

2024 Annual Report to the School Community

School Name: Bona Vista Primary School (3612)



- 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 01:32 PM by Cara Brasier (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 26 March 2025 at 06:05 PM by Cara Brasier (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

Bona Vista Primary School has been serving the needs of the local community since it was established in 1909 and is situated approximately 6 kms southeast of Warragul. It is a small, rural school with a proud history of educational excellence. In 2024 there were 25 students enrolled as of the February census, with 16 Boys and 9 Girls. The students were grouped into 2 classrooms: Junior P-3 and Senior 3-6. In 2023 we had 2 classroom teachers (1.8 EFT), a specialist (0.2 EFT), 3 integration aides (1.42 EFT), an Acting Principal (1.0 EFT), and a business manager (0.4 EFT).

Staff recognise the importance of catering for every learner and offering a balanced, comprehensive curriculum. The daily curriculum included reading, writing, and mathematics. Classroom teachers and specialists also provided specific weekly programs in Science, the Humanities, Visual Arts, Drama, Auslan, Library, Physical Education, and Social Skills.

Student well-being at Bona Vista is a high priority. Staff provide a safe, positive, and nurturing environment for all students. Our students have a great sense of pride in our school. Parents and staff are proud of our achievements. Bona Vista underwent its whole School Review in late 2023, which highlighted the school's strength in nurturing and supporting student wellbeing. Our vision statement is: We can have fun, take risks and explore. We can be ourselves and belong. We will become the best learners we can be.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Bona Vista Primary School (BVPS) staff remained steadfast in our commitment to enhancing student outcomes, particularly in literacy and numeracy, within the framework of the FISO (Framework for Improving Student Outcomes). The Key Improvement Strategy (KIS) of Improving Student Outcomes in Literacy and Numeracy guided our efforts throughout the year. Key strategies were implemented to empower staff in achieving these goals.

- We have reviewed our current assessment practices and schedules in literacy and numeracy. This resulted in increased use of Essential Assessment across the classrooms.
- 1 to 1 intervention through the Tutor Learning Initiative continued in 2024 with success.
- Staff engaged with Professional Learning at Lardner and District PS on the first day of Term 2, unpacking Mathematics V2. Staff have completed some follow up around the Victorian Curriculum 2.0 (Mathematics).

- We have implemented a whole school approach to the teaching of Phonics. TLI also used SoundWaves with identified students on a daily basis. Data tracking was also linked to this role.
- Numeracy resources were audited with some new resources purchased.

Wellbeing

In 2024, Bona Vista Primary School remained focused on prioritising the wellbeing of our students and fostering a strong sense of community. In 2024, 72% of our students felt connected at school, while 94% indicated a sense of inclusion. Our inclusive collaboration and team approach to supporting all of our students was enhanced throughout 2024. Strategies implemented in 2024 included:

- Implementation of SWPBS across the school.
- Our school values and vision statement were reviewed and proposed draft values were decided. The draft values are Caring, Respect, Community and Learning.
- A school values reward system was implemented, with 'Bird Bucks' being our reward currency. Bird Bucks, are awarded to student's who uphold the school values. A Bird Buck Shop was created for students to cash their 'bucks' in.
- Compass Chronicles are used to track and monitor student behaviour.

Engagement

Students at Bona Vista Primary School are motivated and engaged in their learning as indicated in the Student Attitudes to School Survey results. In 2024, the P-6 attendance rates were higher than both similar schools and the state. Discussions and plans were made with families for all students with significant absences. Despite our high rate of absenteeism our students continued to have a strong sense of connectedness to school. We provide our students an opportunity to learn within a safe, caring and stimulating learning environment that values the uniqueness of each student. Creating a calm and orderly learning environment continues to be a priority at Bona Vista. We recognize the fundamental importance of providing students with safe, nurturing spaces conducive to learning and personal growth. Through intentional classroom management strategies, structured routines, and collaborative efforts between students, staff, and parents, we created environments that promoted focus, engagement, learning, and a sense of security.

Other highlights from the school year

Leadership Speeches: School Captains, Student Leadership, and EcoWarriors delivered inspiring speeches, outlining their visions and commitments to positive change within the school community.

