

2020 Annual Report to The School Community



School Name: Bungaree Primary School (1960)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 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 2021 at 03:23 PM by Catherine Barnes (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 March 2021 at 09:41 AM by David Lee (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

School context

Bungaree Primary School is an inviting, inclusive and vibrant school, offering quality learning opportunities in an engaging learning environment. We are located in a small rural town located in the Central Highlands of Victoria, 10 minutes east of Ballarat, and serve the towns of Bungaree, Wallace, Millbrook, Springbank and surrounding areas. The area is famous for its rich farming soil and beautiful rural vistas.

The school's motto is "Together we can grow", which reflects on the strong community feel of our school. We believe that educating our students is a shared responsibility between our teachers, parents, community members and most importantly the students themselves. Our vision is for our students to become successful learners, confident and creative individuals, and active and informed citizens. The school works hard at providing the best for all students and aims for every child to thrive in our learning environment whilst leaning and living the school values of respect, positivity, determination and creativity.

Facilities at the school include a Main Building which consists of an office space, one classroom and a staff room. A two-class portable building, large gymnasium and another portable with an art room also provide a variety of spaces for learning in the school. The refurbished classrooms are equipped with computer technology, and we have excellent outdoor areas including playgrounds, oval, and raised vegetable garden. The school has solar panels installed on the gymnasium shed and this effectively supplies electricity and powers the needs of the school in an environmentally sustainable manner.

Our staff professional learning is focused on effective teaching and differentiated learning. The learning is based on our strategic priorities building practice excellence and curriculum planning and assessment to inspire and support every student to maximise their learning growth.

The school is supported through the DET Regional Office on a needs basis for speech pathology, psychology, school nurse and Visiting Teacher (Hearing) support services. All students are supported by an Individual Learning Plan. In 2020 there were no students who have English as an Additional Language; no overseas students; and no Aboriginal and Torres Strait Islander students enrolled.

The school has strong community and family support, with parents involved in volunteering, committees and excursions - although this was interrupted with COVID-19 restrictions. School events and information nights are usually well attended and supported, and parents also have opportunities to voice opinions and ideas through School Council and the Parents and Friends Association.

In 2020 Bungaree Primary School's enrolment was 10 students, which we know fluctuates from year to year in our small community. The school employed five staff of varying time fractions – one teaching principal, one part-time teaching staff (plus one part-time MARC teacher based at another school) and three part-time education support staff, who worked across administration and student support.

Framework for Improving Student Outcomes (FISO)

Our focus for improvement and staff professional learning is centred on effective teaching and differentiated learning, espoused in the Bungaree Primary School Strategic Plan 2017-2020. The learning is based on our strategic FISO priorities:

- Excellence in Teaching and Learning (Building Practice Excellence, and Curriculum Planning & Assessment); and
- Positive Climate for Learning (Empowering Students & Building School Pride).

Bungaree Primary School continued to work towards our goals from the Annual Implementation Plan 2020, however, AIP actions were revised to suit the periods of Remote and Flexible Learning during the COVID-19 pandemic. Throughout the year where possible, the school worked professionally and collaboratively with the Moorabool Collegiate Group at staff and Principal levels to build shared understandings in teaching literacy and numeracy, and using student data in the classroom to plan for improvement, particularly in reading and writing, and teaching remotely during Remote and Flexible Learning. Bungaree Primary School also worked with a Community of Practice with a focus on Small Schools in speaking and listening, which included professional development forums and the establishment of shared resources online.

The school has established a very well planned and considered approach to teaching and learning in the classroom, building teacher capacity through professional learning and providing a learning environment that is supportive of

students achieving high expectations in all academic, social and sporting areas. There are shared and clear expectations for both teachers and students in teaching and learning and a school culture that promotes high expectations and excellence in teaching and learning, through the continued implementation of the Teacher Instructional Model and Student Positive Learning Model. The school continues to champion and develop teaching and learning using "The Resilience Project," and proactively teaches pro-social behaviour and build on the pillars of gratitude, empathy/kindness and mindfulness, which came to the fore during Remote and Flexible Learning with a daily "GEM Chat" and associated support activities for students, staff and families. Bungaree also took on the Lead School role for a small school cluster in the Respectful Relationships Program, however this was significantly impacted due to the interruptions to teaching and learning throughout the year. Bungaree Primary School's success in developing policy and documentation will continue into 2021, ensuring compliance with DET and agency requirements and reflecting a new four-year School Strategic Plan to be developed early in 2021.

