2020 Annual Report to The School Community

School Name: Bunyip Primary School (2229)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 30 April 2021 at 04:11 PM by Jenny Dowsett (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *'About Our School'* section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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.

What does *'NDP'* or '*NDA*' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

What is 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 a disability 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').

About Our School

School context

At Bunyip Primary School, we aim to provide all children with appropriate skills, knowledge and behaviours that will enable them to build a successful future, which is sustainable, innovative and builds strong communities in our increasingly global world.

The core values that underpin our whole school are Respect, Responsibility and Resilience. We maintain a strong focus on Mathematics and English. Our staff work collaboratively in teams to collect, analyse and effectively use data to plan for student learning and track improvement. Our staff continuously reflect on the impact of their teaching on student learning outcomes.

We have a sustainable model of curriculum delivery, appropriate assessment and the capacity to 'track' the performance of every student to ensure future success.

We enjoy large grounds and excellent learning spaces and encourage students and teachers to explore new and innovative ways to engage with high quality student learning. Our students are included in the conversation about their learning and are supported to set learning goals and work towards the achievement of these. We have high expectations and provide a safe, secure and happy working environment for all students, supported by a dedicated, committed and enthusiastic staff team.

We have 2 principal class, 1 learning specialist, 9.6 teachers, 1.6 Administration staff, a School Chaplian .4 of the week and 4 Education Support Staff. We enjoy strong support from our parents, School Council and Parents and Friends, and we enjoy an excellent reputation in the school and wider community. Most importantly, we really care about each and every student at our wonderful school.

Framework for Improving Student Outcomes (FISO)

In 2020, our FISO areas to focus on were: Building practice excellence and Empowering students and building school pride.

The school implemented a number of Key Improvement Strategies including:

* Implement high quality, evidence based PLC's which measure for impact on learning
*Building shared capability around the teaching of Reading with a focus on the instructional model
*Implement a school wide approach to well being and engagement that promotes high expectations of behaviour and learning.

Whilst many of our actions were implemented ti implement high quality Professional Learning Communities (PLC's), the interruption to regular school practice particularly impacted on our ability to measure the impact of teaching and learning and for teachers to observe each other's practice.

The work around the leadership working as a PLC continued as a strength. We have observed a shift in teacher knowledge and understanding of the PLC process. Leadership completed one round of on site learning walks and one round of on line learning walks. During rmeote leanring each of PLC's continued to collaborate in an on-line format, working to strnegthen their practice in a new remote environment.

Whole school planners were implemented across the school to reflect the use of all elements of the Instructional Model.

Some initial Response To Intervention work was started including building teacher knowledge of the tiers and identifying students in the top two tiers, requiring further support.

Peer Observations and Learning Walks were able to happen in Term 1, with some teams self-assessing impact through remote learning after developing knowledge of Explicit Teaching.

Worked Examples were a key feature of the work during Remote and Flexible Learning.

The school has continued to implement SWPBS. Data is being analysed and used more effectively to target areas of concern and celebrate successes.

Improved systems have been developed to respond to behaviours of concern.

A whole school approach was developed to ensure explicit teaching of expected behaviours.
During Remote Learning, our school values were unpacked to describe what Respect, Responsibility and Resilience would look like in a remote setting.

Theory of Action
We believe that through the strengthening of the quality practice of Professional Learning Teams, a clear focus on quality assessment and the use of multiple sources of data to assess the impact of instructional and pedagogical practices, we will be able to increase the level and sophistication of teacher collaboration, build the capacity of staff to effectively use data and improve both instructional and pedagogical practices across the school.

Achievement

In 2020, we set targets around our goal to 'Improve individual student learning outcomes in Reading P-6'.

Improve individual learning outcomes in Reading for all students in Prep-Grade 6 as evidenced by Teacher Judgement, PATR and Reading benchmarks (F&P).
95% of students to make 12 months growth in Reading according to Teacher Judgement.
Maintain the % of students in the top 2 bands of NAPLAN Reading from year 3 to year 5.
Decrease the % of students (from the matched cohort) experiencing low growth to below 25% in Reading.
% of students achieving above expected level (Progression Points) to above 35%.
Increase the results of the Staff Opinion Survey to above 85% positive agreement in Collective focus on student learning, Teacher Collaboration, Guaranteed and viable curriculum Instructional Leadership and Leading change.

With the absence of NAPLAN data for 2020, we are unable to measure targets set around NAPLAN. Staff also noted the limitations in being responsive to student need in a timely manner and assessing and measuring growth in the period of Remote and Flexible Learning. School based data has highlighted around 1/3 of our students failed to thrive during RFL, particularly our Grade 2/3 co-hort. Our more independent students (particularly Grade 5/6) were able to progress at a better rate.
Remote Learning did allow for a more consistent approach to delivery of curriculum.

