

2024 Annual Report to the School Community

School Name: Boronia Heights Primary School (4967)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 27 March 2025 at 02:01 PM by Mathew Anderton (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 March 2025 at 02:01 PM by Mathew Anderton (Principal)

HOW TO READ THE ANNUAL REPORT

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Welcome to Boronia Heights Primary School.

At Boronia Heights Primary School (BHPS), we are proud to offer a friendly, inclusive, and dynamic learning environment in which all students are encouraged to grow, achieve, and thrive. Located in the heart of Boronia, in the outer eastern suburbs of Melbourne, our school is founded upon a sense of community and a commitment to excellence in learning. At the end of 2024, our enrolment stood at 511 students, a reflection of our steady growth and the confidence in our school by families.

Our staff includes a Principal, two Assistant Principals, two Learning Specialists, 27.7 full-time equivalent (FTE) teachers, 0.75 FTE learning tutors, 1 FTE Business Manager, 10 FTE education support (ES) integration staff, 0.5 FTE ES grounds staff, and 1.8 FTE office administration staff. Our highly motivated team of teachers and support staff collaborate to deliver engaging learning activities to meet the needs of all students.

At BHPS, we follow the Victorian Curriculum, offering a balanced and rich education. Our students enjoy specialist classes in Physical Education, German, Music and Performing Arts, STEAM, and Visual Arts, as well as focused support through our Tutor Learning Initiative program. We are committed to challenging, supporting, and enabling all students to achieve.

Beyond the classroom, we also have a rich variety of extra-curricular activities. There is the chance to receive instrumental music tuition, the Harvest to Table garden program, lunchtime activities, and leadership activities. Our Years 3-6 Bring Your Own Device (BYOD) iPad program enables more extensive digital learning, and our Out of School Hours Care (OSHClub) provides valuable support to families. We believe academic achievement is just one aspect. Our Junior School Council and leadership programs provide students with the opportunity to develop confidence, responsibility, and belonging. We actively recognise and celebrate achievements, no matter how great or small, so that all children are valued and acknowledged.

Our facilities are modern and designed to encourage creative learning and teaching, including open-plan learning spaces, teaching spaces by subject, a modern library, and a gymnasium. Our curriculum incorporates digital technology, including interactive technologies such as classroom televisions, sound enhancement systems, and iPads to enhance learning.

At BHPS, we focus on putting strong community partnerships at the heart of what we do. We understand the key role parents and carers have to play in their child's learning and actively foster connections with the community. Our vision is to have confident, resilient learners, to tackle challenges, to contribute to society, and to be proud of their school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Boronia Heights Primary School has made significant strides in enhancing teaching and learning through the implementation of a revised Instructional Model (IM). This model has been presented to all teachers, ensuring a unified approach to instruction. The School Improvement Team (SIT) also began developing a detailed document that elaborates on each phase of the model, integrating High Impact Teaching Strategies (HITS) and the Gradual Release of Responsibility framework. This work provides clear expectations for what both teachers and students should be doing at each stage of the IM cycle.

A key focus has been aligning planning documents and teaching practices with Barak Rosenshine's *Principles of Instruction*. Teachers have embraced these research-based strategies, particularly the practice of "Reviewing" learning, which is becoming an integral part of their lessons. This shift has helped students consolidate their understanding and strengthen retention.

Another significant achievement has been the refinement of student grouping strategies. There has been a deliberate move away from strategy groups that lack connection to explicit instruction. Instead, groups are now structured based on students' stage of learning in relation to the lesson's learning intention, ensuring a more targeted and effective approach.

NAPLAN data indicated that 78.3% of students in Year 3 were in the exceeding and strong proficiency levels for Reading, with results exceeding similar schools and the state average. Year 5 student results showed that 73.7% of students were at exceeding and strong proficiency levels for reading, slightly below similar schools but above state average. NAPLAN data for Numeracy showed 73.5% of students in Year 3 and 77.6% of students in Year 5 were in the exceeding and strong proficiency levels. Both of these results are above similar schools and state averages. The results for Reading were lower than 2023 results, reflecting the need for further implementation of a renewed Teaching of Reading Approach. However, Numeracy results were higher than last year's results.

Wellbeing

Boronia Heights Primary School has made significant strides in student wellbeing, with 85% of students achieving at or above expectations in Personal and Social Capabilities according to Teacher Judgement Data against Victorian Curriculum achievement standards. Measures of management of bullying (78.8%) and sense of connectedness (74.9%) reflect our commitment to creating a supportive and inclusive environment where students feel safe, valued, and engaged.

