

# 2024 Annual Report to the School Community

School Name: Berwick Lodge Primary School (5213)



- 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 25 March 2025 at 02:46 PM by Sandra McCrum (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 25 March 2025 at 02:47 PM by Sandra McCrum (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

Berwick Lodge Primary School is located in an established area of Berwick within the City of Casey, South East of Melbourne. Our school values are Excellence: We continually strive to develop our skills and abilities and take pride in our achievements. Integrity: We are honest and considerate to one another and trust each other. Respect: We show respect for each other as equally valued and valuable members of our school. Co-operation: We work and play co-operatively with each other. Empowerment: We learn how to make informed choices so we can become valuable members of society. Our school offers a broad range of quality and innovative curriculum programs and enjoys a reputation within the community for providing a positive, caring and inclusive learning environment for students. In 2024, 540 students attended Berwick Lodge, 264 females and 276 males. The majority of these students travelled to school from outside the immediate neighbourhood area. This was a decrease of 64 students from the previous year. 19 percent of students had English as an additional language. The staffing profile for 2024 was 45.62 effective full time (EFT) staff comprising of 4.00 (EFT) Principal Class, 27.8 (EFT) Teaching Staff, 4 (EFT) Administration Staff and 9.82 (EFT) Educational Support Staff. During 2024, our 22 classes were organised into four area departments: Prep, 1-2, 3-4 and 5-6. Specialist Programs in Visual Arts, Digital Technologies - STEM (Science, Technology, Engineering, Mathematics), Performing Arts, Library, Mandarin, and Physical Education. Further opportunities for our students were provided through a range of support, enrichment and extension programs including Additional Assistance, Tutor Learning Initiative, Social Groups, Language Support, Toe by Toe, Multimedia, Berwick Lodge Student Radio Show, Buddy Program, Community Garden, Sensory Garden, Memorial Garden, State School Spectacular, inter school sport and Junior School Council. Our Strategic Plan (2023 - 2026) emphasized a strong commitment to the development of Literacy and Numeracy skills in all students, the embedding of Information and Communication Technologies and multimedia across curriculum areas, and the positive engagement of all students in learning and school activities.

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

#### Learning

A school highlight was our Year 5 Spelling with 70% of our Year 5 students achieving in the 'Exceeding and Strong' Proficiency level for NAPLAN (National Assessment Program Literacy and Numeracy). This achievement was above network and state schools. Our Year 3 Grammar and Punctuation had 60% of our Year 3 students achieving in the 'Exceeding and Strong' Proficiency level for NAPLAN. This achievement was above network and state schools. The school implemented a range of instructional strategies to ensure continuity of practice including a consistent approach from Prep to Year 6. In Year 5 Reading 72% of our students, and in Year 3 Numeracy 63% of students achieved the 'Exceeding and Strong' Proficiency level for NAPLAN.

The intention is to further strengthen student achievement in Numeracy, Reading and Writing as documented in our current School Strategic Plan (2023-2026). Assessment tools were selected to provide data to increase differentiation and target instruction. Professional Learning Communities (PLC) meeting time for teaching staff was allocated weekly to support greater collaboration and moderation focused on students' outcomes. Our teacher judgements for student school reports from Prep to Year 6 outlined 83.5% of students in English, and 79.3% for Mathematics, achieved above the age expected standards against the Victorian Curriculum progression achievements.

## Wellbeing

Our School Strategic Plan goal 'to strengthen the resilience of students' continued to be a focus in 2024. The focus for students was on continuing to develop growth mindsets and behaviours, whilst embedding student agency across all areas of learning and wellbeing, with the student at the centre. Students developed SMART (Specific, Measurable, Achievable, Relevant, Time bound) goals relevant to individualised learning programs. Learning Maps provided opportunities for our students to reflect on and document the 'People, Places and Tools' which assist with learning and linked to the student's SMART goals. Our Student Attitudes to School Survey data showed 81.8% of Year 4 to Year 6 students had a positive 'sense of connectedness' to school and 79.2% of Year 4 to Year 6 students endorsed the schools positive management approach to not tolerating any form of bullying. The Student Attitudes to School Survey data for both 'connectedness to school' and positive (agree/strongly agree) 'management of bullying' was a highlight as we were above similar schools and the state average for positive responses.

