**2021 Annual Report to**

**The School Community  
  
School Name: Bunyip Primary School (2229)**

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| |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2021 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 03 May 2022 at 12:54 PM by Jenny Dowsett (Principal) |  |  | | --- | | * This 2021 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 14 July 2022 at 12:25 PM by Tim Blackley (School Council President) | |  |

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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

**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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

‘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 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’).

**About Our School**

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| 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.  Our vision at Bunyip Primary School is to empower students to embrace learning opportunities and challenges to achieve their personal best and build their emotional, social and physical well-being. 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, 1.6 Administration staff, a School Chaplain .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. The school has 0 ATSI staff and no international students. Bunyip Primary School's SFOE is low-medium. Most importantly, we really care about each and every student at our wonderful school. |
| Framework for Improving Student Outcomes (FISO) |
| In 2021, 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, the interruption to regular school practice particularly impacted on our ability to implement our initial plans with the focus shifitng to Learning catch up and extension, and an increased focus on student well-being.  Our learning focus was identifying the students requiring catch up and supporting them through classroom interventions and tutor learning programs. PLC's continued to develop a consistent approach to Response to Intervention and extension, whilst also re-establishing school routines and learning stamina.  The school continued to implement SWPBS and at the end of 2021, applied for both the blue and bronze awards. 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. |
| Achievement |
| Whilst some students engaged well with remote and flexible learning, approximately 1/3 of our students and families struggled to engage consistently and effectively. Many of our students were invited to be on site whilst we got them back on track with remote learning.  Our students responded most positively when 3 webex sessions were provided each day - 1 reading, 1 writing and 1 mathematics. Students were offered a range of supports to help them engage and be successful during remote and flexible learning. When returning to school, the school focused on reestablishing classroom routines and providing wellbeing support. School data indicates that the students who engaged with RFL made expected growth which was confirmation on the success of teacher planning. Our students found it particularly difficult to engage with writing and mathematical concepts were limited in what was covered due to the nature of remote learning. Our students responded well to using online programs such as Mathletics and Readiwriter. In 2021 Bunyip Primary School had 8 PSD funded students. These students all had individual education plans and regular Students Support Group meetings. |
| Engagement |
| Many of our students struggled to engage with on line learning and were excited to return to on site learning. During RFL we had regular wellbeing days and developed strategies to keep our students and families connected, such as on line story time, on line videos with school information, on line assemblies and student chat groups. When returning to school we continued to develop ways for students to be engaged including celebration of learning afternoons and on line assemblies. The school liaised with the regional wellbeing team to develop supports for the increased number of students who had developed mental health concerns, including anxiety and school refusal. SWPBS was utilised to quickly reinforce the expected behaviours at school for students to demonstrate Respect, Responsibility and Resilience. During RFL we continued to give tokens to reinforce positive behaviour and posted acknowledgement certificates to students. To engage with our kinder families we held an online information night which involved all staff from the school. The school has an attendance policy in place and monitors attendance weekly. The school has had the support of SASP to assist with students with poor attendance and has individual plans in place to re-engage these students. |
| Wellbeing |
| Health and Well Being supports such as SWPBS, Be You initiatives and chaplaincy support were provided throughout the year. As a result of the positive response to teacher phone calls to families, these have been continued to share positive news with families. All students were part of cross age Positive Behaviour groups, led by Grade 6 students where students had the opportunity to learn and practice our school expectations. Students were still given opportunities to develop their leadership skills and have student voice. Teachers worked collaboratively to build support plans for At Risk students and these were monitored closely. As part of our staff professional development, the school developed a tiered response to support student wellbeing including whole school, small group and individual supports. |
| Finance performance and position |
| The school finished 2021 with an expected deficit, in an effort to retain an Assistant Principal and maintain manageable class sizes. The school also experienced an unexpected drop in enrolments prior to the start of the school year when teacher contracts had already been confirmed. The school budgeted to cover this deficit to ensure the best outcomes for our students. During the year, the school received a $50,000 grant to install a new fence at the front of the school. which has been a great asset to the school. It has added both aesthetic and safety value to the school. The School Council finance sub-committee monitors the annual budget carefully, meeting prior to each school council meeting, to check that our budget is implemented as expected and make adjustments as necessary. |
| **For more detailed information regarding our school please visit our website at** [**www.bunyipps.vic.edu.au**](file:///Users/taylascheele/Downloads/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 197 students were enrolled at this school in 2021, 81 female and 116 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).

