2025 Annual Report to the School Community

School Name: Blackburn Lake Primary School (4860)

- 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 20 March 2026 at 01:55 PM by David Dowson (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 25 March 2026 at 09:09 PM by David Dowson (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

Located in Melbourne's eastern suburbs, approximately 15 kilometres from the city Centre, Blackburn Lake Primary School (BLPS) is situated next to the Blackburn Lake Sanctuary. Blackburn Lake Primary School (BLPS) provides educational opportunities that balance academic, social and emotional growth for all. The school motto, “Learning Together,” reflects the high importance that is placed on making all members of the school community welcome, safe, engaged, informed and enriched. The vision of Blackburn Lake Primary School is to create a safe and engaged learning community that inspires challenges and supports all students to achieve their best to thrive and contribute to a 21st-century world. Our TRRAC values of Thinking, Respect, Responsibility, Attitude, and Caring are deeply embedded in our school culture and continue to inform the way our community celebrates and learns together. Whilst our learning dispositions and action statements provide a framework of skills and behaviours for students to live and then enact our values. In 2025, the school operated with 542 students across twenty-four classes and five specialist classes: Physical Education, Performing Arts, Visual Arts, STEAM, and LOTE. The school community was supported by a dedicated team of 48 staff members, including the Principal, Assistant Principal, and Teaching and Education Support Staff. In 2025, 21% of students received EAL funding, and 1 student had an Aboriginal or Torres Strait Islander background.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Blackburn Lake Primary School made strong progress in improving instructional consistency, curriculum alignment, and student learning outcomes in literacy and numeracy. This work has been underpinned by the continued refinement of the BLPS Instructional Model, with increasing alignment to the Victorian Curriculum 2.0 and VTLM 2.0. Staff have demonstrated a growing shared understanding of effective teaching practices, supported by consistent planning documentation, agreed scope and sequence, and strengthened assessment practices.

Student achievement data reflects sustained high performance. At Year 3, 92% of students achieved Strong or Excellent in Reading and 93% in Numeracy, both exceeding AIP targets. Writing reached 93%, slightly below target by 5 percentage points. At Year 5, Numeracy was a key strength at 96%, exceeding target, while Reading (92%) and Writing (92%) were each 3 percentage points below target. Overall, three of six AIP targets were met (Year 3 Reading, Year 3 Numeracy, Year 5 Numeracy), with Numeracy the strongest domain and Writing the only area below target across both year levels.

Cohort data showed some variability, with an increase in Year 3 students requiring support in Writing, Grammar and Spelling, while Numeracy support needs decreased (3% to 1%). Year 5 results demonstrated improvement in most areas, with only a small proportion of students below standard.

Staff Opinion Survey data highlights strong professional practice growth. Professional learning through peer observation (89%) and discussion of practice (89%) exceeded targets, while data literacy (74%) met target. Academic emphasis (81%) and teacher collaboration (57%) improved but remained below target.

Overall, the school continues to demonstrate high levels of student achievement, with clear next steps focused on embedding the revised literacy model and strengthening writing outcomes.

Wellbeing

In 2025, Blackburn Lake Primary School continued to embed a comprehensive and consistent whole-school approach to wellbeing, driven by School-Wide Positive Behaviour Support (SWPBS), Respectful Relationships, and Visible Wellbeing. These approaches are reflected in curriculum planning, classroom practice, and the broader school environment, supported by a clearly defined wellbeing model and an active wellbeing team.

Student wellbeing data showed mixed but generally positive trends. **Sense of confidence reached 88%**, exceeding the AIP target (85%) and improving from 84% in 2024. **Student voice and agency increased to 83%** (from 77%), though just below target. **Emotional awareness and regulation improved to 80%** (from 78%), while **self-regulation declined slightly to 86%** (from 88%). **Peer relationships decreased to 49%** (from 52%), below the target of maintaining 52% or above. Overall, **one of five AIP targets was met**, with the remaining measures showing partial progress.

Student voice has been strengthened through regular surveys, with students demonstrating increased understanding of mental health and support pathways. Improvements in school-based data also indicate gains in emotional regulation, connectedness, and respect for diversity.

Inclusive practices have been enhanced through the Disability Inclusion model, with four students receiving targeted funding support in 2025. The completion of the school's Reconciliation Action Plan and its role as a Respectful Relationships lead school further reinforce a strong commitment to inclusion.