## Engagement

Our student attendance results referring to the average proportion of formal school days students in each year level attended are sound being 84% in Year 6, 86% in Year 3, 87% in Year 2 and Year 5, 88% in Year 1 and Year 4 and 89% in Prep. Our 4 year average student attendance results for the number of school absence days from Prep to Year 6, was 20.7 school absence days, which was similar to the state average of 20.1 days. Illness, including long term illness and extended holidays all impact on our school attendance data. A focus was on high quality instructional practice and continued community partnership development across many platforms. We provided an enhanced level of communication between schools, families, and a variety of support agencies to assist in areas of concerns. The outcomes demonstrated a mixed level of achievement. Our school wide buddy program from Prep to Year 6 and our Year 6 teacher buddy program provided connections for students across levels and with different teachers. Extra curricula activities including ZANCE lead by our grade 6 students, lunch time clubs including Art club, garden club, State School Spectacular, Chess club, social groups, choir and library activities provided regular additional engagement opportunities for students. Parental assistance with school activities such as helpers within classrooms, excursions, incursions and camps, as well as an active Parents and Friends Association(PFA) who organised events such as our school Fun Run, were all positive steps towards continuing to build stronger community partnerships.

## Other highlights from the school year

A key highlight was our whole school curriculum day and professional practice day, focusing on Literacy, Numeracy and Wellbeing, including mental health, Disability Inclusion and creating inclusive teaching and learning for all students. Our staff were able to utilise information learnt throughout the year and build on this with their students and learning teams. Our staff continued to develop their digital technologies knowledge utilising a wide range of online platforms which enhanced both student learning and teacher practice. Our grade 5 and grade 6 students participated in our three day/two night school camping program which provided opportunities to learn outside the classroom in a fun, supportive and challenging outdoor learning environment. Our grade 4 students participated in a school based two day camping program which was highly successful and provided our students with a simulated camp experience during the school day to assist with preparing them for the overnight camps in grade 5 and grade 6. Selected students participated in the State School Spectacular dance troupe with the highlight being able to share the experience with family and friends either at the event in the city or later when broadcast on television. Chinese New Year was celebrated as a whole school event as was Harmony Day and many Indigenous events including NAIDOC week with a highlight being a 'Wear it Yellow' Day to raise awareness. Our senior students participated in interschool sports with many going on to district and regional competitions. Our grade 5 students enjoyed visiting our local kindergartens to work with the students and share activities, stories, and games together, further strengthening our community partnerships. Our Parents and Friends Association (PFA) organised a fantastic Fun Run which involved our whole school community and was our largest fundraiser for the school.

## Financial performance

A slight decrease in student enrolments in 2024 still saw a healthy budget, maintaining an operating surplus for the year. The surplus has been achieved by our sound management practice that is reflected in how we balance our school resources across all areas (ie: staff, programs, resources, equipment and facilities).

Additional school level funding was obtained from a number of sources including OSHC license fee, hiring of facilities on a regular basis including the gymnasium and grounds, and voluntary contributions by parents: Building Fund and Library Fund.

Our equity funding was utilised in the implementation of our highly successful Toe by Toe literacy support program.

**For more detailed information regarding our school please visit our website at  
<https://berwicklodgeps.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 540 students were enrolled at this school in 2024, 264 female and 276 male.

19 percent of students had English as an additional language and NDP 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.

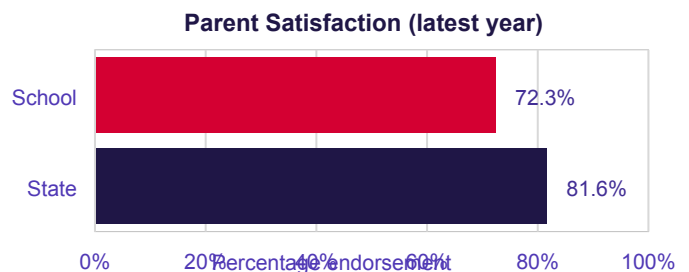
This school's SFOE band value is: **Low - Medium**

### 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.

Parent Satisfaction	Latest year (2024)
School percentage endorsement:	72.3%
State average (primary schools):	81.6%



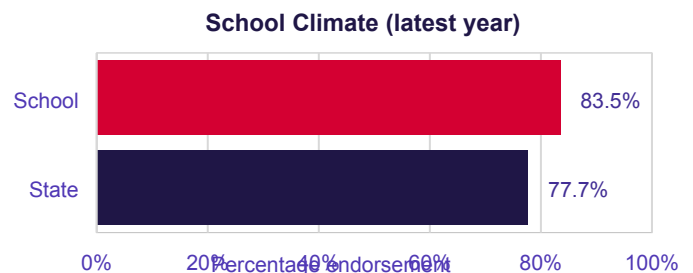
### School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	83.5%
State average (primary schools):	77.7%