Farm World Excursion: Students had a memorable day at Farm World, exploring interactive exhibits and diverse activities. From animal encounters to agricultural displays, the excursion kept everyone engaged.

Hoop Time Competition: Students eagerly participated in the Hoop Time competition, learning basketball fundamentals and forging friendships with peers.

Mother's and Father's Day Afternoons: The afternoons celebrated the bond between children and their parents with activities and creative projects.

Art Centre Performance: The whole school watched the Alphabet of Science performance which was enjoyed by students and staff.

Healesville Sanctuary: Students and staff had a great day interacting with the animals and learning more about Australia's biodiversity and ecosystems.

Halloween Whole School Disco and Family BBQ: The Whole School Disco showcased students' diverse talents with energetic music and captivating performances. Many parents stayed and also enjoyed the BBQ.

School Swimming Program: The School Swimming Program at the Warragul Leisure Centre provided essential water safety skills and fitness opportunities.

Grade 6 Graduation & Fun Day: The Grade 6 Graduation allowed the community to bid farewell to departing grade 6 students. Students went to WinCity to enjoy their fun day.

Continuation of MARC Van Program: Under Mr. Childs' guidance, the MARC Van program continued to contribute to literacy development.

Continuation of AUSLAN as LOTE: AUSLAN enriched the curriculum, promoting inclusivity and enhancing communication skills through sign language.

Continuation of Out of School Hours Care: The before and after school program continued with Kelly Club providing a great quality service at our school.

Financial performance

The 2024 Annual Implementation Plan, continued to provide the framework for the Acting Principal and School Council to allocate funds to support the school priorities. The Financial Performance and Position report shows an operating deficit, largely due to the employment of additional staff in 2024. Additional staff (including the increase in time fraction for a classroom teacher and extra integration aides) were employed to support the learning needs of our students. Important to note that the indicated deficit is subject to change during the reconciliation process. Locally raised funds were used to provide additional student resources including decodable readers, classroom equipment, teacher resources and to fund excursions.

**For more detailed information regarding our school please visit our website at
<https://www.bonavistaprimary.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 25 students were enrolled at this school in 2024, 9 female and 16 male.

0 percent of students had English as an additional language and 13 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).

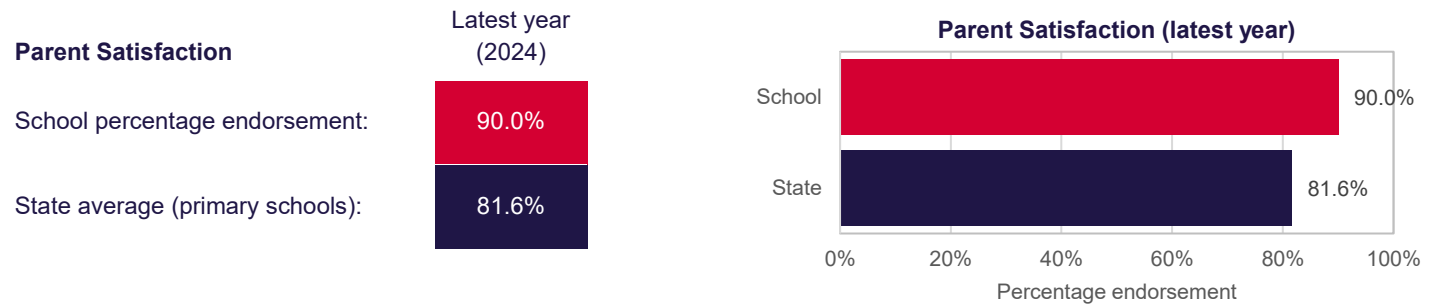
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

