

# 2024 Annual Report to the School Community

School Name: Banyan Fields Primary School (3613)



- 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 07 April 2025 at 08:40 AM by Patrick Halpin (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 07 April 2025 at 08:40 AM by Patrick Halpin (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

Banyan Fields Primary School proudly demonstrates the values of Belonging, Resilience, Ambition and Integrity as part of everyday school operation. The school is located at 90 Cadles Road and is in close proximity to the Banyan Fields Child and Family Centre, Carrum Downs Secondary College and various other early childhood education services.

The August 2024 census reports that the school had a total school enrolment of 571 students (289 boys, 282 girls) from diverse backgrounds including; 21 students who identify as Aboriginal/Torres Strait Islander, 9 students supported by the Program for Students with Disabilities, 33 students supported through Tier 3 Disability Inclusion Funding, and 6 students in out of home care. Banyan Fields Primary School is proud to promote diversity and celebrate inclusion for all students and our community. There were 26 single year level class groupings from Foundation to Year 6 as well as Literacy Support and Tutoring programs in place. The 2024 school year saw a staffing profile that reflected goals and priorities of the school. At the end of the year, the staff included 70 individuals: 1 principal (1.0FTE), 2 assistant principals (2.0FTE), 2 learning specialists (1.9FTE), 1 business manager (1.0FTE), 39 teachers (35.58FTE), 16 integration aides (11.85FTE), 3 language support tutors (2.21FTE), 3 administration officers (2.95FTE), 1 first aid officer (1.0FTE) and 2 maintenance officers (1.05FTE).

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

#### Learning

In 2024, the school made progress towards improving student learning outcomes with a focus on strengthening teacher capacity, refining instructional practices, and embedding evidence-based strategies across classrooms. A key focus was on improving numeracy outcomes, with professional learning sessions on differentiation, formative assessment, and the 'Big Ideas' in numeracy helping teachers develop a deeper understanding of effective instruction. The introduction of Agile Leadership processes, including Simon Breakspear's Rapid Action Plans and structured reflection sessions, provided a clear framework for continuous improvement. These initiatives contributed to Year 5 numeracy results exceeding similar schools by 6%, while intervention groups in Years 2 and 4 demonstrated strong progress through the Tutor Learning Initiative.

A deep dive into NAPLAN data and teacher judgements led to a more consistent and aligned assessment approach across Mathematics and English, ensuring student progress was accurately measured and supported. The work to embed the Little Learners Love Literacy (LLLL) program in Foundation and Year 2 also contributed to improved literacy outcomes, with targeted interventions introduced in Foundation, Year 1 and Year 2 to address specific learning needs. Learning walks

consistently showed increased student engagement and confidence, particularly in classrooms where formative assessment strategies were embedded.

To ensure greater consistency in teaching practices, the school developed a new instructional model aligned with VTLM 2.0, Berry Street strategies, and cognitive load theory. This was supported by an investment in instructional coaching through the STEP Lab model, working with staff to develop their skills to deliver high-impact teaching. Staff survey data reflected these improvements, with teacher confidence in formative assessment increasing from 52% to 77% and instructional leadership rising from 54% to 80%.

## Wellbeing

To ensure a smooth start to the year, 2024 started off with all teachers 'Setting the Climate'. This is a comprehensive program where students and staff work together to develop classroom routines and expectations that would ensure positive learning and wellbeing for all. Banyan Fields and Skye Primary School joined together to provide professional learning to all staff around the Berry Street Educational Model. This is a 4 day course that equips staff with practical, classroom based strategies to increase the engagement of all students, including those with complex, unmet needs. Two of these days were completed in 2024 and the final two are due in 2025. In addition to this school wide program, Banyan Fields uses SWPBS (School Wide Positive Behaviour Support) as a framework for guiding student behaviour expectations at the school. Food Bank donate food to the school which is used to run a breakfast club each week, provide lunches to students in need and supports our 'Community Pantry'. This was established at the front office where families can help themselves to staple food items as they need. In order to improve student wellbeing outcomes, the school has a chaplain who works three days per week, along with a large number of (privately/NDIS funded) allied health professionals who work onsite to support the needs of differing students. 2024 Student Attitudes to School Survey Data shows that Banyan Fields is performing better than similar schools in various areas including management of bullying and a sense of connectedness.

