

# 2022 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 ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 17 March 2023 at 05:03 PM by Adele Gregson (Principal)

- This 2022 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 24 March 2023 at 08:32 AM by Kate Hession (School Council President)

## How to read the Annual Report

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### 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.

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### 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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.

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### What is 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').

# About Our School

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## School context

Bimbadeen Heights Primary School is located in Mooroolbark, which is a suburb in the Outer Eastern Melbourne Area. The school has a total student enrolment of 469 children (256 female and 213 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. Our staff consists of 39 teachers (including several part-time). We also have 11 Education Support Staff, one contracted Maintenance staff, and an Assistant Principal and a Principal.

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 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 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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Bimbadeen Heights Primary School continues to be extremely proud of our achievements in student learning outcomes.

In 2022, the school developed a new strategic plan and started to work on its 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 embed a consistent and best practice, whole school approach to the teaching of literacy and numeracy. 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 a literacy and numeracy intervention teacher, via the Equity funding, and experienced tutors, via the Tutor Learning Initiative, were also key strategies. The implementation of a whole school spelling approach to strengthen teacher instructional practice in this area was also a focus.

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 (88.2%) remained high. The percentage of student in the top three bands for Reading also remained high in both Year 3 at 82.5% and Year 5 at 73.3%. Teacher judgement of students in years Prep – 6 working at or above age expected standard in Mathematics (87.9%) remained high. The percentage of student in the top three bands for Numeracy also remained high in Year 3 at 75.4%.

### Wellbeing

The importance of student wellbeing in 2022 was promoted at Bimbadeen Heights Primary School by utilising a whole school approach.

In 2022, 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 multi-tiered approach to student wellbeing. 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 Silver Accreditation for School Wide Positive Behaviour Support in 2022.

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 a student counsellor 3 days per week, a School Chaplain through the National School Chaplain Program funding, and a Leading Teacher who continued to provide support to students and families.

In 2022, to further promote student wellbeing, we prioritised 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 indicated 72.8% of our Year 4-6 students reporting feeling a positive sense of connectedness to school, and 71.3% of Year 4-6 students reporting a positive response to school management of bullying.

## Engagement

The importance of school attendance in 2022 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.

Bimbadeen Heights Primary School continued to focus on student transitions to support student engagement in 2022, 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. The secondary school transition program continued to provide students with positive experiences that supported their transition to secondary school.

In 2022, 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 were able to proceed successfully, and the School Camping Program initiative enabled an additional Year 4 and 5 Anglesea camp for students who missed camping programs due to COVID-19 disruptions.

These strategies had a positive impact on student attendance rates, with our Prep to Year 6 average number of absence days at 19.1, significantly less than the state average at 23.3.

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## Financial performance

Bimbadeen Heights Primary School recorded a surplus in 2022, and continues to be financially secure.

In 2022, the school continued to invest in infrastructure development, including shade sails to outdoor learning areas, upgrades and provision to computers and devices for students, widening of pathways and refurbishment of the out of school hours care facility.

Bimbadeen Heights Primary School saw a slight decrease in its equity funding in 2022, and a decrease in terms of overall student numbers. The equity funding we received was used to fund teaching and support staff as part of the Student Resource Package.

The overall staffing FTE has increased in order to staff additional teachers.

The total funds available to the school at the end of 2022 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 469 students were enrolled at this school in 2022, 256 female and 213 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).

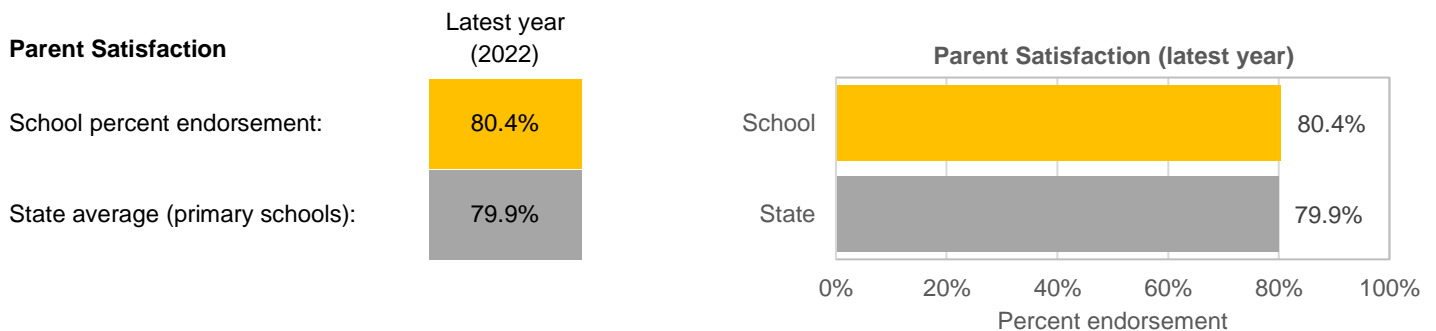
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

