities.

2024 has been a year of growth, with our students enjoying a variety of new experiences that supported their social, emotional, and academic development.

Financial performance

Burnside Primary School maintained a very sound financial position throughout 2024. The School Strategic Plan, along with the 2024 Annual Implementation Plan, continued to provide the framework for the school council allocation of funds to support school programs and priorities. The Financial Performance and Position report show an end-of-year surplus of \$117,000. This surplus occurred through Tier 3 (Disability Inclusion) funding that was only made available in late Term 4, 2024. Through being financially responsible, the school was able to reinvest in the school infrastructure and facilities. Being a new school, a significant portion of our budget was allocated to professional learning for teachers and infrastructure upgrades.

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 403 students were enrolled at this school in 2024, 197 female and 206 male.

34 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).

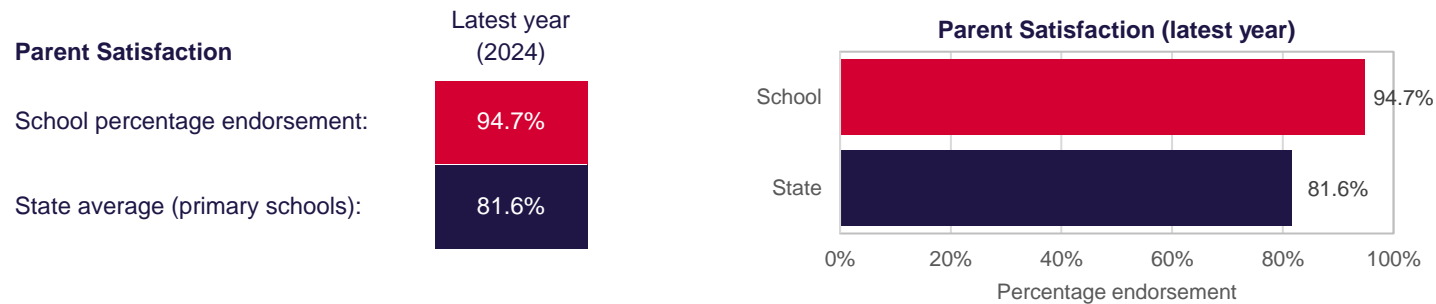
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

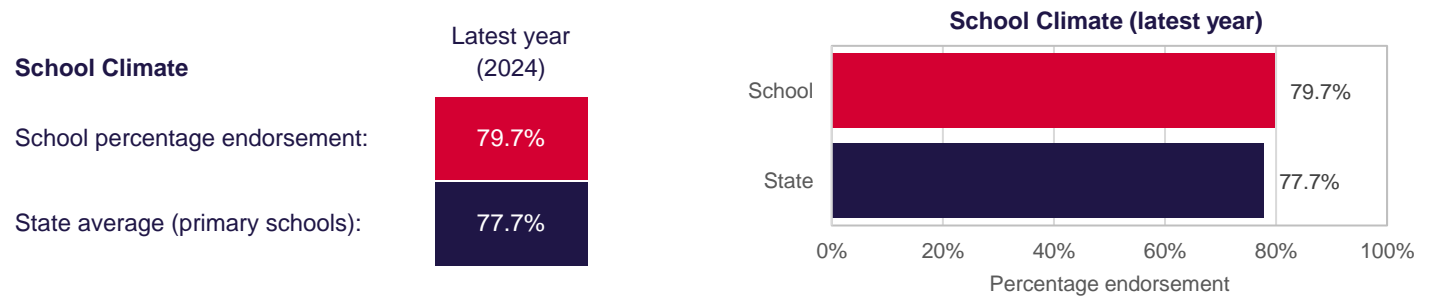


School Staff Survey

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.