Professional learning has played a key role in enhancing wellbeing practices across the school. In Term 1, staff completed Berry Street Education Model (BSEM) module 1: "The Body", focusing on the physical aspects of wellbeing, followed by BSEM Module 2: "Relationships" in Term 2, which emphasised building strong, positive connections. Clear expectations have been set for staff to incorporate Learning Readiness Scales, Morning Circles, Brain Breaks, and Ready to Learn Plans

into daily routines to support student readiness for learning.

The Pivot Wellbeing Survey has been instrumental in identifying areas for growth. Term 3 saw an increase in participation, ensuring more reliable data to guide interventions. A targeted focus on building resilience resulted in improved resilience factors in the Term 3 survey cycle. Additionally, students who self-identified as needing extra support were connected with wellbeing staff for individual check-ins, ensuring they received the guidance they needed.

To further support student wellbeing, Learning Walks were conducted with a focus on maintaining consistent, predictable routines and fostering an orderly learning environment. The school has also partnered with SFYS and Resilient Youth Australia to implement a Play Program, where selected students are trained to facilitate lunchtime games for younger peers. This initiative not only fosters positive social interactions but also provides leadership opportunities for students who may need extra support in developing their social skills.

Engagement

Boronia Heights Primary School is committed to ensuring children attend school on time every day. There is a staged response to absences, with teachers encouraging regular attendance and check ins with families where a pattern of absenteeism is evident. The Assistant Principal (Wellbeing) and School Welfare Officer have conversations with families if the child is deemed at-risk of disengaging from school due to absenteeism. Communication is the key - we are more likely to improve attendance if we understand the cause and provide support as required.

Despite efforts to improve student attendance through various means, absences increased to an average of 19.1 days per student in 2024, compared to 17 in 2023. This remains higher than the four-year average (17.4), yet is still lower than 2024 absence data for similar schools (21.5) and the state average (21.8). Apart from Medical/Illness related absence which is the highest cause of absenteeism, Parent Choice (unauthorised) and Family Holidays are the next most frequent reasons for non-attendance at school. Attendance rate is the highest in Prep (94%) and lowest in Year 6 (87%).

Boronia Heights remains dedicated to implementing robust and effective programs to facilitate the diverse transition journeys of our students. Transition support remains a cornerstone across all grade levels, with ongoing efforts to allocate additional time for a structured exchange of student information among staff, ensuring seamless transitions for every student. The success of our Prep Transition to School initiative underscores our commitment, with ongoing feedback sought to enhance and streamline this process further. We have established strong links with local pre-school services which enables our Prep team to promote the school and get information about the children prior to them starting school. Our Year 5 and 6 team work closely with local secondary schools to provide a seamless transition for children and their families. Additionally, teachers and Education Support staff deliver lunch time club programs throughout the year. These activities include junior and senior choir, instrumental band, Lego Club, active club and podcasting. The School Welfare Officer facilitates a social skills group two days per week to support children with improving pro-social behaviours.

Other highlights from the school year

Community-focused initiatives continue to be a strength of our school. The Community Hub, affectionately known as "The Hubsters", work tirelessly to enhance the school's connection to parents and the wider community through activities such as Market Night, Happy Hour concerts, raffles, Mothers and Fathers Day stalls, and other fundraising initiatives. The Market Night is a true highlight of the year - stall holders from the local community as well as various parts of Melbourne come to the school to sell their wares. This event contributed \$7000 to the school. This year, the Art Expo was held at the same time as Market Night, and the Ocean-themed vision Tara Henstock and the students created in the art room, along with the work on display in the gym, demonstrated that our visual art program is first-class.

Another highlight of our year was the partnership with the Rotary Club in the development of a Skills Shed. This initiative engages a select group of students in basic trade-related skills such as carpentry, concreting, plumbing, electrical work and sign writing. Rotary Club seek the assistance of local trades people who donate their time and resources to giving the children a unique opportunity to learn a life skill. The school provided the space, and Rotary Club provided the volunteers and knowledge. It is a tremendous initiative that will likely be mirrored at other schools in the future. Boronia Heights PS are proud to be the "lighthouse school" for this program.