A significant amount of time during the 2020 was devoted to supporting and managing the mental health and well-being of our students, families and staff during a very difficult time.

A focus for 2021 will be using Fountas and Pinnell as a teaching resources as well as an assessment resource, making use of PAT data and support resources, connecting to the Fountas and Pinnell continuum to support teaching and learning of Reading and monitoring the students in the top 2 bands more closely to ensure continued growth and engagement.

Our school based data has supported us to clearly identify students for the 2021 Tutor Learning / Catch Up support.

In 2020, our Staff Opinion Surveys indicated a significant decrease, with all target areas not being met.

Improved student outcomes at Bunyip has been and will continue to be supported by the implementation of high quality Professional Learning Communities.

Engagement

Our goals for 2020 were to:
Decrease the average number of days absent to below the State Mean.
Bring the school average absences to below 14 days per student for all grade levels.
Increase the positive response of students in the Attitudes to School Survey in School Safety to 90% and Classroom Behaviour 80%.

We did not meet our goal of decreasing absences with the overall average days absent from Prep-6 being 17.7, with the state average being 13.8. We had a number of families who failed to cope with on-line learning, opting not to participate. The school had thorough processes in place to respond to non-participation and offered a range of options to support engagement with learning.

Students responded positively to daily on line interaction with their teachers.

Our students did not participate in the 'Students Attitudes To School Survey' and therefore this target cannot be measured.

Many of our parents responded positively to gaining and insight into their child's learning and in 2021, Bunyip Primary School will be investigating ways to continue this.

Wellbeing

At Bunyip Primary School we offer a comprehensive Kinder/Prep, Year 6/7 and a whole school transition program to ensure all students feel confident, safe and secure at the start of each school year at all grade levels.

During 2020, we continued to embed a whole school approach to student wellbeing that included positive strategies that focused on the promotion of constructive relationships, student resilience and individual wellbeing. As a staff, we worked further on instituting an agreed, consistent and clear school-wide approach to student management.

Whilst Covid prevented our usual kinder-prep transition program, it did allow us the opportunity to develop on-line videos about the school which were well received by our community. We will continue to offer these videos as they provide insight into the teaching and learning at Bunyip Primary School and are informative for prospective families.

During 2020 the Chaplaincy program has continued and has been very successful, assisting upward of 30 children with a range of needs.

During 2020, we often had to be sensitive to when out students and families were becoming overwhelmed and respond appropriately. In 2021, staff will continue to develop their knowledge and skills in the Mental Health and Well-Being domain. 2020 provided the opportunity to link in with Be You for additional resources and support.

Financial performance and position

In 2020, the school finished the year with a cash surplus, however we also finished with a credit deficit. The credit deficit was the result of an unexpected drop in numbers as families moved without notice and 2020 school structure had already been put into place. There were also some complications with staffing contracts that were out of the school's control.

The increase in cash surplus was mostly the result of reduced spending during Covid - including a reduction in the need for Casual Relief Teachers.

Parents & Friends were unable to carry out their usual fundraising efforts due to Covid restrictions.

Budgets and school financial reports were diligently prepared and monitored by our Business Manager, Principal, and finance sub-committee, with School Council reviewing as necessary.

A budget planning system has been implemented to ensure school resources are used to support the learning environment as planned.

**For more detailed information regarding our school please visit our website at
https://www.bunyipps.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.

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 221 students were enrolled at this school in 2020,   87 female and 134 male.

