

2024 Annual Report to the School Community

School Name: Bayswater South Primary School (4973)



- 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 31 March 2025 at 04:46 PM by Bret Mottrom (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 08 May 2025 at 03:13 PM by Bret Mottrom (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

Vision - Our exemplary Bilingual School embraces diversity and empowers global citizenship through a vibrant learning community.

Values - Learning through Languages - Respect, Empathy, Honesty, Teamwork

Bayswater South Primary School opened in 1969 and is situated in the suburb of Bayswater, in the foothills of the Dandenong Ranges in Melbourne's outer east. The school's facilities consist of our Sebald Centre with two middle years and two senior classrooms, a media area and a fully functioning kitchen. The other two middle year classes and the music room are situated separately with break out rooms in our four-room portable block. Our year one/two and Administration building houses five classrooms, offices and a staff room. Building Block B upstairs contains our four prep classes and remaining two senior classrooms as well as the following specialist resource/classrooms: art/craft, library, canteen and D.K. Mullins Hall. The spacious grounds on the sloping terraced location feature two large synthetic grass playing fields, junior and senior playgrounds, basketball courts, Amphitheatre, inclusive wooden playground and shaded and passive recreation areas.

Bayswater South Primary School is one of the few truly bilingual primary schools in Victoria, with a proud history of over 40 years of delivering a comprehensive curriculum through English and German. In 2017, the school implemented a 50:50 immersion model. We take pride in our English/German bilingual program where our two languages English and German play an equal role during the school day. Each class has a German-speaking and an English-speaking class teacher. These two teachers take turns teaching the students in nearly equal measure. The development of language skills in German and English are of paramount importance. This is why BSPS has developed its own bilingual reading and writing curriculum. Subjects such as mathematics or social studies are taught in both languages, ensuring that our students acquire a broad vocabulary. We strive to provide a comprehensive, conceptual, inquiry based integrated curriculum in a safe, respectful and positive learning environment. A differentiated and personalized approach is implemented, encouraging student voice, leadership and action in order to meet each student's academic, social and emotional need. In September 2017, we were accepted as an IB Candidate School and in December 2020 we became an authorized IB PYP School.

A total of 338 students were enrolled at this school in 2023, 169 female and 169 male. 28 percent of students had English as an additional language. 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

BSPS has 2 principal class personnel, 21 teachers and 7 support staff. Visiting support staff members include a school Chaplain, school support officer and Kids' Hope mentors.

Our school has an active parent group and has traditional links with Siemens, The Tabulam and Templer Homes for the Aged, The Deutsche Schule Melbourne and other community groups. We

have an engaged Student Representative Council and value community action and partnerships in building a welcoming and engaging learning community.

Mission - Empower each child to:

- Learn through languages
- Build upon natural curiosity
- Develop resilience
- Embrace diversity
- Aspire to lead
- Strive for excellence

Motto - Learning and Leading through Languages

Progress towards strategic goals, student outcomes and student engagement

Learning

In terms of learning achievements for 2024, Bayswater South Primary School progressed our strategic plan goals and improved student learning outcomes in the following ways.

A 2024 goal was to improve student achievement numeracy. The targets set as measures against the goal were to improve school performance as reflected in the National Assessment Program – Numeracy (NAPLAN) and teacher judgement data against the Victorian Curriculum framework.

One target was to eclipse both 'State' and 'Network' outcomes and be on par with 'Similar schools' which represent other schools with similar socioeconomic backgrounds to BSPS.

NAPLAN

Both year 3 writing and numeracy assessments exceeded the state and network averages

Both year 5 reading and numeracy assessments exceeded the state and network averages

All 5 year 5 NAPLAN assessments exceeded state averages

Teacher Judgements

School percentage of students at or above age expected standards:

English 90.7% - well above state average of 86.4%

Numeracy 94.3% - well above state average of 85.9%

Parent satisfaction survey

School endorsement 77.4% compared to state average of 81.6%

School Staff Survey

School climate 76.8% compared to state average of 77.7%

During 2024 staff at BSPS targeted spelling and writing programs with changes to the way our students were taught spelling and writing through the implementation of the PLD synthetic phonics program and the switch to the Talk 4 Writing program. Staff also started looking at the Numeracy 2.0 curriculum with some attending Network communities of practice focussing on the teaching of numeracy in primary school. Other AIP based goals focused on Numeracy and writing with PD and staff meetings focussing on developing the knowledge and teaching ability of staff in these two areas. This year NAPLAN data highlighted a large dip in the results of year 3 students in relations to Reading, Spelling and Grammar. We have made changes to the leadership structure and AIP focus for 2025 to take these results into account and investigate any cause for concern moving forward.