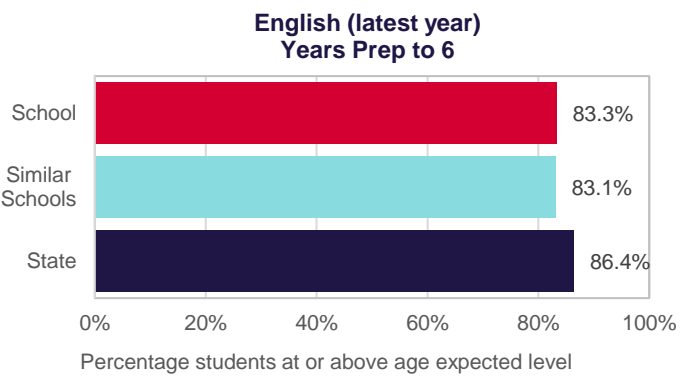
LEARNING

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.

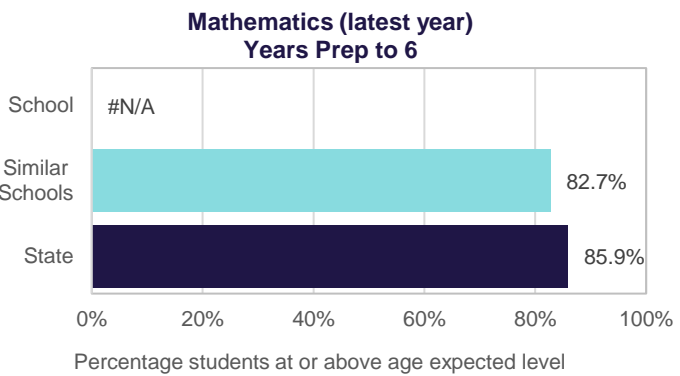
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	83.3%
Similar Schools average:	83.1%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	NDA
Similar Schools average:	82.7%
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.

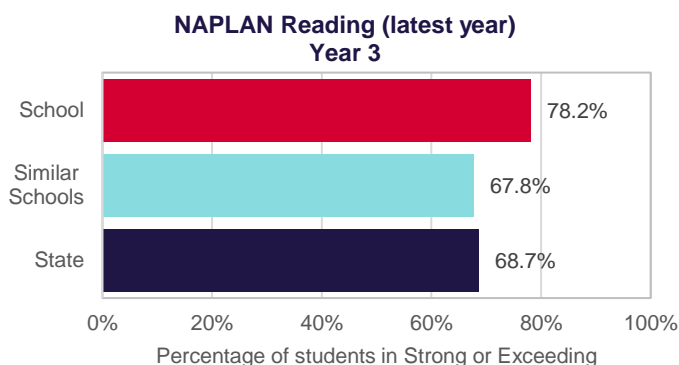
NAPLAN

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.

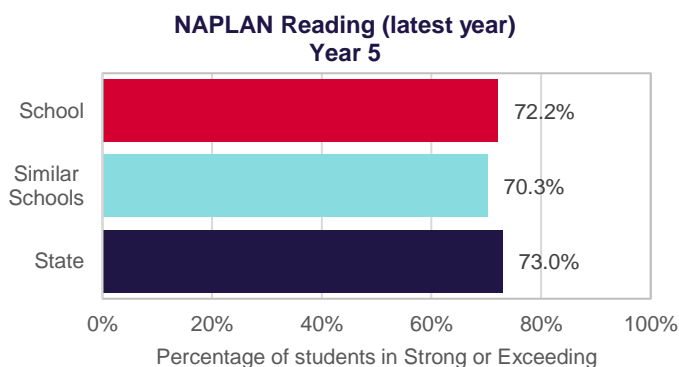
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.2%	78.8%
Similar Schools average:	67.8%	67.8%
State average:	68.7%	69.2%