Achievement

The primary focus of learning is on Literacy and Numeracy, and these skills are reinforced through the Science and Humanities subjects. When learning on-site in 2020, children learned in the specialist areas of Auslan, Physical Education and Art, and utilised the MARC Van service each week. The focus of our remote learning, in line with DET guidelines, was on literacy, numeracy and wellbeing. 2020 was an unprecedented year with the school pivoting between on-site teaching and learning and Remote and Flexible Learning due to the COVID-19 pandemic. All students were supported to learn at home, and vulnerable students and children of essential workers were further supported on-site. Considerable resources were sent home to ensure learning success and to ensure that families were well accommodated and supported in learning from home, including an iPad for each student. The digital platforms WebEx and Edmodo were our primary sources of communication during Remote and Flexible Learning, sharing and providing feedback – WebEx for videoconferencing and Edmodo for communicating/uploading/sharing work and feedback (highly successful and 100% uptake.) Classes were held every day, and some literacy and numeracy assessments were conducted where able and appropriate. Take Home Packs (hardcopy packs) were prepared by teaching and support staff, in providing hard copies of materials to support learning from home. In 2020 the emphasis on building an understanding and working with each student's point of need continued to be a focus at Bungaree Primary School. Class sizes remained small and this allowed for whole class, focus group and individual teaching opportunities to be delivered in flexible and engaging learning spaces. 'Boost Camp' continued in 2020 – even during remote learning, where personal tutoring for students in the area of reading, speech & language development and social skills (as determined for each student) was offered individually and in pairs. Our student achievement data is very healthy, demonstrating consistent, positive trends. Student achievement (based on teacher judgments in 2020 from Foundation to Year 6) in English and Mathematics indicated a high level of students working at or above level in the school, particularly in English and Mathematics (88.9% of students working at or above expected standard), and is noted above comparison schools and the state average. NAPLAN data was not available as it was not undertaken in 2020 due to the pandemic. A priority for teaching staff in 2021 will be to continue to engage in the Professional Learning Communities Initiative, to undertake cycles of inquiry to further enhance collegiate planning, student tracking and assessment, and professional learning - including peer observations within and external to the school, to build teacher capacity to use evidence to more effectively teach students at their point of need. In 2021, we will also continue to work towards further understanding and implementing high impact teaching strategies and building teacher capacity to improve student learning outcomes, with a focus on developing student agency and voice in literacy and numeracy. The Tutor Learning Initiative will also be embraced in 2021 with a school wide focus on student growth and extension in the areas of writing and spelling.

Engagement

In addition to the engaging learning programs offered in the classroom and beyond, there was also a modified camping program (a school sleepover) in 2020. Our usual inter-school camp, inter-school sports, swimming lessons, excursions and concerts were unfortunately cancelled due to COVID restrictions in place. The Junior School Council offered leadership opportunities for students in the Senior class, provided student voice in the school on projects and

initiatives, and promoted fundraising with an empathy for local, regional and national charities/organisations including "Footy Colours Day" and student-lead lunchtime activities and special lunch days.

Our parent opinion survey showed a very high level of parent satisfaction with the school – evident in the Parent Opinion Survey and very positive feedback received during and following Remote and Flexible Learning. The school worked hard to provide opportunities for parent involvement on the School Council and the Parents and Friends Association – even running the traditional Mother’s and Father’s Day Stalls via online means in 2020. School Council continued to operate during the remote learning period – agenda and reports were delivered to homes and meetings conducted via WebEx.

The average number of student days absent was significantly lower than the State median, with an average attendance from Foundation to Year 6 in 2019 more than 95%. The school communicated daily with families about absences and worked constantly to reduce the number of days absent not explained by illness for our students and will continue using this strategy in 2021 to sustain and improve daily attendance. The impact of increased absence days may be experienced into 2021 with stay-at-home restrictions for student illnesses and COVID testing.

Bungaree Primary School developed and implemented a Remote Learning Plan that provided daily connections between students and staff and a continuity of learning for all students. Students with special or other needs continued to receive the individualised education support as they would have in the classroom – such as one-on-one learning assistance, speech and social development sessions. Digital platforms were successfully used every day by every student and every staff member. Each student and staff member had a personalised timetable to ensure teaching and learning continuity. Classes operated live and in real time every day, coupled with independent and supported work from home and opportunities that encouraged student choice and agency in their learning during flexible afternoons through an “Afternoon Activity Matrix,” with activities involving literacy, numeracy, physical activity, wellbeing, specialist programs and supporting and enjoying family time. Students were engaged in the learning programs offered every day with a 98%+ attendance rate, and there was a great sense of community in interactions between students, staff and families.

