

# 2025 Annual Report to the School Community

School Name: Billanook Primary School (5193)



- 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 16 March 2026 at 12:52 PM by Kris Johnson (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 20 March 2026 at 11:49 AM by Kris Johnson (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

In 2025, 437 students were enrolled at Billanook Primary School, 223 female and 214 males. Our overall socio-economic profile places us in the low-medium range. Billanook PS had 45 staff members, including 2.2 Principal class, 26 full and part time teaching staff, 9 Education Support and 4 Administration staff. We have 8 male and 37 female staff members.

The school is situated at the foot of Mt Dandenong, providing a beautiful environment for learning and play. In 2025 we expanded our Kitchen Garden program to include an outdoor dining area, orchard, chickens and a fenced garden for planting. Our buildings and play spaces have been revamped with artworks by the artist Shannon Lamden, transforming areas of the school with sea scapes and botanical themes.

Our school values Kindness, Grit, Aspiration and Respect, have continued to be reflected in our community and are increasingly present in our whole school programs. Our Positive Start Program has been modified to include more lessons celebrating the differences in our student body, which has helped build a deeper understanding of neurodiversity. This classroom based work is supported through more whole school learning (including special days, assemblies and incursions) of issues that have deeply impacted our community, including epilepsy and cancer.

At Billanook we use evidence-based practices underpinned by rigorous assessment and planning. Researched based resources continue to support the teaching and learning at Billanook with InitialLit and Top 10 the foundation for our literacy and numeracy programs. Our multi-tiered systems of support have continued to be developed with a carefully structured program of intervention and enhancement. Learning is purposeful, authentic and steeped in research and evidence.

We have a commitment to continuous improvement. With solid instructional models in place, 2025 was the year of reflection with our Learning Specialists leading regular audits of current practices and identifying areas for growth and consolidation. This includes ongoing assessment, reflection, and adaptation to ensure that the school is effectively supporting student learning and growth. Our consistent approaches in all areas of the curriculum help ensure that our students are receiving the same high level of instruction in all classrooms.

Our wellbeing team work as a collaborative unit to support our students social and emotional needs. In 2025 we expanded our student supports to facilitate more on site interventions, adding to our already comprehensive system of care. We provide a scaffolded network of emotional and social provisions for our students including counselling, social skills groups, mentors, buddy program and disability inclusion.

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

### Learning

Optimising the learning growth for every student in literacy and numeracy is the overarching learning goal for Billanook Primary School's new Strategic Plan. The school's 2025 Key Improvement Strategies included:

- Establishing high level processes to use data and evidence to meet every student's point of need.
- Strengthen collaborative practices to support schoolwide high quality teaching practice.

We have continued to enhance our teacher's ability to teach to at our student's point of need. All teaching staff have participated in regular school wide moderation of writing tasks using No More Marking. This whole school approach to marking has ensured consistency throughout the levels and provided professional development in the continuum of writing. Through targeted professional development our teachers have developed their repertoire of assessment practices and are now better able to measure progress, benchmark attainment and progress across your school, and nationally. Our system of assessment empowers teachers to provide highly personalised and actionable feedback to every pupil. We continued to be recognised as a high performing school within our network with a significant number of local schools choosing to tour our classrooms. The Attitudes to School Survey indicates some extremely positive results and places the school well above State and Similar school averages, stimulated learning 94%, differentiated learning challenge 95% and motivation and interest 87%.

In 2025, our Professional Learning Communities (PLCs) continue to thrive. Team planning, assessment and moderation of data was embedded, with our Staff Survey indicating significantly above State and Similar averages in teacher collaboration 86%, collective focus on student learning 99% and applicability of Professional learning 96%. Through regular PLC meetings, staff engaged in collaborative planning, analysis of student learning data, and reflection on instructional strategies aligned with the VTLM 2.0 framework.

### Wellbeing

To achieve our overarching wellbeing goal of empowering students to be engaged, confident, and self-regulated learners, we expanded on our whole-school, multi-tiered approach to learner wellbeing throughout 2025. This involved developing more rigorous systems for flagging students needing Tier 3 individualised supports, and more comprehensive documentation of adjustments. We strengthened Tier 2 targeted supports by putting in place consistent information sharing practices, strengthening the lines of communication between wellbeing staff, parents and teachers. Our wellbeing staff developed referral pathways, allowing them to more comprehensively monitor students requiring additional guidance and facilitating external supports where appropriate. For students with more complex needs significant work went into pursuing

supports such as Disability Inclusion funding. Staff professional learning focused on building a shared understanding of student wellbeing and strategies to ensure that all teachers in the school had an awareness of the complex needs of students within our community. Together, these strategies created a cohesive and proactive framework that embeds wellbeing into everyday teaching and learning across the school. The Attitudes to School Survey indicated strong results when compared to State and Similar schools; sense of confidence 89%, self-regulation and goal setting 90%, teacher concern 86% and sense of inclusion 98%.

