

2025 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 13 April 2026 at 01:43 PM by Katy Lawley (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 13 April 2026 at 01:43 PM 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

We are proud to share with the Burnside Primary School community that in 2025 our school has grown to 441 students, supported by a dedicated team of 60 staff members. This includes 30 teaching staff, 16 support staff, and 3 members of our Principal Class, all working collaboratively to create a stimulating and engaging learning environment for our students to thrive in.

Located at 35 Lexington Drive in Burnside, our school features exceptional facilities that support both high-quality learning and strong community connection. As a vibrant and growing part of the local educational landscape, Burnside Primary School offers modern and well-equipped spaces, including two Learning Communities (renovated in mid-2024 to provide a blend of traditional-style classrooms), a state-of-the-art gymnasium, 4 relocatable learning spaces, a functional canteen, and a dedicated administration building.

At Burnside Primary School, we are committed to delivering a rich and rigorous curriculum within a safe, secure, and supportive environment. Our staff work collaboratively to tailor their instruction that meets the diverse needs of our students, ensuring every learner is both challenged and supported to achieve their full potential. With a strong focus on high expectations, we foster a learning culture that models high levels of support.

We place a strong emphasis on social and emotional wellbeing, embedding Respectful Relationships / Positive Education principles within our curriculum. Our dedicated Wellbeing Coordinator, aligned with our Mental Health in Schools Teacher, play a key role in supporting these programs and aligns with Department of Education priorities to nurture students' emotional intelligence, resilience, and sense of belonging.

Our school culture is grounded in the values of **Excellence, Respect, and Inclusion**, creating a safe, supportive, and inclusive environment where students, staff, and families work together toward shared goals. We are proud of the strong partnerships we have built with our community and remain committed to promoting the rights and responsibilities of all members of our school community.

Vision

Burnside Primary School's vision is to empower students to become high-achieving, socially and emotionally intelligent, globally aware, and active citizens within 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 2025, Burnside Primary School enrolled 441 students, with a balanced representation of 48% male and 52% female students. Our community is wonderfully diverse, with 40% of students speaking a language other than English at home, and a small number identifying as Indigenous. Our school's socio-economic profile is considered *low-medium*, based on the Student Family

Occupation and Education (SFOE) Index, reflecting the educational and occupational backgrounds of our students' families.

We are excited about the continued growth of our school and remain deeply committed to providing a high-quality education that empowers every student to thrive. Together, we look forward to building on our successes and achieving even more in the years ahead.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, BPS remained committed to improving student learning outcomes through a consistent focus on evidence-based teaching practices and targeted improvement strategies. Significant progress has been made across the year, supported by a strong, collaborative framework for continuous improvement.

A key driver of improvement has been the embedding of PLCs and the BPS Teaching and Learning Cycle. PLCs have strengthened collaboration among staff, enabling teams to analyse student data, identify learning needs, and implement targeted teaching strategies to reach mastery. This has been supported by an intentional and iterative Teaching and Learning Cycle, ensuring ongoing monitoring and adjustment of practice. As a result, there has been a clear focus on achieving 12 months' growth for 12 months' learning for every student.

Professional learning has also been a priority in 2025, with a strong focus on differentiation aligned with the VTLM 2.0 and the strengthening of reading instruction, particularly in phonics. Staff have engaged in targeted professional development to build capability and prepare for the rollout of new Department Initiatives.

Highlights of student learning outcomes include:

Strong NAPLAN achievement in Year 3 - Students performed above state, network, and similar schools across all domains - Reading, Writing, Spelling, Numeracy, and Grammar & Punctuation. Notably, 100% of Year 3 students achieved in the strong or exceeding categories in Writing.

Consistent high performance in Year 5 - Students achieved above state, network, and similar schools in Reading, Writing, Spelling, and Grammar & Punctuation, demonstrating sustained growth and strong literacy outcomes across the school.

Targeted focus for improvement in Numeracy - Year 5 Numeracy results (68%) were slightly below the state average (69%), identifying a clear and strategic focus for further refinement of teaching practices in this area.

Focus on growth in Reading - NAPLAN relative growth from Year 3 to Year 5, particularly in Reading, has been identified as an area for continued development, guiding future planning and targeted intervention.

Overall, Burnside Primary School continues to strengthen student learning through a collaborative, data-informed approach. The alignment of PLCs, professional learning, and the Teaching and

Learning Cycle ensures that teaching practices are responsive and effective, supporting every student to achieve success.

Wellbeing

In 2025, Burnside Primary School made measurable progress towards its goals under the FISO 2.0 priority of Wellbeing. A strategic focus on embedding social and emotional learning (SEL), strengthening staff capability, and enhancing whole-school support structures has contributed to improved student wellbeing outcomes.

