

2025 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 28 April 2026 at 09:39 PM by Patrick Halpin (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 28 April 2026 at 09:40 PM 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
 - 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

Banyan Fields Primary School is located in Carrum Downs. We had approximately 570 students enrolled at Banyan Fields Primary School through the year, with a steady balance of approximately 525. We have an SFOE of 0.4171, which indicates a medium socio-economic profile.

In 2025, Banyan Fields Primary School's Performance Rating was evaluated as 'Medium,' with Wellbeing sitting in the 'High' grouping and Learning in 'Developing,'. In the Attitudes to School Survey, a higher proportion of the students reported that they feel connected to the school (78%), they have an advocate at school (93%), and that they haven't experienced bullying (92%) than in the previous five years. Approximately 4% of our students identify as Aboriginal, 33% are included on the Nationally Consistent Collection of Data, and a Disability Inclusion Profile has been completed for 8%.

Our staffing profile is made up of approximately 70 individuals. We have well maintained physical facilities, which include our recently refurbished STEAM Centre.

At Banyan Fields Primary School, our vision for learning and wellbeing is grounded in our four core values: Tenacity, Equity, Synergy, and Stewardship (TESS). We have a school mascot, TESS the Turtle, who reminds us that Together We Thrive. These values shape every aspect of our teaching, learning, and community connections.

The team at Banyan Fields Primary School embed the balanced approach between learning and wellbeing, as presented in FISO 2.0. We have begun to unpack and implement the Victorian Teaching and Learning Model 2.0 with the focus on Positive Classroom Management Strategies, the Element of Learning and the Elements of Teaching.

In 2025, the team changed significantly, with a new principal beginning and one of the assistant principals returning from long term leave in Term 1, one of the assistant principals and several teachers and integration aides moving to other schools through the year, the Acting Learning Specialist (Wellbeing) going on leave and the substantive LS returning from leave, etc. Alongside this, the previous acting principal (2024) had prepared the school for significant uplift, which led to a period of transition and re-alignment.

Progress towards strategic goals, student outcomes and student engagement

Learning

Banyan Fields Primary School engaged in the school review process in Term 1, 2025 and began working immediately on the focus areas identified by and agreed upon by the panel. From a learning point of view, the focus was on consistency across the school. Members of the leadership

team supported the teachers in Year 1 to implement the Little Learners Love Literacy program and two teachers attended Orton-Gillingham training. Between these two consistent practices, we hope to ensure that every student has a deep understanding of how the English language works so they can enjoy interacting with books and other reading materials, and presenting their ideas in writing.

At the beginning of the year, the team introduced a range of new initiatives including OCHRE slides and implementation of practices related to cognitive load theory. The teachers had engaged in the learning in 2024 but the change meant the teachers were required to think about their practices differently.

Throughout the year, the teaching staff attended weekly professional learning sessions on the Victorian Teaching and Learning Model 2.0, through a whole-school professional learning communities approach. In Semester 1, the focus was on *positive classroom management strategies* and in Semester 2, we moved onto an exploration of the *Elements of learning*. The teachers worked through an improvement cycle by collecting data, engaging in professional reading and discussion, and completing agreed follow-up actions. Professional learning was supplemented by a range of other resources including StepLab.

Working Parties were introduced by School Council in 2025. The Curriculum Working Party focused on developing a consistent understanding of the pedagogical model amongst staff. They also developed a student-facing instructional model that supports the students to understand their role at each stage. In the second half of the year, they developed a whole-school documented curriculum and planning templates for introduction across the school in 2026.

Underpinning all of this work was the redevelopment of our school values (Tenacity, Equity, Synergy, Stewardship) and the introduction of our school mascot, TESS. The values and mascot will be formally launched in 2026.

Banyan Fields experienced mixed results

- The percentage of students in Strong or Exceeding NAPLAN in Year 3 and Year 5 decreased but remained within the 'Medium' band
- Teacher judgements indicate that 75% of students in Years 1-6 made at or above expected growth in 2025, 1% higher than similar schools
- Mathematics is an area of focus that will be researched in 2026 for action in 2027

Wellbeing

Banyan Fields Primary School Council introduced a Wellbeing Working Party in 2025, whose main focus was on streamlining and documenting all of the work, approaches, strategies and initiatives the school is building in order to ensure every student feels safe and supported at school.

