2019 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 2019 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 22 June 2020 at 02:57 PM by Jenny Dowsett (Principal)

The 2019 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.

Attested on 07 October 2020 at 10:46 AM by Tim Blackley (School Council President)

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 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 and motivate high quality student learning. Our teachers participate in Collaborative Planning to ensure success for all students. 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, 9.5 teachers, 1 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 2019, our FISO areas to focus on were: Building practice excellence, Setting expectations and promoting inclusion and Empowering students and building school pride.

The school implemented a number of Key Improvement Strategies including:

* Implementation of high quality, evidence based Professional Learning Community practice across the school.
* Building the capacity of all staff to use data and evidence to inform teaching and track the learning growth of all students
*Building our shared capability around the teaching of Reading, with a particular focus on comprehension.
* Implementation of School Wide Positive Behaviour Support to promote high expectations of learning and behaviour.
*Promoting student motivation and confidence in Reading through the implementation of an effective instructional model, student goal setting and feedback.

PLC's within the school have developed their practice and utilised school wide data effectively to influence the Teaching and Learning in the school. Teams set SMART goals to direct their work and increase their ability to work strategically. The leadership team participated in significant Professional Develop to develop their knowledge and understanding of effective PLC's and worked together to develop consistency across PLC's.

Peer observations were aligned with key focus areas. This resulted in increased confidence and knowledge on the teaching of Reading and the implementation of a school instructional model.

The continued implementation of our Positive Behaviour acknowledgement system and clarity around school expectations resulted in positive results, both for attitude to learning and behaviour.

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 2019, we met most of our targets set around our goal to 'Improve individual student learning outcomes in Reading P-6'.

Maintain the percentage of students in the top 2 bands of NAPLAN Reading from year 3 to 5. Not met at 29% as compared to 33% in 2017.
Decrease the % of students from the matched co-hort experiencing low growth to below 25% in Reading. We nearly met this target at 26%.
Decrease the proportion of students achieving in the bottom 2 bands to equal or below that of similar schools in Reading.
Maintain the % of students achieving above the expected level in Reading to above 30%. Met at 34%.
Increase or maintain the following areas of the Staff Opinion Survey to above 80% positive agreement:
Collective Focus on Student Learning. Met at 95%.
Guaranteed and Viable Curriculum. Met at 88%.
Instructional Leadership and Leading Change. Met at 87%.
And 75% or higher for: Teacher Collaboration. Met at 86%.

The PLC process has supported an increased knowledge of effective teaching of Reading and the whole school data wall has supported the development of whole school data knowledge and accountability.
School based data is analyzed carefully and regularly to ensure students are making learning gains. The data is also used to identify further focus areas for Teaching and Learning.
The focus of work for our Assistant Principal / Learning Specialist has been on the implementation of a whole school instructional model and building the practice of all staff to implement effectively.
A focus for 2020 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.

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

Engagement

All targets for student safety and classroom behaviour were met, along with a reducytion in student absences to 13.6 days per student.
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. Students have been engaged in the learning conversation through the introduction of Student Friendly Growth Trackers.
A focus on restorative practices and reflection on choices has seen a positive lift in data and supported the development of a positive culture.

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 2019, 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.

In 2019, the school has made significant progress with the implementation of School Wide Positive Behaviour Support. This has included the explicit teaching of our school values of Respect, Responsibility and Resilience, the continued implementation of our acknowledgement system to recognise when expected behaviour is demonstrated, development of staff capacity to use a school wide positive approach and a teaching approach to students with higher levels of support needed.

During 2019 the Chaplaincy program has continued and has been very successful, assisting upward of 30 children with a range of needs.

Financial performance and position

In 2019, the school finished the year with a small surplus. The school worked very hard to create a surplus for 2019, to ensure we could continue to run our programs in 2019, with an expected enrolment decrease.

Parents & Friends carried out some significant fundraising and applied for grants to allow them to make improvements to the school.

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.

Administration staff completed a number of modules in finances, to improve their knowledge and skills in managing the budget.

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

Key: ***"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.***

Enrolment Profile

A total of 253 students were enrolled at this school in 2019, 97 female and 156 male.

np percent of students had English as an additional language and np 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: 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	70.7	85.8	79.2	92.0

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	75.0	79.5	68.5	87.9

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

• English

• Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	**Percent**	**Percent**	**Percent**	**Percent**	
English	91.0	89.7	81.7	95.0	Similar
Mathematics	87.3	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (latest year)	73.2	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	53.7	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	54.8	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	51.2	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (4 year average)	74.3	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	62.8	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	68.7	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	52.1	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	**Percent**	**Percent**	**Percent**
Reading	26.3	50.0	23.7
Numeracy	22.5	67.5	10.0
Writing	43.6	51.3	5.1
Spelling	51.3	38.5	10.3
Grammar and Punctuation	35.9	41.0	23.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	**Number**	**Number**	**Number**	
Average number of absence days (latest year)	14.5	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	15.7	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	**Percent**	**Percent**	**Percent**	**Percent**	**Percent**	**Percent**
Attendance Rate (latest year)	93	94	91	93	93	92	92

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.9	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	78.6	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.5	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	81.8	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$2,018,408
Government Provided DET Grants	$270,471
Government Grants Commonwealth	$3,275
Government Grants State	$0
Revenue Other	$6,045
Locally Raised Funds	$191,923
Capital Grants	$0
Total Operating Revenue	**$2,490,121**

Equity [1]	Actual
Equity (Social Disadvantage)	$64,595
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$64,595**

Expenditure	Actual
Student Resource Package [2]	$1,982,573
Adjustments	$0
Books & Publications	$1,697
Communication Costs	$5,749
Consumables	$53,537
Miscellaneous Expense [3]	$249,904
Professional Development	$7,313
Property and Equipment Services	$118,039
Salaries & Allowances [4]	$0
Trading & Fundraising	$29,520
Travel & Subsistence	$0
Utilities	$26,188
Total Operating Expenditure	**$2,474,521**
Net Operating Surplus/-Deficit	**$15,599**
Asset Acquisitions	**$0**

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$75,403
Official Account	$14,672
Other Accounts	$0
Total Funds Available	**$90,075**

Financial Commitments	Actual
Operating Reserve	$78,306
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$30,164
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$25,353
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	$0
Total Financial Commitments	$133,823

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. 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.

How to read the Annual Report

WHAT DOES THE *ABOUT OUR SCHOOL* SECTION REFER TO?

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

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 reports on data in three key areas:

Achievement
- student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for Teacher Judgements against the curriculum
    - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement
- student attendance and engagement at school, including:
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS) factors:
    - Sense of Connectedness
    - Management of Bullying

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

WHAT DOES *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES '*DATA NOT AVAILABLE*' OR '*NP*' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only 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 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.

'Levels A to D' 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').