2025 Annual Report to the School Community

School Name: Bayswater West Primary School (5039)

- 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 22 April 2026 at 08:44 AM by Karlee Lawlor (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 08:28 AM by Karlee Lawlor (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

Bayswater West Primary School (BWPS) was established in 1971. BWPS is located in the outer eastern suburbs of Melbourne in the City of Knox, approximately 30 kilometres from the CBD. The main school wing houses classrooms, the library, a languages room, Out of School Hours Care facilities, student welfare and administration offices. The school has a modular 5 portable, and it caters for the music and performing arts program, STEAM program and high ability extension program. The school BER building has a staffroom/community space, a gym and assembly space, and a visual arts room. The grounds consist of a football oval, hard courts, sound stage, playgrounds, vegetable garden, passive garden and play areas. The school is an active member of a community hub, working closely with the local community and sporting organisations.

The school's vision is 'One Size Does Not Fit All', which was developed by our students. Our shared values include Curiosity, Care, Respect, Integrity & Persistence. The school supports all learners with a whole school curriculum plan that ensures the full range of learning needs of individual students is catered for. The schools Mental Health Practitioner also engages with students and families when required by holding student counselling sessions as well as running student welfare, mentoring and engagement programs. We aim to meet the educational and social needs of our community through close liaison and interaction between the school and external social and community agencies. The schools aims to cater to various thinking and learning styles by offering specialist programs such as Music, Physical Education, Visual Art, PMP, STEAM and Italian. The school uses the SOLO Taxonomy as a language for differentiation in the classroom.

In 2025, a total of 223 students were enrolled at BWPS, 110 female and 113 male. 17% had English as an additional language. The school had 10 generalist classes across P-6. The school had 17 equivalent full-time staff and 22 part time staff: 1.5 principal class, 1 leading teacher, 1 learning specialist, 20 teachers and 16 Education Support Staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Bayswater West Primary School progressed well against our learning goals in 2025. We further embedded PLC's to support student learning, support teacher collaboration and strengthen teaching practice. Staff used their understanding of PLC's through whole staff professional learning to impact student learning goals in a range of areas within the English and Maths curriculum. In English, our staff began to implement Initial Lit in our F-2 classes. This systematic approach to phonics ensures our students are gaining the fundamental literacy skills they require. In 2025, we continued to implement a school wide approach for learning the 'Big Ideas' in Maths, by further developing our Maths Masters program. This supports our students learning in Maths by

targeting each individual student's area of need and providing them with a personal learning goal to address any areas of development they may require in their understanding and fluency within their numeracy skills. In 2025, the students were supported with their individual learning needs through classroom teaching practices, our support intervention programs (MiniLit and MacqLit) and our high ability extension program.

Our 2025 NAPLAN Reading results from the performance summary indicate that 82.8% of our students achieved high or medium growth from Year 3 to Year 5. This is above similar school outcomes (69.8%) and state levels (74.7%).

Our 2025 NAPLAN Numeracy results from the performance summary indicate that 82.8% of our students achieved high or medium growth from Year 3 to Year 5. This is above similar school outcomes (66.6%) and state levels (74.0%).

Wellbeing

The school has been continually refining our wellbeing framework that delivers a range of wellbeing programs, which are sequenced across a two-year cycle of schooling, based upon Positive Education (PERMAH). This wellbeing approach attempts to address a range of social and emotional needs of students. This school wide scope and sequence includes the implementation of initiatives including School Wide Positive Behaviours, Growth Mindset, Friendology, Zones of Regulation, Character Strengths and Resilience, Rights & Respectful Relationships.

The school works closely with students and their families and provides a range of services to support the wellbeing needs of students. We employ a Mental Health Practitioner 4 days per week who works with students offering 1-1 counselling, student support groups and classroom sessions. Our Leadership team, staff, community mentors and external agencies work hard to support students. In 2025 the school also continued to engage with an Inclusion Outreach Coach for one day per week, who supported our staff and school community to incorporate universally inclusive practices for our students. This coaching includes professional development for all our staff, to ensure the best practices and supports are in place for our students and their individual wellbeing needs.

Our 2025 student attitudes to school - sense of connectedness (76.4% for Year 4-6 students), indicates that we are above similar schools (73.2%). Our student attitude to school - management of bullying (80.0% for Year 4-6 students) is also above similar schools (73.2%) and the state average (77.1%). This indicates to us that our students feel extremely connected to their school and are positive about the way our school manages student conflict.