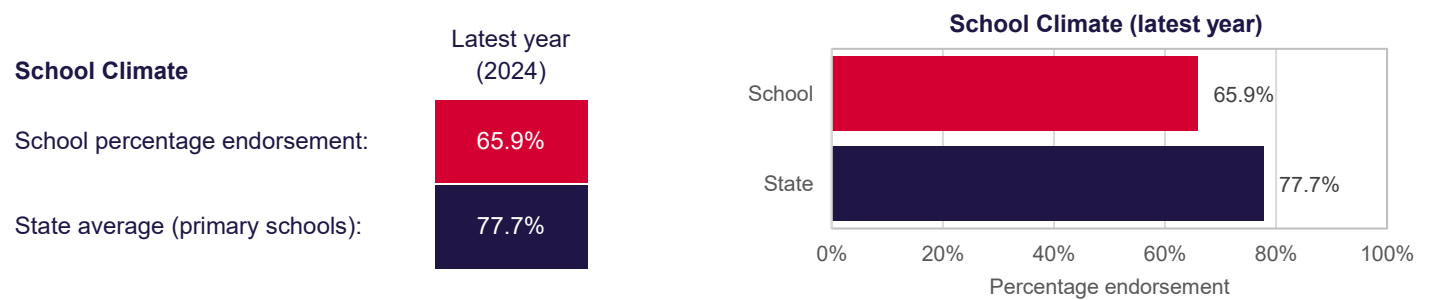


School Staff Survey

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.



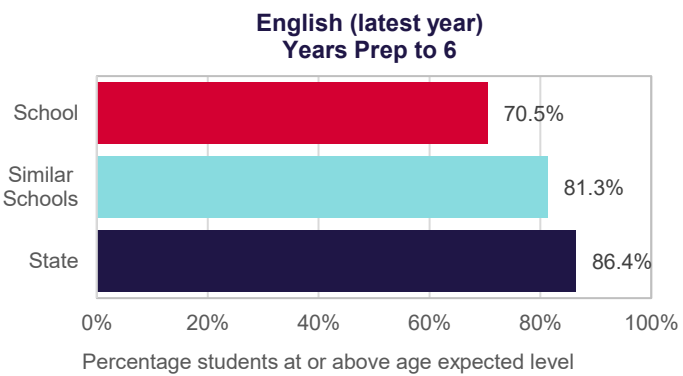
LEARNING

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.

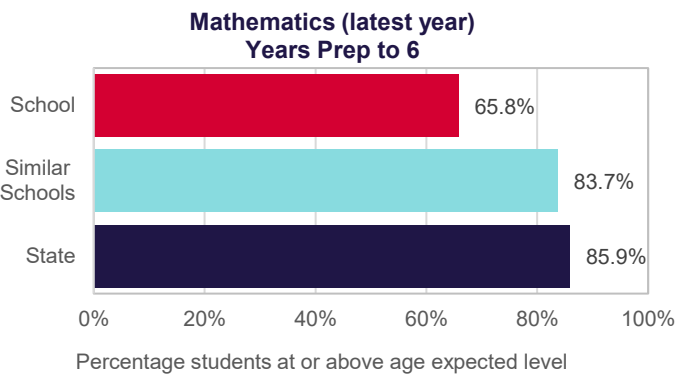
Teacher Judgement of student achievement against the Victorian Curriculum

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:	70.5%
Similar Schools average:	81.3%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	65.8%
Similar Schools average:	83.7%
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

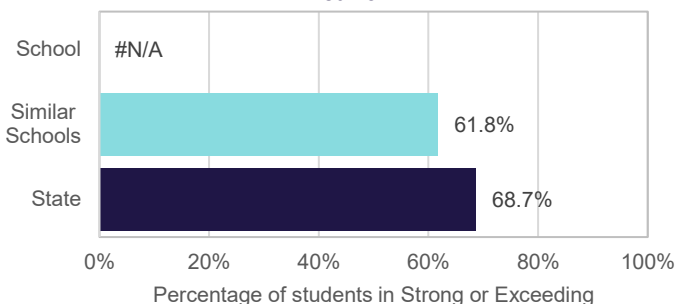
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

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:	NDP	42.9%
Similar Schools average:	61.8%	63.9%
State average:	68.7%	69.2%