## Engagement

Positive attitudes and outcomes relating to student attendance was a priority for Banyan Fields Primary School in 2024. Staff attended professional development on whole school attendance initiatives which included effective follow up to student absences, managing and supporting students with chronic absenteeism and being pro active in creating engaging school programs to increase attendance rates across the school. The average number of days each student was absent from school across the year was 23, which was less than similar schools and slightly above the state average of 21.8. Attendance improvement plans were developed for numerous students and connections with external agencies (such as Orange Door and Navigator) helped to support families who were struggling with their child's refusal to attend school. Banyan Fields increased parent engagement around the school through a number of whole school days such as working bees, footy days, community barbecues, and a school concert. These activities increased parent engagement within the school. In order to increase community engagement, the school started a 'Community Engagement Program'. This incorporated working with the 4 closest

kindergartens and building positive relationships through regular school visits, open days and a buddy system. In order to improve student engagement at the school, our school captains and SRC were an active voice around the school leading school events, hosting assemblies, including virtual assemblies and the 'In the Fields' podcast, running of House Sports and getting involved with the STEAM build project.

## Other highlights from the school year

In 2024, the school provided a rich and engaging learning experience beyond the classroom, with a range of exciting events that fostered student confidence, resilience, and a strong sense of community. School camps were a standout highlight, with students in Years 3, 4, 5, and 6 enjoying unique outdoor education experiences that encouraged teamwork, independence, and problem-solving skills. Year 3 and 4 students embraced adventure and new challenges, while the Year 5 and 6 camps provided unforgettable opportunities for leadership development, personal growth, and connection with peers in a supportive environment.

For our younger students, the Year 2 sleepover in classrooms was a highly anticipated event that introduced them to the experience of being away from home in a safe and familiar setting. The night was filled with fun activities and helped students build confidence and prepare for future camps.

A major highlight of the year was the whole-school concert at the Frankston Arts Centre. This spectacular event showcased the incredible talents of our students and brought the entire school community together in celebration. From energetic dance performances to impressive musical numbers, every student played a role in creating a night to remember.

A major event at Banyan Fields primary school in 2024 was the grand opening of the newly renovated STEAM centre. This was attended by school council and local government representatives.

## Financial performance

Banyan Fields Primary School completed the 2024 school year with a surplus balance in both the credit and cash budgets. Approximately half of the accumulated surplus was allocated to rejuvenating the school environment - updating the classroom furniture across the school, the main building and the Prep building were painted and had new carpet laid, and the STEM Centre was fully completed and fitted out with new furniture and equipment.

Banyan Fields Primary School ended the long running licence agreement with Big Childcare in December 2024 and TheirCare took over as the Outside School Hours Care provider. This will provide a significant increase in the income generated for the school through this service. Unfortunately, despite a lengthy and involved process, a suitable third-party provider for the school canteen was not found. Work on this will continue in 2025. Towards the end of the year, School Council began accepting requests for rental of the school gym.

In 2024, Banyan Fields Primary School focused heavily on the structures and adjustments in place to maximise the learning opportunities for students through a multi-tiered system of support.

This resulted in a significant increase in the level of Disability Inclusion Funding, which created new integration aide positions, our Learn to Thrive centre and training and professional learning opportunities for all staff.

**For more detailed information regarding our school please visit our website at  
<https://www.bfps.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 576 students were enrolled at this school in 2024, 286 female and 290 male.

16 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).

