

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 22 April 2025 at 01:30 PM by Jenny Dowsett (Principal)

- As executive officer of the school council, I attest that this 2024 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 27 April 2025 at 06:18 PM by Jenny Dowsett (Principal)

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 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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

At Bunyip Primary School, our mission is to equip every child with the knowledge, skills, and values they need to thrive in a rapidly changing, globalised world. We aim to foster a culture of sustainability, innovation, and community-building, empowering our students to create a successful and meaningful future.

Our vision is to inspire students to embrace learning with curiosity and confidence, face challenges with resilience, and strive to achieve their personal best. We place a strong emphasis on nurturing the emotional, social, and physical wellbeing of every student, underpinned by our core values of Respect, Responsibility, and Resilience.

With a strong focus on English and Mathematics, our dedicated staff work collaboratively to analyse student data, plan targeted learning experiences, and track progress to ensure ongoing improvement. Continuous reflection on teaching practice allows us to deliver a curriculum that is responsive, sustainable, and designed to meet the diverse needs of all learners.

We are fortunate to enjoy expansive school grounds and excellent learning facilities, which support our commitment to innovation and creativity in education. Teachers engage in regular Collaborative Planning, ensuring consistency and success for all students. Student voice is central to our approach—they are active participants in their learning journey, encouraged to set goals and celebrate their achievements.

We hold high expectations for all members of our school community and pride ourselves on providing a safe, inclusive, and supportive environment. Our passionate and professional staff team includes:

- 1 Principal Class Officer
- 1 Leading Teacher
- 1 Learning Specialist
- 9.2 Classroom Teachers
- 1.6 Administrative Staff
- 9 Education Support Staff

Our school thrives thanks to the strong partnerships we have with our parents, School Council, and Parents & Friends Association. We are proud of our strong standing within both the school and broader community. With a low-medium SFOE, we are committed to excellence and equity in education.

Above all, we genuinely care for every student. At Bunyip Primary School, every child matters, and their success is our purpose.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Bunyip Primary School delivered a high-quality learning program that supported strong student growth, aligning with the Learning and Achievement goals outlined in the 2024 Annual Implementation Plan.

Teacher assessments against the Victorian Curriculum showed that 88.4% of students were working at or above expected standards in English, and 82.3% were meeting or exceeding age-expected standards in Mathematics—results that are comparable to or above both similar schools and the State average.

Our 2024 NAPLAN results reflect continued improvement, particularly in Reading. In Grade 3, 64% of students achieved at the Strong or Exceeding proficiency levels, just below the 66% achieved by similar schools. In Grade 5, 77.8% of students reached these levels, surpassing the 66.9% recorded by similar schools and marking a positive increase from 2023.

In Mathematics, 50% of Grade 3 students achieved Strong or Exceeding proficiency, compared to 62.7% in similar schools. In Grade 5, 66.7% reached these levels, closely aligned with the 66.8% average of similar schools.

The school's targeted focus on enhancing staff expertise in the Mathematics Curriculum has contributed to the ongoing development of a Guaranteed and Viable Curriculum. Professional Learning Communities (PLCs) have continued to play a central role in supporting teacher collaboration, professional growth, and effective planning for student learning. Regular data analysis within PLCs and across the school has enabled the timely identification of students needing additional support, as well as those ready for extension and enrichment.

Wellbeing

In 2024, we maintained a strong commitment to student wellbeing, continuing to embed a whole-school approach through our School Wide Positive Behaviour (SWPBS) framework. A key feature of this approach was the implementation of proactive wellbeing initiatives, such as our cross-year level PBS groups, led by Grade 6 students with staff support.

We also adopted a tiered system of support to provide additional, targeted interventions for vulnerable and at-risk students. All staff participated in Day 1 and Day 2 of the Berry Street Education Model (BSEM) training, which has helped the school establish predictable and consistent routines—most notably, beginning each day with a 'Morning Circle.'

To further support student wellbeing, we introduced Readiness to Learn plans and the 'Setting the Climate' program at the beginning of each school year. The appointment of a dedicated Leading Teacher for 'Wellbeing and Disability Inclusion' has provided consistent guidance for staff in the development of Individual Education Plans (IEPs) and Behaviour Support Plans (BSPs).