Parent Opinion Survey data showed improvement across all measures. **Confidence and resiliency skills reached 90%**, meeting target, while **student agency (83%)**, **teacher communication (77%)**, and **school communication (86%)** improved but remained below targets.

Overall, wellbeing practices are embedded and effective, with clear priorities for strengthening peer relationships and student self-regulation.

Engagement

Student engagement at Blackburn Lake Primary School in 2025 remained strong, supported by high attendance, positive school culture, and improving student and parent perceptions.

Attendance rates continue to be **high and comparable or favourable to similar schools**, indicating strong student connection to school. High participation rates in NAPLAN and Attitudes to School Survey data further confirm that student engagement is broad and representative across the school.

Student voice remains a key driver of engagement. Attitudes to School Survey data shows **student voice and agency at 83%**, an improvement from 77% in 2024, reflecting increased opportunities for student input and leadership. This aligns with strengthened whole-school practices in wellbeing and inclusive education.

Parent Opinion Survey data indicates improving engagement and communication. **Confidence and resiliency skills reached 90%**, meeting target, while **student agency and voice improved to 83%** (from 74%). **Teacher communication increased to 77%** (from 66%), and **school communication rose to 86%** (from 79%). While these measures did not meet targets, the upward trend reflects strengthening home-school partnerships.

Staff Opinion Survey data highlights key enablers of engagement. **Discussion of practice (89%)** and **peer observation (89%)** both exceeded targets, demonstrating a strong culture of collaboration and professional learning. **Academic emphasis (81%)** and **teacher collaboration (57%)** improved but remain areas for further development.

Key engagement strategies have included strengthening student voice, maintaining consistent wellbeing practices, and fostering a collaborative school culture. These actions have contributed to high levels of student participation, strong relationships, and a positive learning environment.

Overall, Blackburn Lake Primary School demonstrates sustained student engagement, with clear evidence of improvement and well-defined areas for continued focus.

Other highlights from the school year

Across 2025, Blackburn Lake Primary School provided a rich and vibrant calendar of experiences that celebrated learning, creativity, community, and student achievement.

The year was highlighted by a spectacular whole-school production of *Finding Nemo Jr.*, with four full performances at the Besen Centre. This was supported by full-school rehearsals, theatre excursions, backstage photography days, and costume photo sessions for all performers. Our youngest students shone in the F–2 Christmas Concert, while musicians and vocalists also performed at Forest Hill Retirement Village, strengthening community connections.

A strong sense of pride and celebration marked our key milestones. The Grade 6 Graduation Ceremony brought together students and families for a memorable evening of dinner, performances, and awards, complemented by the Graduation Breakfast, Big Day In, Big Day Out, and final assembly traditions. Student voice was evident in the 2026 Leadership Elections, with all

applicants allocated roles, and formally recognised through the Presentation of Student Leadership. The launch of the BLPS Literary Legends book showcased outstanding student writing across all year levels.

Sporting opportunities were extensive, with students achieving success at the National Aerobics Championships as gold medallists, alongside strong representation in District, Division, and Regional Athletics. Events such as Hoop Time, House Cross Country, Round Robin Gala Day, and the Year 6 vs Teachers Footy Match fostered school spirit, while the McCubbin Cup brought the community together in a major fundraising event.

Camps at Camp Alambe, Camp Arrabri, and Phillip Island Adventure Resort, along with Somers Camp, provided invaluable outdoor learning and independence-building experiences. A wide range of excursions and incursions enriched learning, from CERES and Blackburn Lake Sanctuary to the Victorian Parliament, coding competitions, leadership forums, and public speaking events.

Community engagement remained a cornerstone, with events such as the Colour Run, Open Night and Art Show, Grandparents Day, Festive Family Picnic, and numerous Parents' Association initiatives including Movie Night, Mango Drive, and Icy Pole Days.

Significant improvements enhanced the school environment, including the official opening of the Dymond STEAM Centre, library and uniform shop refurbishments, gym resurfacing, and new safety installations.

Finally, a strong focus on transition and wellbeing was evident through the TRRAC program, Foundation transition sessions, and our intergenerational partnership with Keyton Village, ensuring every student felt connected and supported throughout their journey.