NDP 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) which takes into account parents' occupations and education.
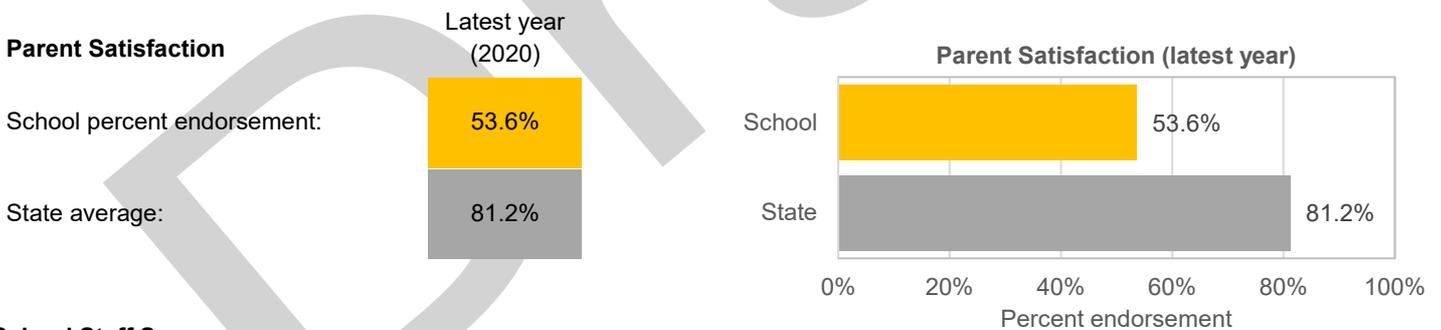
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
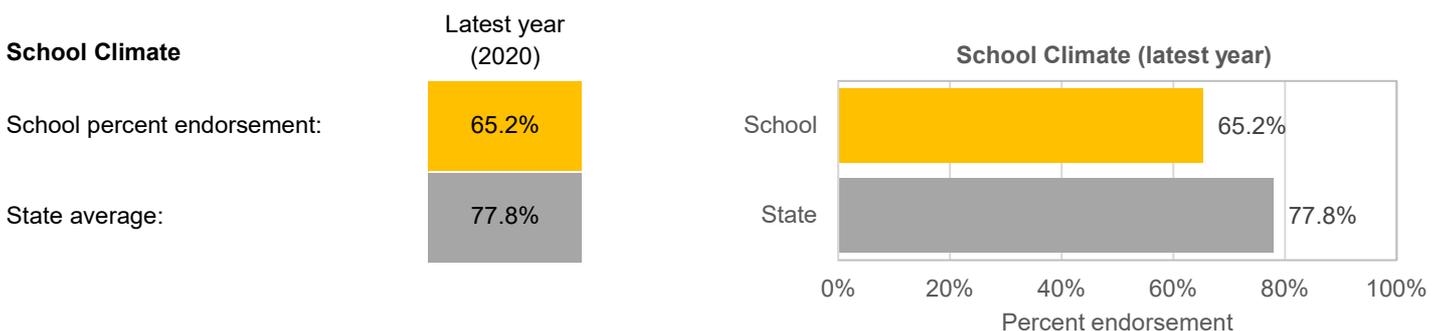
Parent Satisfaction	Latest year (2020)
School percent endorsement:	53.6%
State average:	81.2%

Parent Satisfaction (latest year)

School	53.6%
State	81.2%

Percent endorsement

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 (2020)
School percent endorsement:	65.2%
State average:	77.8%

School Climate (latest year)

School	65.2%
State	77.8%

Percent endorsement

ACHIEVEMENT

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

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

English **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	87.9%
Similar Schools average:	85.1%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	87.9%
Similar Schools	85.1%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
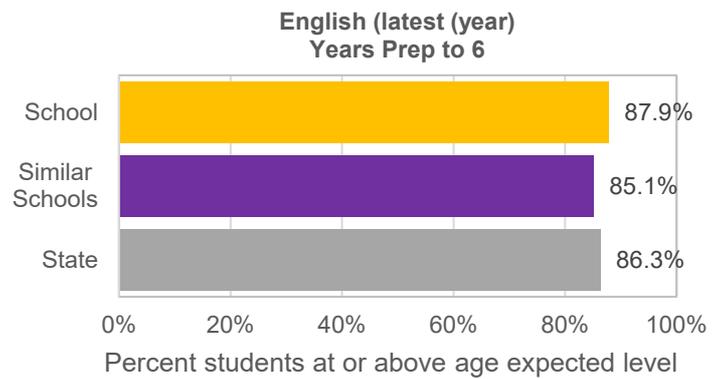
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	85.8%
Similar Schools average:	84.6%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	85.8%
Similar Schools	84.6%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
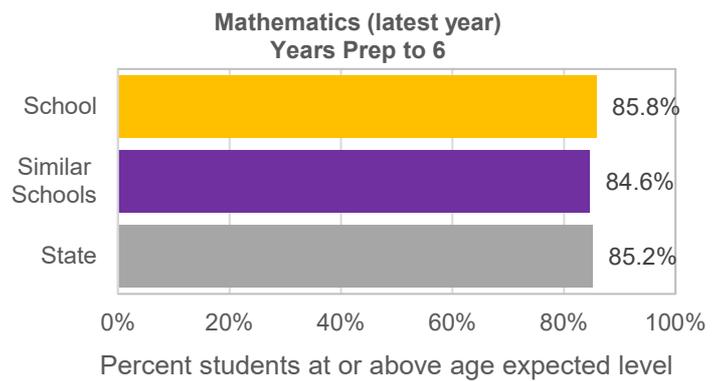
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result 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).