## 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:

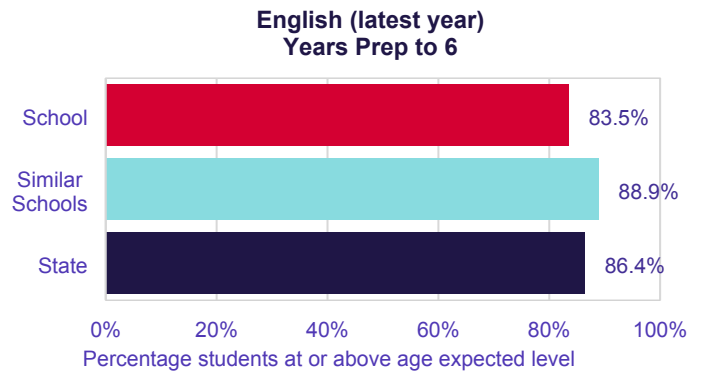
83.5%

Similar Schools average:

88.9%

State average:

86.4%



#### Mathematics Years Prep to 6

Latest year  
(2024)

School percentage of students at or above age expected standards:

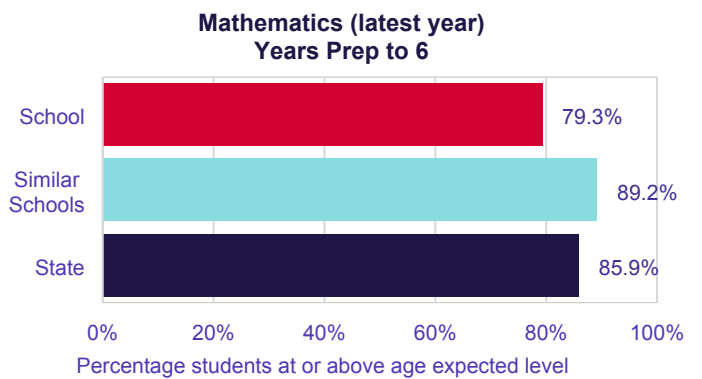
79.3%

Similar Schools average:

89.2%

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.

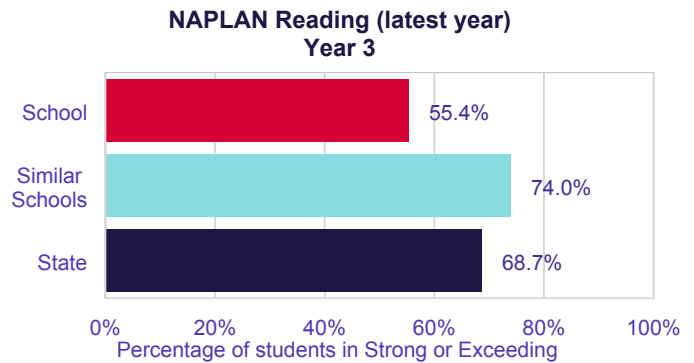
### NAPLAN

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.

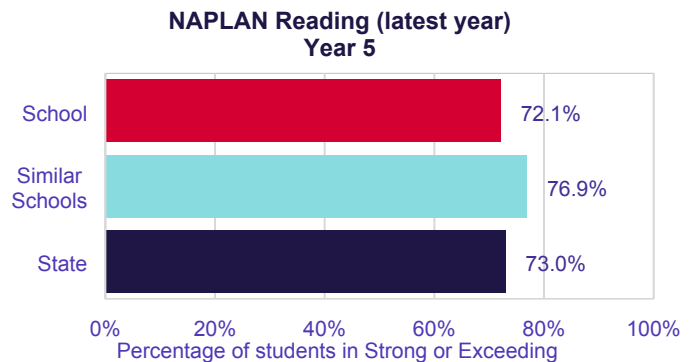
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	55.4%	60.1%
Similar Schools average:	74.0%	73.4%
State average:	68.7%	69.2%



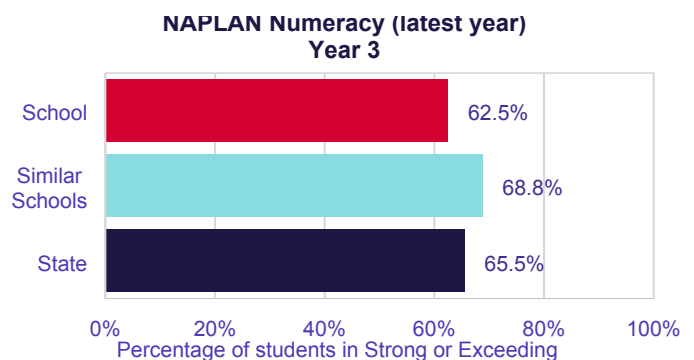
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	72.1%	73.6%
Similar Schools average:	76.9%	78.9%
State average:	73.0%	75.0%