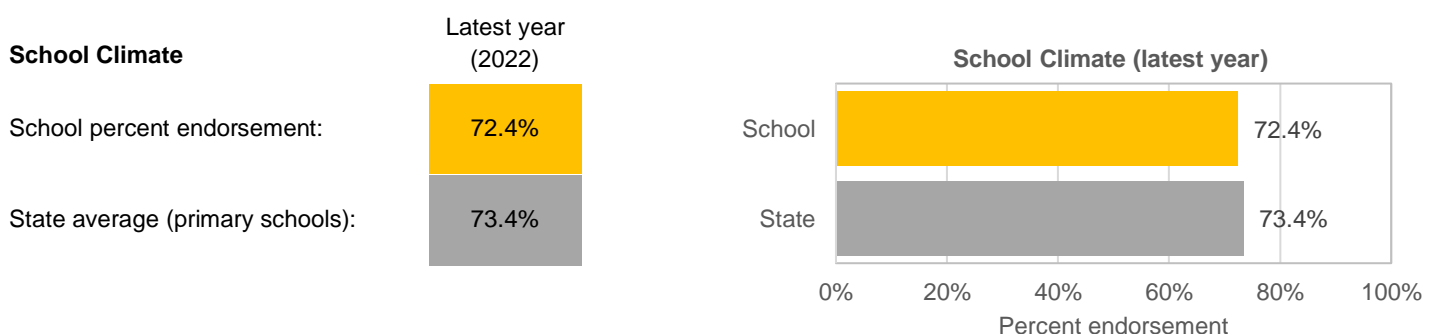


### School Staff Survey

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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

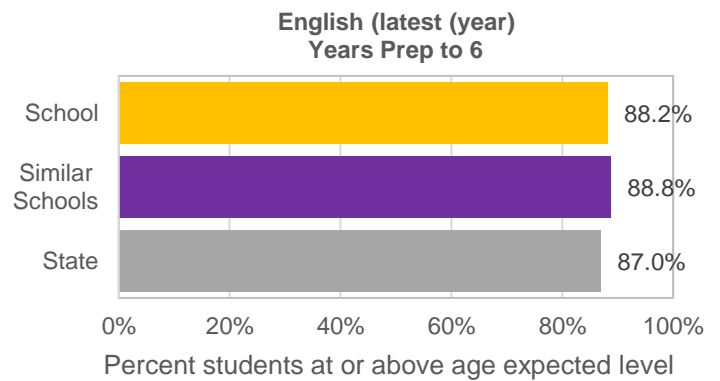
88.2%

Similar Schools average:

88.8%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

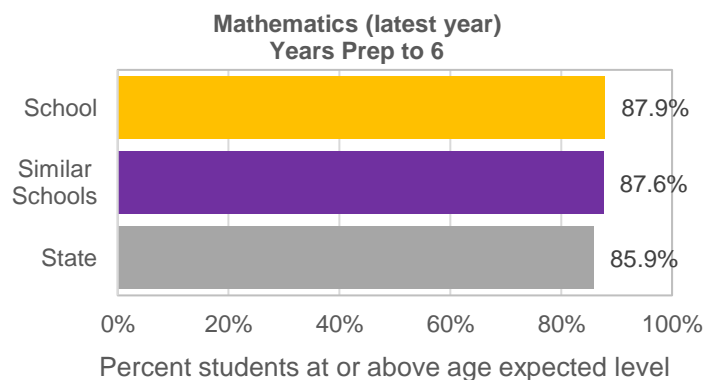
87.9%

Similar Schools average:

87.6%

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.

