

# 2024 Annual Report to the School Community

School Name: Ballam Park Primary School (5005)



- 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 28 April 2025 at 12:16 PM by Peita Cooper (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 28 April 2025 at 12:20 PM by Peita Cooper (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').

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## 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

School Profile Ballam Park Primary School (BPPS) is located on the Mornington Peninsula approximately 30 kilometres from the Central Business District of Melbourne. It is in parkland behind Ballam Park Reserve, bordered by McClelland Secondary College and close to Naranga Special Development School and Ballam Park Pre-School, all of whom we work closely with as part of our community of practice. The school includes five main buildings, extensive and beautiful grounds which we hope to continue to develop into some workable vegetable gardens and sensory areas with three separate adventure playgrounds, two basketball and netball courts and an oval. There are two undercover outdoor areas for student recreation and a hall where we hold assemblies and can be used for indoor PE sessions. Our staffing comprises two principal class members, a full time Business Manager, Administration staff, five full time classroom teachers and five part-time classroom teachers. Our specialist teachers taught Visual/Performing Arts, Japanese, STEM and Physical Education (PE). BPPS had eight integration staff, and a Wellbeing Support Officer. In 2024 the current acting principal continued in the role for the remainder of 2024 and the commencement of the 2025 school year. 150 students were enrolled at BPPS school in 2024. We have several funded students who are supported by Education Support (ES) staff. All students on the Program for Students with Disabilities (PSD)/Disability Inclusion Profile (DIP) program have an Individual Learning Plan specifically in each curriculum. Five 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). Ballam Park Primary School's SFOE band value is: High. BPPS staff have high expectations, a skill set to develop positive relationships and a strong moral purpose to the school. Our staff are dedicated and provide our student population with engaging classes and programs that are both successful and enriching. Building the capacity of every staff member is paramount to establishing quality teaching. Our school ensures the diverse needs of all students are catered for in the planning, implementation and evaluation of all activities.

Ballam Park Primary School has four key values: kindness, respect, responsibility and safety. These are explicitly taught and referred to through class, play and special events. Through our school review process, we established a new motto which is "Together we succeed".

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

#### Learning

In 2024, Ballam Park Primary School conducted its School Review. Through this process we created a new Strategic Plan with clear goals focussed on student wellbeing and Literacy and Numeracy teaching and learning. Our new plan has a strong focus on implementation of the

Victorian Teaching and Learning Model 2.0 (VTLM) with our main priority being the increase of explicit teaching in the BPPS Instructional Model. The Key Improvement Strategies focus include:

- Embed an agreed instructional model utilising evidence-based practice for Literacy and Numeracy, utilise Professional Learning Communities (PLC) to deepen teacher knowledge and instructional practice to differentiate student learning and build teacher capacity to utilise a range of evidence to provide effective feedback to students. Staff undertook PLC training in Term 2 and have implanted this model throughout the school. Other professional learning included understanding of the VTLM, explicit teaching, cognitive load theory, science of reading and the use of OCHRE to support the teaching of mathematics.

## DATA OVERVIEW

As outlined in our school Performance Report we were classified as IMPROVING for Learning and MEDIUM for Wellbeing.

English Teacher Judgement: Reading 68% at or above level, Writing 85% at or above expected level, Speaking and Listening 61% at or above expected level

Maths Teacher Judgement: Measurement and Geometry 54% at or above level, Number and Algebra 68 % at or above expected level, Statistics and Probability 61% at or above expected level

Teacher Judgement Growth: Above Expected growth – average of 29% for Reading and Viewing and 23% for Number and Algebra

NAPLAN proficiency: Year 3 Reading 42% Strong or exceeding, Year 3 writing 69% strong or exceeding, Year 3 Numeracy 33% strong or exceeding. Year 5 Reading 67% Strong or exceeding, Year 5 writing 41% strong or exceeding, Year 5 Numeracy 30% strong or exceeding.

The strategic employment of a speech therapist, tutor and working with our Education Improvement Leader have all impacted on student outcomes. Staff have continued the implementation of Little Learners Love Literacy. Other key processes including analysing and modifying whole-school planning documents, conducting learning walks focussing on the Instructional Model and participating in writing moderation and Numeracy professional learning with our local cluster.

