

2024 Annual Report to the School Community

School Name: Banyule Primary School (4746)



- 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 27 March 2025 at 10:19 AM by Natalie Shanahan (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 27 March 2025 at 10:19 AM by Natalie Shanahan (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

Banyule Primary School is located in the northern suburb of Rosanna in the city of Banyule. Our high level of academic achievement and focus on student wellbeing have seen Banyule PS become a school of choice in the local area.

In 2024, the school's enrolment at census was 637 students. The staffing profile consisted of 32.2 fulltime equivalent Range 2 teachers and 4.4 equivalent Range 1 teachers. There were 8.4 full-time equivalent Education Support personnel which included classroom integration, office administration, maintenance and first aid staff. The leadership profile comprised one Principal, two Assistant Principals, two Learning Specialists and one Leading Teacher. The leadership team is focussed on school improvement and together this team is responsible for leading change and improvement to achieve school goals and targets.

Our vision: is to develop resilient children in an innovative and supportive learning environment. At Banyule Primary School the students are the centre of everything we do. We place a great emphasis on student welfare and wellbeing, with all staff working to ensure our students are equipped with the skills for academic, personal and social growth.

Our values: are Respect, Responsibility, Care and Compassion, and Doing Your Best. We also have four learner values that underpin our teaching philosophy: Mistake Makers, Effort Generators, Curious Creatures and Feedback Seekers. Together, these values help us to create a positive culture where learning is embraced. Students are praised for 'effort' in favour of 'achievement' and are encouraged to have-a-go, even though they may not potentially succeed.

Our motto: is 'Happy Kids Learn' and we pride ourselves on ensuring structures are in place to support children to feel happy, safe, empowered and proud.

In 2024 the school operated 28 classes with specialist classes in Physical Education, Visual Arts, Performing Arts, Languages (Mandarin) and STEAM.

The school site is well appointed; our facilities include a competition sized gymnasium, synthetic turf oval, a large outdoor shelter, shaded seating areas and well-equipped classrooms.

The parent community, including School Council, are very positive and supportive. Together, we work in partnership to ensure that the best possible outcomes and learning environment for students can be achieved.

Progress towards strategic goals, student outcomes and student engagement

Learning

Banyule Primary School is committed to providing our students with exemplary teaching and learning programs. The school maintains high expectations for all students to achieve maximum

learning growth. This is achieved through a robust learning environment focussed on evidence-based instruction and assessment practices. Our whole school teaching and learning model is based on the *Gradual Release of Responsibility* and consistently implemented across all year levels.

In 2024 we continued to focus on delivering high quality evidence-based instruction to cater for student learning. This was achieved through;

- developing strong Professional Learning Communities where all teachers work collaboratively to improve student outcomes and ensure lessons are consistent and aligned to the Victorian Curriculum.

- enhancing our delivery of explicit, systematic, synthetic phonics through the *Little Learners Love Literacy* program in years prep and one. Careful monitoring and ongoing assessment was conducted to ensure students attain the necessary skills to move to the next stage within the program.

- monitoring the growth of all learners through our data wall and catering to individual learning needs through team planning. This included the provision of fluid and flexible small group learning and differentiated learning tasks. Learning programs were planned to support students to be reflective, questioning and self-monitoring learners capable of building deep levels of thinking and application.

- accurately identifying student learning needs and providing intervention, individual and group Education Plans as needed. Additional staff were trained to implement intervention programs such as Macq Lit, Mini Lit and Junior Elementary Maths Mastery.

In 2024 our Year 3 cohort achieved higher results in every proficiency compared to Similar, Network, and State schools, with 100% of the cohort achieving Strong or Exceeding in Writing. The Year 5 cohort achieved results that placed them higher than Network and State schools across all Proficiencies. They were marginally below (an average of 4%) Similar schools in Reading and Writing. However, they were above in Spelling and Numeracy.

In summary, our very strong achievement results can be attributed to consistent implementation of sound instructional practice, robust assessment practices, teaching teams planning in response to data, and the provision of differentiated teaching to meet students' needs.

Wellbeing

Student wellbeing is always a priority at Banyule Primary School. This is achieved through our comprehensive whole school personal and social curriculum plan which is in place across all year levels. This plan is supported by programs such as Respectful Relationships, UR Strong-Friendology 101, and the Peaceful Kids mindfulness and resiliency building program.