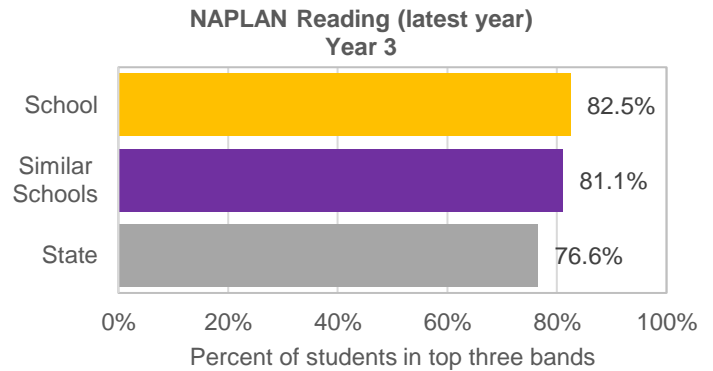
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

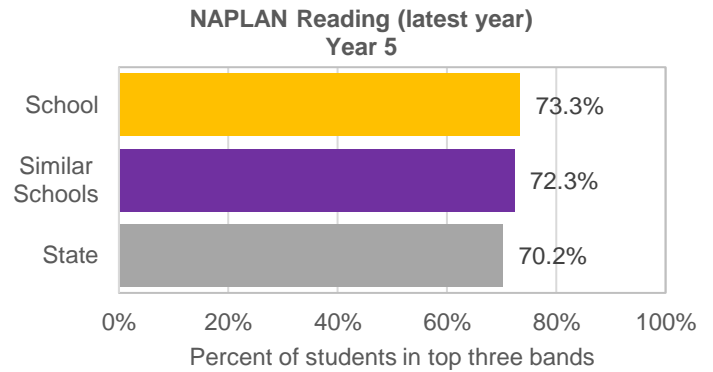
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.5%	80.0%
Similar Schools average:	81.1%	80.2%
State average:	76.6%	76.6%



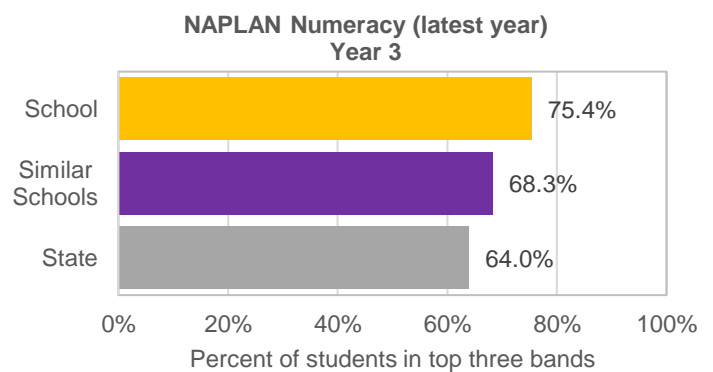
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.3%	69.3%
Similar Schools average:	72.3%	72.3%
State average:	70.2%	69.5%



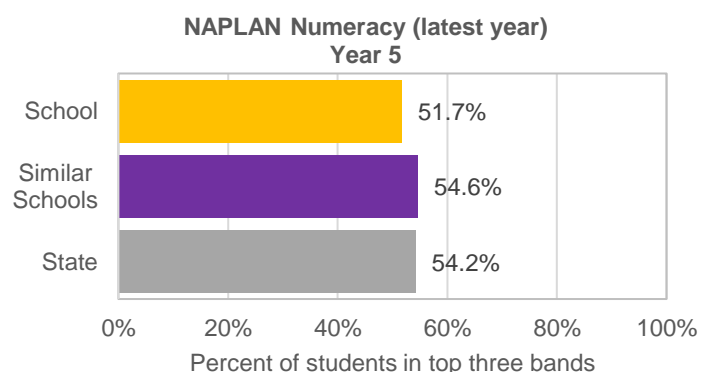
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.4%	71.0%
Similar Schools average:	68.3%	70.5%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.7%	55.6%
Similar Schools average:	54.6%	59.5%
State average:	54.2%	58.8%