## Wellbeing

At Ballam Park Primary School we have a well-defined approach to Student Wellbeing. This approach is underpinned by policies and embedded processes concerning wellbeing. The school has a well-established Wellbeing Team with representation from all subs-schools and Leadership, who meet on a fortnightly basis with our Key Contact Student Support Officer to support student wellbeing and to plan for and provide professional learning for staff. Throughout 2024 our wellbeing focus for the 2024 AIP was:

### ***To motivate and engage all students in their learning***

- Self-regulation and goal setting 2024 81% positive
- Student voice and agency 2024 55% positive
- Stimulated learning 2024 73% positive
- Motivation and interest 2024 69% positive

To build staff capacity through professional learning (Berry Street, SWPBS) **85% positive response**

To differentiate teaching and learning to support students at their point of need **92% positive response**

We have continued to develop a whole school approach to meeting students' wellbeing needs (consistent language, planning documentation, use of data) as well as strengthening practices across the school. The Resilience, Rights and Respectful Relationships Program continues to be implemented throughout the school and shared with our wider community through parent information sessions.

A strong priority for Ballam Park was to deliver professional learning and implement the Berry Street Education Model. We continue to implement an effective Behaviour Management Plan that clearly outlines our expectations for behaviour both inside the classroom and outside in the playground. Review of this plan and refining details to include Berry Street and SWPBS to ensure consistency was a continued focus. Our Reflection Room process supports students to reflect on choices that they make, repair relationships and consider future possibilities. With the Disability Inclusion Funding we were able to secure the expertise of a Speech Pathologist one day per week. Throughout the year we continued the wellbeing programs including Breakfast Club, chaplaincy program 2 days a week, lunchtime clubs, additional services etc. We continue to utilise our Kangaroom which supports sensory needs and is used by both staff and Allied Health professionals.

## Engagement

The percentage of students with 20 or more absences was 41% which is just above the median of all Victorian Government Primary schools 39%. Student absences at Ballam Park Primary School in 2024 can be attributed to illness, parent choice (unauthorised), school refusal, and some extended holidays. Recording of absences using the COMPASS platform and a more stringent process throughout the year saw a significant improvement from the year before. Student attendance data is shared with parents twice a year on Student Reports. Students with absenteeism concerns receive regular correspondence to alert families and in extreme cases, Student Support Group Meetings are held to address particular concerns. Information regarding the importance of students attending school daily is included in the school newsletter on a regular basis. School events that promote inclusivity and involve the community includes; Footy Fun Day, school parades, whole school picnic, charity fund raising and sporting events. These events further promote student engagement with their peers across the school and greater connectedness to school. School initiated programs provide opportunities for our students to be engaged in non-academic yet challenging activities. These include before school cross-country training, sport clinics through Sporting Schools and lunchtime programs led by our PE specialist such as basketball and soccer competitions. Teachers led lunchtime clubs and athletics skill development sessions. Throughout 2024, a range of parent information sessions were provided to families, either online or in person, after school hours to further enhance community engagement in learning. These included sub school information sessions, prep transition sessions, parenting support groups and community support presentations that also involved other local schools. At Ballam Park Primary School, we continue to strive to provide our learning community with a stimulating, safe and nurturing environment where excellence in teaching and learning is at the core of what we do. Student engagement has been a focus in staff professional learning including

staff meetings and the Berry Street training.

## Other highlights from the school year

**SURVEY RESULTS** In 2024 we had significant improvement in both the parents and staff survey data.

- Increase from 2023 staff survey, school climate data from 62% to 77% (47% increase from 2022)
- School leadership - 93% positive endorsement
- Interest in improving practice - 100%
- Parent Community engagement - 26% increase from 2023 and 41% from 2022
- Students sense of inclusion 90%

### SCHOOL EVENTS

- Christmas Concert
- Year 3/4 Camp to Grantville
- Year 5/6 Camp to Woorabinda
- Big Night In - Foundation -Year 2
- Book Week Dress-Ups
- Open Morning with the Book Fair
- House Athletics and Cross Country
- Olympics Tabloid Sports Day
- 5/6 Musical
- Milo's First Birthday - Foundation