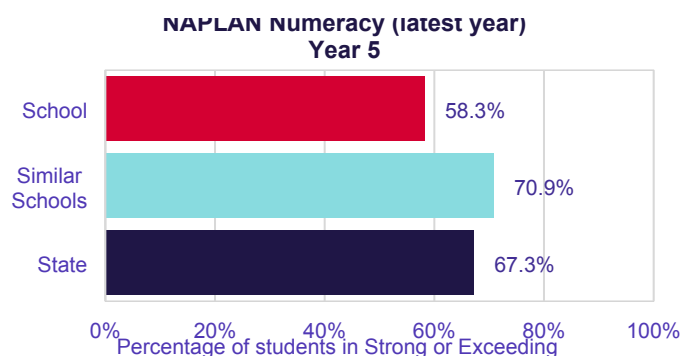
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	62.5%	56.7%
Similar Schools average:	68.8%	69.2%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	58.3%	59.9%
Similar Schools average:	70.9%	71.9%
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:

77.4%

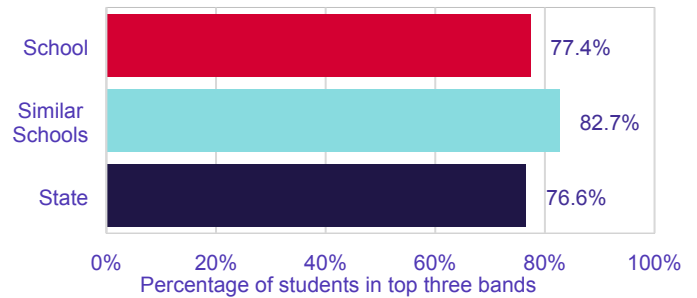
Similar Schools average:

82.7%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

67.4%

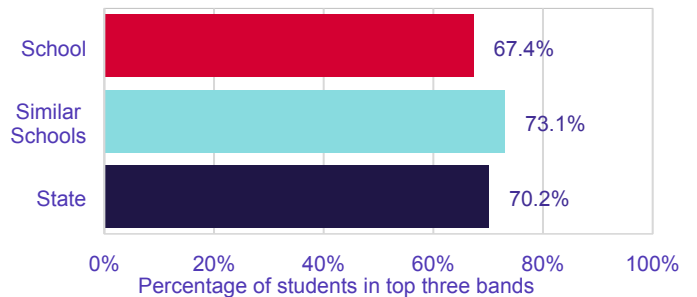
Similar Schools average:

73.1%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

69.5%

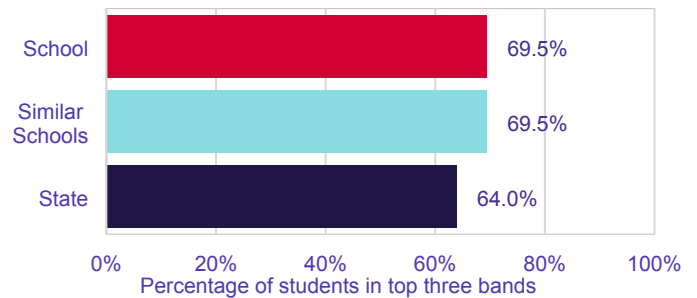
Similar Schools average:

69.5%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

45.9%

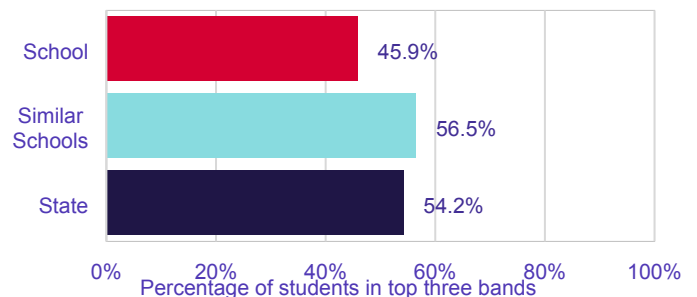
Similar Schools average:

56.5%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5



## WELLBEING

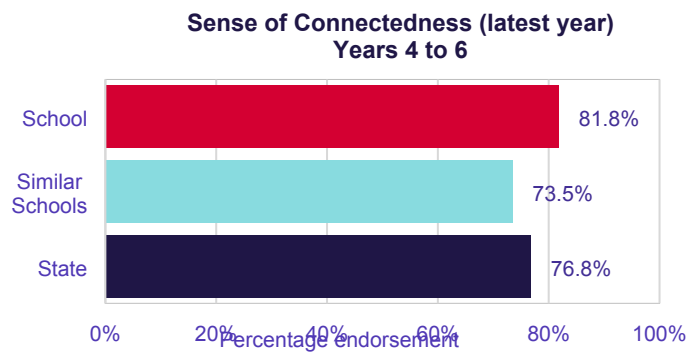
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	81.8%	86.0%
Similar Schools average:	73.5%	75.7%
State average:	76.8%	77.9%

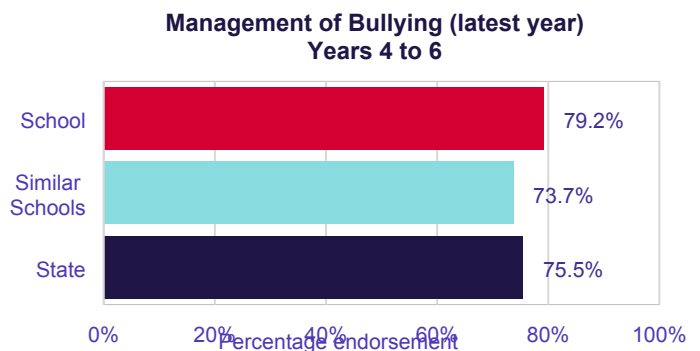


### Student Attitudes to School – Management of Bullying

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:	79.2%	86.1%
Similar Schools average:	73.7%	74.6%
State average:	75.5%	76.3%

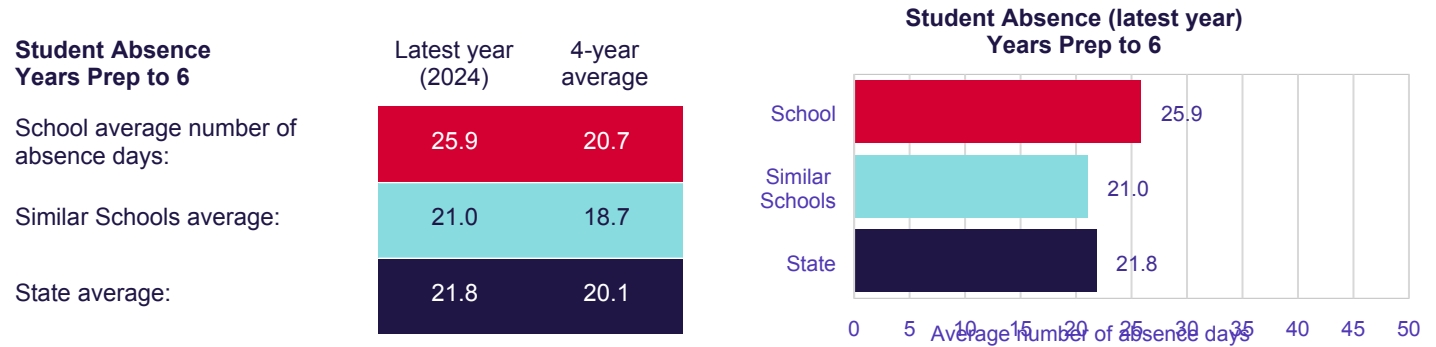


ENGAGEMENT

**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.



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):	89%	88%	87%	86%	88%	87%	84%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,787,571
Government Provided DET Grants	\$784,382
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$35,752
Locally Raised Funds	\$284,224
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,891,929</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$88,724
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$88,724</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,024,376
Adjustments	\$820
Books & Publications	\$0
Camps/Excursions/Activities	\$76,577
Communication Costs	\$8,673
Consumables	\$89,678
Miscellaneous Expense <sup>3</sup>	\$25,717
Professional Development	\$19,846
Equipment/Maintenance/Hire	\$74,259
Property Services	\$137,157
Salaries & Allowances <sup>4</sup>	\$16,180
Support Services	\$335,379
Trading & Fundraising	\$13,215
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$59,492
<b>Total Operating Expenditure</b>	<b>\$5,881,370</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,010,559</b>
<b>Asset Acquisitions</b>	<b>\$0</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 17 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	\$848,321
Official Account	\$66,753
Other Accounts	\$5,790
<b>Total Funds Available</b>	<b>\$920,864</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$144,695
Other Recurrent Expenditure	\$23,979
Provision Accounts	(\$1,005)
Funds Received in Advance	\$33,909
School Based Programs	\$79,640
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	\$32,501
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$313,719</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.*