Engagement

The school provides a suite of curricular and extra-curricular activities that are designed to engage students in the learning process. Teaching, Specialist and Educational Support staff focus on creating a positive and engaging classroom environments for all students that caters to different learning and thinking styles. Staff continued to utilise SOLO Taxomomy as a language for differentiation. Families have been engaged with the classroom space through digital technology

platforms and have become closer partners in the learning process. Students have been able to co-design learning spaces with teachers to create more interesting and personalised learning centres. We continued in 2025 to implement the Bayswater West Primary School instructional model, which is based on the gradual release of responsibility model.

Student absence at Bayswater West Primary School for 2025 (22.6 absent days) was in line with the average of Similar School (22.6 absent days) and all Victorian Government Schools (21.5 absent days). Whole school attendance data is regularly discussed and reviewed by the school leadership team. Individual student non-attendance is monitored and addressed by teaching staff. In the case of regular absences, the school Mental Health Practitioner will initiate contact with the families concerned, to offer support and strategies to achieve regular school attendance.

Financial performance

Bayswater West Primary School completed 2025 in a financially sound position with $95,182 total funds available in our high yield and official accounts. We also had a net operating surplus of $194,682. This surplus was primarily due to sound financial management and workforce planning. A substantial portion of the funds carried forward were used to develop the staff profile and support ongoing, high-quality teaching and learning programs across the school into 2025. The school's commitments were closely monitored by the School Council. A number of identified facilities projects to be supported through locally raised funds (which is inclusive of voluntary payments and fundraising) were completed. Equity funding of $115,493 was utilised for intervention support through coaching, staff professional learning and resources to support an enhance reading and maths programs. Bayswater West Primary is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as the continual improvement and maintenance of all school facilities.

For more detailed information regarding our school please visit our website at https://baywestps.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 218 students were enrolled at this school in 2025, 108 female and 110 male. 18% had English as an additional language and 5% 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**	**84.6%**
	Similar schools	75.7%
	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**	**77.5%**
	Similar schools	74.2%
	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**	**77.2%**
	Similar schools	83.7%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**71.6%**
	Similar schools	80.4%
	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%**	**64.1%**
	Similar schools	64.4%	65.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**67.6%**	**70.4%**
	Similar schools	68.8%	70.1%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**52.9%**	**51.6%**
	Similar schools	58.0%	59.3%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**63.6%**	**63.9%**
	Similar schools	60.4%	60.5%
	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**	**82.8%**
	Similar schools	69.8%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**82.8%**
	Similar schools	66.6%
	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**	**76.4%**		**81.5%**
	Similar schools	73.5%		73.9%
	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**	**80.0%**		**81.7%**
	Similar schools	74.1%		73.2%
	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**	**22.4**	**22.7**
	Similar schools	22.6	22.5
	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**	**92.0%**
Year 1	**School**	**90.1%**
Year 2	**School**	**87.8%**
Year 3	**School**	**89.5%**
Year 4	**School**	**85.9%**
Year 5	**School**	**90.9%**
Year 6	**School**	**85.9%**

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	$3,216,565
Government Provided DET Grants	$403,698
Government Grants Commonwealth	$115,716
Government Grants State	$0
Revenue Other	$21,039
Locally Raised Funds	$235,366
Capital Grants	$0
Total Operating Revenue	**$3,992,384**

Equity	Actual
Equity (Social Disadvantage)	$115,493
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$115,493**

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

Expenditure	Actual
Student Resource Package[1]	$3,007,482
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$113,041
Communication Costs	$3,494
Consumables	$111,947
Miscellaneous Expenses[2]	$20,128
Agency Staff	$25,319
Professional Development	$4,339
Equipment/Maintenance/Hire	$70,539
Property Services	$59,142
Salaries & Allowances[3]	$257,904
Support Services	$11,000

Expenditure	Actual
Trading & Fundraising	$74,716
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$23,406
Total Operating Expenditure	**$3,782,458**
Net Operating Surplus/-Deficit	**$209,926**
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	$62,689
Official Account	$32,493
Other Accounts	$0
Total Funds Available	**$95,182**

Financial Commitments	Actual
Operating Reserve	$129,163
Other Recurrent Expenditure	$21,880
Provision Accounts	$0
Funds Received in Advance	$0
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	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$151,042**

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.