As mentioned in the Learning section, the focus of our whole-school PLC was on positive classroom management strategies. This helped to create an environment in which classroom staff had systems and processes in place to reduce the likelihood of disruptive behaviours and had the understanding and skills to manage the environment more effectively when disruptive behaviours did occur. The wellbeing working party updated our behaviour response continuum, creating a more user friendly system and a more supportive approach that emphasised reteaching appropriate behaviours. School leaders continued to support classroom staff to manage disruptive

behaviours through our on-call roster but the approach began to shift from the school leader solving the problems to the school leader teaching the class to allow the teacher time to build a relationship with the students, solve the problem and move on more productively. This led to a significant reduction in the number of 'red' behaviours recorded on our system and on the number of calls for support recorded on our OCR system.

The staff also attended the final three days of the Berry Street training and staff who had missed previous sessions were provided with an opportunity to catch up. Following the revision of our school values, the team worked together to rebuild our schoolwide positive behaviour supports approach. Led by our student empowerment leader, we established a schoolwide token economy (Class Dojo), and introduced new and innovative ideas that would inspire and engage the students.

The team investigated multi-tiered systems of support and learnt about what responsive teaching looks like at each tier. We developed our own model that provided the launch pad for our Thriving Through Excellence program that was introduced in 2026. A documented process for student support group meetings and individual education plans was also created, and teachers were released from their face-to-face duties to meet with parents, thus providing a more relaxed opportunity to discuss each student's progress. The KESO attended at least one meeting for each of our Koorie students and teachers were invited to elect a school improvement leader to attend the meetings, depending on the specific need. Each member of the school improvement team (school improvement leaders) were assigned to at least one student who required tier 3 support and they worked proactively with the teachers and integration aides to ensure everybody had high quality goals, were provided with research-based strategies, and were supported to make progress.

The result of this work was our 'High' rating for Wellbeing in our School Performance Report.

- The endorsement of *Emotional awareness and regulation* improved from 75% in 2024 to 82% in 2025
- The endorsement of *Managing bullying* improved from 74% in 2024 to 78% in 2025
- The endorsement of *School connectedness* improved from 75% in 2024 to 78% in 2025
- The endorsement of *Stimulated learning* improved from 75% in 2024 to 78% in 2025
- The endorsement of *Student voice and agency* improved from 67% in 2024 to 78% in 2025

Engagement

The big focus of our work on attendance began in Semester 2, with the revision of our attendance roadmap. More emphasis was placed on how the leadership team could create processes and protocols to improve attendance, rather than the onus falling on classroom teachers to follow up with parents and carers. The assistant principal engaged the administration staff and the school chaplain to ensure that our attendance is accurately recorded and that all students and families are supported to maximise attendance. The result was a minor decrease in the number of absences per student per year (23 in 2024 to 22.3 in 2025), which is a day fewer on average than similar schools over the past four years. The average attendance rate remained largely the same and matches similar schools (88%) and the percentage of students with 90% or greater attendance remained at 58%.

Moving into 2026, the team were well set to continue this work towards our target of 65% of students with an attendance rate of at least 90%.

Our students who reside in out of home care were supported by the continued promotion of learning mentors. The team met together fortnightly to share ideas on how to support the students and on the off-weeks, the team alternated between meeting with their individual student and as a whole group. The students engaged in many community-building activities, such as a movie night and a full day excursion at the end of the year. The learning mentors worked in synergy to organise the events. The highlight of the year was the full day excursion to the cinema at the end of the year. Grant money received from the school was used to cover the cost, and Seaford RSL provided their community bus for us to use as transport.

Other highlights from the school year

Banyan Fields Primary School's secondary focus in 2025 was on building our parent and family engagement. We increased and improved the communication with families through video messages and the community engagement team built a strategy for celebrating the work being done through our professional learning community approach, linking everything back to our school values and mascot. As a result, we had a strong response to volunteering opportunities in Term 2, which led to the establishment of our Parent Association in Term 4. Most events have been run by school staff up to now but the promotion and development of our parent association has started to shift that energy and focus, and increase levels of volunteerism at the school. Feedback from the families who have been at the school for several years was overwhelmingly positive.

The development of our Learn to Thrive program continued in 2025, with a refinement of how the space operates. This resulted in a shift of focus from supporting students to regulate when they become overwhelmed by the classroom and school environment and expectations to proactive engagement in social skills programs. The impact of this work was felt across the school with teachers reporting that their classrooms became calmer and the students more engaged. The integration aides were also encouraged to use the space on three levels - a space to visit before the student with whom they were working became overwhelmed, a space to build social skills and complete tasks that could not be done in class, and a space students could visit when they completed their class assigned tasks (a reward).

Through the year, our links with Carrum Downs Secondary College have continued to grow and develop. These links will support our students as they transition to high school and will provide both settings with opportunities to enhance the experiences for the students in our community. This partnership has been further developed in the first term of 2026.