Financial performance

Boronia Heights Primary School continues to maintain a strong financial position through careful planning and responsible money management. A commitment to sustainability ensures that program budgets remain well-supported, allowing students to access high-quality learning experiences. The finance sub-committee played a key role in overseeing the school's finances, conducting regular reviews of financial statements and reporting findings to the School Council. In turn, the School Council remained focused on assessing the school's facility and resource needs, ensuring students learn in an environment that is well-equipped and continually improving.

Facility improvements included repainting internal surfaces of Block A, the completion of the Inclusive Play Space for Year 5 and 6 students, and the installation of artificial grass in hard-to-grow areas.

Equity funding was used to support Literacy intervention (MacLit) and Math intervention (Quick Smart) programs. The Community Hub continued to play a crucial role in organising and facilitating fundraising efforts to further enhance our school.

School Council have agreements with Boronia Buffaloes Basketball Club, The Basin Wildcats Basketball Club and Next Generation Football Academy for the shared use of our facilities after school hours. Speech therapy, occupational therapy and provisional psychologists are available on site to support children who require additional learning assistance.

For more detailed information regarding our school please visit our website at

www.boroniahtsps.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 511 students were enrolled at this school in 2024, 269 female and 240 male.

6 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

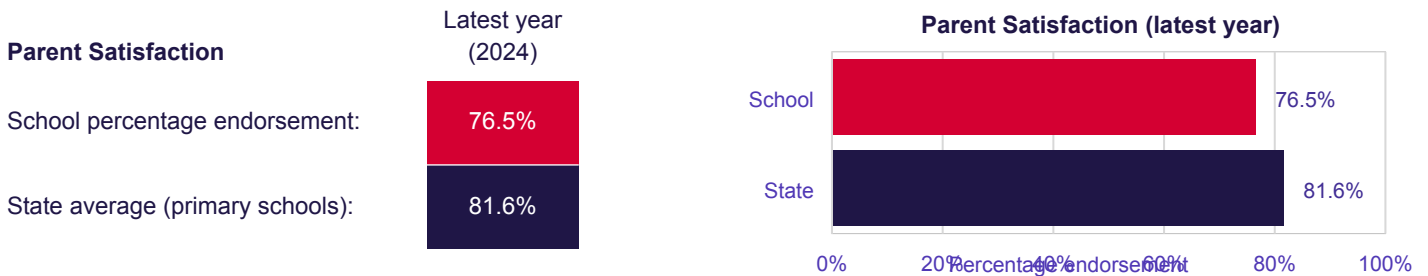
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - 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.

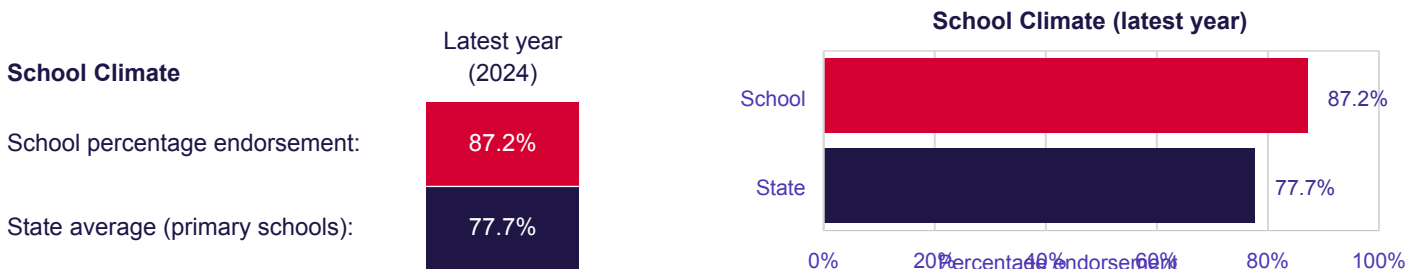


School Staff Survey

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:

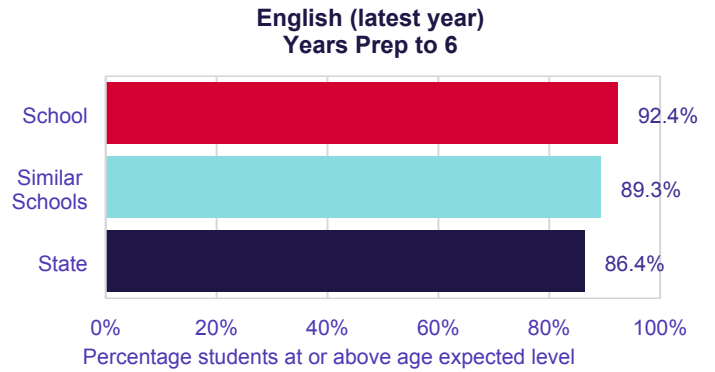
92.4%

Similar Schools average:

89.3%

State average:

86.4%



Mathematics Years Prep to 6

Latest year
(2024)

School percentage of students at or above age expected standards:

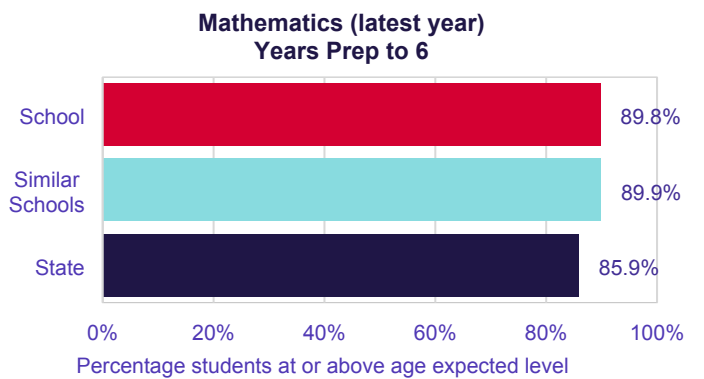
89.8%

Similar Schools average:

89.9%

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.

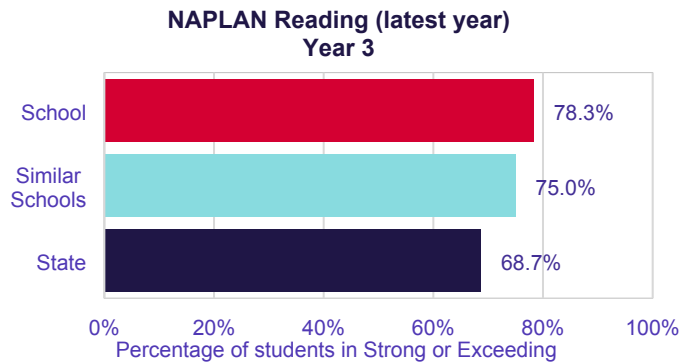
NAPLAN

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.

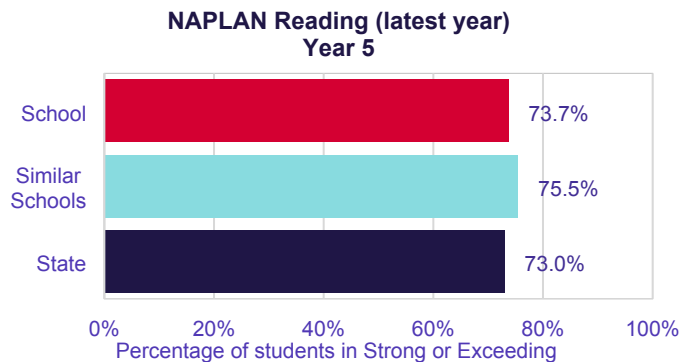
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	78.3%	80.1%
Similar Schools average:	75.0%	75.1%
State average:	68.7%	69.2%



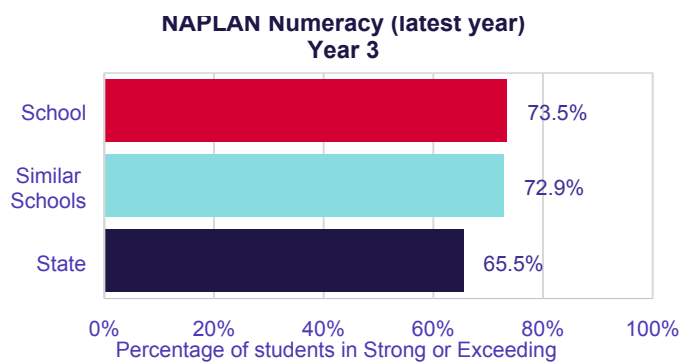
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.7%	77.0%
Similar Schools average:	75.5%	78.6%
State average:	73.0%	75.0%