## WELLBEING

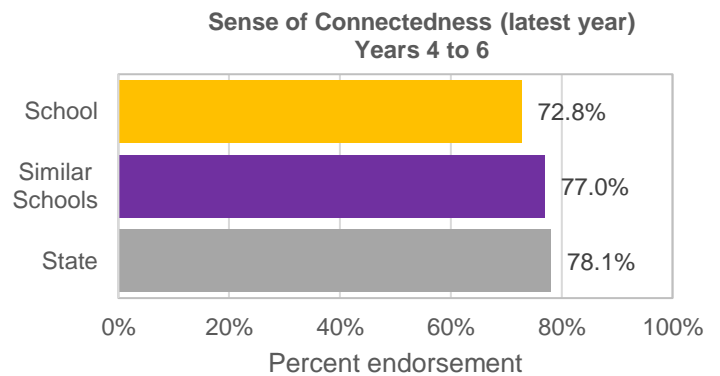
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	72.8%	77.3%
Similar Schools average:	77.0%	78.5%
State average:	78.1%	79.5%

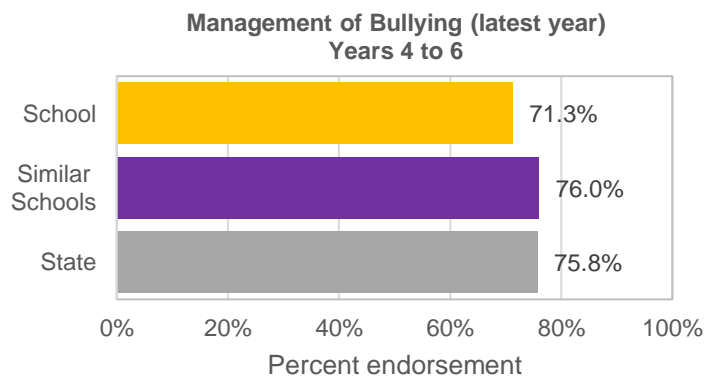


### Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	71.3%	77.7%
Similar Schools average:	76.0%	78.2%
State average:	75.8%	78.3%



## ENGAGEMENT

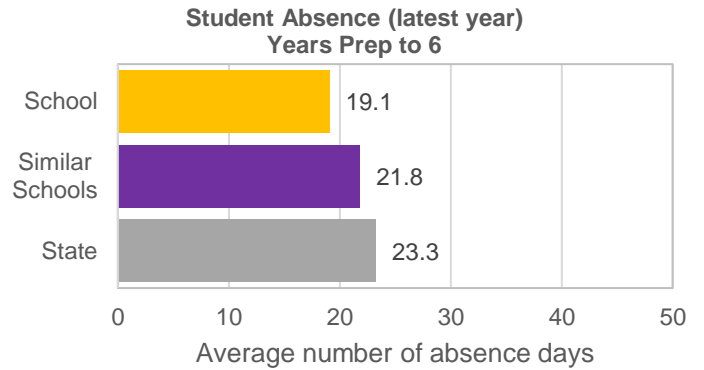
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.1	13.4
Similar Schools average:	21.8	15.5
State average:	23.3	17.0



### 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 (2022):	92%	90%	91%	90%	90%	90%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,178,143
Government Provided DET Grants	\$447,251
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$19,293
Locally Raised Funds	\$299,088
Capital Grants	\$17,565
<b>Total Operating Revenue</b>	<b>\$4,961,341</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$56,695
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$56,695</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,120,856
Adjustments	\$0
Books & Publications	\$22,748
Camps/Excursions/Activities	\$124,258
Communication Costs	\$5,182
Consumables	\$54,751
Miscellaneous Expense <sup>3</sup>	\$27,385
Professional Development	\$22,706
Equipment/Maintenance/Hire	\$72,639
Property Services	\$75,117
Salaries & Allowances <sup>4</sup>	\$209,580
Support Services	\$119,206
Trading & Fundraising	\$15,032
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$56,024
<b>Total Operating Expenditure</b>	<b>\$4,925,484</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$18,291</b>
<b>Asset Acquisitions</b>	<b>\$62,768</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$158,726
Official Account	\$13,670
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$172,396</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$127,169
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$4,500
School Based Programs	\$7,834
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
<b>Total Financial Commitments</b>	<b>\$139,503</b>

*All funds received from the Department, 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.*