Through the year, several teachers and integration aides accepted fixed-term or ongoing transfers to other schools. While this placed pressure on staffing, it provided the community with the opportunity to engage new staff. Towards the end of the year, the pattern shifted and we saw teachers who had previously left or transferred out of Banyan Fields return, excited by the progress made and the vision of what lies ahead for the community.

Financial performance

Banyan Fields Primary School has a balanced budget with expenditure directed to support the students currently at the school. There is a reasonable operating reserve in both the cash and credit budgets, that is used to cover unexpected expenses throughout the year, be that occupational health and safety issues that we encounter or staff absences that need to be covered.

In January, 2025, significant painting and carpeting works were completed at the school, creating a brighter and more welcome environment for our students. Split systems were installed and upgraded across the school and blinds were installed to create more comfortable learning environments and ensure we are fully compliant with our occupational health and safety obligations.

In 2025, the team began the year with a gap in the staffing profile. As well as translating several contracted integration aides to ongoing, the team grew larger, providing the necessary supports for our most vulnerable students.

Our challenge in 2027 and following years will be to maintain and grow our enrolments to ensure that our financial situation remains strong and we can continue to offer the varied range of experiences and supports for our students.

The business manager built the profile of the school gym as a rental space for basketball clubs and other community organisations. This provided a new income stream for the school. While most of the income was expended on improving the facilities (installation of fans and a scoreboard, more frequent maintenance of the floor, improvements in the external lighting, etc.), the potential of future income will support the programs on offer at the school.

Banyan Fields Primary School engaged TheirCare as the third-party outside school hours care provider at the end of 2024. In 2025, we established a link with a third-party lunch delivery service. It was agreed that the service on offer was not viable as a long term option so school council opened a tender for an onsite provider. H&H was the successful organisation and opened our canteen at the beginning of 2026.

External allied health professionals use the school spaces frequently. While this does not provide a significant financial benefit for the school, each provider is required to sign a licencing agreement. School Council delegates responsibility for oversight and approval to the business manager and principal.

**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 521 students were enrolled at this school in 2025, 246 female and 275 male. 15% 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 **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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	64.3%	
	Similar schools	76.3%	
	State	82.0%	

School Staff Survey

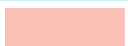
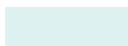
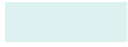
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	56.3%	
	Similar schools	72.8%	
	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	77.4%	
	Similar schools	81.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	78.8%	
	Similar schools	79.7%	
	State	84.2%	

NAPLAN

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

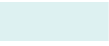
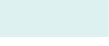
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	58.8%		59.6%
	Similar schools	62.5%		63.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	59.7%		66.7%
	Similar schools	68.7%		69.7%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	46.3%		59.4%
	Similar schools	57.9%		59.1%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	54.9%		62.4%
	Similar schools	61.2%		60.4%
	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	57.4%	
	Similar schools	70.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	42.9%	
	Similar schools	70.9%	
	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	78.2%		72.0%
	Similar schools	73.3%		73.4%
	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	77.8%		71.5%
	Similar schools	73.6%		72.3%
	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	22.3	22.7
	Similar schools	22.9	23.2
	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	89.6%	
Year 1	School	86.6%	
Year 2	School	89.2%	
Year 3	School	89.9%	
Year 4	School	88.1%	
Year 5	School	90.0%	
Year 6	School	88.3%	

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	\$6,500,091
Government Provided DET Grants	\$746,407
Government Grants Commonwealth	\$15,963
Government Grants State	\$0
Revenue Other	\$40,418
Locally Raised Funds	\$366,974
Capital Grants	\$0
Total Operating Revenue	\$7,669,854

Equity	Actual
Equity (Social Disadvantage)	\$333,682
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$333,682

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

Expenditure	Actual
Student Resource Package ¹	\$6,402,173
Adjustments	\$0
Books & Publications	\$3,395
Camps/Excursions/Activities	\$177,025
Communication Costs	\$7,850
Consumables	\$83,532
Miscellaneous Expenses ²	\$14,293
Agency Staff	\$273,291
Professional Development	\$37,018
Equipment/Maintenance/Hire	\$70,615
Property Services	\$330,946
Salaries & Allowances ³	\$129,310
Support Services	\$80,048

Expenditure	Actual
Trading & Fundraising	\$28,395
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$56,567
Total Operating Expenditure	\$7,694,456
Net Operating Surplus/-Deficit	(\$24,602)
Asset Acquisitions	\$0

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	\$267,037
Official Account	\$38,188
Other Accounts	\$0
Total Funds Available	\$305,225

Financial Commitments	Actual
Operating Reserve	\$215,381
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$31,781
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	\$44,274
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$291,436

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.