A key area of progress has been the continued development of a whole-school approach to Positive Education and the Respectful Relationships program. This has ensured that wellbeing is explicitly taught and consistently reinforced across all year levels, supporting students to develop the skills needed for positive mental health, resilience, and respectful interactions.

The school has also strengthened its multi-tiered system of support (MTSS), ensuring that student needs are identified early and addressed through targeted and differentiated supports. Staff professional learning has focused on building capacity to respond to diverse student wellbeing and mental health needs, including adjustments within planning to better support students through a structured, tiered framework.

Highlights of student wellbeing outcomes include:

Embedding social and emotional learning as a Tier 1 universal approach - Updated curriculum documentation has enabled consistent and explicit teaching of emotional regulation, empathy, and resilience across all year levels, ensuring all students access high-quality wellbeing instruction.

Strengthened staff capability to support student wellbeing - Targeted professional learning has improved teacher confidence and consistency in responding to student mental health needs, with adjustments embedded into planning practices through the MTSS framework.

Enhanced whole-school support structures - Refinement of the multi-tiered system of support has strengthened early identification and intervention processes, ensuring students receive appropriate and timely support.

Positive trends in student wellbeing data - Attitudes to School Survey (ATOSS) data indicates high levels of student endorsement, including 96% for Advocate at School, 89% for Managing Bullying, and 88% for Respect for Diversity, reflecting a strong sense of safety, inclusion, and connectedness across the school.

Overall, Burnside Primary School continues to prioritise student wellbeing through a proactive, whole-school approach.

Engagement

At Burnside Primary School, student engagement remains a key priority and a key enabler of both learning and wellbeing, in line with the FISO 2.0 framework and network priorities. In 2025, the

school continued to strengthen its approach to engagement through a focus on attendance, student voice, and inclusive learning environments while taking on the VTLM 2.0.

Student attendance continues to be closely monitored through a robust whole-school process led by the Assistant Principal and Wellbeing Coordinator. In 2025, the average number of absence days was 19.2, representing an improvement from 2024. While this indicates positive movement, attendance remains above state, network, and similar school averages. This highlights the need for continued targeted strategies to support regular attendance and maximise student learning time. Ongoing monitoring, early intervention, and family engagement remain key components of the school's approach to improving attendance outcomes.

Student engagement data reflects a strong and positive learning environment, with high levels of cognitive engagement and inclusion reported through the Attitudes to School Survey (ATOSS).

Highlights of student engagement include:

Improved attendance with continued focus for growth - The reduction in average absence days demonstrates progress in attendance practices; however, maintaining a strong focus on reducing absences further remains a priority to support student learning continuity.

High levels of cognitive engagement in learning - ATOSS data shows strong positive endorsement, including 95% for Differentiated Learning Challenge, 84% for Stimulated Learning, and 92% for Effective Teaching Time, indicating that students are actively engaged and appropriately challenged in their learning.

Strong sense of inclusion and connectedness - Students reported 93% positive endorsement for Sense of Inclusion and 87% for Sense of Connectedness, reflecting a supportive and inclusive school culture where students feel valued and engaged.

Whole-school commitment to engagement - Ongoing focus on differentiated teaching through our elements of teaching and element of learning (VTLM 2.0), inclusive practices, and supportive wellbeing structures has strengthened student engagement across the school, contributing to both improved learning and wellbeing outcomes.

Overall, Burnside Primary School continues to build a culture of engagement through consistent attendance practices, responsive teaching, and a strong sense of belonging. This ensures that students are not only present at school but are actively connected to their learning and community.

Other highlights from the school year

2025 has been marked by outstanding participation and achievement across a range of enrichment and extracurricular programs, reflecting both student enthusiasm and staff dedication.

Maths Olympiad was a program we continued with to challenge and inspire students, with strong engagement and impressive problem-solving growth demonstrated throughout the year. Students embraced the opportunity to extend their mathematical thinking and represent the school with pride.

The Victorian High-Ability Program (VHAP) saw record numbers of student involvement in both Literacy and Numeracy. This significant increase highlights our commitment to supporting high-

potential learners and providing meaningful extension opportunities that foster critical and creative thinking.

Interschool sport has been a vibrant and unifying aspect of school life, with students displaying teamwork, resilience, and excellent sportsmanship. Participation across a variety of sports has strengthened school spirit and provided valuable competitive experiences. An area to focus in 2026 is providing more opportunities for students to compete at a District level.

The Year 3 day camp was a memorable highlight, offering an opportunity for students who haven't spent time away from their own family to build independence.

Finally, our House Colours program continued to foster a strong sense of belonging and community. Through whole-school participation, students have shown enthusiasm, teamwork, and pride in their houses.

