

# 2022 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](http://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 of the previous calendar year 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 23 March 2023 at 02:47 PM by Daniel Webber (Principal)

- This 2022 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 17 May 2023 at 02:46 PM by Stacey Sheedy (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### 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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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, 10.5 teachers, 1.6 Administration staff, a School Chaplain .4 of the week and 5 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.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Bunyip Primary School delivered a high quality learning program in 2022 with student outcomes demonstrating progress towards the Learning and Achievement goals within the 2022 Annual Implementation Plan.

Teacher assessments against the Victorian Curriculum indicate the percentage of students working at or above expected standards in English is 88.5%, approximately 4% higher than similar schools. Whilst in Numeracy 83.3% of students demonstrated achievement at or above age expected standards.

Our NAPLAN results in 2022 show that the percentage of students achieving in the top 3 bands in Year 3 Reading increased with 75.5% of students at or above expected level. The schools priority focus on Writing in 2022 enabled the development of a Writing Assessment Criteria that is being used consistently across the whole school. We believe this, in conjunction with a comprehensive professional learning program around differentiated teaching practice for writing enables significant growth in writing outcomes. NAPLAN results for Year 3 writing identified 71% of students achieving in the top two bands.

Data representing learning gain of students from Year 3 to Year 5 shows that learning growth and achievement and Year 5 is less than similar schools and state for most areas. Increasing the number of students showing high growth and achieving in the top three bands for NAPLAN will continue to be a focus for 2023.

### Wellbeing

In 2022 we continued our strong focus on student wellbeing as we continued to support all students to settle back into a full onsite school year. Through our School Wide Positive Behaviour framework we prioritised whole school proactive wellbeing programs such as our cross year level PBS groups led by Grade 6 students with the support of staff. Additionally, we utilised a tiered approach to provide further and more targeted supports to vulnerable/at risk students. This included the school chaplaincy program and engagement with parents, carers, department supports and wider community organisations to support student and family wellbeing.

The Bunyip community faced many challenges throughout Covid-19 lockdowns and students sense of connectedness to school is still below the state average and yet to make it back to the high levels in previous years. This will be an area we will continue to prioritise in 2023.

The Prep Transition to School program was highly successful in 2022 successful with enrolment numbers increasing significantly from previous years. Bunyip Primary School continues to implement rigorous and successful programs to support the various transition programs in which our students take part. Our school has a strong focus on transition across all grade levels. This includes a comprehensive handover document for each grade teacher to complete with information about each child's academic progress and social needs.

## Engagement

In 2022 average attendance rate across the school (P-6) was 86% with students absent on average 27.8 days. This is above the average for the State and Similar schools and reflects the continuing impacts that remote learning had on school attendance and in particular the high incidence of illness in 2022. The school has established a number of measures to continue supporting student attendance rates to more closely align with that of similar schools and state averages. This includes maintaining accurate attendance records, identifying and following up unexplained absences, making daily phone calls and providing targeted support for families in relation to school refusal. Additionally, the school provides a Breakfast Club program to support students with a positive start each morning and utilises the School Chaplain to support students with challenges around attendance.

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## Financial performance

The school finished 2022 with an expected and managed deficit reflective of our transition from higher enrolment numbers in previous years and maintaining a staffing profile that allows breadth in our specialist learning programs, intervention support and manageable class sizes. Additionally, a delayed balancing of expenditure and reimbursement of extended staff leave and the appointment of an Acting Principal in Term 4 contributes to the presented deficit in this report.

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. The continued good financial management practices adhered to, enable the use of school funds to the optimum benefit of the school community including technological improvements and facility upgrades. During the year, the school received a \$25,000 grant to install a new shade sail at the back of the school which has added both aesthetic and sun safety value to the school.

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 The Bunyip Primary School Council approvals and the intent/purposes for which funding was provided or raised.

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

**<http://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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 184 students were enrolled at this school in 2022, 73 female and 111 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).