Despite these efforts, our school data indicates that student sense of connectedness (52.3%) and management of bullying (48.4%) remain below the averages for similar schools (72.1% and 73.4% respectively). These areas remain a priority, and we are working closely with students through initiatives such as student focus groups to gather feedback and inform future strategies.

Our 2024 Prep Transition to School program was highly successful, reflecting the strength of our whole-school focus on supporting students through all transition points. At Bunyip Primary School, we implement rigorous, well-structured programs to support these transitions. This includes a detailed handover process between grade levels, ensuring that each child's academic progress and social-emotional needs are communicated effectively between teachers.

Engagement

In 2024, the average attendance rate across the school (Prep to Year 6) was 87.2%, with students absent an average of 26.2 days. While this is above the average for both the State and similar schools, the school remains committed to further improving attendance to more closely align with these benchmarks. A range of proactive strategies have been implemented to support this goal, including maintaining accurate attendance records, promptly identifying and following up on unexplained absences, conducting phone check-ins, and coordinating care team meetings involving additional support staff. Targeted support is also provided to families experiencing school refusal. To further encourage consistent attendance, the school offers a daily Breakfast Club to ensure students start their day positively, along with a morning circle routine embedded in the Berry Street Education Model.

Other highlights from the school year

In 2024, thanks to the dedicated efforts of our Parents and Friends group, Bunyip Primary School successfully secured several local grants. This included a generous \$10,000 grant from Bendigo Bank, which was used to enhance a quiet outdoor learning space for students. Additional grants were also secured to support the school's community pantry initiative.

During Term 4, families were warmly invited to attend our Science and Arts Expo, a vibrant celebration of student learning and creativity. The event featured inquiry projects from all Grade 5/6 students, and every student in the school had a piece of artwork proudly displayed. The expo also showcased three drama performances, with full participation from our Grade 5/6 cohort. The day concluded with a well-attended whole-school BBQ, bringing our community together in a festive atmosphere.

This year also saw a record number of students participating in the Virtual Schools Victoria program. This achievement was driven by the passion and guidance of our Learning Specialist, who inspired students to extend their learning and supported their active engagement in the program.

Bunyip Primary School continues to build meaningful connections through our involvement in the Marrung Steering Committee and Network Community of Practice. This has led to authentic and respectful recognition of significant Indigenous events, the establishment of Grade 6 Cultural

Captains who attend termly student leadership forums, daily Acknowledgement of Country, and a stronger commitment to embedding Indigenous perspectives throughout our curriculum.

Our Grade 3/4 students had the exciting opportunity to attend Woorabinda Camp, while all students across the school were involved in at least one major excursion and three engaging incursions over the year.

We were proud to collaborate with Cardinia Communities for Children and Anglicare, contributing to several meaningful projects. This included the production of the book *"What Do You Think About the Most?"* and the Grade 5/6 participation in the Anglicare Safer Communities program—an educational initiative focused on raising awareness about domestic violence. As part of this project, students created powerful t-shirt designs with awareness slogans, which were displayed on the school fence along the main road in a striking clothesline-style installation.

Through all these initiatives, Bunyip Primary School continues to strengthen ties with our local community and broaden opportunities for student growth and connection.

Financial performance

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

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 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 167 students were enrolled at this school in 2024, 74 female and 93 male.

4 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).

