

2025 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 28 April 2026 at 01:37 PM by Jenny Dowsett (Principal)

- As executive officer of the school council, I attest that this 2025 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 28 April 2026 at 01:38 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available 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. 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. 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 2025, Bunyip Primary School participated in the review process which was an opportunity to celebrate progress and identify future areas for focus in our next Strategic Plan.

In 2025, Bunyip Primary School delivered a high-quality learning program that supported strong student growth, aligning with the Learning and Achievement goals outlined in the 2025 Annual Implementation Plan.

Teacher assessments against the Victorian Curriculum showed that 90.4% of students were working at or above expected standards in English, and 86% were meeting or exceeding age-expected standards in Mathematics—results that are above both similar schools and the State average.

Our 2025 NAPLAN results reflected that in Grade 3, 50% of students achieved at the Strong or Exceeding proficiency levels, below the 65.6% achieved by similar schools. In Grade 5, 58.8% of students reached these levels, below the 70.4% recorded by similar schools. Both results are a decline from 2024 results and as a result, Reading will be a continued focus in our new Strategic Plan.

In Mathematics, 60% of Grade 3 students achieved Strong or Exceeding proficiency, compared to 64.6% in similar schools. In Grade 5, 44.4% reached these levels, below the 63.6% 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 2025, 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 3 and Day 4 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.' The school was

also supported by an Inclusion Coach to support the further development of a calm and orderly learning environment.

To further support student wellbeing, we implemented Readiness to Learn plans and the 'Setting the Climate' program at the beginning of the school year. The support 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).

Our 2025 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 2025, the average attendance rate across the school (Prep to Year 6) was 87.1%, with students absent an average of 25.8 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. The school has developed a tiered response to attendance which includes 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 and Positive Behaviour Support home groups.

Student Attitudes to School Survey indicated an increase in positive responses across all areas of the survey with a positive endorsement of 76.2% as compared to a 4 year average of 64.8%.

Other highlights from the school year

In 2025 our students had the opportunity to participate in many additional activities which increased connection to community, sport and increased engagement. Some highlights of the year included Glee Club which included singing performances at local events and the Bunyip Hillview Ages Care home. Prep to Grade 2 students enjoyed an afterschool activities afternoon with the Grade 2 students staying for a sleepover in the school library. As part of our camping program, Grade 5/6 students spent 3 days at Sovereign Hill camp in Ballarat. Parents and Friends organised many events for the students including a school disco and a colour fun run. Funds raised went to purchasing Library furniture and the start of a sensory garden. Two other particular highlights were our Mother's Day and Father's Day breakfast events which were extremely well attended by our families.

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. Whilst the school ended the 2025 year with a deficit, this was the result of unexpected changes in enrolment numbers and staffing needs. The continued financial management practices adhered to, enabled 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.

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 175 students were enrolled at this school in 2025, 82 female and 93 male. 4% had English as an additional language and NDP 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 **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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	74.3%	
	Similar schools	81.2%	
	State	82.0%	

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	64.7%	
	Similar schools	78.2%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	90.4%	
	Similar schools	83.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	86.0%	
	Similar schools	82.4%	
	State	84.2%	

NAPLAN

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

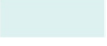
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%		57.1%
	Similar schools	65.6%		65.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	58.8%		71.2%
	Similar schools	70.4%		71.0%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	60.0%		58.7%
	Similar schools	64.6%		63.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	44.4%		58.2%
	Similar schools	63.6%		63.9%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

			2025
Reading Year 3 to 5 % of students High or Medium relative growth	School	62.5%	
	Similar schools	71.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	75.0%	
	Similar schools	69.9%	
	State	74.0%	

WELLBEING

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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	76.2%		61.1%
	Similar schools	76.8%		75.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	77.0%		64.8%
	Similar schools	78.7%		76.3%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	25.8	26.7
	Similar schools	21.5	21.7
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	88.8%	
Year 1	School	91.1%	
Year 2	School	83.8%	
Year 3	School	89.4%	
Year 4	School	83.6%	
Year 5	School	87.9%	
Year 6	School	85.1%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,192,659
Government Provided DET Grants	\$325,974
Government Grants Commonwealth	\$12,128
Government Grants State	\$0
Revenue Other	\$7,937
Locally Raised Funds	\$125,262
Capital Grants	\$0
Total Operating Revenue	\$2,663,961

Equity	Actual
Equity (Social Disadvantage)	\$35,176
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$35,176

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$2,300,152
Adjustments	\$0
Books & Publications	\$1,152
Camps/Excursions/Activities	\$44,447
Communication Costs	\$2,766
Consumables	\$80,727
Miscellaneous Expenses ²	\$6,154
Agency Staff	\$85,169
Professional Development	\$23,896
Equipment/Maintenance/Hire	\$9,723
Property Services	\$83,190
Salaries & Allowances ³	\$0
Support Services	\$5,587

Expenditure	Actual
Trading & Fundraising	\$24,138
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,051
Total Operating Expenditure	\$2,694,153
Net Operating Surplus/-Deficit	(\$30,192)
Asset Acquisitions	\$5,612

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$141,028
Official Account	\$45,813
Other Accounts	\$0
Total Funds Available	\$186,841

Financial Commitments	Actual
Operating Reserve	\$65,667
Other Recurrent Expenditure	(\$215)
Provision Accounts	\$0
Funds Received in Advance	\$30,000
School Based Programs	\$7,583
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$117,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$7,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$227,035

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.