Overall, these highlights collectively contributed to a rich and dynamic school culture, supporting the development of confident, capable, and well-rounded learners.

Financial performance

The school maintained a strong and stable financial position throughout the year, underpinned by careful planning, responsible management, and a continued focus on supporting student outcomes. A healthy operating surplus was achieved, enabling the school to strategically reinvest in key areas that directly enhance teaching, learning, and student wellbeing.

A significant contributor to the school's financial strength continues to be our partnership with Big Childcare, which remains a major source of revenue. In 2026, this partnership has been further extended to include Curriculum Day programs and School Holiday Programs, providing additional opportunities for both community engagement and financial sustainability.

Fundraising efforts were again well supported by our school community, with approximately \$18,000 raised through initiatives such as the Easter Raffle, School Disco, and Zooper Dooper Fridays. These contributions play an important role in supporting additional resources and opportunities for our students.

The school's positive financial position has enabled targeted investment in staffing, including the employment of more experienced educators to further strengthen teaching and learning, as well as the development and mentoring of graduate staff. Additionally, the introduction of an Assistant Principal role focused on Wellbeing and Inclusion reflects our commitment to supporting the diverse needs of all students.

In 2025, the school also undertook significant expenditure on the beautification and improvement of school grounds. This included landscaping and structural enhancements, informed by valuable feedback from our parent community, resulting in more engaging and functional outdoor spaces for students.

Our Voluntary Contributions help our school immensely, with the percentage of families contributing around the 50% mark in 2025.

Overall, the school remains in a sound financial position, with resources being carefully allocated to ensure ongoing improvement, sustainability, and the best possible outcomes for our students.

For more detailed information regarding our school please visit our website at
<https://burnsideps.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 446 students were enrolled at this school in 2025, 217 female and 229 male. 38% had English as an additional language and 1% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	95.0%	
	Similar schools	82.0%	
	State	82.0%	

School Staff Survey


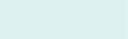


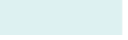

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	79.1%	
	Similar schools	79.8%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	84.1%	
	Similar schools	83.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	84.4%	
	Similar schools	80.5%	
	State	84.2%	

NAPLAN

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


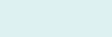


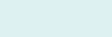

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	82.0%	79.9%
	Similar schools	68.9%	68.1%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	77.8%	75.2%
	Similar schools	71.2%	72.5%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	72.1%	71.3%
	Similar schools	63.0%	62.1%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	68.3%	69.8%
	Similar schools	64.1%	63.5%
	State	69.1%	68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.


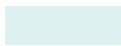

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	69.1%	
	Similar schools	73.6%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	78.2%	
	Similar schools	74.5%	
	State	74.0%	

WELLBEING




Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	87.3%		89.6%
	Similar schools	76.8%		76.7%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	89.0%		90.9%
	Similar schools	78.1%		76.0%
	State	76.4%		75.8%

ENGAGEMENT








Average absence days per student

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

		2025	4-year average
Prep - 6	School	19.2	19.8
	Similar schools	22.3	22.6
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	90.6%	
Year 1	School	90.8%	
Year 2	School	88.4%	
Year 3	School	90.9%	
Year 4	School	91.4%	
Year 5	School	89.9%	
Year 6	School	90.2%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,085,976
Government Provided DET Grants	\$700,363
Government Grants Commonwealth	\$2,400
Government Grants State	\$0
Revenue Other	\$19,708
Locally Raised Funds	\$253,019
Capital Grants	\$0
Total Operating Revenue	\$6,061,467

Equity	Actual
Equity (Social Disadvantage)	\$72,753
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$72,753

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

Expenditure	Actual
Student Resource Package ¹	\$4,861,558
Adjustments	\$0
Books & Publications	\$9,094
Camps/Excursions/Activities	\$80,549
Communication Costs	\$14,286
Consumables	\$102,908
Miscellaneous Expenses ²	\$46,813
Agency Staff	\$83,091
Professional Development	\$5,696
Equipment/Maintenance/Hire	\$159,951
Property Services	\$221,918
Salaries & Allowances ³	\$87,779
Support Services	\$81,817

Expenditure	Actual
Trading & Fundraising	\$14,252
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$61,239
Total Operating Expenditure	\$5,830,952
Net Operating Surplus/-Deficit	\$230,515
Asset Acquisitions	\$8,568

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$91,331
Official Account	\$49,407
Other Accounts	\$0
Total Funds Available	\$140,738

Financial Commitments	Actual
Operating Reserve	\$161,566
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$192,000
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	\$65,000
Capital - Buildings/Grounds > 12 months	\$115,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$533,566

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.