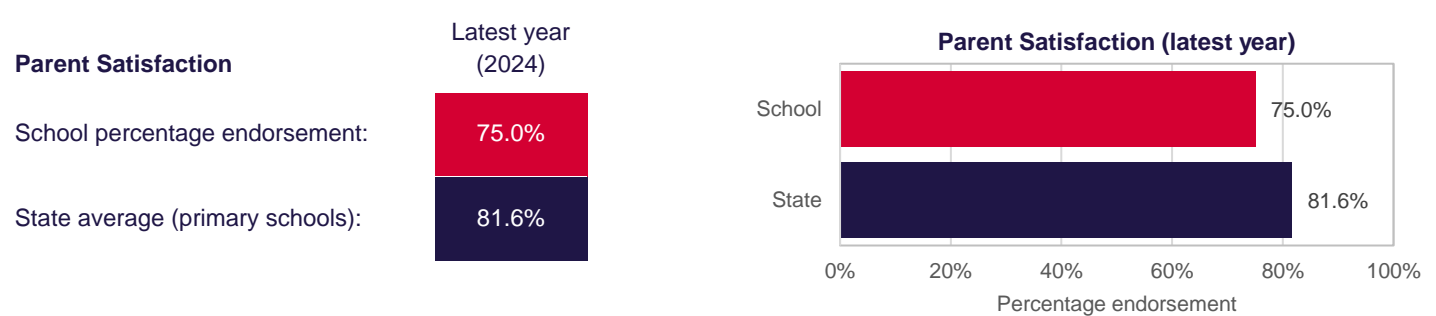
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

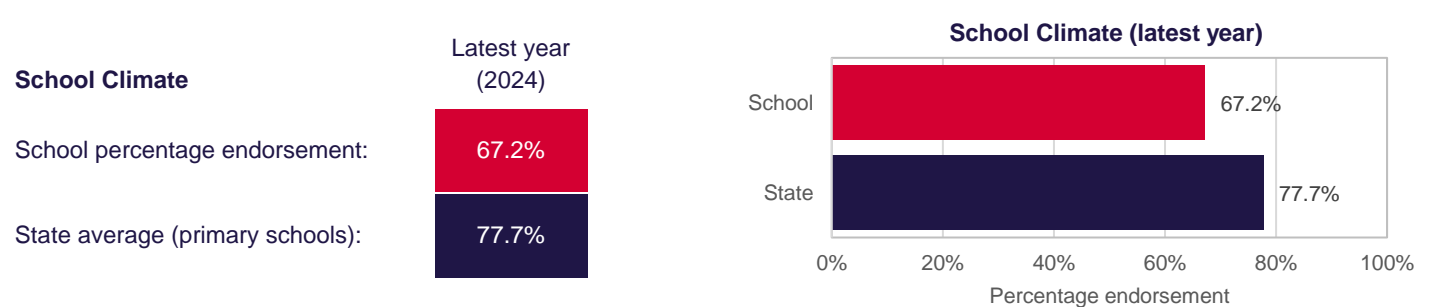


School Staff Survey

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.



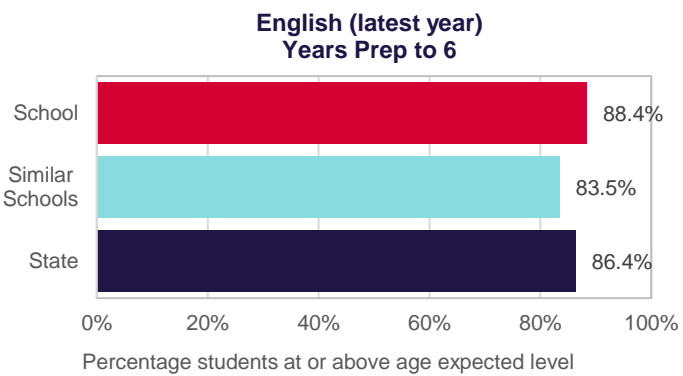
LEARNING

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.

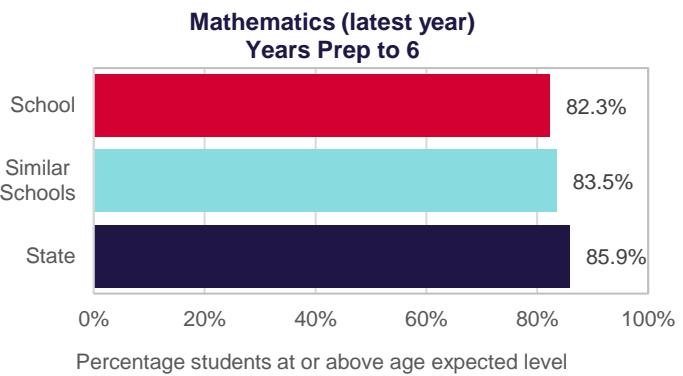
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	88.4%
Similar Schools average:	83.5%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	82.3%
Similar Schools average:	83.5%
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.