In 2021, we will be working to broaden and build network collaboration with other local schools to provide opportunities for students and staff to live and learn locally, together. Beyond this, we will be continuing our communications via digital conferencing to other schools and external organisations to widen the learning opportunities in our school community.

Wellbeing

Due to the cohort size in our school, the Student Attitudes to School Survey data was unavailable in 2020. It is recognised anecdotally amongst staff and families that the students at Bungaree Primary School enjoy a high level of student connectedness to school and student perceptions of safety, both very positive indicators for student comfort and wellbeing in the school. Of significance is our management of bullying (or lack of bullying thereof.) Bungaree's commitment to our four school values, our Student Positive Learning Model, the Respectful Relationships Program, The Resilience Project and positive school culture have contributed to this exceptional result.

During remote learning, a number of engaging and fun ‘breaks’ were scheduled and supported from school, including Pyjama Day and virtual excursions to the San Diego Zoo and Disney World, GEM Chat every day with The Resilience Project and regular art at home activities. We were fortunate to also run virtual PFA Mother’s Day and Father’s Day Stalls, with a parent receiving online orders and gifts being delivered in person by school staff on a ‘farm run.’ Virtual birthday celebrations were also a highlight, as were meeting every family’s pets on WebEx and Edmodo. Two videos celebrating our school community were produced in May and October and shared on social media (the former with over 4,200 views.)

Our school typically relies on verbal communication, and identified that social connections for students, staff and families was paramount to our remote learning program. This was followed through with a daily “School Connections” WebEx session every morning. On top of daily “School Connections” with home, families were telephoned regularly (daily in some cases) to ‘check-in’, provide further wellbeing support and an opportunity to provide feedback for improvement. Socially distant home/farm visits were also made regularly by staff to continue to provide a face to our school, stay in touch in person, pick up/drop off extra supplies and just be available.

A priority in 2020 was the continuation of "The Resilience Project" for all students, staff and families, to broaden and build resilience and positive relationships in school to support engagement and learning. The pillars of the project, gratitude, empathy/kindness and mindfulness, have been embedded in our teaching and learning and contribute to our positive school culture.

The transition from Kinder to School offers an opportunity for children to integrate and acclimatise to learning in the

school environment. Bungaree Primary School undertook the transition program, "Foundation Fun", with sessions to engage not only the future students, but also their families in Term 4. The school worked with the Wallace and District Kindergarten, which included a visit from the Principal to meet and further establish positive relationships, and sought information from families and Kindergarten teachers to provide for individual and special needs. There were also individual and cohort sessions to assist the transition of one Year 6 student to secondary school in readiness for 2021. In 2020, the school engaged as a Lead School in the rollout of the DET Respectful Relationships program, and commenced with a Community of Practice established in Term 1 but then significantly impacted with restrictions and remote learning.

Financial performance and position

The school received account credit from AGL as a result of generating power through the solar panels at the school; and twice received grants from the Sporting Schools Program in 2020 for soccer and lawn bowls. With tireless efforts when possible during restrictions and much gratitude, the Parents and Friends Association actively fundraised throughout the year and subsidised the cost of some resources, camp and excursions for students. Major fundraisers included a Bunnings BBQ sausage sizzle; and with our role as a community beneficiary in Springfest Ballarat (modified in 2020 and conducted online.) Equity funding was used to support students in small class sizes and the employment of educational support staff to assist with personalised education for all students. The school worked hard in maintaining a financial surplus with a fluctuating enrolment, with the funds committed to resourcing literacy and digital resources in 2021.