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

This school’s SFOE band value is: Low - Medium

Parent Satisfaction Summary

The 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.

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| --- | --- |
| **Parent Satisfaction** | Latest year (2021) |
| School percent endorsement: | 74.8% |
| State average (primary schools): | 81.8% |

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.

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| **School Climate** | Latest year (2021) |
| School percent endorsement: | 63.7% |
| State average (primary schools): | 75.8% |

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.

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| --- | --- |
| **English**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 89.9% |
| Similar Schools average: | 84.6% |
| State average: | 86.2% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | 89.2% |
| Similar Schools average: | 84.3% |
| State average: | 84.9% |

ACHIEVEMENT (continued)

***Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

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| --- | --- | --- |
| **Reading**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 78.8% | 74.8% |
| Similar Schools average: | 73.9% | 73.8% |
| State average: | 76.9% | 76.5% |

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| **Reading**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 64.1% | 62.8% |
| Similar Schools average: | 67.1% | 66.6% |
| State average: | 70.4% | 67.7% |

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| **Numeracy**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 67.6% | 60.4% |
| Similar Schools average: | 66.5% | 68.0% |
| State average: | 67.6% | 69.1% |

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| **Numeracy**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 34.2% | 43.8% |
| Similar Schools average: | 52.5% | 55.4% |
| State average: | 61.6% | 60.0% |

ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain 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’.

**Learning Gain**

**Year 3 (2019) to Year 5 (2021)**

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| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 45% | 39% | 16% | 21% |
| Numeracy: | 41% | 57% | 3% | 19% |
| Writing: | 32% | 50% | 18% | 17% |
| Spelling: | 32% | 55% | 13% | 19% |
| Grammar and Punctuation: | 45% | 42% | 13% | 19% |

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 and 2021 may have been influenced by COVID-19.

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| **Student Absence**  **Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 22.7 | 17.4 |
| Similar Schools average: | 15.9 | 14.7 |
| State average: | 14.7 | 15.0 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2021): | 88% | 89% | 87% | 88% | 89% | 89% | 89% |

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).

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| --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 69.8% | 78.3% |
| Similar Schools average: | 76.8% | 78.4% |
| State average: | 79.5% | 80.4% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

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).

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| --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 69.6% | 80.3% |
| Similar Schools average: | 78.0% | 79.7% |
| State average: | 78.4% | 79.7% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2021

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,742,746 |
| Government Provided DET Grants | $274,586 |
| Government Grants Commonwealth | $20,956 |
| Government Grants State | $23,929 |
| Revenue Other | $2,102 |
| Locally Raised Funds | $94,685 |
| Capital Grants | $0 |
| Total Operating Revenue | **$2,159,003** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $45,317 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$45,317** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,804,715 |
| Adjustments | $0 |
| Books & Publications | $1,522 |
| Camps/Excursions/Activities | $38,128 |
| Communication Costs | $3,529 |
| Consumables | $45,389 |
| Miscellaneous Expense 3 | $13,014 |
| Professional Development | $2,518 |
| Equipment/Maintenance/Hire | $100,898 |
| Property Services | $99,313 |
| Salaries & Allowances 4 | $3,046 |
| Support Services | $82,894 |
| Trading & Fundraising | $25,603 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $20,549 |
| Total Operating Expenditure | **$2,241,116** |
| Net Operating Surplus/-Deficit | **($82,113)** |
| Asset Acquisitions | **$0** |

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 24 Feb 2022 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 2021

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $105,743 |
| Official Account | $65,086 |
| Other Accounts | $0 |
| Total Funds Available | **$170,829** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $60,817 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $24,280 |
| School Based Programs | $12,367 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| 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 | **$97,464** |

*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.*