

2025 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 30 April 2026 at 08:38 AM by Peita Cooper (Principal)

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

Attested on 30 April 2026 at 08:38 AM 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

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

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

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

About Our School

School context

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 Physical Education (PE) sessions. Our staffing comprises two principal class members, a full time Business Manager, Administration staff, ten full time classroom teachers and four part-time classroom teachers. Our specialist teachers taught Visual/Performing Arts, Japanese, Science, Technology, Engineering and Mathematics (STEM) and PE. BPPS had ten integration staff, and a Wellbeing Support Officer. In 2025 the current acting principal continued in the role for the remainder of 2025 and the commencement of the 2026 school year. 152 students were enrolled at BPPS by the end of 2025. 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. 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. Our motto is "Together we succeed".

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the Victorian Teaching and Learning Model 2.0 (VTLM) continued to be 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 a range of professional learning which included paired fluency, explicit teaching, classroom routines, engagement norms and cognitive load theory. From semester 2, staff worked closely with a Deep Engagement Education Improvement Leader (EIL) to support the work focussing on engagement norms and inclusion.

DATA OVERVIEW

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

English Teacher Judgement: Reading 70% at or above level, Writing 64% at or above expected level, Speaking and Listening 89% at or above expected level

Maths Teacher Judgement: 72% at or above expected level Teacher Judgement Growth: Above Expected growth – average of 30% for Reading and Viewing and 23% for Mathematics

NAPLAN proficiency: Year 3 Reading 46% Strong or exceeding, Year 3 writing 77% strong or exceeding, Year 3 Numeracy 54% strong or exceeding. Year 5 Reading 53% Strong or exceeding, Year 5 writing 53% strong or exceeding, Year 5 Numeracy 39% strong or exceeding.

The strategic employment of a speech therapist, tutor and working with our EIL have all impacted on student outcomes. Staff have continued the implementation of Little Learners Love Literacy and OCHRE. Another key focus for the year was learning about Cognitive Load Theory, the Science of Learning, and engagement norms. 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 Science of Learning 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 2025 our wellbeing focus for the AIP was:

To Improve student engagement and wellbeing.

- Sense of inclusion 92%.
- Voice and agency 57%
- Teacher concern 78%
- Motivation and interest 69%

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 School Wide Positive Behaviour Support (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

Engagement

The percentage of students with 20 or more absences was 42% which is just above the median of all Victorian Government Primary schools 38%. Student absences at Ballam Park Primary School in 2025 can be attributed to illness, parent choice (unauthorised), school refusal, and some extended holidays. 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 communication on a regular basis. School events that promote inclusivity and involve the community include; 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 2025, 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 cyber safety sessions, prep transition sessions and parenting support groups. 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. In 2025 there was a strong focus on the implementation of routines both in the classroom and in the yard.

Other highlights from the school year

SURVEY RESULTS In 2025 we had significant improvement in both the parents and staff survey data.

- Increase from 2024 staff survey, school climate data from 77% to 83% (53% increase from 2022)

- School leadership - 95% positive endorsement
- Interest in improving practice - 100%
- Parent Community engagement - 88%, increase of 48% from 2022
- Students sense of inclusion 92%

SCHOOL EVENTS

Christmas Concert

Year 3/4 Camp to Grantville

Year 5/6 Camp to Woorabinda

Day Camp at Ballam Park - Foundation -Year 2

Book Week Dress-Up

Open Afternoon with the Book Fair

Athletics and Cross Country

5/6 Musical

Milo's First Birthday - Foundation

Colour Run

SCHOOL IMPROVEMENT

- Painting of Wellbeing Hub
- Improved gardens and yard
- Increase enrolments for 2026 after 2025 tours and transition: 7 Foundation students in 2022, 37 enrolled for 2026

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 2025 totalled \$23247.37 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 \$90226.32. This has been reviewed for 2025 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 2025. Through the strategic allocation of equity funding, the school employs an Assistant Principal, wellbeing and DIP leaders.

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 144 students were enrolled at this school in 2025, 68 female and 76 male. 5% had English as an additional language and 4% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	80.8%	
	Similar schools	84.1%	
	State	82.0%	

School Staff Survey

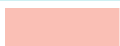
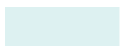
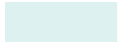
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.9%	
	Similar schools	77.0%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	74.3%	
	Similar schools	73.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	72.5%	
	Similar schools	72.5%	
	State	84.2%	

NAPLAN

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

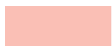
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	46.2%		45.1%
	Similar schools	54.2%		56.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	53.3%		57.9%
	Similar schools	64.3%		63.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	53.8%		50.9%
	Similar schools	52.3%		53.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	38.7%		44.2%
	Similar schools	57.5%		53.3%
	State	69.1%		68.1%

NAPLAN relative growth

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

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

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

			2025
Reading Year 3 to 5 % of students High or Medium relative growth	School	69.0%	
	Similar schools	66.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	60.0%	
	Similar schools	69.5%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	76.5%		64.7%
	Similar schools	74.4%		74.4%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	79.1%		67.2%
	Similar schools	76.2%		75.0%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	28.1	31.7
	Similar schools	25.8	25.0
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	79.2%	
Year 1	School	87.2%	
Year 2	School	82.1%	
Year 3	School	88.5%	
Year 4	School	84.3%	
Year 5	School	90.4%	
Year 6	School	86.5%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,555,229
Government Provided DET Grants	\$271,337
Government Grants Commonwealth	\$5,138
Government Grants State	\$0
Revenue Other	\$12,273
Locally Raised Funds	\$90,798
Capital Grants	\$0
Total Operating Revenue	\$2,934,774

Equity	Actual
Equity (Social Disadvantage)	\$241,671
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$241,671

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

Expenditure	Actual
Student Resource Package ¹	\$2,544,815
Adjustments	\$0
Books & Publications	\$382
Camps/Excursions/Activities	\$39,544
Communication Costs	\$2,740
Consumables	\$42,195
Miscellaneous Expenses ²	\$18,985
Agency Staff	\$91,882
Professional Development	\$5,786
Equipment/Maintenance/Hire	\$22,889
Property Services	\$86,663
Salaries & Allowances ³	\$25,674
Support Services	\$24,201

Expenditure	Actual
Trading & Fundraising	\$10,216
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$22,582
Total Operating Expenditure	\$2,938,552
Net Operating Surplus/-Deficit	(\$3,778)
Asset Acquisitions	\$9,160

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$88,995
Official Account	\$25,419
Other Accounts	\$0
Total Funds Available	\$114,414

Financial Commitments	Actual
Operating Reserve	\$65,623
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$30,000
School Based Programs	\$0
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	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$125,623

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.