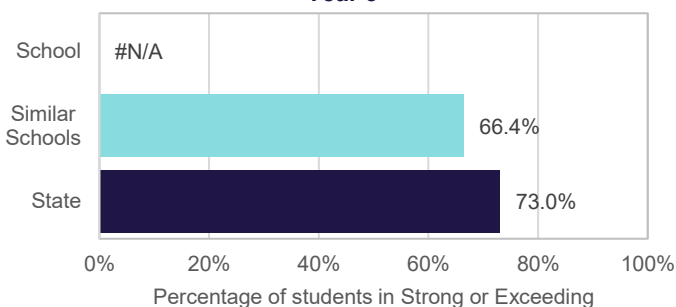
NAPLAN Reading (latest year) Year 3



Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	55.6%
Similar Schools average:	66.4%	71.9%
State average:	73.0%	75.0%

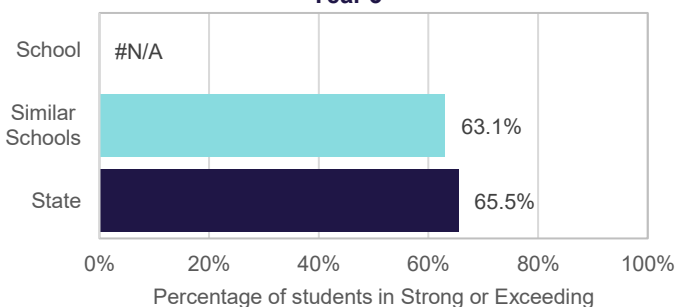
NAPLAN Reading (latest year) Year 5



Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	42.9%
Similar Schools average:	63.1%	66.5%
State average:	65.5%	66.4%

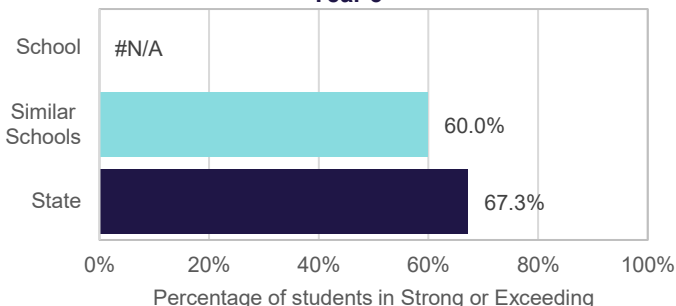
NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	NDP	66.7%
Similar Schools average:	60.0%	63.1%
State average:	67.3%	67.6%

NAPLAN Numeracy (latest year) Year 5



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:

NDP

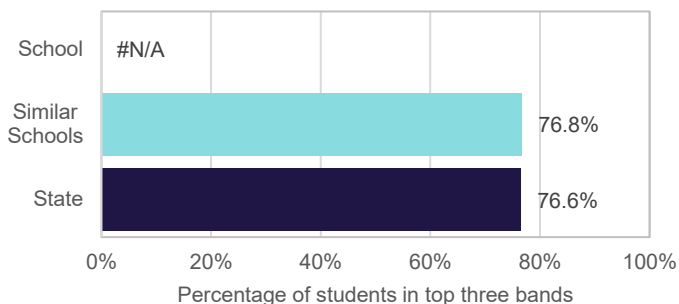
Similar Schools average:

76.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

100.0%

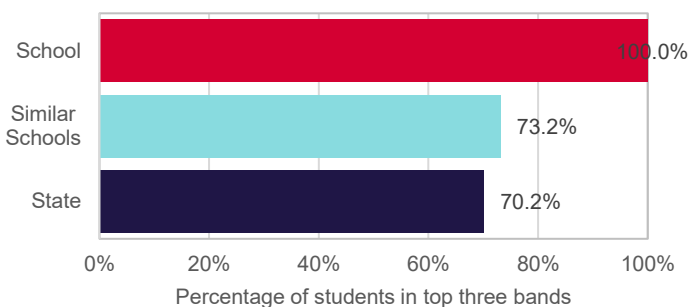
Similar Schools average:

73.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

NDP

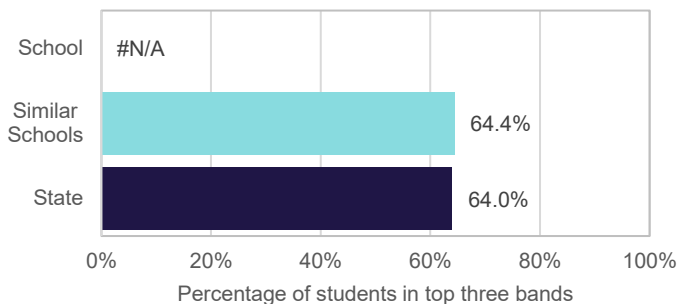
Similar Schools average:

64.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

60.0%

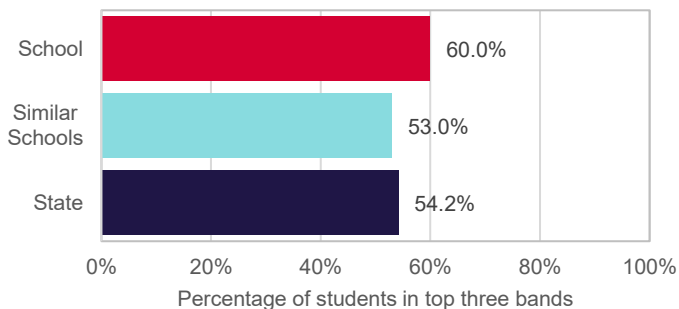
Similar Schools average:

53.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

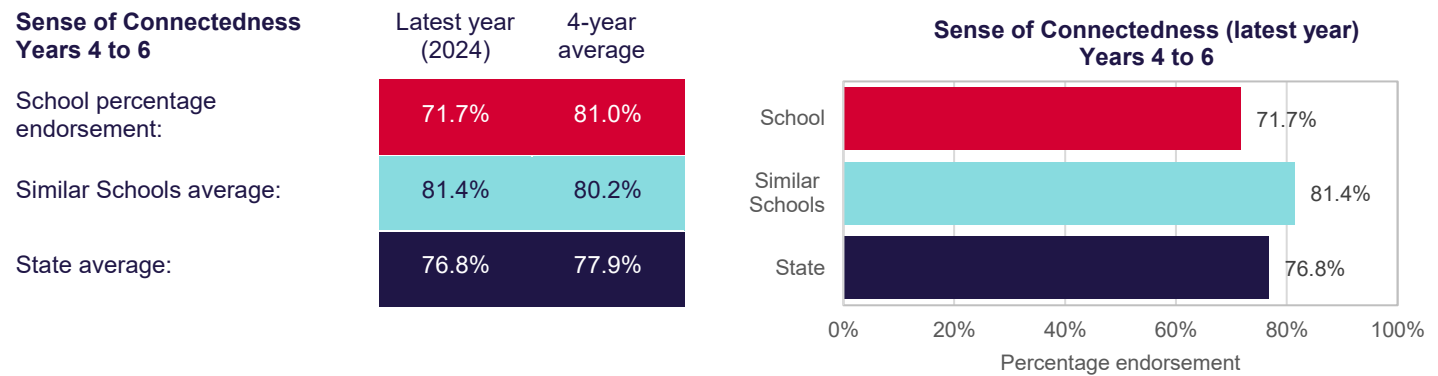


WELLBEING

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.