### SCHOOL GRANTS

Over the 2024 year we utilised funds from grants to commence projects:

- Minor Capital Grant to refurbish school toilets \$500 000 – architectural plans completed
- Upgrade of the Accessible bathroom in office
- \$30000 Active Schools grant was utilised in 2024 to purchase bicycles, support the Kelly Sports program and to provide more sports equipment for classrooms

## Financial performance

The Finance Performance and Position document demonstrates clear financial management



processes and procedures within the school administration. Locally raised funds for all events in 2024 totalled \$28872.92 which came from school fundraising, donations and grants. Funds raised through school events as well as grants helped us complete guttering works, paint internal doors and external windows and to further develop the gardens. Expenditure for casual relief teaching employment (CRT) was \$50909.04. This has been reviewed for 2024 to update this budget. Government program funds, such as the Student Excellence High Ability Program, Swimming Support Program, Disability Inclusion funding and Respectful Relationships, were utilised in 2024. Through the strategic allocation of equity funding, the school employs an Assistant Principal, wellbeing administrator and officer and subsidised our chaplain's extra hours. In 2024, after a review with the school community, we purchased excess stock from previous uniform supplier and sold at our school. At the end of 2024 we signed up with our new uniform supplier, State's School Relief.

## 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

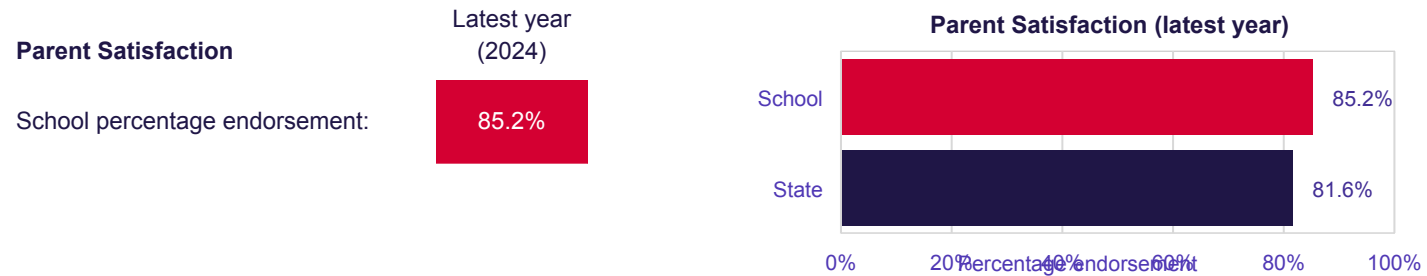
A total of 156 students were enrolled at this school in 2024, 65 female and 91 male.  
3 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

#### 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: **High**

#### 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.





State average (primary schools):

81.6%

### 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.

#### School Climate

Latest year  
(2024)

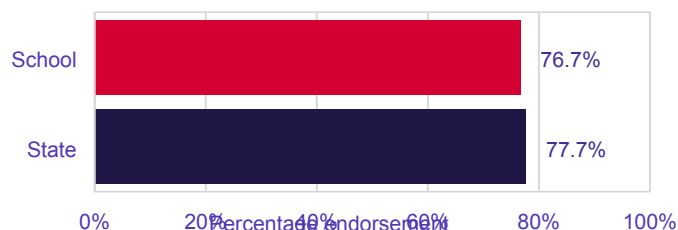
School percentage endorsement:

76.7%

State average (primary schools):

77.7%

#### School Climate (latest year)



## 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:

71.1%

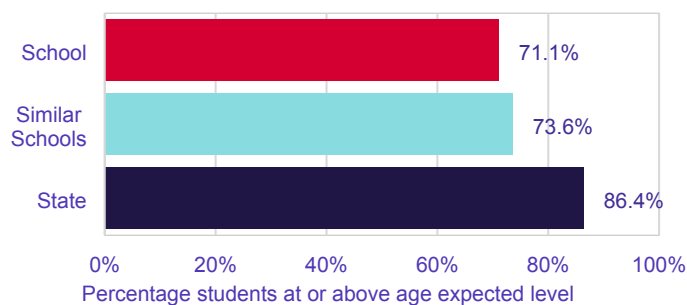
Similar Schools average:

73.6%

State average:

86.4%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

60.8%

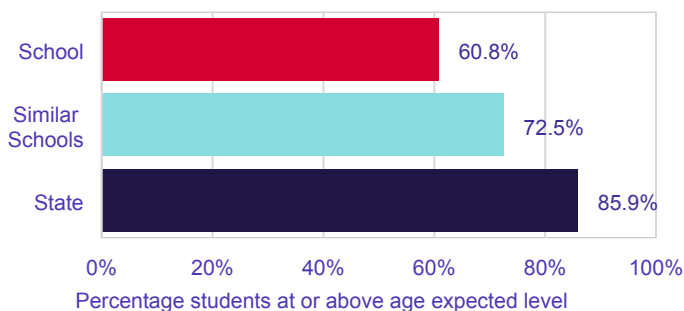
Similar Schools average:

72.5%

State average:

85.9%

#### Mathematics (latest year) Years Prep to 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.

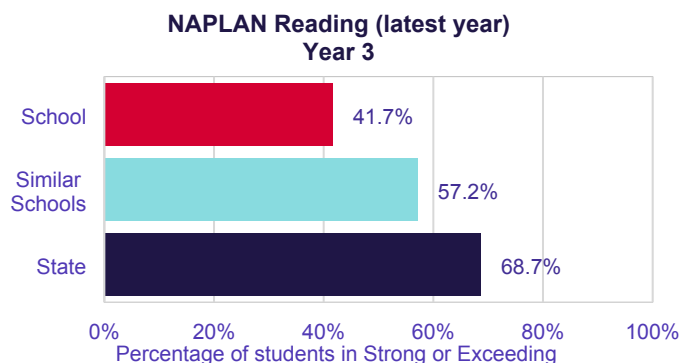
### NAPLAN

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.

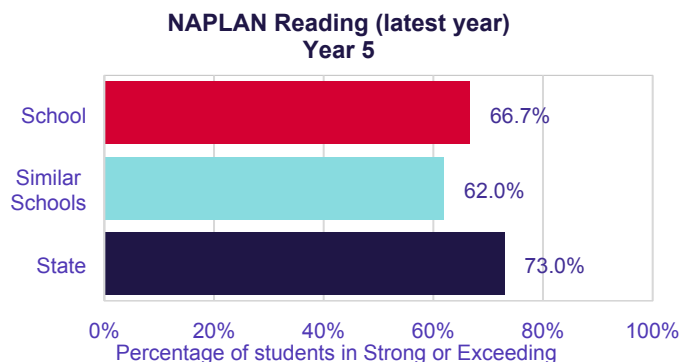
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	41.7%	44.7%
Similar Schools average:	57.2%	57.6%
State average:	68.7%	69.2%



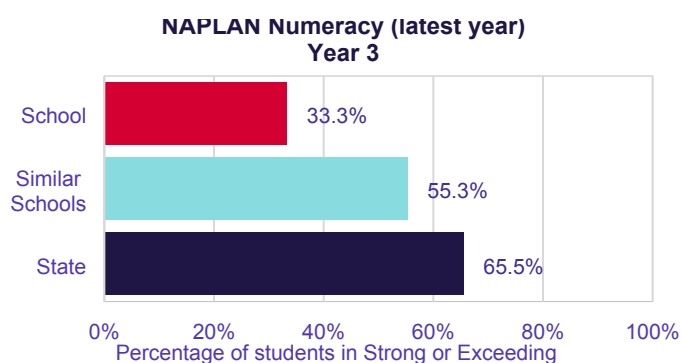
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	60.9%
Similar Schools average:	62.0%	63.7%
State average:	73.0%	75.0%



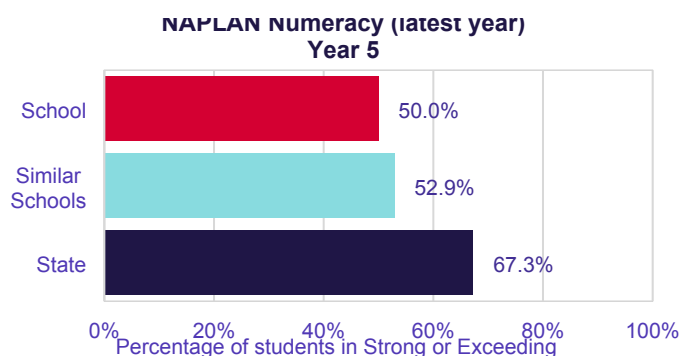
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	33.3%	50.0%
Similar Schools average:	55.3%	54.5%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	47.8%
Similar Schools average:	52.9%	51.1%
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:

36.8%

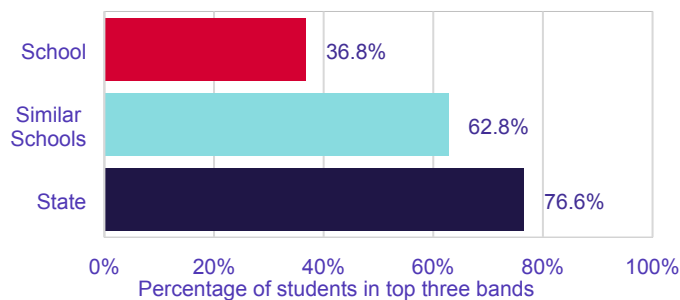
Similar Schools average:

62.8%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

33.3%

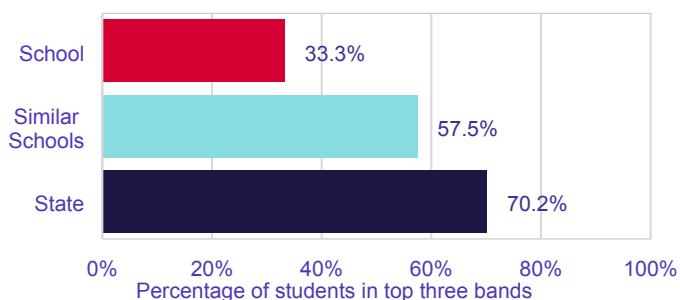
Similar Schools average:

57.5%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

27.8%

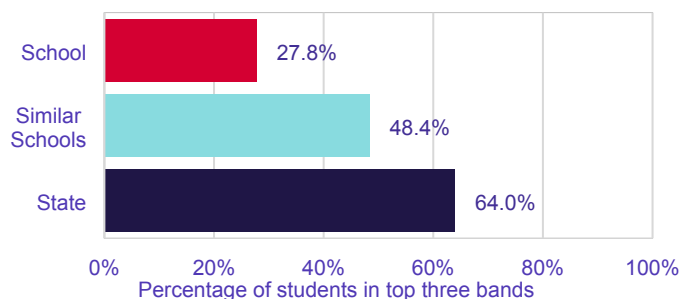
Similar Schools average:

48.4%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

29.0%

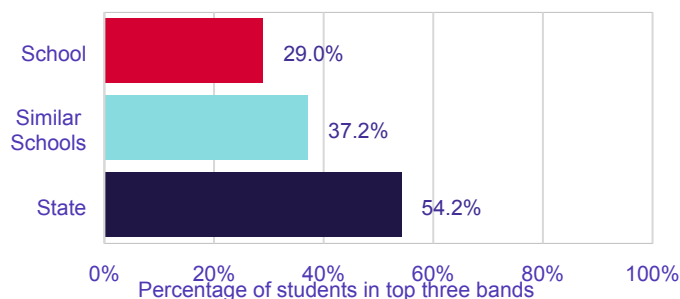
Similar Schools average:

37.2%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

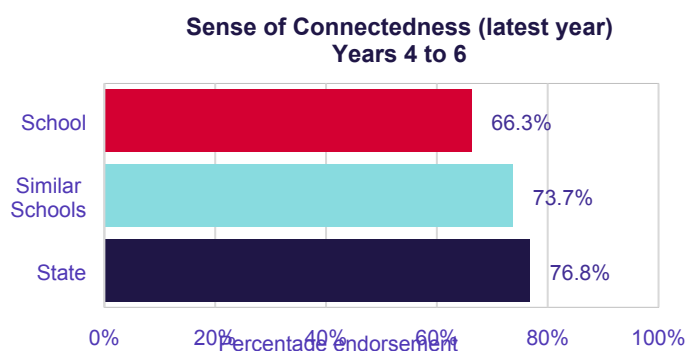
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	66.3%	59.1%
Similar Schools average:	73.7%	74.7%
State average:	76.8%	77.9%