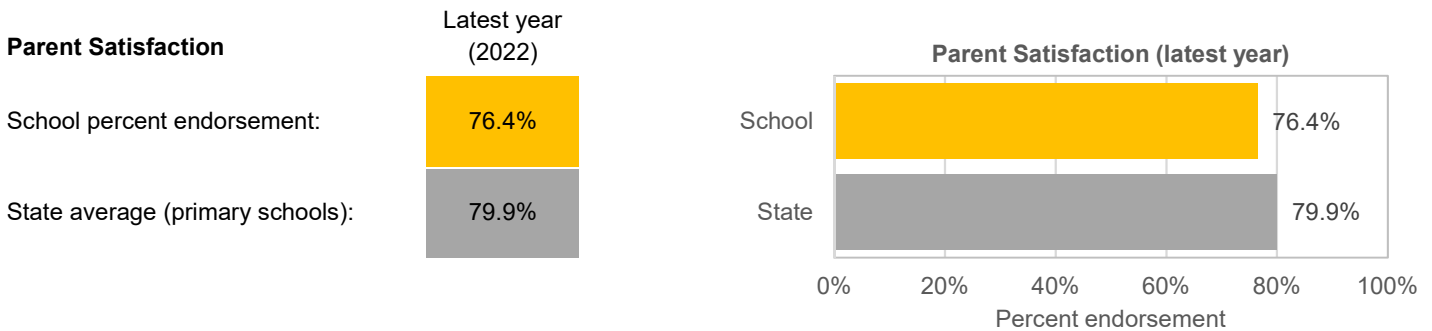
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

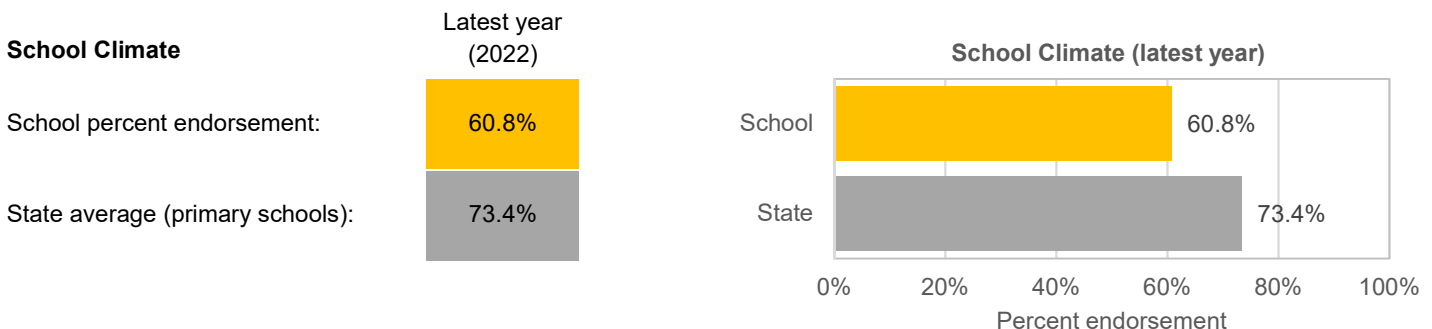


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

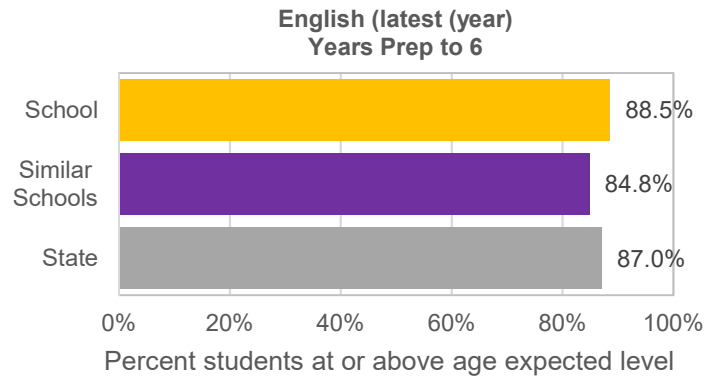
88.5%

Similar Schools average:

84.8%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

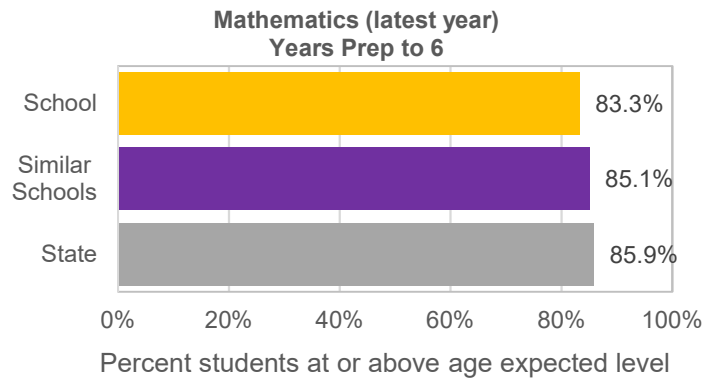
83.3%

Similar Schools average:

85.1%

State average:

85.9%



## LEARNING (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.

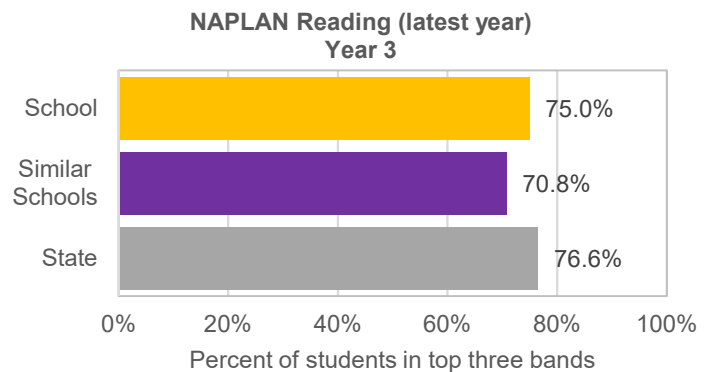
### NAPLAN

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 2019, 2021 and 2022 data.

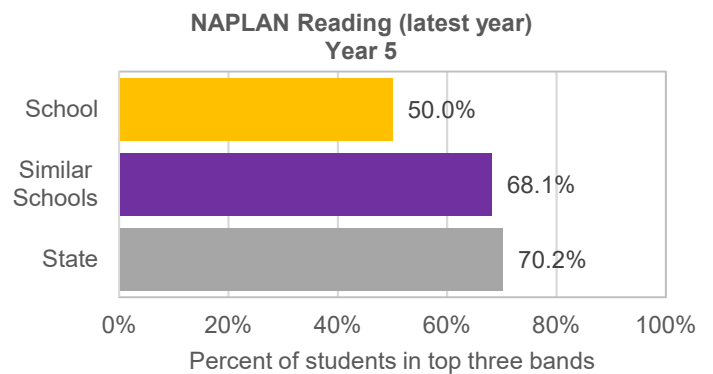
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	75.5%
Similar Schools average:	70.8%	72.5%
State average:	76.6%	76.6%



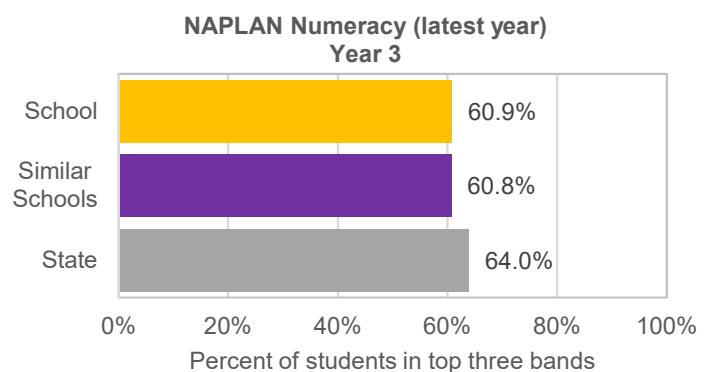
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	57.1%
Similar Schools average:	68.1%	66.8%
State average:	70.2%	69.5%



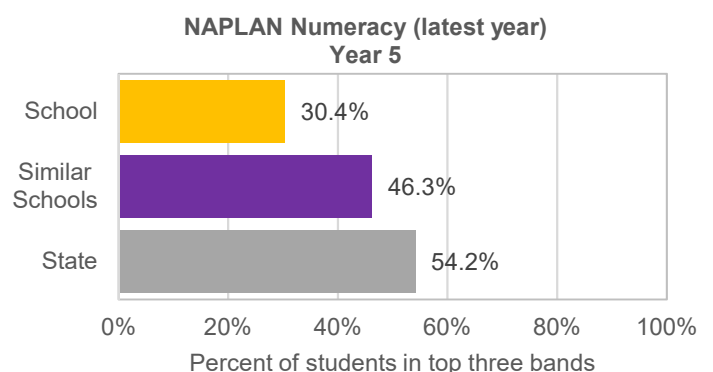
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.9%	60.2%
Similar Schools average:	60.8%	65.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	30.4%	40.4%
Similar Schools average:	46.3%	52.4%
State average:	54.2%	58.8%