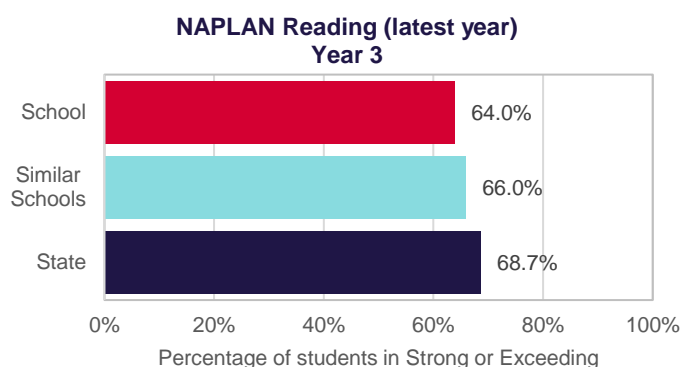
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

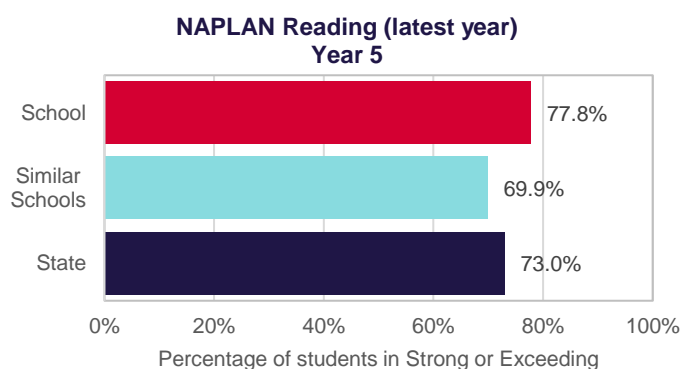
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	64.0%	59.6%
Similar Schools average:	66.0%	65.4%
State average:	68.7%	69.2%



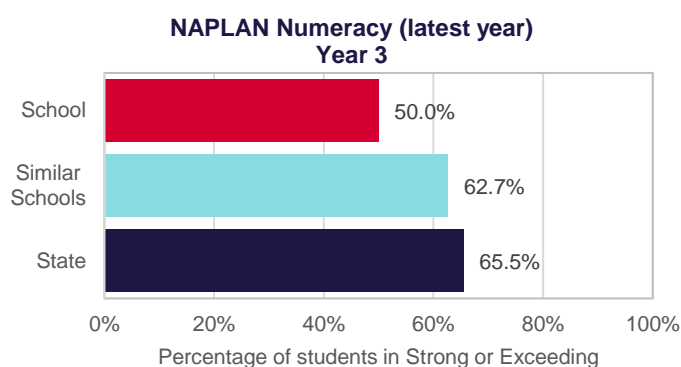
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.8%	75.5%
Similar Schools average:	69.9%	71.3%
State average:	73.0%	75.0%



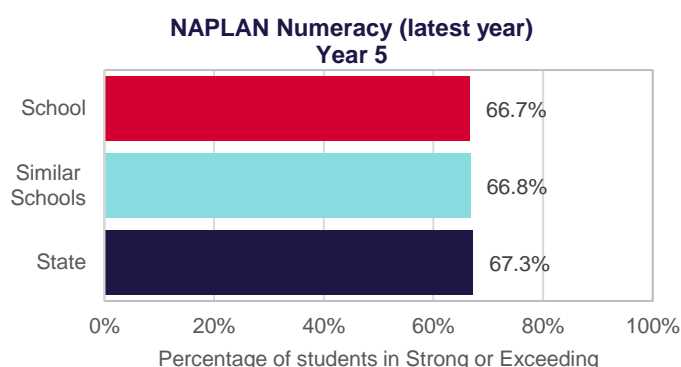
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	58.3%
Similar Schools average:	62.7%	63.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	63.3%
Similar Schools average:	66.8%	64.0%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