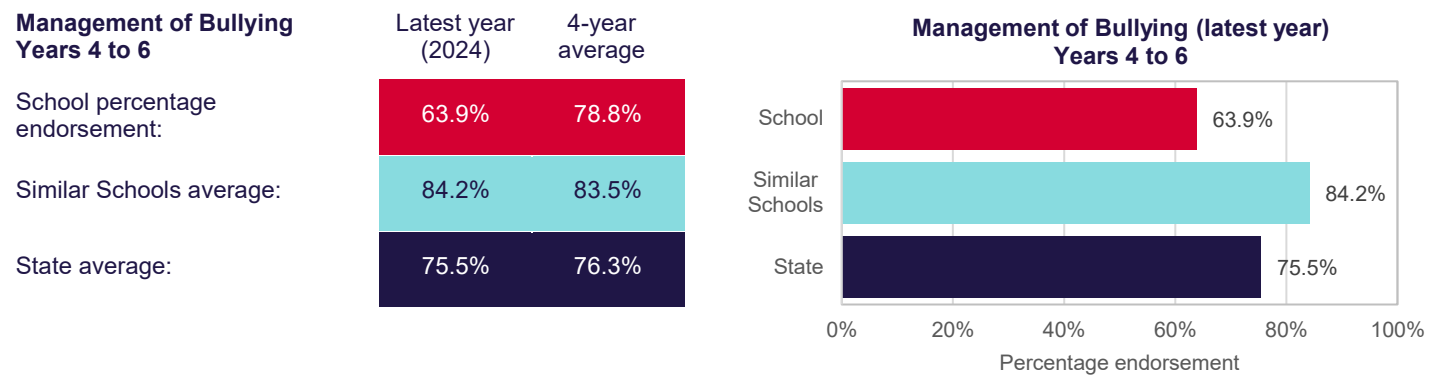
Student Attitudes to School – Sense of Connectedness

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).



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).

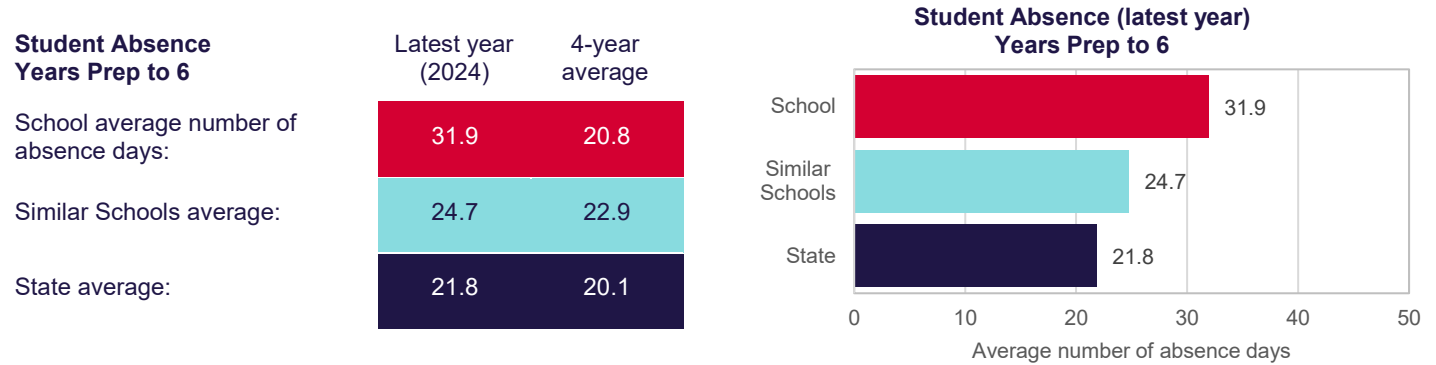


ENGAGEMENT

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):	82%	84%	92%	NDP	93%	84%	75%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$536,733
Government Provided DET Grants	\$104,533
Government Grants Commonwealth	\$5,279
Government Grants State	\$0
Revenue Other	\$22,482
Locally Raised Funds	\$3,851
Capital Grants	\$0
Total Operating Revenue	\$672,877

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,978
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,978

Expenditure	Actual
Student Resource Package ²	\$550,422
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$7,580
Communication Costs	\$574
Consumables	\$9,667
Miscellaneous Expense ³	\$39,518
Professional Development	\$909
Equipment/Maintenance/Hire	\$7,268
Property Services	\$42,291
Salaries & Allowances ⁴	\$55,269
Support Services	\$5,472
Trading & Fundraising	\$55,808
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,520
Total Operating Expenditure	\$780,300
Net Operating Surplus/-Deficit	(\$107,423)
Asset Acquisitions	\$30,774

- (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

Funds available	Actual
High Yield Investment Account	\$97,703
Official Account	\$3,664
Other Accounts	\$0
Total Funds Available	\$101,367

Financial Commitments	Actual
Operating Reserve	\$38,313
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$13,000
School Based Programs	\$16,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$29,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$101,813

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.