During 2024 we continued to prioritise relationship and resilience building in all classes. Empowering students with skills and strategies to support their personal and social development thereby enhancing the growth of the 'whole child'.

We continued to refine our Response to Intervention Model. This model ensures that all students requiring additional support for learning or wellbeing needs can be easily identified, with a clear plan to address needs. Staff capacity to understand inclusion and disabilities was significantly increased through professional learning opportunities. This in turn has supported staff in the

development of high-quality Individual Education Plans. Students in need of targeted intervention were identified and catered for through classroom ES support, intervention or tutoring programs.

The four-year trend data from the Student Attitudes to School Survey demonstrates increases in the Sense of Connectedness, Advocate at School, and Management of Bullying factors. This data tells us that our wellbeing programs are meeting student needs. This is attributed to the work of our staff team to build strong connections and relationships, fostering a positive and inclusive learning environment. The Attitudes to School Survey Framework factor 'Sense of Inclusion' demonstrated that 94% of students felt that their teacher made them feel as though they matter. All teams employ a systematic and focused approach to tracking student wellbeing. This enables check-ins, follow ups and other actions to be implemented effectively. Overall, our students, families and staff report strong positive endorsement for Wellbeing elements across the school.

Engagement

At Banyule Primary School we pride ourselves on the strong engagement that is created through the development of authentic connections and relationships between students, staff and our community.

In 2024 the four-year average attendance rate for all year levels was consistent with Similar Schools and well below the State average. Rates of absence are fairly consistent across the year levels. Common reasons for non-attendance were illness and extended family holidays. We have, and will continue to, remind families via the newsletter regarding the importance of school attendance and follow up unapproved absences.

At Banyule Primary School the curriculum extends beyond the academic and there are numerous opportunities and initiatives in place for students to engage in the school community. In 2024 some of these activities included; the introduction of 'Banyule Best' recognition awards, high abilities programs, instrumental music lessons, chess clubs, family picnics, discos, dress-up days, wellbeing week, talent shows, and lunchtime clubs.

We worked to strengthen our student leadership program which included the following opportunities in 2024; School and House Captains, and Classroom Wellbeing, Sustainability, and Junior School Council leaders across all year levels. These students participated in fortnightly meetings where student-led initiatives were developed and fostered. Students were supported to act both locally and globally.

Our Prep and Year 6 Buddy Program continued to have an extremely positive impact for all students involved in 2024. This highly successful program promotes both social and support networks for our Prep students. It also develops the leadership skills of our Year 6 students as they take responsibility for the program, fostering a sense of community and belonging for all involved.

According to the 2024 Student Attitudes to School Survey, students' positive endorsement of their Sense of Connectedness (87%) was 10% above the State (77%) and 7% above Similar Schools (80%). Our parent community shared this endorsement with 90% positive endorsement of Student Connectedness.

Parent engagement and involvement was also extremely high in 2024. There was a tremendous uptake in attendance at community events and parents were activity involved in various volunteer activities within the school. The Parent Opinion Survey results demonstrate the positive

endorsement of parent participation and involvement consistently matches that of the State and Similar Schools.

All of these elements contributed to highly engaged students who value their learning.

Financial performance

In 2024, our school fully managed its finances in alignment with DE processes, policies, and guidelines. There was a clear delineation and segregation of duties to ensure that thorough checks and balances were in place regarding budgeting, receipting, and expenditure of funds. The Finance Committee, a sub-committee of the School Council, supported the key aspects of the successful financial management of our school.

Effective strategic planning has enabled the school to consistently maintain a healthy financial position. All funds received from the Department of Education or locally raised by the school were expended or committed to subsequent years. Allocations of funds supported school programs, operational needs, DE policy implementation and other priorities in line with the Annual Implementation Plan goals. Parent contributions remained fairly strong and in line with School Council estimations. Fundraising activities were accumulated to support school-funded landscaping projects including the development of new, and enhancement of existing play spaces in the grounds. The Mental Health in Schools funding was used to conduct UR Strong workshops to further embed our social and emotional curriculum program and support students to confidently implement strategies learnt. Equity funding allocated to the school is relatively low (around \$11,000) reflecting the level of socio-economic advantage relative to this location. This was used to contribute to the delivery of literacy intervention programs relevant for these students.