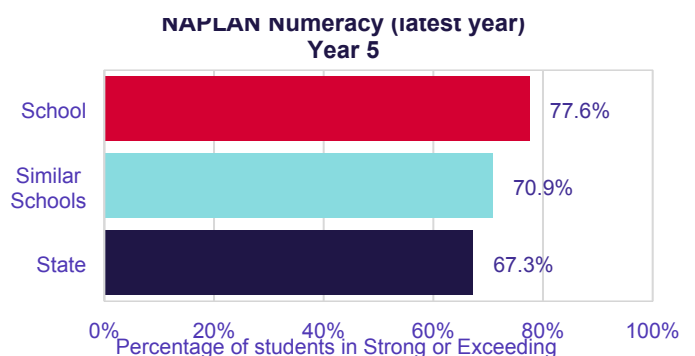
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	73.5%	75.5%
Similar Schools average:	72.9%	72.8%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.6%	74.8%
Similar Schools average:	70.9%	71.0%
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:

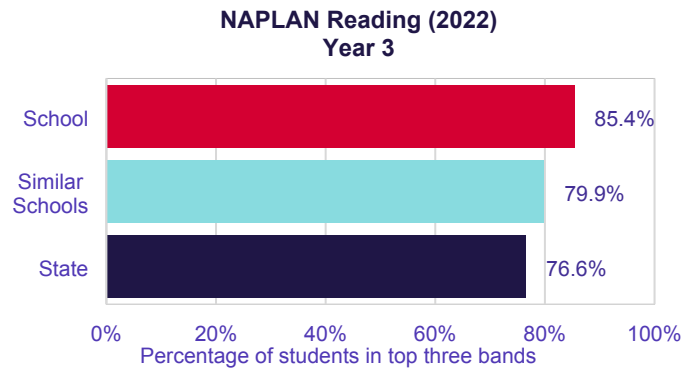
85.4%

Similar Schools average:

79.9%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

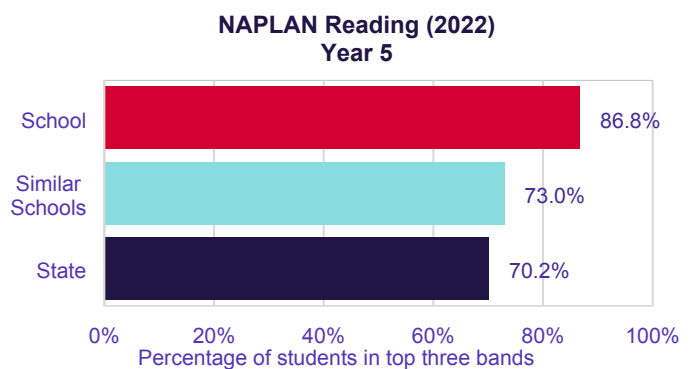
86.8%

Similar Schools average:

73.0%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

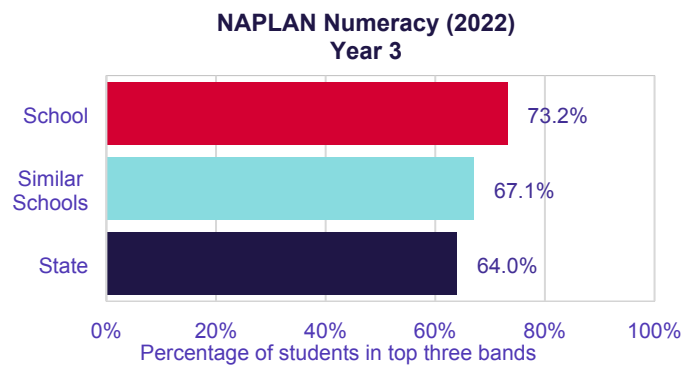
73.2%

Similar Schools average:

67.1%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

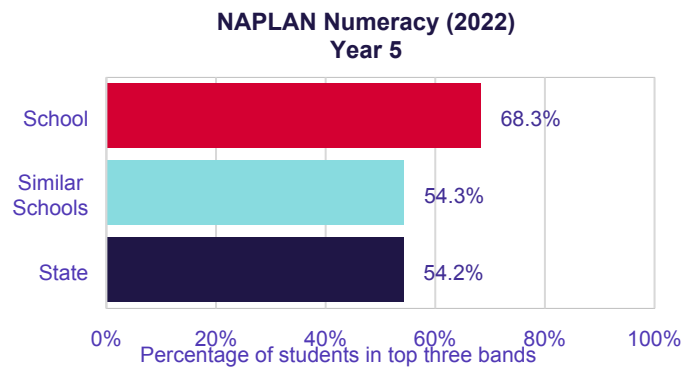
68.3%

Similar Schools average:

54.3%

State average:

54.2%



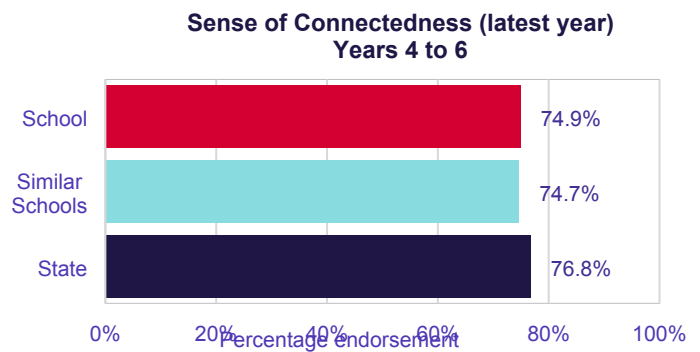
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

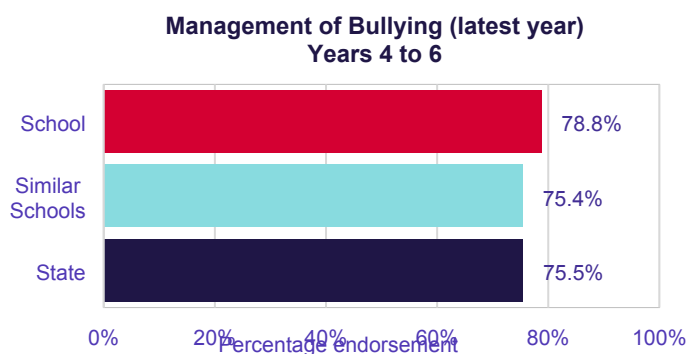
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	74.9%	76.0%
Similar Schools average:	74.7%	77.0%
State average:	76.8%	77.9%



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:	78.8%	77.5%
Similar Schools average:	75.4%	77.0%
State average:	75.5%	76.3%



ENGAGEMENT

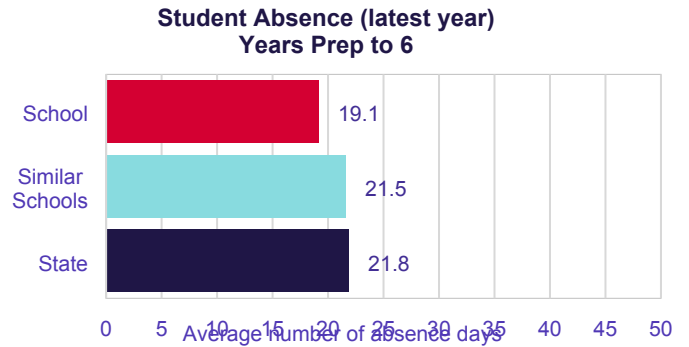
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2024)	4-year average
School average number of absence days:	19.1	17.4
Similar Schools average:	21.5	18.9
State average:	21.8	20.1



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	94%	92%	92%	90%	90%	88%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,387,688
Government Provided DET Grants	\$627,177
Government Grants Commonwealth	\$7,200
Government Grants State	\$0
Revenue Other	\$76,255
Locally Raised Funds	\$430,401
Capital Grants	\$0
Total Operating Revenue	\$6,528,721

Equity ¹	Actual
Equity (Social Disadvantage)	\$61,911
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$61,911

Expenditure	Actual
Student Resource Package ²	\$5,126,372
Adjustments	\$0
Books & Publications	\$4,295
Camps/Excursions/Activities	\$176,402
Communication Costs	\$6,075
Consumables	\$117,757
Miscellaneous Expense ³	\$18,707
Professional Development	\$40,170
Equipment/Maintenance/Hire	\$57,722
Property Services	\$457,785
Salaries & Allowances ⁴	\$287,304
Support Services	\$90,602
Trading & Fundraising	\$40,853
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$43,902
Total Operating Expenditure	\$6,467,946
Net Operating Surplus/-Deficit	\$60,775
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$1,251,617
Official Account	\$22,691
Other Accounts	\$0
Total Funds Available	\$1,274,308

Financial Commitments	Actual
Operating Reserve	\$224,881
Other Recurrent Expenditure	\$24,795
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$613,893
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	\$451,600
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$180,000
Total Financial Commitments	\$1,495,168

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.