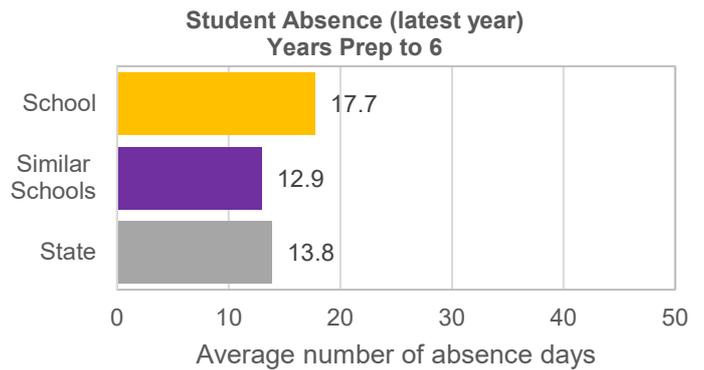NAPLAN tests were not conducted in 2020.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	17.7	16.0
Similar Schools average:	12.9	14.5
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

School	17.7
Similar Schools	12.9
State	13.8

Average number of absence days

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	87%	91%	92%	93%	92%	90%

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.*
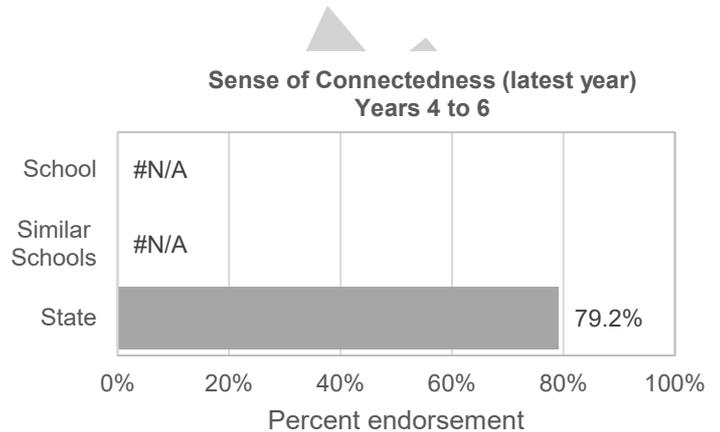
Student Attitudes to School – Sense of Connectedness

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	78.6%
Similar Schools average:	NDP	79.4%
State average:	79.2%	81.0%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

	Percent endorsement
School	#N/A
Similar Schools	#N/A
State	79.2%

Student Attitudes to School – Management of Bullying

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.7%
Similar Schools average:	NDP	81.0%
State average:	78.0%	80.4%

Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.
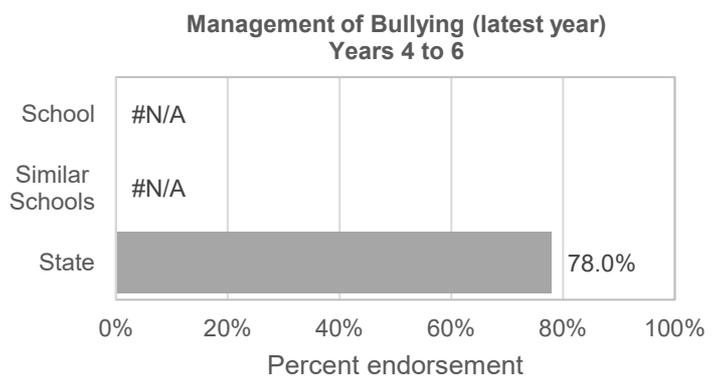
Management of Bullying (latest year) Years 4 to 6

	Percent endorsement
School	#N/A
Similar Schools	#N/A
State	78.0%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$1,822,545
Government Provided DET Grants	$302,947
Government Grants Commonwealth	$1,300
Government Grants State	NDA
Revenue Other	$1,727
Locally Raised Funds	$110,021
Capital Grants	NDA
Total Operating Revenue	**$2,238,541**

Equity [1]	Actual
Equity (Social Disadvantage)	$62,198
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$62,198**

Expenditure	Actual
Student Resource Package [2]	$1,873,582
Adjustments	NDA
Books & Publications	$852
Camps/Excursions/Activities	$3,867
Communication Costs	$4,266
Consumables	$48,823
Miscellaneous Expense [3]	$12,995
Professional Development	$4,524
Equipment/Maintenance/Hire	$43,638
Property Services	$54,730
Salaries & Allowances [4]	NDA
Support Services	$95,680
Trading & Fundraising	$14,683
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$29,013
Total Operating Expenditure	**$2,186,652**
Net Operating Surplus/-Deficit	**$51,888**
Asset Acquisitions	**NDA**

(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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	$164,638
Official Account	$19,028
Other Accounts	NDA
Total Funds Available	**$183,667**

Financial Commitments	Actual
Operating Reserve	$44,132
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	$84,018
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$128,150**

All funds received from the Department, 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.