## Engagement

In 2025, student attendance at Billanook PS improved significantly, with only 31% of students absent for 20 days or more compared to 54% in 2024.

Several strategies contributed to this improvement. Attendance continued to be closely monitored, with absences and patterns of lateness followed up promptly with families. The importance of regular attendance was consistently communicated through newsletters, reports and parent information sessions, helping to build greater awareness within the school community. Positive reinforcement strategies, including the class attendance competition and weekly Sheffie awards, celebrated regular attendance and punctuality.

In addition, the school maintained a strong focus on student engagement through programs such as the Kitchen Garden program and challenge-based learning in the senior school, which increased students' motivation and connection to school. The school also continued to work collaboratively with regional supports and external agencies to address chronic attendance concerns and support families where needed. Together, these strategies contributed to improved student engagement and stronger attendance outcomes in 2025.

## Other highlights from the school year

Some of our highlight from 2025 include:

- Interschool sports achievements
- The selection of students in national sporting teams
- Our camps programs
- Excursions and incursions – enhance learning opportunities for our students
- Whole school working-bees
- Parent's Group fundraising; an incredible amount of money was raised by our school community for our new playground which will be built in early 2026.
- A brilliant Art Show – with contributions from across the school
- A Twilight Sports night welcoming families to the school
- Bedtime stories evening – a highlight of our Education Week celebrations
- Christmas Fun Day

## Financial performance

Billanook Primary School maintained a very sound financial position throughout 2025 ending the year with a surplus.

The school continues to invest heavily in teacher professional learning to build teacher capacity and ensure whole school consistency. Program budgets in Literacy, Numeracy and Digital technologies remain high to enhance and optimise student learning in these key learning areas. We continue to invest in providing a digital devices 1:2 program across levels 4 - 6 and providing a class set of iPads to be utilised when required in Foundation to Level 2.

Our equity funding was spent on continuing to provide literacy support. The school contributes additional funds to ensure all students receive additional support where required.

We continue to use our Tier 2 disability inclusion funding to support children in classes who don't have individual funding (Tier 3 funding).

We continued to use our wellbeing funds to employ a second wellbeing counsellor who is also leading our wellbeing approach. This is an extension on our chaplaincy program funds.

Fundraising from our Parent's Club supported many projects, including supporting families in need. The majority of parent fundraising was set aside to contribute towards a new playground space that will be built in early to mid 2026.

Despite a solid financial position, additional funding will enable us to maintain our school's highest quality education programs and facilities.

**For more detailed information regarding our school please visit our website at  
<https://billanookps.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 437 students were enrolled at this school in 2025, 223 female and 214 male. NDA had English as an additional language and NDP 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.

|                                                                                               |                 | 2025  |             |
|-----------------------------------------------------------------------------------------------|-----------------|-------|-------------|
| % positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey) | School          | 84.7% | <div></div> |
|                                                                                               | Similar schools | 79.1% | <div></div> |
|                                                                                               | State           | 82.0% | <div></div> |

### School Staff Survey

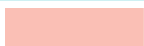
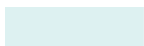
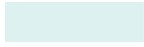
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

|                                                             |                 | 2025  |             |
|-------------------------------------------------------------|-----------------|-------|-------------|
| % positive endorsement School Climate (School Staff Survey) | School          | 87.7% | <div></div> |
|                                                             | Similar schools | 80.2% | <div></div> |
|                                                             | State           | 77.4% | <div></div> |

## LEARNING

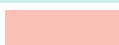
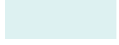
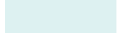
### Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

| 2025                                                                         |                 |              |                                                                                     |
|------------------------------------------------------------------------------|-----------------|--------------|-------------------------------------------------------------------------------------|
| <b>English Prep - 6 % of students at or above age expected standards</b>     | <b>School</b>   | <b>89.9%</b> |  |
|                                                                              | Similar schools | 90.8%        |  |
|                                                                              | State           | 86.3%        |  |
| <b>Mathematics Prep - 6 % of students at or above age expected standards</b> | <b>School</b>   | <b>81.1%</b> |  |
|                                                                              | Similar schools | 89.6%        |  |
|                                                                              | State           | 84.2%        |  |

