

# 2016 Annual Report to the School Community



School Name: Bunyip Primary School

School Number: 2229



Name of School Principal:	<b>Dale Hendrick (Acting)</b>
Name of School Council President:	<b>Tim Blackley</b>
Date of Endorsement:	<b>20/03/2017</b>

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## 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 Learning, Respect, Teamwork and Persistence. We maintain a strong focus on Mathematics and English and our School Review verified our outstanding results and provided direction for our further improvement.

We have a sustainable model of curriculum delivery, appropriate assessment and the capacity to 'track' the performance of every student to ensure future success and we have maintained our strengths; student leadership, sport, visual and performing arts and computer assisted learning featuring up to date technology equipment.

We enjoy excellent facilities and encourage students and teachers to explore new and innovative ways to engage and motivate high quality student learning. 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 1 principal class, 15.4 teachers and 4.5 Education Support Staff. We enjoy strong support from our parents, School Council and PFA 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 and we have lots of fun activities across the school to engage students and make school an enjoyable and successful place to be.

### Framework for Improving Student Outcomes (FISO)

In the middle of 2016, the school commenced an improvement process to facilitate the improvement in the use of data by teachers, as a key process in improvement of curriculum planning across the school. Strategies involved initial implementation of Marzano's New Taxonomy, shared planning sessions for teachers in each PLT and a focus on the development of middle-level leadership skills. As a continuation of this process the school has applied for and been accepted into the Professional Learning Communities Initiative for 2017. This initiative will provide a key focus around building the capacity of school leaders and teachers to improve student-learning outcomes through the collaborative implementation of comprehensive and disciplined whole school curriculum. A key aspect of the PLC Initiative and School Improvement Focus is to build whole school expertise in PLC implementation and create the cultural conditions that support an effective Professional Learning Community at Bunyip Primary School. This change practice is premised upon the improvement of very high low growth data in both NAPLAN Reading and NAPLAN Numeracy over this year and last year.

#### 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 and improve both instructional and pedagogical practices across the school. This should influence consistency of teacher practice and increase the rate of learning growth.

### Achievement

There have been some excellent student outcomes achieved over the past four years, particularly in reading. Based on teacher judgments 94.2% of all students were achieving at or beyond the expected level in the English and 93.2% of all students were achieving at or beyond the expected level in Mathematics.

At Year 3, 97.4% of our students are in the top three NAPLAN bands for Reading and 84.2% are in the top three NAPLAN Bands for Numeracy. These results are well above the state medians of 71.4% for Reading and 63.3% for Numeracy. At Year 5, 76.5% of students are in the top three NAPLAN Bands in Reading and 47.1% in the top three NAPLAN Bands in Numeracy.

Our Learning Gain data shows that we have too many students making low growth in both Reading and Numeracy. During 2017, there will be a greater focus on the analysis of data, and the moderation of this data, as part of the school's continued efforts to improve the educational outcomes for all students.

Improved student outcomes at Bunyip in 2016 and beyond, will be supported by the implementation of a professional learning community, the work of professional learning teams and targeted professional learning. Strategic resourcing for professional learning to improve teaching and learning and staffing to provide support for Mathematics, in particular, will enhance the school's educational provision.

**Curriculum Framework implemented in 2016**

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework     AusVELS     Victorian Curriculum     A Combination of these

**Engagement**

Bunyip has policies and processes in place to promote student wellbeing and an orderly environment. There is a focus on strong student leadership, particularly at a Year 5/6 level, and we have an active Junior School Council giving students a 'voice' in the decision making process.

Student engagement has been well catered for through the provision of a range of extracurricular activities and specialist classes. Staff work hard to ensure programs and learning at Bunyip PS is both stimulating and engaging.

**Wellbeing**

The school utilised a number of wellbeing initiatives over the SSP period and it is opportune to audit the impact of these. We offer a comprehensive Kinder to Year 6 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 2016, 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. As part of this, we have entrenched and extended the PAL training and lunchtime program.

We made a successful application for continued Chaplaincy funding in 2016. The implementation of the Chaplaincy program has been very successful at Bunyip PS and assists upward of 30 children with a range of support needs.