75.0%

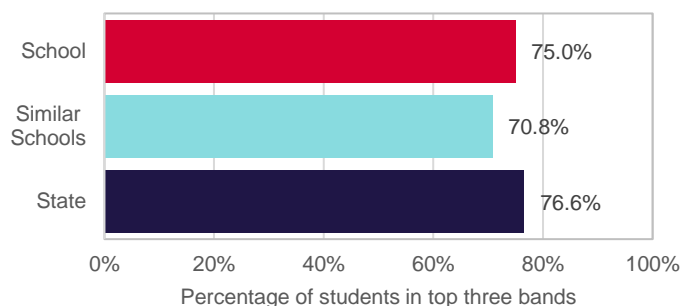
Similar Schools average:

70.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

50.0%

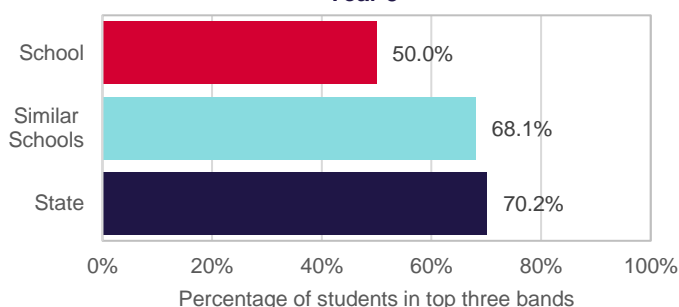
Similar Schools average:

68.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

60.9%

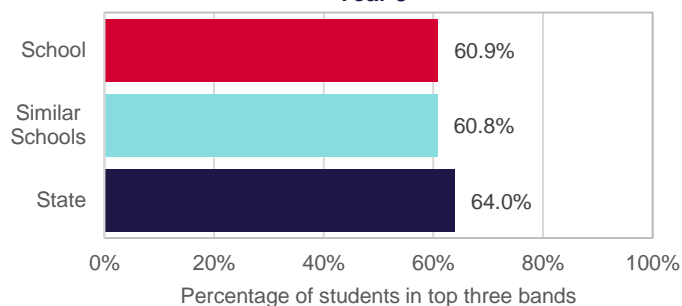
Similar Schools average:

60.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

30.4%

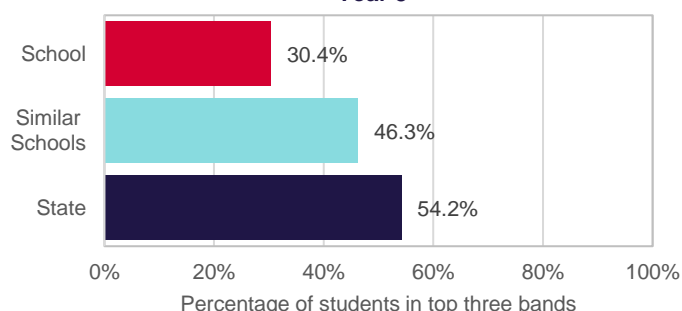
Similar Schools average:

46.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

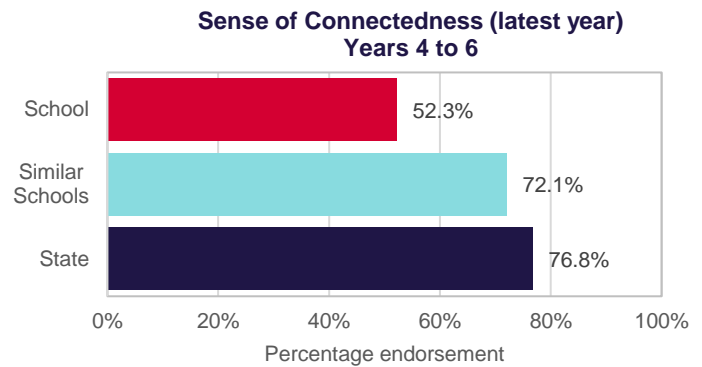
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2024)	4-year average
School percentage endorsement:	52.3%	60.4%
Similar Schools average:	72.1%	74.9%
State average:	76.8%	77.9%