## WELLBEING

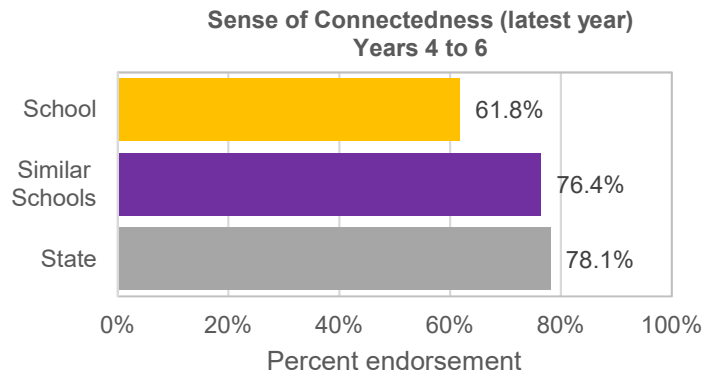
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	61.8%	72.5%
Similar Schools average:	76.4%	77.1%
State average:	78.1%	79.5%

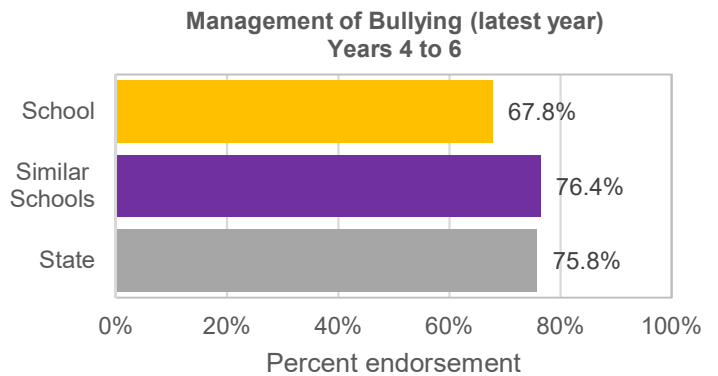


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	67.8%	76.1%
Similar Schools average:	76.4%	77.6%
State average:	75.8%	78.3%



## ENGAGEMENT

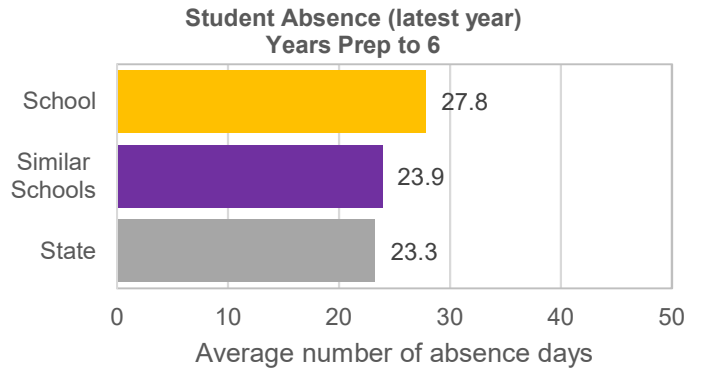
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	27.8	20.1
Similar Schools average:	23.9	17.4
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	85%	87%	84%	88%	86%	84%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,712,462
Government Provided DET Grants	\$208,497
Government Grants Commonwealth	\$21,500
Government Grants State	\$11,323
Revenue Other	\$2,117
Locally Raised Funds	\$113,411
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,069,310</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$40,503
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$40,503</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,763,260
Adjustments	\$0
Books & Publications	\$1,611
Camps/Excursions/Activities	\$78,160
Communication Costs	\$3,301
Consumables	\$49,340
Miscellaneous Expense <sup>3</sup>	\$11,604
Professional Development	\$7,414
Equipment/Maintenance/Hire	\$62,467
Property Services	\$61,671
Salaries & Allowances <sup>4</sup>	\$43,021
Support Services	\$93,359
Trading & Fundraising	\$20,033
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,252
<b>Total Operating Expenditure</b>	<b>\$2,221,494</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$152,184)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$18,550
Official Account	\$24,316
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$42,867</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$42,867
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$17,262
School Based Programs	\$5,055
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	\$20,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$85,683</b>

*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.*