For more detailed information regarding our school please visit our website at  
<http://www.bunyipps.vic.edu.au/>



## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

**Enrolment Profile**

A total of 262 students were enrolled at this school in 2016, 118 female and 144 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

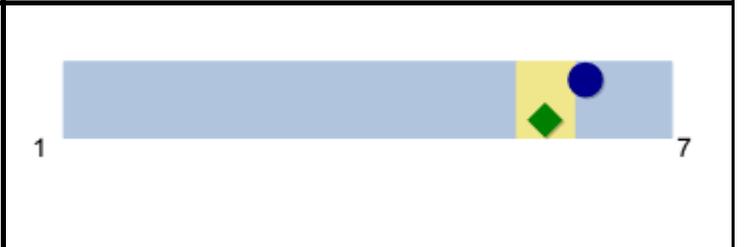
**Overall Socio-Economic Profile**

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



**Parent Satisfaction Summary**

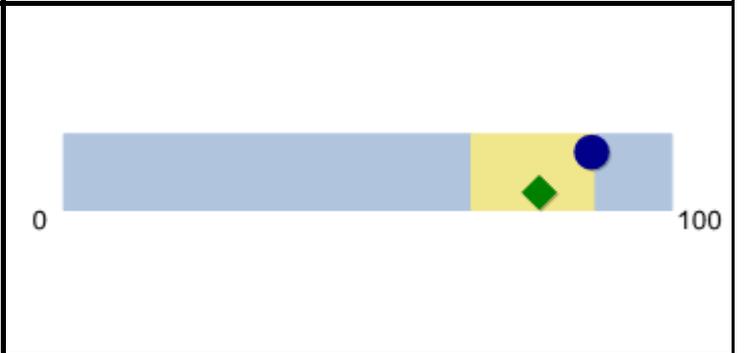
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



**School Staff Survey**

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>



## Performance Summary

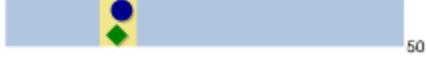
Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52%</td> <td>42%</td> <td>6%</td> </tr> <tr> <td>Numeracy</td> <td>72%</td> <td>25%</td> <td>3%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>48%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>45%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>65%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	52%	42%	6%	Numeracy	72%	25%	3%	Writing	32%	48%	19%	Spelling	19%	45%	35%	Grammar and Punctuation	16%	65%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 846 1043 943"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	92 %	92 %	93 %	90 %	<p><b>Results: 2016</b></p>  <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>  <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	92 %	92 %	93 %	90 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆ Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Lower</p> <p> Lower</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Similar</p> <p> Lower</p>

# How to read the Performance Summary

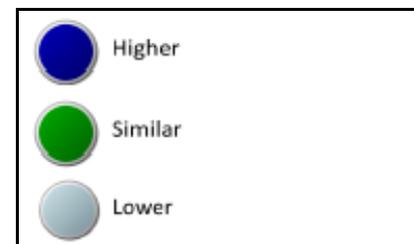
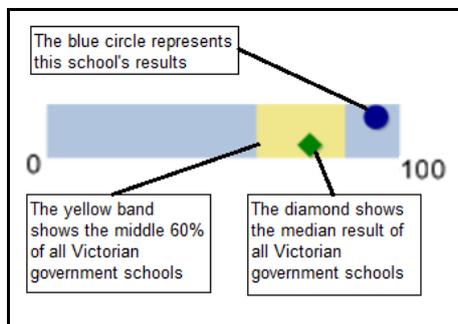
## What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

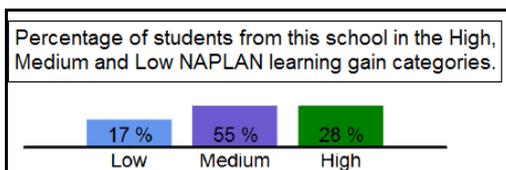
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



## Financial Performance and Position

### Financial performance and position commentary

Bunyip Primary School maintained a reasonably healthy financial position in 2016. Sound financial management ensured that school expenditure was closely aligned to the school's goals and priorities. Budgets and school financial reports were diligently prepared and monitored by our Business Manager with School Council reviewing as necessary. Funds were used to enrich and improve school programs, maintain buildings and grounds and upgrade ICT infrastructure and equipment, all of which contribute towards providing a safe, happy and supportive environment for excellent teaching and learning.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,728,083	High Yield Investment Account	\$42,904
Government Provided DET Grants	\$241,220	Official Account	\$3,976
Government Grants Commonwealth	\$8,160	Other Accounts	\$10,399
Revenue Other	\$3,016	<b>Total Funds Available</b>	<b>\$57,278</b>
Locally Raised Funds	\$181,530		
<b>Total Operating Revenue</b>	<b>\$2,162,009</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$1,753,209	Operating Reserve	\$57,278
Books & Publications	\$1,889	<b>Total Financial Commitments</b>	<b>\$57,278</b>
Communication Costs	\$8,271		
Consumables	\$64,368		
Miscellaneous Expense	\$82,026		
Professional Development	\$19,224		
Property and Equipment Services	\$133,176		
Salaries & Allowances	\$61,811		
Trading & Fundraising	\$63,435		
Utilities	\$20,809		
<b>Total Operating Expenditure</b>	<b>\$2,208,217</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$46,208)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*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.*