For more detailed information regarding our school please visit our website at
<https://www.bungareeps.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 10 students were enrolled at this school in 2020, 5 female and 5 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

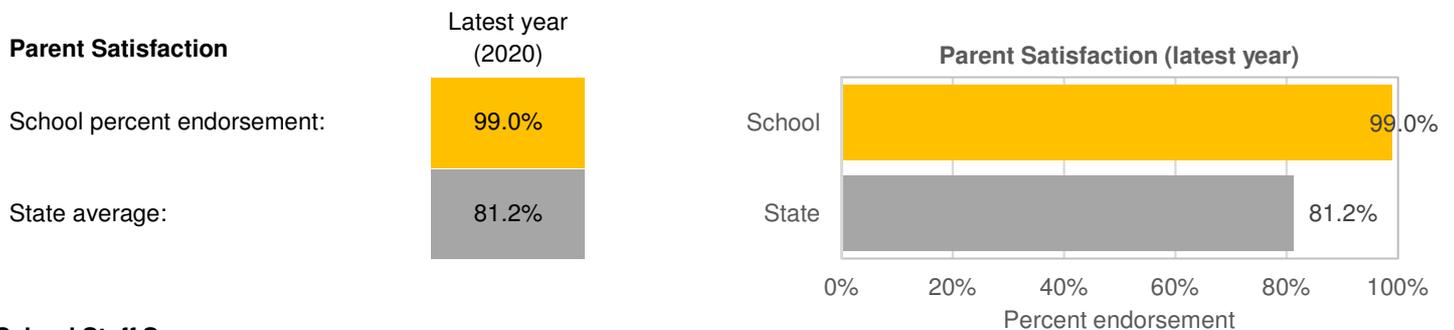
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

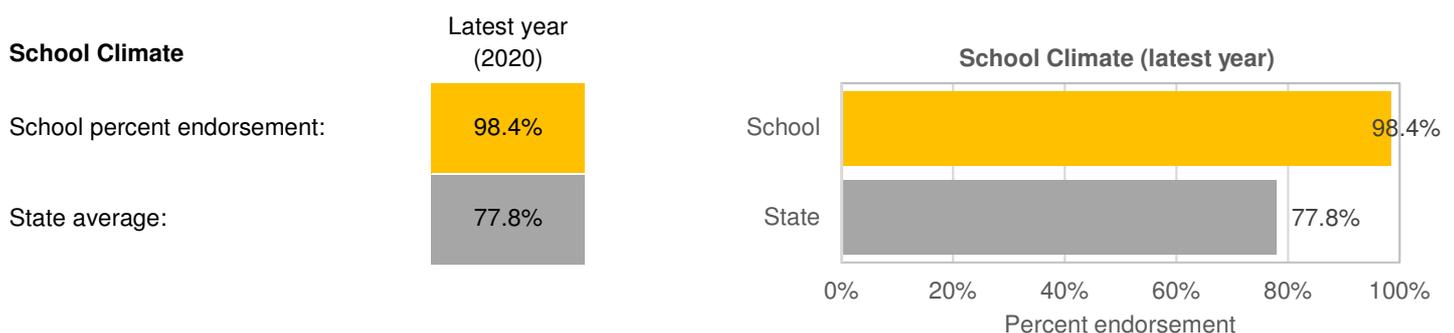


School Staff Survey

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.



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.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

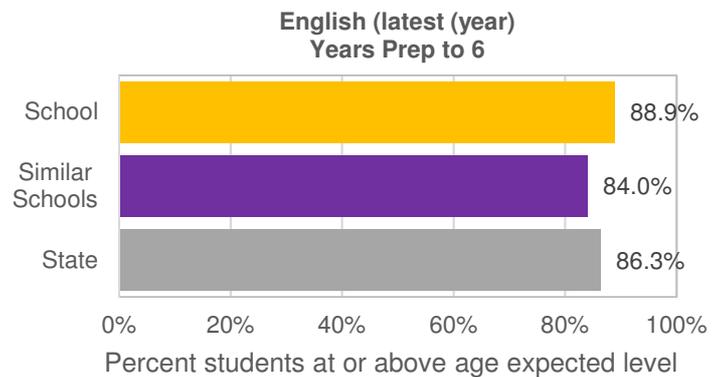
88.9%

Similar Schools average:

84.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

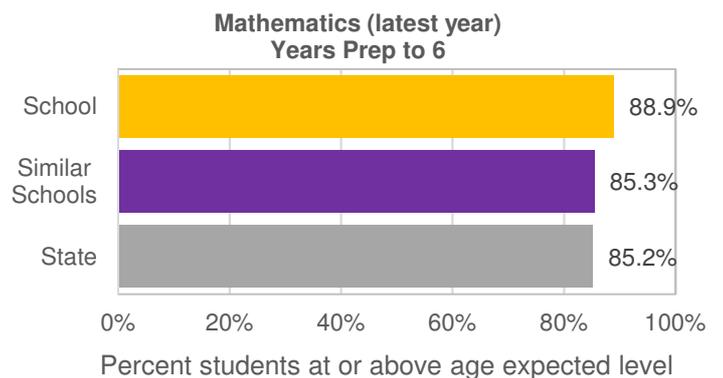
88.9%

Similar Schools average:

85.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

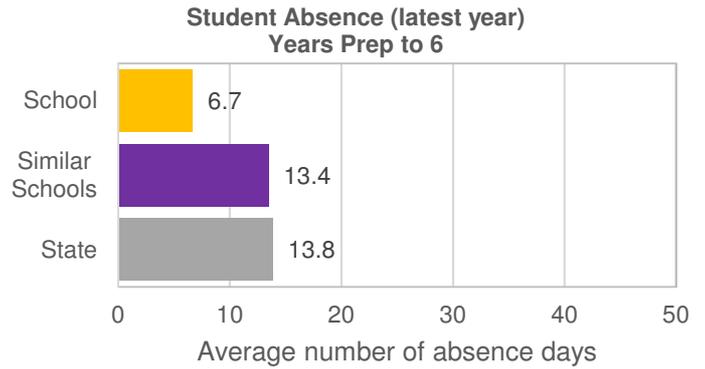
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	6.7	9.7
Similar Schools average:	13.4	15.5
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	95%	NDA	NDP	NDP	NDA	NDP

WELLBEING

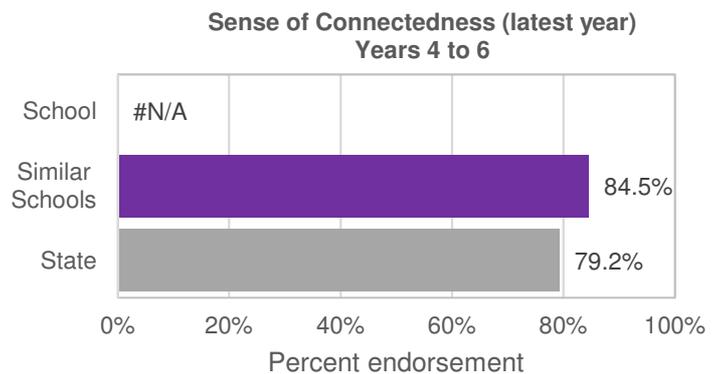
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDP	81.7%
Similar Schools average:	84.5%	81.7%
State average:	79.2%	81.0%



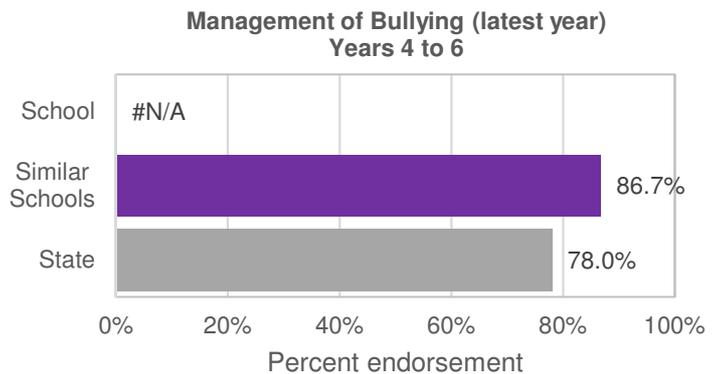
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDP	94.2%
Similar Schools average:	86.7%	84.3%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$268,003
Government Provided DET Grants	\$84,805
Government Grants Commonwealth	\$2,150
Government Grants State	NDA
Revenue Other	\$5,050
Locally Raised Funds	\$8,568
Capital Grants	NDA
Total Operating Revenue	\$368,577

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$237,416
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$1,071
Communication Costs	\$758
Consumables	\$8,100
Miscellaneous Expense ³	\$3,160
Professional Development	\$2,786
Equipment/Maintenance/Hire	\$12,824
Property Services	\$37,506
Salaries & Allowances ⁴	\$8,405
Support Services	\$710
Trading & Fundraising	\$967
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$1,223
Total Operating Expenditure	\$314,927
Net Operating Surplus/-Deficit	\$53,649
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$50,486
Official Account	\$3,564
Other Accounts	NDA
Total Funds Available	\$54,050

Financial Commitments	Actual
Operating Reserve	\$10,225
Other Recurrent Expenditure	\$2,654
Provision Accounts	NDA
Funds Received in Advance	\$413
School Based Programs	\$22,188
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$2,500
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$9,626
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$47,606

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.