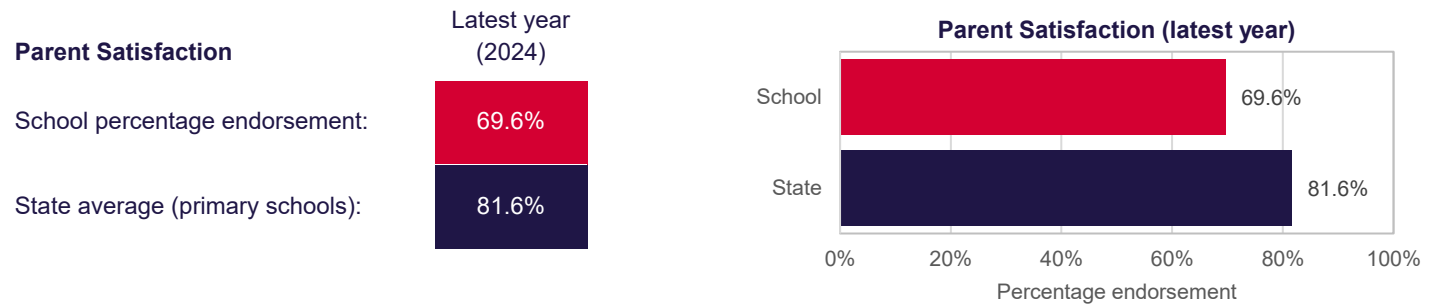
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### 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.

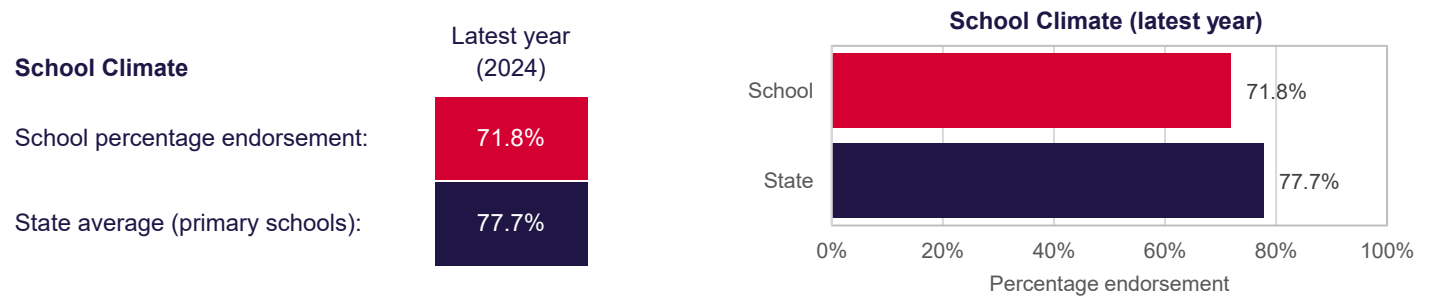


### School Staff Survey

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.





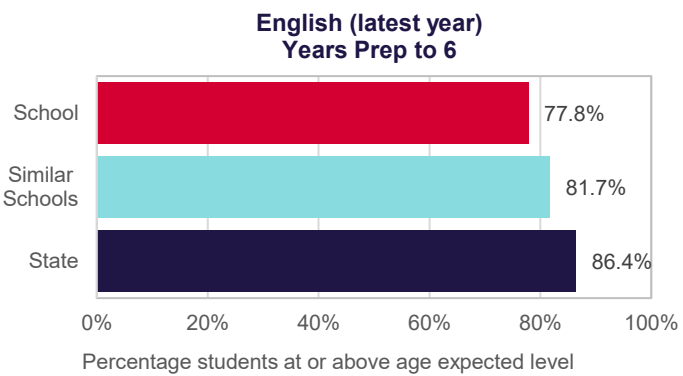
LEARNING

**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.

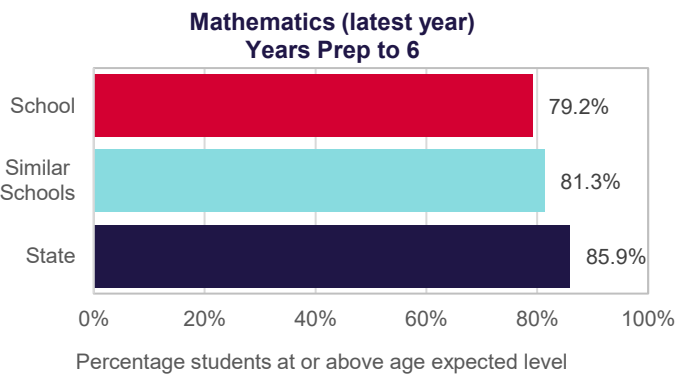
Teacher Judgement of student achievement against the Victorian Curriculum

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:	77.8%
Similar Schools average:	81.7%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	79.2%
Similar Schools average:	81.3%
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.