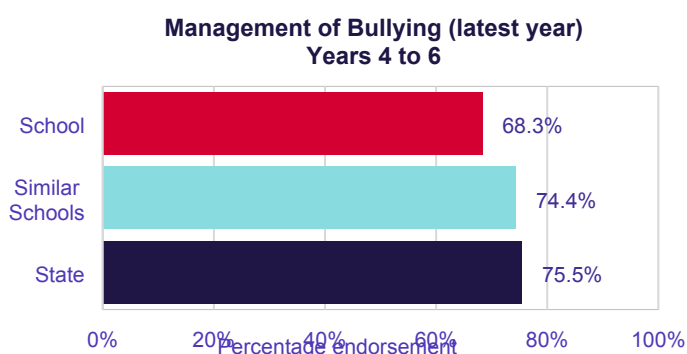


### Student Attitudes to School – Management of Bullying

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:	68.3%	62.7%
Similar Schools average:	74.4%	75.0%
State average:	75.5%	76.3%

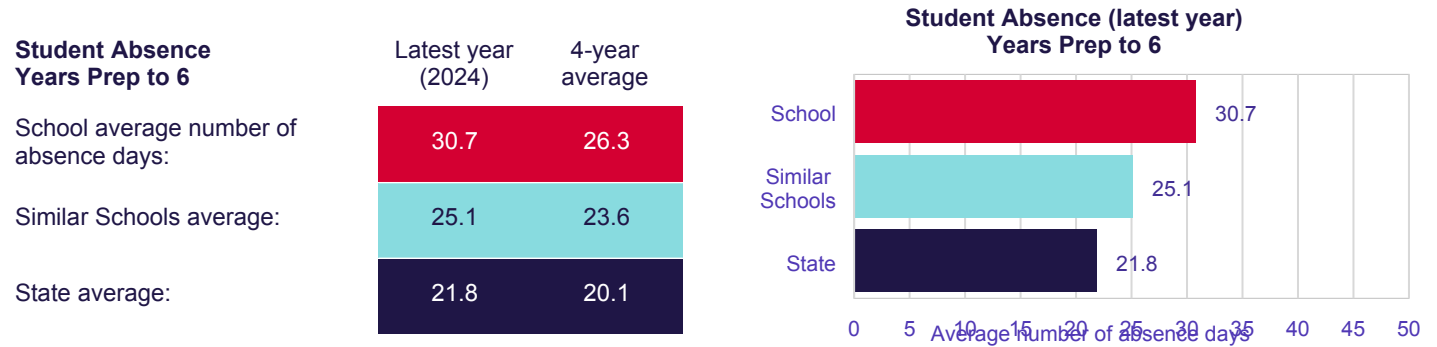


ENGAGEMENT

**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.



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):	88%	83%	82%	84%	86%	86%	82%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,425,923
Government Provided DET Grants	\$454,061
Government Grants Commonwealth	\$12,023
Government Grants State	\$0
Revenue Other	\$12,479
Locally Raised Funds	\$28,873
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,933,359</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$327,665
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$327,665</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,549,231
Adjustments	\$0
Books & Publications	\$866
Camps/Excursions/Activities	\$57,602
Communication Costs	\$2,861
Consumables	\$34,229
Miscellaneous Expense <sup>3</sup>	\$19,801
Professional Development	\$15,128
Equipment/Maintenance/Hire	\$48,996
Property Services	\$216,775
Salaries & Allowances <sup>4</sup>	\$33,571
Support Services	\$135,887
Trading & Fundraising	\$22,798
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,104
<b>Total Operating Expenditure</b>	<b>\$3,164,852</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$231,493)</b>
<b>Asset Acquisitions</b>	<b>\$15,767</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$156,412
Official Account	\$32,640
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$189,052</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$102,603
Other Recurrent Expenditure	\$3,362
Provision Accounts	\$0
Funds Received in Advance	\$68,045
School Based Programs	\$4,250
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	\$16,600
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$194,860</b>

*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.*