Wellbeing

In 2023 BSPS went through a change in Wellbeing programs and practice as all schools moved towards adopting the Department of Education initiative - Respectful Relationships. As part of this process a PLC/SIT team was formed to go through all the current wellbeing program initiatives and activities that form the BSPS 'Wellbeing' program. As the Respectful Relationships program itself is so comprehensive, we had to have a look at all the current programs and practices that were in effect at BSPS and look at their relevance. We decided that we were doing too many things in different year levels which were confusing the messages. We decided to teach RR as a wellbeing curriculum within itself with the benefit of added programs Friendology and Positive Education, which is a directive and shared initiative with all schools within the Maroondah network, of which BSPS is a partner.

These three programs plus the overarching wellbeing component of the IB PYP program give students at BSPS targeted context and understanding of an overall wellbeing program. In terms of the performance summary for BSPS we can see that:

Sense of Connectedness years 4 to 6 BSPS students = 69.6% which is below both similar schools (77.6%) and state average (76.8%).

Management of bullying years 4 to 6 BSPS students = 70.6% which is below both similar schools and state average (75.5%). This is a positive result but will still be an area to target for improvement in 2024.

Based on the lower than expected results this year (2024), changes have been earmarked for 2025. With the introduction of the school Mental Health and Wellbeing Leader, this staff member will work together with staff through PLC's and personal development as well as with students to raise awareness of wellbeing and behaviour management programs while also working to maintain consistent understanding and implementation by staff. Through the work of this leader we will aim to raise the profile and understanding of how wellbeing, behaviour management, student engagement and voice and agency are taught, managed and addressed at BSPS.

Engagement

At Bayswater South Primary School, we believe that all children can flourish when they are supported in their own learning, growth and wellbeing. In 2024, the school continued to embed

Positive Education and the IB PYP program across the curriculum through further focus on the PYP Character Traits, Friendology and Positive Education initiative through the Maroondah school network and the introduction of Respectful Relationships. This model is a highly researched best practice approach to the teaching of Positive Education and is implemented across the school to improve the engagement of young people so that they can achieve their personal social potential through academic achievement.

The average absence rate across all year levels in 2024 was 17.1 days per year which is less than the state and similar school averages of 21.8 and 18.8 days per year respectively. Non-attendance is addressed through the monitoring of attendance data by teaching staff. Absence reports are accessible at all times via the Compass School Management platform and absence data is a regular agenda item in School Improvement Team meetings. Unexplained absences are followed up by class teachers. In the case of patterned absences, the Principal Class Team will initiate contact with families concerned to ascertain reasons and offer support.

At BSPS the average attendance rate across all the 7 year levels remains at 92%

Financial performance

The outcome for 2024 was an overall school surplus. BSPS finished the year with a small SRP operating surplus and carried over a budget surplus of approximately \$100,000. This was achieved even with capital contributions taken out towards the tutor learning initiative (Boost Program). A key factor in our strong financial performance is the State Government/ Department of Education's (DET) bilingual funding that we receive on an annual basis. The funding has supported the school in fully implementing a 50-50 bilingual school model, enabling quality teaching and learning through the allocation of staff and resources. We would like to thank our Parents' Club for their selfless role in fundraising for the school which generated funds of around \$30,000. Agreements have recently been formalised by the school council for the hiring of school facilities and the OSHC contract is generating an income of over \$20,000 annually. In 2024 BSPS finally completed installation of the 'heating and cooling grant/project' in term 2. 2024 also saw the architect appointed for the \$11 Million upgrade to the BSPS school facilities including Buildings A, B and C. We look forward to this project commencing physically in 2025.

**For more detailed information regarding our school please visit our website at
<https://baysouthps.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 357 students were enrolled at this school in 2024, 178 female and 179 male.