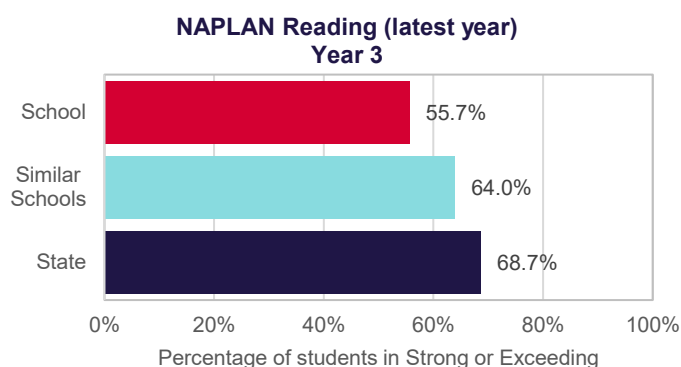
### NAPLAN

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.

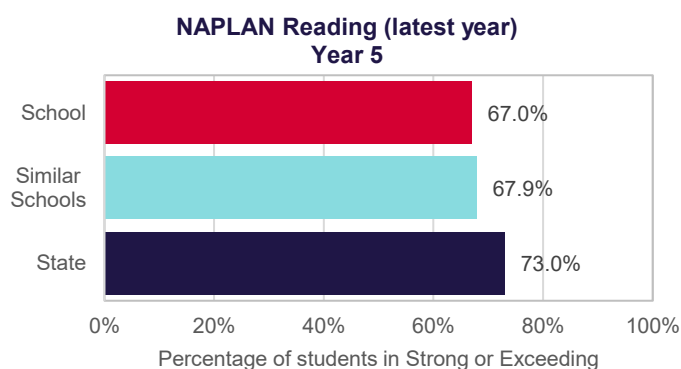
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.7%	60.0%
Similar Schools average:	64.0%	63.5%
State average:	68.7%	69.2%



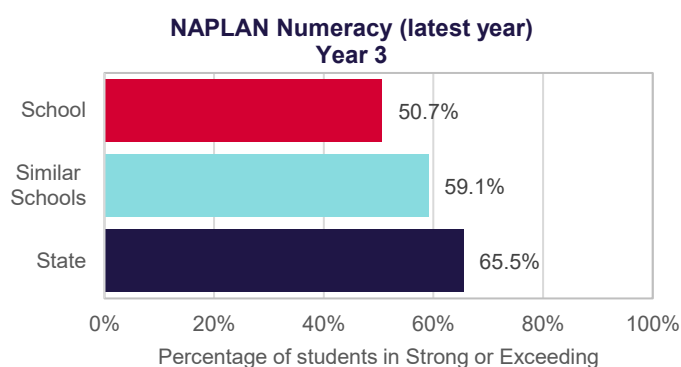
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	67.0%	69.5%
Similar Schools average:	67.9%	70.2%
State average:	73.0%	75.0%



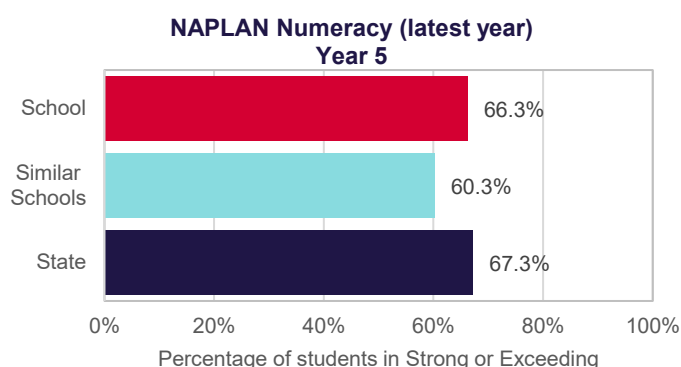
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.7%	65.5%
Similar Schools average:	59.1%	59.6%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.3%	65.5%
Similar Schools average:	60.3%	60.0%
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:

59.3%

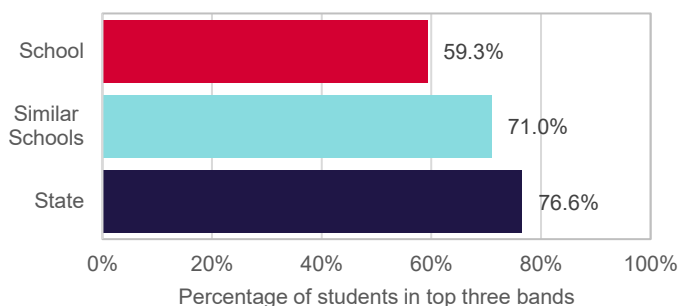
Similar Schools average:

71.0%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

56.5%

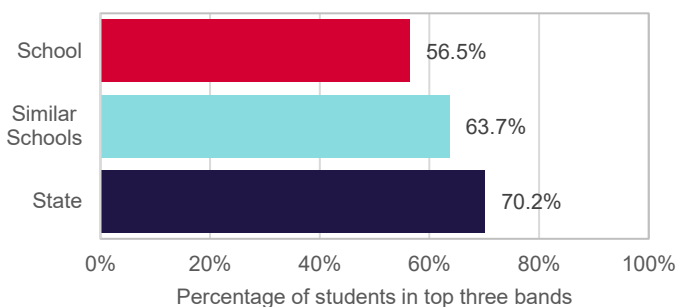
Similar Schools average:

63.7%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

48.4%

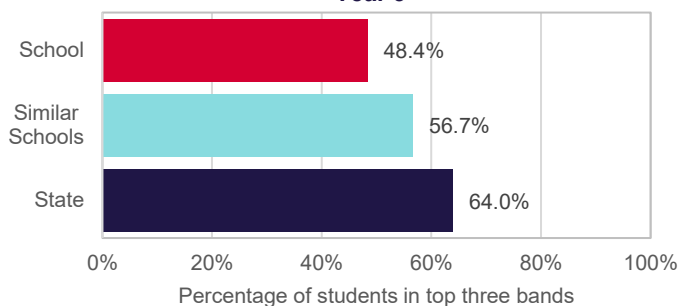
Similar Schools average:

56.7%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

33.0%

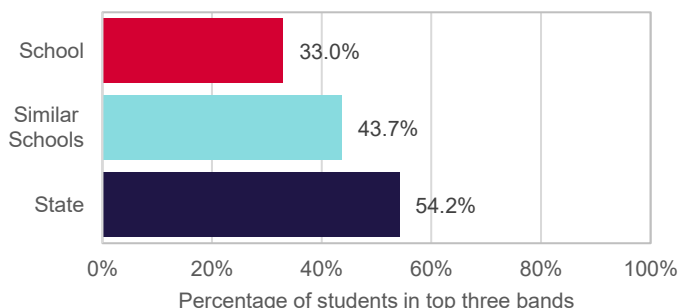
Similar Schools average:

43.7%

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.

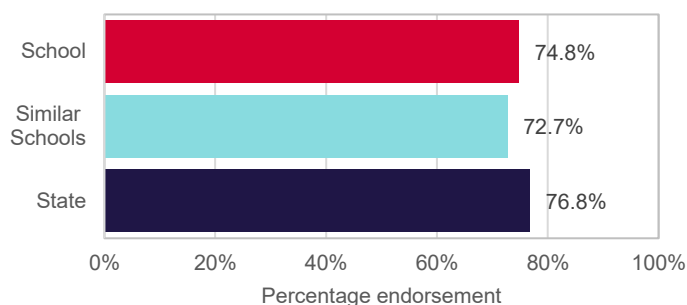
### Student Attitudes to School – Sense of Connectedness

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:	74.8%	70.3%
Similar Schools average:	72.7%	74.4%
State average:	76.8%	77.9%