In 2021 our school received a Capital Works funding allocation of over \$12.3 million to re-build most of the school. Construction of a new two-story classroom block was completed in 2024.

**For more detailed information regarding our school please visit our website at
<https://www.banyuleps.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 637 students were enrolled at this school in 2024, 280 female and 357 male.

28 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).

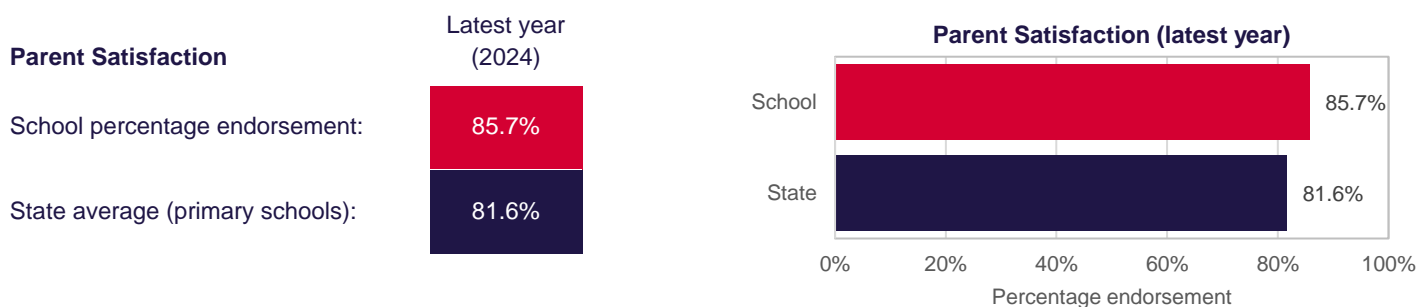
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

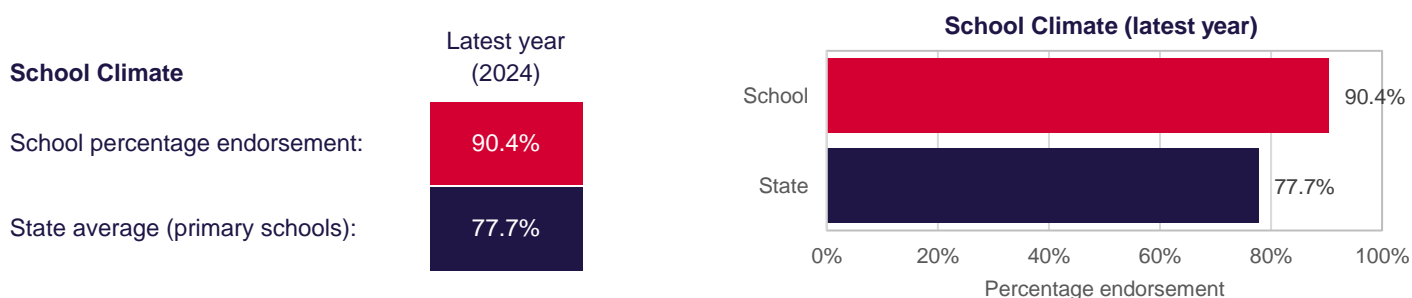


School Staff Survey

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**

School percentage of students at or above age expected standards:

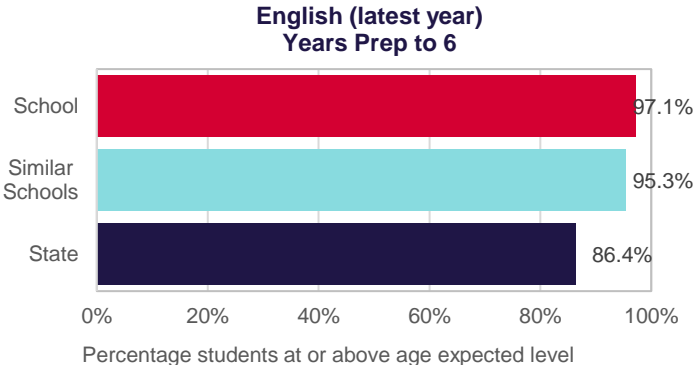
Latest year (2024)
97.1%

Similar Schools average:

95.3%

State average:

86.4%



**Mathematics
Years Prep to 6**

School percentage of students at or above age expected standards:

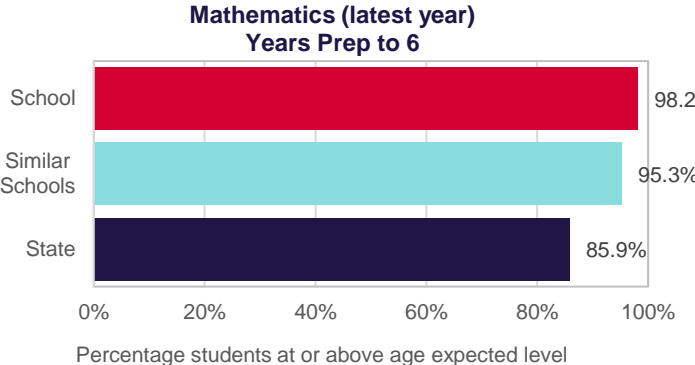
Latest year (2024)
98.2%

Similar Schools average:

95.3%

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.

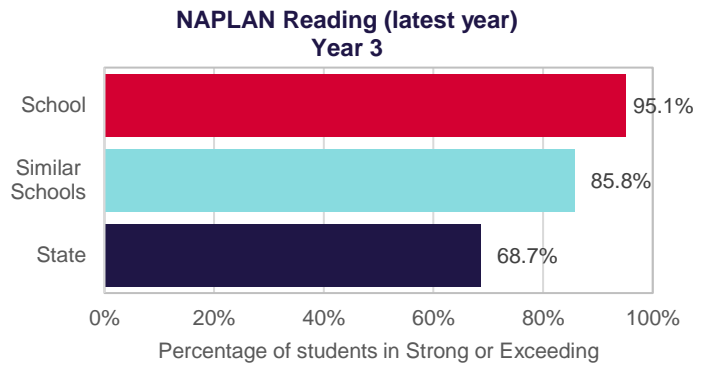
NAPLAN

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.

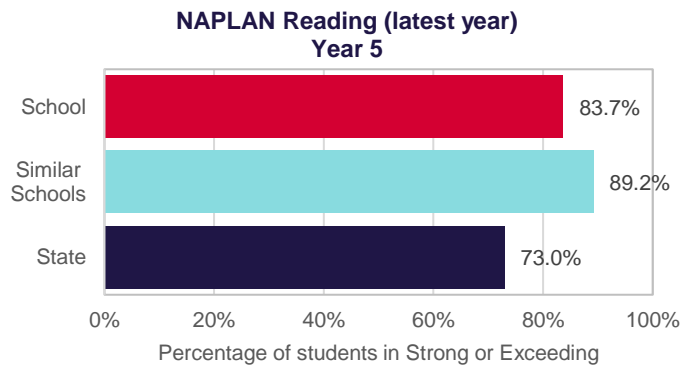
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	95.1%	87.0%
Similar Schools average:	85.8%	86.4%
State average:	68.7%	69.2%



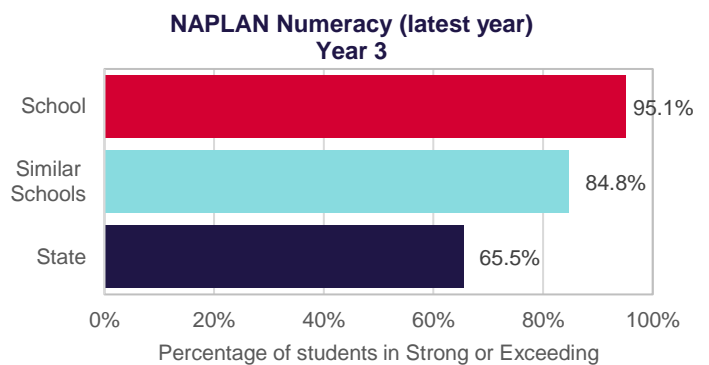
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.7%	90.4%
Similar Schools average:	89.2%	90.5%
State average:	73.0%	75.0%