Financial performance

In 2025, Blackburn Lake Primary School demonstrated strong and disciplined financial management across staffing, cash resources, and targeted funding streams. The school's staffing budget was utilised with a high level of accuracy, concluding the year within approximately $7,000 of the total staffing allocation. This reflects effective planning, careful monitoring, and strategic deployment of staff across all learning areas. Most importantly, it ensured that students were the direct beneficiaries of last year's staffing investment through high-quality teaching, targeted intervention, specialist programs, and a comprehensive wellbeing framework.

The school also remained in a very positive cash position, with surplus funds available to support ongoing initiatives. Throughout 2025, the finance team and School Council working in partnership with the Business Manager and Principal continued to align the school's budget with quarterly grant funding cycles, curriculum contributions, and the fundraising efforts of the community. Importantly, the school also maintained the Department of Education's required operating reserve, ensuring the financial stability and flexibility needed to meet routine and unexpected expenses.

Targeted funding was deployed with clear purpose and strong alignment to student needs. Tier 2 funding enabled the employment of a Wellbeing Learning Specialist, supporting programs such as TRRAC Start Up, Buddies, Respectful Relationships and Visible Wellbeing. Mental Health funding supported the ongoing costs associated with the Visible Wellbeing program. Equity funding was

directed to intervention for vulnerable learners, while EAL funding supported students requiring additional language development.

In addition, the school continues to hold significant ring-fenced capital works funds, dedicated solely to future infrastructure upgrades in line with departmental finance policy.

Together, these outcomes highlight strong financial stewardship, strategic budget alignment, and a clear commitment to student learning and wellbeing. The school enters 2026 in a confident and sustainable financial position.

For more detailed information regarding our school please visit our website at https://www.blps.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 541 students were enrolled at this school in 2025, 250 female and 291 male. 21% 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**.

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**	**91.5%**
	Similar schools	80.5%
	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**	**85.6%**
	Similar schools	78.7%
	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**	**95.4%**
	Similar schools	95.2%
	State	86.3%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**93.7%**
	Similar schools	94.5%
	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**	**92.1%**	**90.0%**
	Similar schools	85.5%	85.8%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**91.8%**	**93.7%**
	Similar schools	87.8%	89.5%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**93.3%**	**89.5%**
	Similar schools	84.9%	84.8%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**95.9%**	**92.8%**
	Similar schools	87.4%	86.5%
	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**	**78.1%**
	Similar schools	79.1%
	State	74.7%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**90.4%**
	Similar schools	79.5%
	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**	**84.0%**	**82.2%**
	Similar schools	79.2%	79.8%
	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**	**91.8%**	**85.2%**
	Similar schools	76.8%	77.3%
	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**	**19.8**	**18.1**
	Similar schools	17.1	17.5
	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**	**91.7%**	
Year 1	**School**	**88.9%**	
Year 2	**School**	**88.5%**	
Year 3	**School**	**89.2%**	
Year 4	**School**	**90.4%**	
Year 5	**School**	**90.8%**	
Year 6	**School**	**90.4%**	

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	$5,337,211
Government Provided DET Grants	$572,670
Government Grants Commonwealth	$10,335
Government Grants State	$0
Revenue Other	$38,275
Locally Raised Funds	$844,150
Capital Grants	$0
Total Operating Revenue	**$6,802,642**

Equity	Actual
Equity (Social Disadvantage)	$6,567
Equity (Catch Up)	$0
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$6,567**

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

Expenditure	Actual
Student Resource Package[1]	$5,182,546
Adjustments	$0
Books & Publications	$3,366
Camps/Excursions/Activities	$176,155
Communication Costs	$3,007
Consumables	$157,539
Miscellaneous Expenses[2]	$32,862
Agency Staff	$4,551
Professional Development	$12,780
Equipment/Maintenance/Hire	$164,204
Property Services	$152,377
Salaries & Allowances[3]	$391,091
Support Services	$29,736

Expenditure	Actual
Trading & Fundraising	$181,521
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$40,377
Total Operating Expenditure	**$6,532,113**
Net Operating Surplus/-Deficit	**$270,529**
Asset Acquisitions	**$124,153**

[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	$803,254
Official Account	$42,586
Other Accounts	$10
Total Funds Available	**$845,849**

Financial Commitments	Actual
Operating Reserve	$224,928
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$66,286
School Based Programs	$108,236
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$72,818
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	$200,000
Total Financial Commitments	**$672,268**

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.