### NAPLAN

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

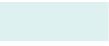
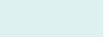
| 2025                                                                        |                 |              |                                                                                       | 3-year average |
|-----------------------------------------------------------------------------|-----------------|--------------|---------------------------------------------------------------------------------------|----------------|
| <b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>76.1%</b> |  | <b>74.9%</b>   |
|                                                                             | Similar schools | 75.5%        |  | 75.3%          |
|                                                                             | State           | 69.5%        |  | 69.3%          |
| <b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>  | <b>School</b>   | <b>86.8%</b> |  | <b>83.1%</b>   |
|                                                                             | Similar schools | 77.4%        |  | 78.7%          |
|                                                                             | State           | 73.9%        |  | 74.6%          |
| <b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>75.0%</b> |  | <b>72.9%</b>   |
|                                                                             | Similar schools | 73.2%        |  | 73.3%          |
|                                                                             | State           | 66.2%        |  | 66.4%          |
| <b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b> | <b>School</b>   | <b>76.9%</b> |  | <b>77.1%</b>   |
|                                                                             | Similar schools | 72.3%        |  | 71.9%          |
|                                                                             | 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                                                                     |                 |              |                                                                                     |
|--------------------------------------------------------------------------|-----------------|--------------|-------------------------------------------------------------------------------------|
| <b>Reading Year 3 to 5 % of students High or Medium relative growth</b>  | <b>School</b>   | <b>71.2%</b> |  |
|                                                                          | Similar schools | 71.0%        |  |
|                                                                          | State           | 74.7%        |  |
| <b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b> | <b>School</b>   | <b>73.1%</b> |  |
|                                                                          | Similar schools | 68.2%        |  |
|                                                                          | 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          | 84.7% |  | 77.2%          |
|                                     | Similar schools | 76.3% |  | 77.3%          |
|                                     | 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          | 88.0% |  | 80.6%          |
|                                     | Similar schools | 77.9% |  | 77.8%          |
|                                     | 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          | 22.5 | 22.0           |
|          | Similar schools | 20.1 | 20.6           |
|          | 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 | 90.7% |  |
| Year 1 | School | 89.3% |  |
| Year 2 | School | 89.6% |  |
| Year 3 | School | 88.3% |  |
| Year 4 | School | 86.8% |  |
| Year 5 | School | 90.5% |  |
| Year 6 | School | 86.0% |  |

## 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       | \$4,371,137        |
| Government Provided DET Grants | \$399,819          |
| Government Grants Commonwealth | \$55,616           |
| Government Grants State        | \$0                |
| Revenue Other                  | \$39,047           |
| Locally Raised Funds           | \$633,925          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$5,499,544</b> |

| Equity                                              | Actual          |
|-----------------------------------------------------|-----------------|
| Equity (Social Disadvantage)                        | \$31,034        |
| Equity (Catch Up)                                   | \$0             |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$31,034</b> |

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

| Expenditure                           | Actual      |
|---------------------------------------|-------------|
| Student Resource Package <sup>1</sup> | \$4,569,202 |
| Adjustments                           | \$0         |
| Books & Publications                  | \$257       |
| Camps/Excursions/Activities           | \$194,438   |
| Communication Costs                   | \$6,902     |
| Consumables                           | \$107,149   |
| Miscellaneous Expenses <sup>2</sup>   | \$40,470    |
| Agency Staff                          | \$0         |
| Professional Development              | \$10,546    |
| Equipment/Maintenance/Hire            | \$85,453    |
| Property Services                     | \$189,278   |
| Salaries & Allowances <sup>3</sup>    | \$151,345   |
| Support Services                      | \$67,540    |

| <b>Expenditure</b>                    | <b>Actual</b>      |
|---------------------------------------|--------------------|
| Trading & Fundraising                 | \$61,359           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$52,246           |
| <b>Total Operating Expenditure</b>    | <b>\$5,536,186</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$36,642)</b>  |
| <b>Asset Acquisitions</b>             | <b>\$0</b>         |

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

| <b>Funds Available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$412,938        |
| Official Account              | \$25,856         |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$438,794</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>    |
|---------------------------------------------|------------------|
| Operating Reserve                           | \$161,164        |
| Other Recurrent Expenditure                 | \$2,350          |
| Provision Accounts                          | \$0              |
| Funds Received in Advance                   | \$0              |
| School Based Programs                       | \$10,000         |
| Beneficiary/Memorial Accounts               | \$0              |
| Cooperative Bank Account                    | \$0              |
| Funds for Committees/Shared Arrangements    | \$0              |
| Repayable to the Department                 | \$0              |
| Asset/Equipment Replacement < 12 months     | \$0              |
| Capital - Buildings/Grounds < 12 months     | \$200,000        |
| Maintenance - Buildings/Grounds < 12 months | \$0              |
| Asset/Equipment Replacement > 12 months     | \$0              |
| Capital - Buildings/Grounds > 12 months     | \$0              |
| Maintenance - Buildings/Grounds > 12 months | \$0              |
| <b>Total Financial Commitments</b>          | <b>\$373,514</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.*