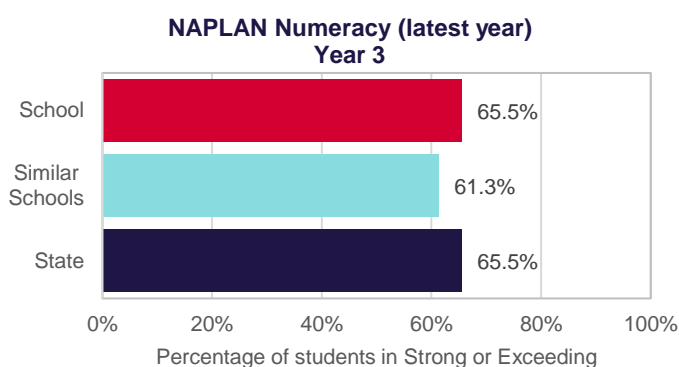
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.2%	72.7%
Similar Schools average:	70.3%	73.2%
State average:	73.0%	75.0%



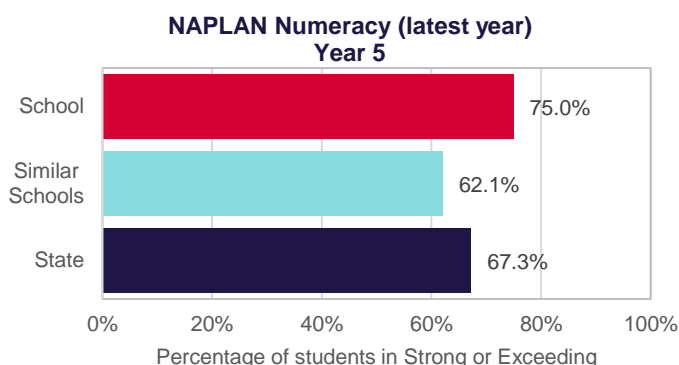
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	65.5%	70.8%
Similar Schools average:	61.3%	61.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	75.0%	71.2%
Similar Schools average:	62.1%	63.2%
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:

77.8%

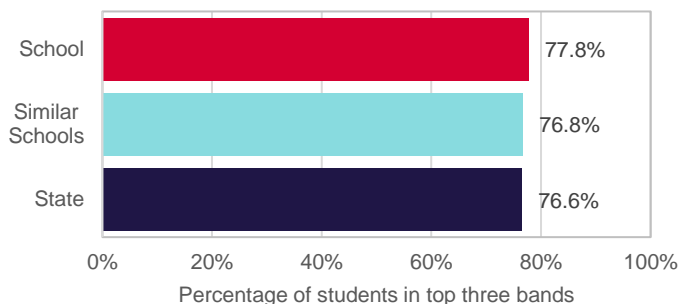
Similar Schools average:

76.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

73.7%

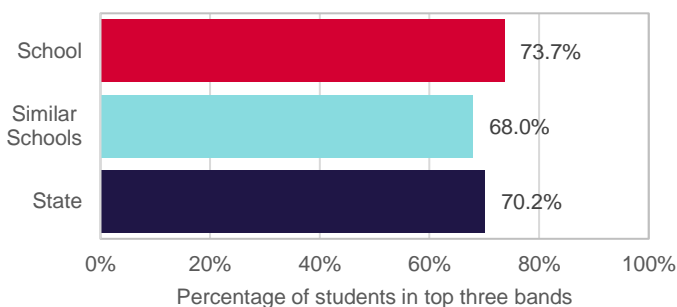
Similar Schools average:

68.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

58.3%

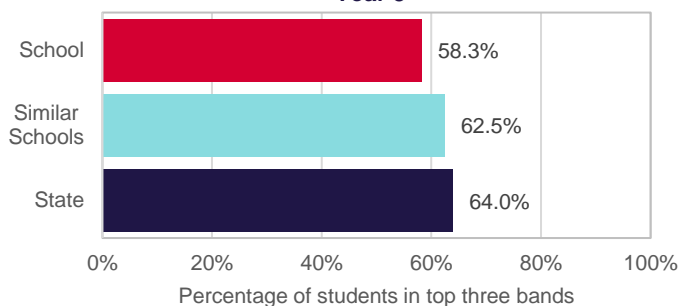
Similar Schools average:

62.5%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

47.4%

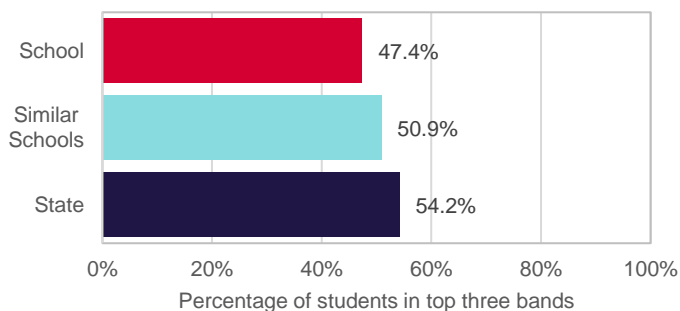
Similar Schools average:

50.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

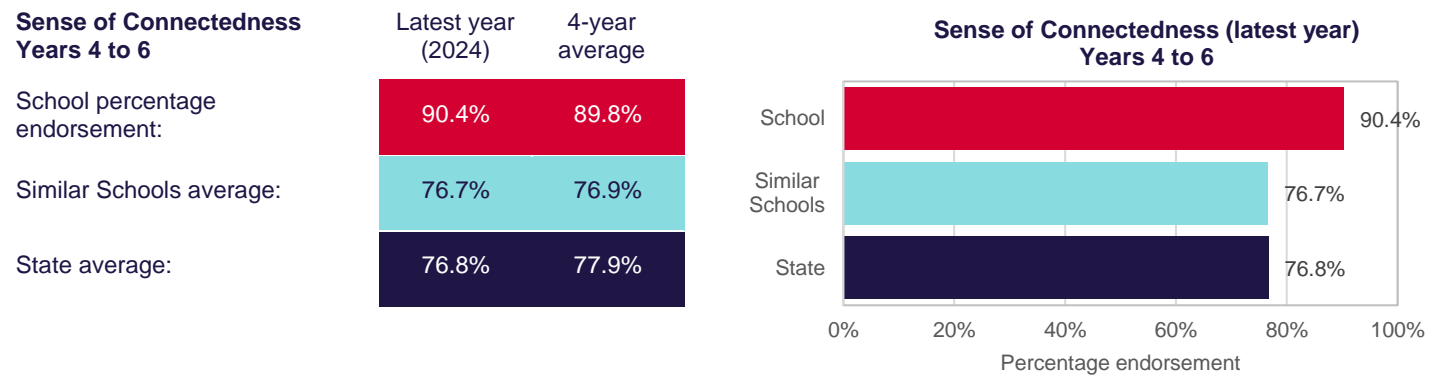


WELLBEING

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

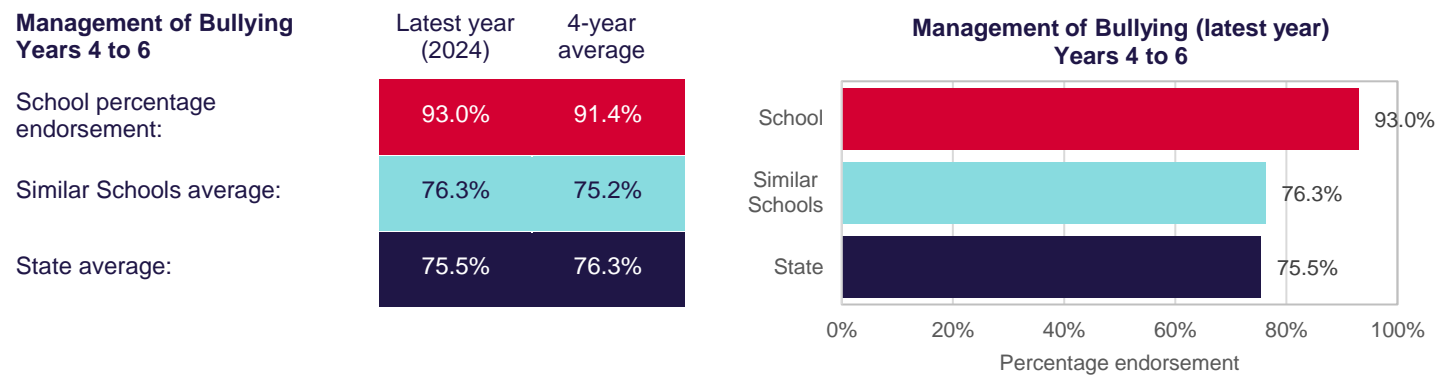
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