29 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

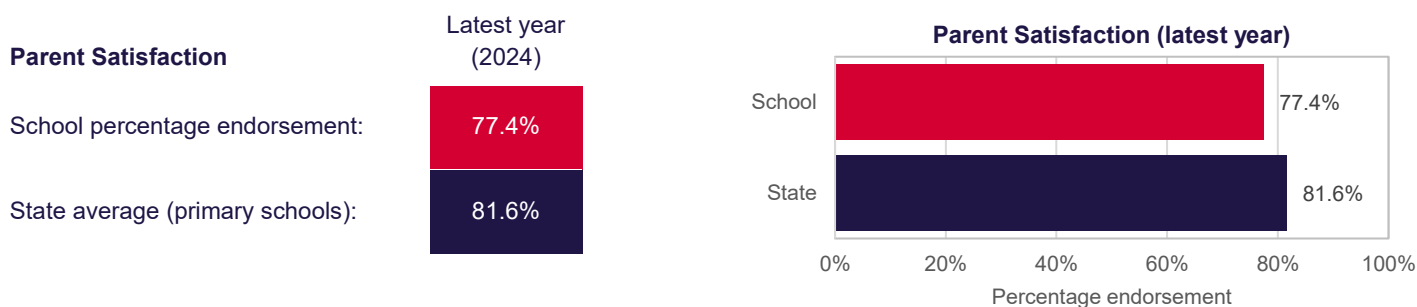
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

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

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

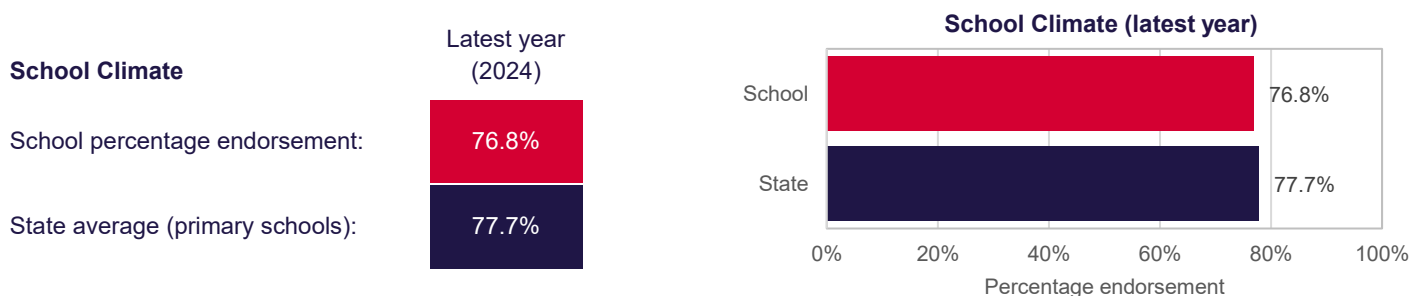


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

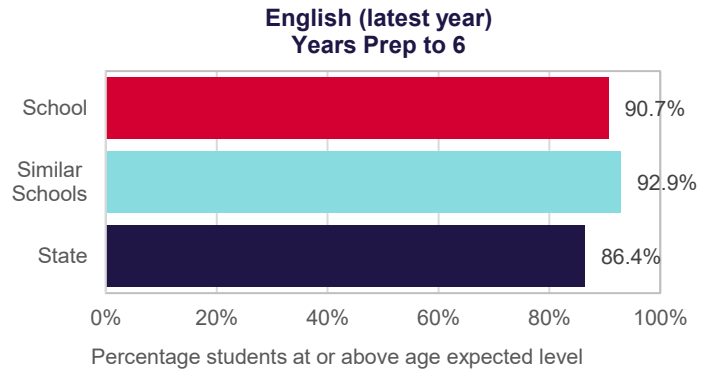
90.7%

Similar Schools average:

92.9%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

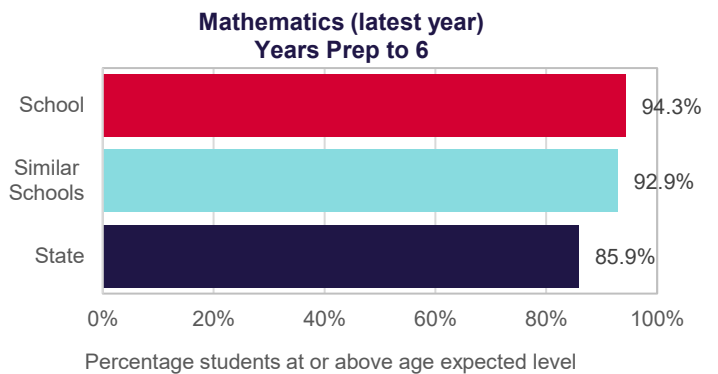
94.3%

Similar Schools average:

92.9%

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.

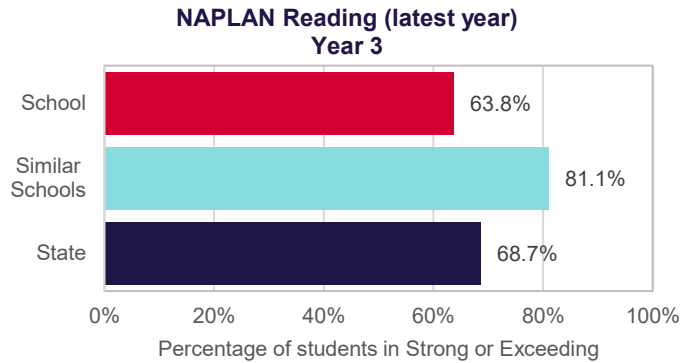
NAPLAN

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.

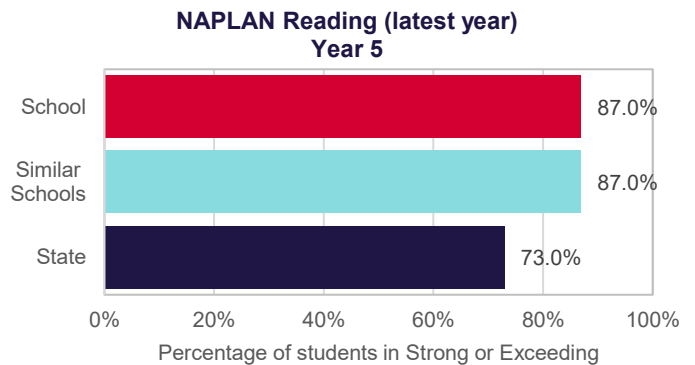
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.8%	73.7%
Similar Schools average:	81.1%	82.6%
State average:	68.7%	69.2%



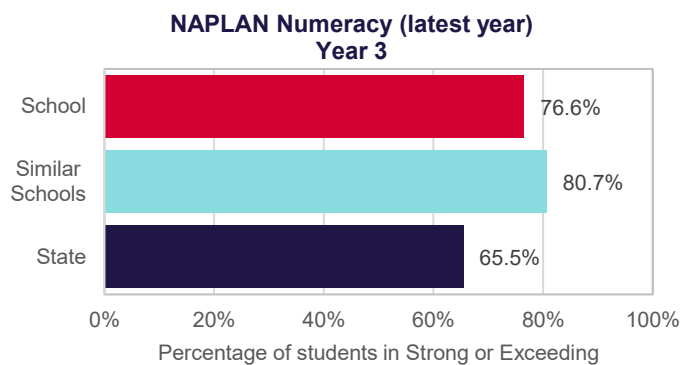
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.0%	89.5%
Similar Schools average:	87.0%	88.3%
State average:	73.0%	75.0%



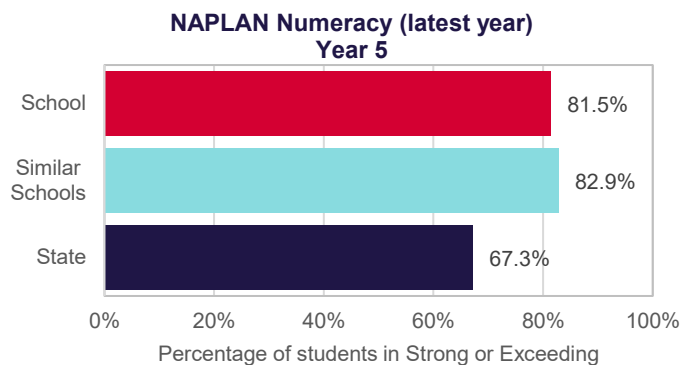
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	76.6%	76.8%
Similar Schools average:	80.7%	82.0%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.5%	85.3%
Similar Schools average:	82.9%	83.6%
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:

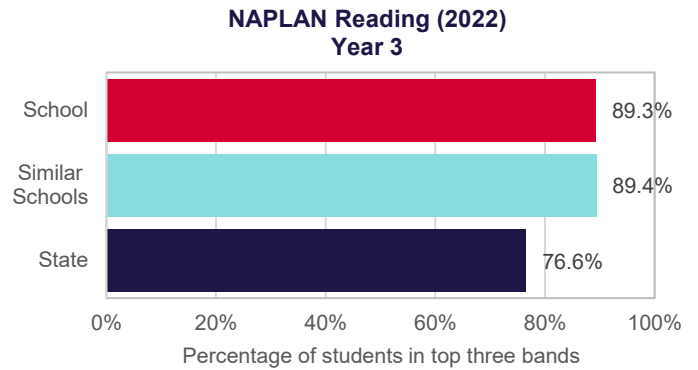
89.3%

Similar Schools average:

89.4%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

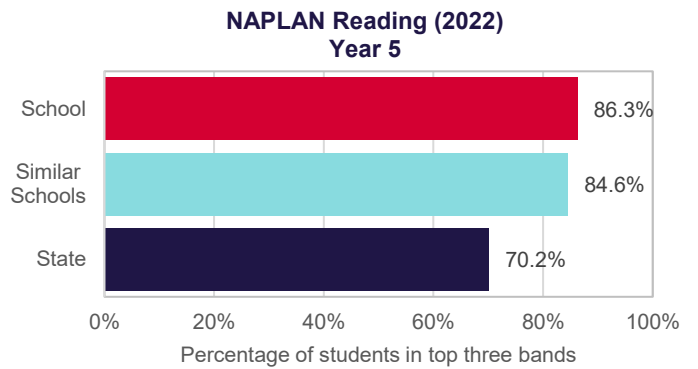
86.3%

Similar Schools average:

84.6%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

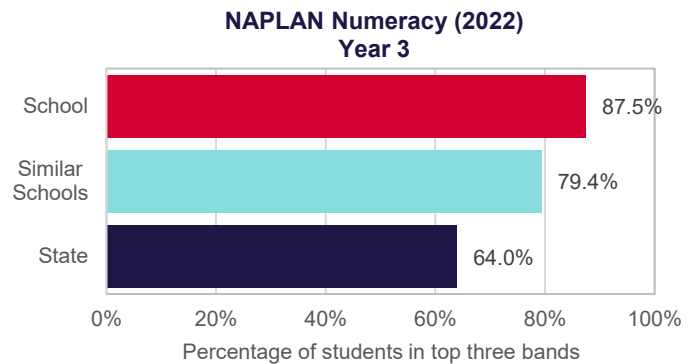
87.5%

Similar Schools average:

79.4%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

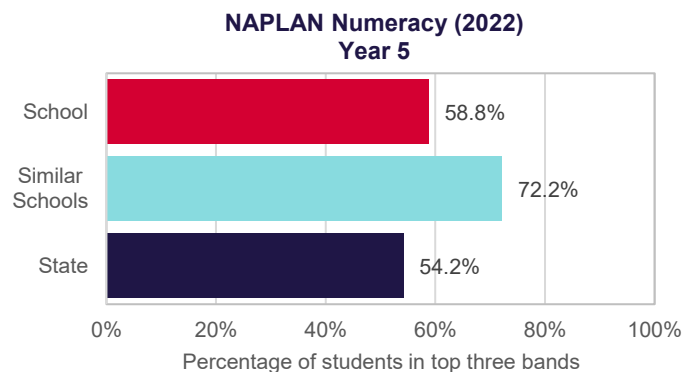
58.8%

Similar Schools average:

72.2%

State average:

54.2%



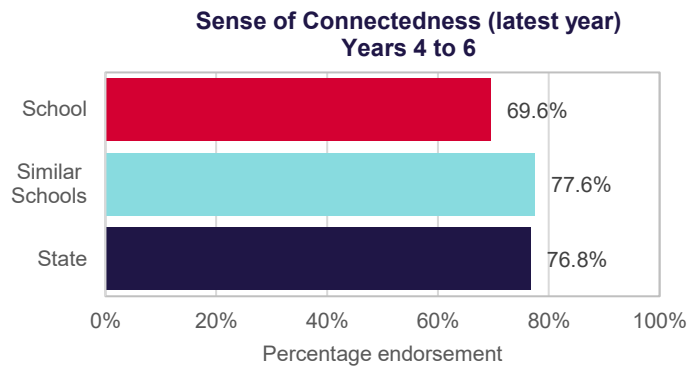
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

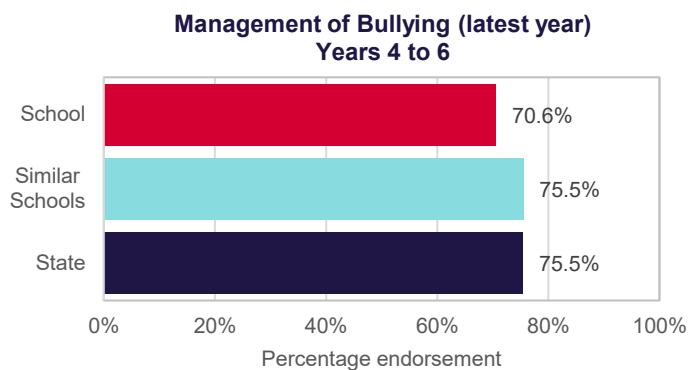
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	69.6%	80.2%
Similar Schools average:	77.6%	79.2%
State average:	76.8%	77.9%



Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	70.6%	76.1%
Similar Schools average:	75.5%	76.6%
State average:	75.5%	76.3%



ENGAGEMENT

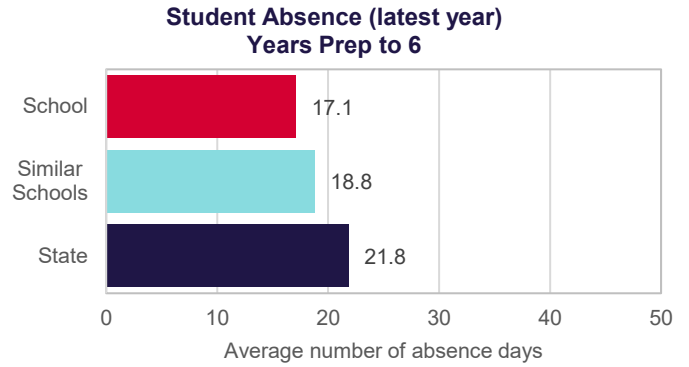
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	17.1	15.8
Similar Schools average:	18.8	16.8
State average:	21.8	20.1



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 (2024):	91%	93%	91%	91%	93%	89%	92%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,654,028
Government Provided DET Grants	\$450,358
Government Grants Commonwealth	\$5,100
Government Grants State	\$0
Revenue Other	\$42,871
Locally Raised Funds	\$303,137
Capital Grants	\$0
Total Operating Revenue	\$4,455,493

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,209
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,209

Expenditure	Actual
Student Resource Package ²	\$3,525,552
Adjustments	\$0
Books & Publications	\$4,840
Camps/Excursions/Activities	\$138,829
Communication Costs	\$2,867
Consumables	\$59,730
Miscellaneous Expense ³	\$46,263
Professional Development	\$38,448
Equipment/Maintenance/Hire	\$97,744
Property Services	\$81,793
Salaries & Allowances ⁴	\$227,755
Support Services	\$96,764
Trading & Fundraising	\$31,778
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,317
Total Operating Expenditure	\$4,394,682
Net Operating Surplus/-Deficit	\$60,812
Asset Acquisitions	\$19,047

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$340,980
Official Account	\$207,694
Other Accounts	\$29,035
Total Funds Available	\$577,709

Financial Commitments	Actual
Operating Reserve	\$145,718
Other Recurrent Expenditure	(\$494)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$8,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$47,939
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$158,050
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	\$359,713

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.