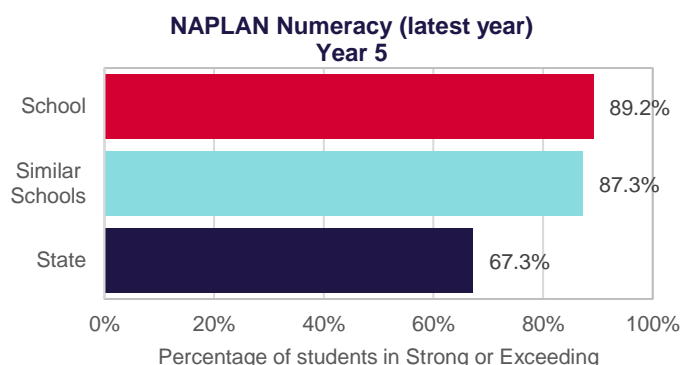
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	95.1%	88.8%
Similar Schools average:	84.8%	85.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	89.2%	93.3%
Similar Schools average:	87.3%	87.6%
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:

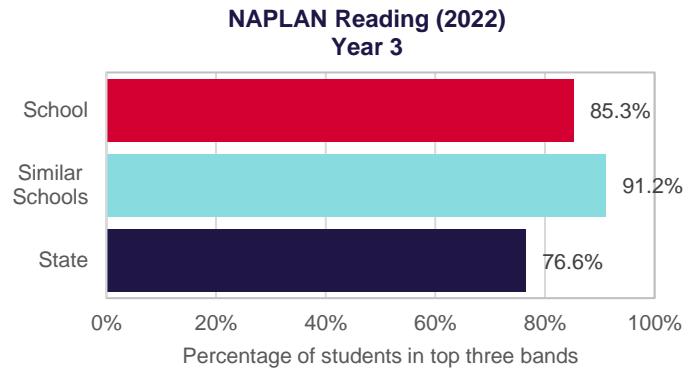
85.3%

Similar Schools average:

91.2%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

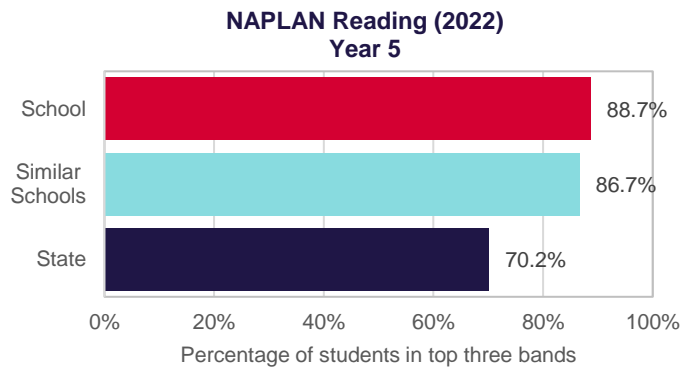
88.7%

Similar Schools average:

86.7%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

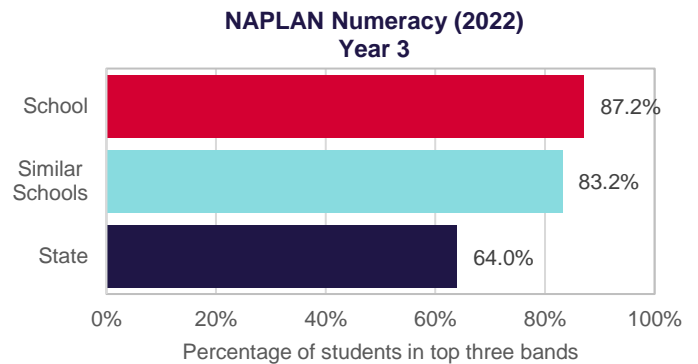
87.2%

Similar Schools average:

83.2%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

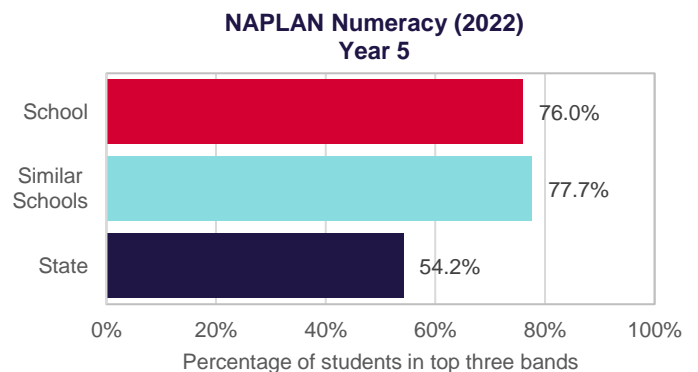
76.0%

Similar Schools average:

77.7%

State average:

54.2%



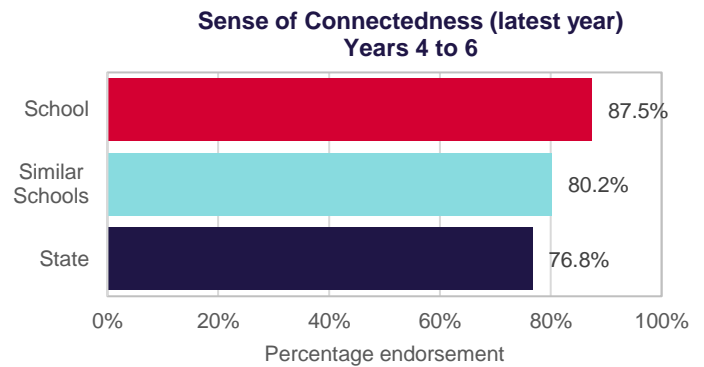
WELLBEING

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).

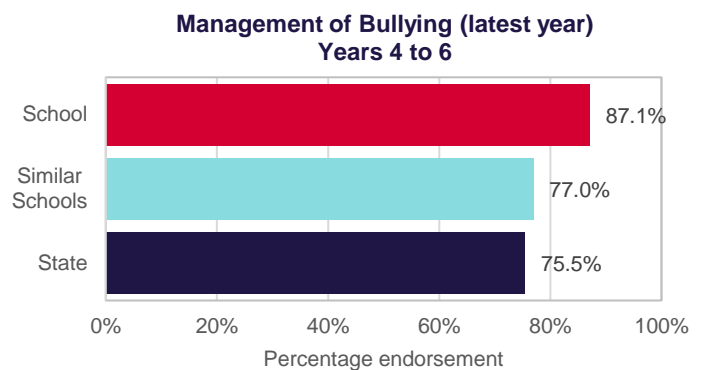
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	87.5%	90.6%
Similar Schools average:	80.2%	80.3%
State average:	76.8%	77.9%



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:	87.1%	87.9%
Similar Schools average:	77.0%	77.4%
State average:	75.5%	76.3%



ENGAGEMENT

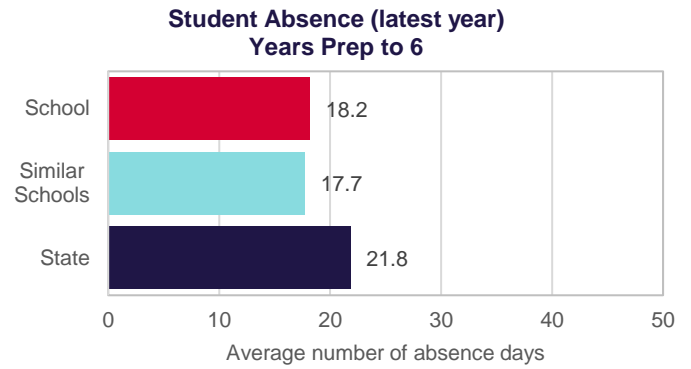
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.2	15.9
Similar Schools average:	17.7	15.5
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):	93%	91%	93%	91%	90%	91%	88%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,741,111
Government Provided DET Grants	\$503,328
Government Grants Commonwealth	\$471,651
Government Grants State	\$500
Revenue Other	\$96,457
Locally Raised Funds	\$641,966
Capital Grants	\$0
Total Operating Revenue	\$7,455,013

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,792
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,792

Expenditure	Actual
Student Resource Package ²	\$6,123,577
Adjustments	\$307
Books & Publications	\$1,658
Camps/Excursions/Activities	\$216,233
Communication Costs	\$5,026
Consumables	\$169,529
Miscellaneous Expense ³	\$26,688
Professional Development	\$29,357
Equipment/Maintenance/Hire	\$349,240
Property Services	\$145,830
Salaries & Allowances ⁴	\$274,568
Support Services	\$71,903
Trading & Fundraising	\$11,154
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$86
Utilities	\$65,020
Total Operating Expenditure	\$7,490,178
Net Operating Surplus/-Deficit	(\$35,165)
Asset Acquisitions	\$239,265

- (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	\$1,910,556
Official Account	\$181,439
Other Accounts	\$180,105
Total Funds Available	\$2,272,100

Financial Commitments	Actual
Operating Reserve	\$227,716
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$314,187
School Based Programs	\$692,238
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,575
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$145,000
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$216,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,897,716

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.