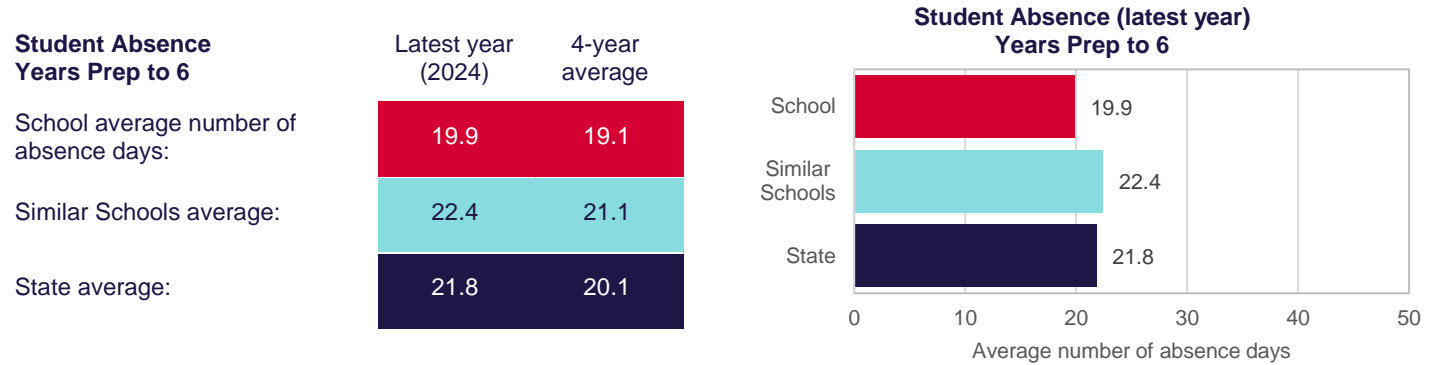


ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	90%	90%	91%	89%	90%	89%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,526,110
Government Provided DET Grants	\$557,862
Government Grants Commonwealth	\$2,429
Government Grants State	\$0
Revenue Other	\$16,124
Locally Raised Funds	\$232,891
Capital Grants	\$0
Total Operating Revenue	\$5,335,416

Equity ¹	Actual
Equity (Social Disadvantage)	\$63,073
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$63,073

Expenditure	Actual
Student Resource Package ²	\$4,311,519
Adjustments	\$0
Books & Publications	\$36,089
Camps/Excursions/Activities	\$92,651
Communication Costs	\$10,317
Consumables	\$118,904
Miscellaneous Expense ³	\$31,485
Professional Development	\$15,850
Equipment/Maintenance/Hire	\$181,469
Property Services	\$117,144
Salaries & Allowances ⁴	\$71,166
Support Services	\$108,901
Trading & Fundraising	\$7,889
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$52,651
Total Operating Expenditure	\$5,156,036
Net Operating Surplus/-Deficit	\$179,381
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 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	\$222,802
Official Account	\$28,941
Other Accounts	\$0
Total Funds Available	\$251,743

Financial Commitments	Actual
Operating Reserve	\$142,134
Other Recurrent Expenditure	\$2,531
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$15,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$400
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$14,000
Capital - Buildings/Grounds > 12 months	\$28,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$202,065

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.