#### Sense of Connectedness (latest year) Years 4 to 6



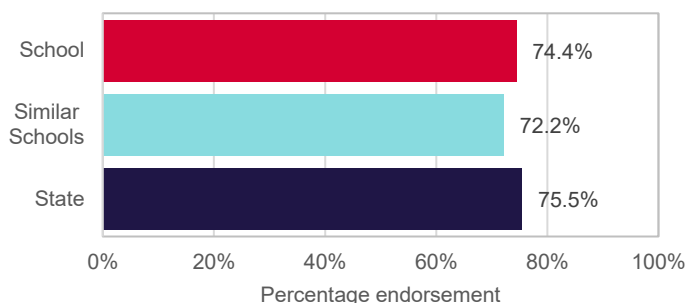
### Student Attitudes to School – Management of Bullying

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:	74.4%	69.2%
Similar Schools average:	72.2%	72.9%
State average:	75.5%	76.3%

#### Management of Bullying (latest year) Years 4 to 6

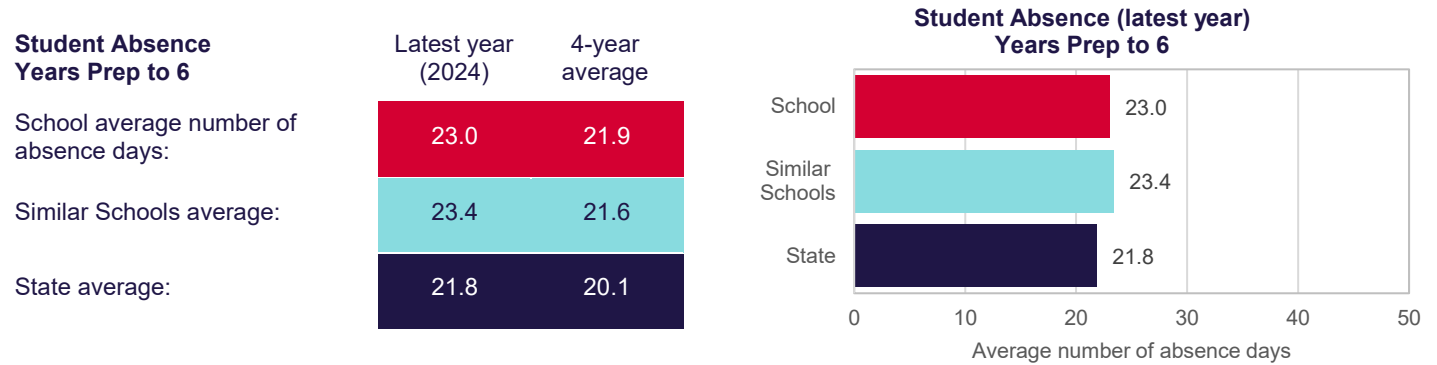


ENGAGEMENT

**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%	89%	87%	89%	90%	88%	88%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,704,546
Government Provided DET Grants	\$1,229,045
Government Grants Commonwealth	\$30,964
Government Grants State	\$1,500
Revenue Other	\$35,506
Locally Raised Funds	\$215,132
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$8,216,692</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$388,852
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$388,852</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,537,778
Adjustments	\$0
Books & Publications	\$3,466
Camps/Excursions/Activities	\$168,612
Communication Costs	\$12,811
Consumables	\$183,001
Miscellaneous Expense <sup>3</sup>	\$328,463
Professional Development	\$62,323
Equipment/Maintenance/Hire	\$281,536
Property Services	\$270,033
Salaries & Allowances <sup>4</sup>	\$118,476
Support Services	\$363,334
Trading & Fundraising	\$17,336
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$412
Utilities	\$53,678
<b>Total Operating Expenditure</b>	<b>\$8,401,259</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$184,567)</b>
<b>Asset Acquisitions</b>	<b>\$14,668</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	\$547,094
Official Account	\$36,537
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$583,631</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$312,170
Other Recurrent Expenditure	\$1,050
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$167,000
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	\$201,000
Maintenance - Buildings/Grounds < 12 months	\$162,736
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$843,956</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.*