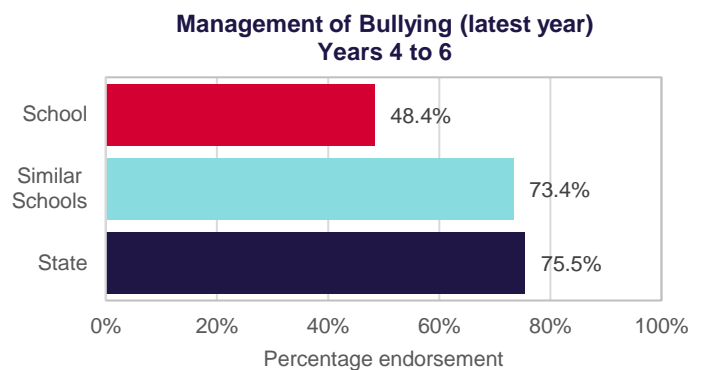


Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	48.4%	63.5%
Similar Schools average:	73.4%	75.8%
State average:	75.5%	76.3%

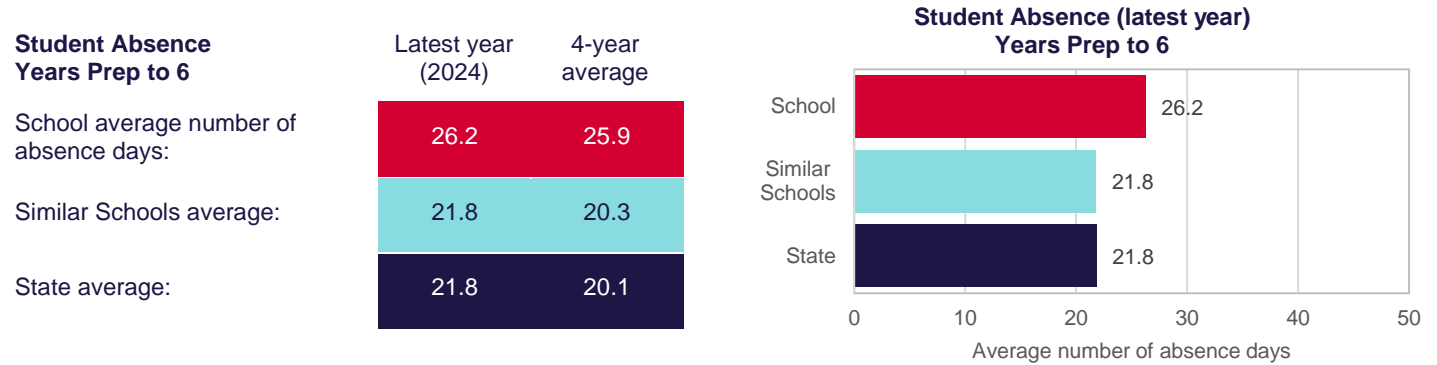


ENGAGEMENT

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.



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 (2024):	91%	85%	91%	85%	88%	85%	86%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,025,202
Government Provided DET Grants	\$277,511
Government Grants Commonwealth	\$6,200
Government Grants State	\$0
Revenue Other	\$12,229
Locally Raised Funds	\$107,065
Capital Grants	\$0
Total Operating Revenue	\$2,428,207

Equity ¹	Actual
Equity (Social Disadvantage)	\$38,434
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$38,434

Expenditure	Actual
Student Resource Package ²	\$2,057,373
Adjustments	\$0
Books & Publications	\$403
Camps/Excursions/Activities	\$40,092
Communication Costs	\$2,859
Consumables	\$54,989
Miscellaneous Expense ³	\$8,636
Professional Development	\$18,215
Equipment/Maintenance/Hire	\$44,453
Property Services	\$122,870
Salaries & Allowances ⁴	\$0
Support Services	\$66,240
Trading & Fundraising	\$15,726
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,136
Total Operating Expenditure	\$2,462,992
Net Operating Surplus/-Deficit	(\$34,784)
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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$124,678
Official Account	\$26,122
Other Accounts	\$0
Total Funds Available	\$150,800

Financial Commitments	Actual
Operating Reserve	\$67,603
Other Recurrent Expenditure	(\$215)
Provision Accounts	\$0
Funds Received in Advance	\$75,000
School Based Programs	\$4,500
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	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$166,888

All funds received from the Department of Education, 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.