

2018 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 Regulation 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 2018 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 19 March 2019 at 04:36 PM by Catherine Barnes
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 27 March 2019 at 08:42 AM by David Lee (School
Council President)

About Our School

School context
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The school has a number of children on the Program for Students with Disabilities who are supported by an Individual Learning Plan. The school is supported through the DET Regional Office on a needs basis for speech pathology, psychology, school nurse and Visiting Teacher (Autism and Hearing) support services. In 2018 there were no students who have English as an Additional Language and no Aboriginal and Torres Strait Islander students enrolled.</p> <p>The school has strong community and family support, with parents involved in volunteering, committees and excursions. 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 2018 Bungaree Primary School's enrolment was 15 students, which we know fluctuates from year to year in our small community. The school employed six staff – one teaching principal (1.0 FTE), two teaching staff (1.2 FTE) and four education support staff (1.1 FTE) who worked across administration and student support.</p>
Framework for Improving Student Outcomes (FISO)
<p>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:</p> <ul style="list-style-type: none"> • Excellence in Teaching and Learning (Building Practice Excellence, and Curriculum Planning & Assessment); and • Positive Climate for Learning (Empowering Students & Building School Pride). <p>Bungaree Primary School met our goals from the Annual Implementation Plan 2018: to increase student achievement results based on December 2017 Victorian Curriculum teacher judgement data in Reading & Viewing, Writing and Number & Algebra; and to meet aspirational goals for students in NAPLAN in Reading, Writing and Numeracy (where data was available.) This was achieved through 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.</p> <p>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. In addition to this, Bungaree Primary School continued to</p>

work with a Community of Practice in the area of Guaranteed and Viable Curriculum (Number Vocabulary). Teaching staff researched, developed and implemented a whole school Teacher Instructional Model, and a Student Positive Learning Model in 2018. This encompasses the principles and pedagogies around the DET Pedagogical Model, High Impact Teaching Strategies, Michael Fullan's Deep Learning Pedagogy and PLC Initiative. This has resulted in 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. Bungaree Primary School's success in developing policy and documentation will continue into 2019, ensuring compliance with DET and agency requirements.

Achievement

The primary focus of learning is on Literacy and Numeracy, and these skills are reinforced through the Science and Humanities subjects. Children learned in the specialist areas of Auslan, Physical Education and Art, and utilised the MARC Van service each week.

In 2018 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 2018, 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 positive trends. Student achievement (based on teacher judgments in 2018 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 (91.7% of students working at or above expected standard) and Mathematics (86.1% students working at or above expected standard), and is noted similar to comparison schools.

Given the small enrolment at the school, NAPLAN data was suppressed for confidentiality reasons.

A priority for teaching staff in 2019 will be 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 2019, we will also be working towards further understanding and implementing high impact teaching strategies, with a focus on questioning and feedback, to further improve student learning outcomes across literacy and numeracy.

Engagement

In addition to the engaging learning programs offered in the classroom and beyond, there was also a private instrumental music program for families available at the school; and a well-rounded program of sporting events and many extracurricular experiences such as a camping program (with Warrenheip and Mount Egerton Primary Schools), inter-school sports, swimming lessons, excursions and concerts. Many of these programs were run in conjunction with other rural and small schools in the Moorabool Collegiate Group and Wathaurung Network.

A 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. Attendance at the GRIP Student Leadership Conference was a highlight for the Junior School Councillors in 2018; as with significant student led fundraising and engagement initiatives such as "Spudarama" and "Socktober."

Our parent opinion survey showed a high level of parent satisfaction with the school, and the school worked hard to provide opportunities for parent involvement on the School Council and the Parents and Friends Association.

The school works in close partnership with the Bungaree and District Historical Society in learning about our local community, and together, organised the annual Anzac Day Commemoration at the Bungaree Cenotaph with a special focus on students commemorating a local soldier from WW1. All students were actively involved with a role to play on the day, and were recognised by our wider community for their outstanding respect and demeanour.

In 2018, Bungaree Primary School was very active in a collaborative project with the Melbourne Zoo, in the "Fighting Extinction" program. Visits to the zoo and digital conferencing, coupled with teaching and learning in all domains including excursions in our local area with local community members, culminated in our small school presenting a showcase of our work to hundreds of students, teachers and zookeepers, with huge success.

The average number of student days absent was lower than the State median, with an average attendance from Foundation to Year 6 in 2017 at 94%. 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. In 2019, 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

The Student Attitudes to School Survey continues to indicate 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), considered higher than in comparative schools. Bungaree's commitment to our four school values, the Respectful Relationships Program, The Resilience Project and positive school culture have contributed to this exceptional result.

A priority in 2018 was the introduction of "The Resilience Project" for all students, staff and families, together with six partner schools from the Moorabool Collegiate Group, to broaden and build resilience and positive relationships in school to support engagement and learning. Lead by Bungaree, over 400 students, teachers and family members from the partner schools engaged in community, teacher and student workshops in Bungaree. 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 researched and implemented a new transition program, "Foundation Fun", with sessions to engage not only the students, but also their families in Term 3 and 4. The school worked with the Wallace and District Kindergarten, and sought information from families and Kindergarten teachers to provide for individual and special needs. This resulted in an exceptional year ahead with six new Foundation students ready to commence in 2019.

The move from Year 6 at Bungaree to secondary schools also provides a gradual process of transitioning in partnership with our secondary teaching colleagues. As a school, we worked to share information to assist our secondary schools (government and independent) to provide educational opportunities that met each student's individual needs.

Bungaree Primary School also worked as a professional learning community with staff sharing student information to allow for the best transition between classrooms each year in the school.

In 2018, the school engaged as a partner school in the rollout of the DET Respectful Relationships program, and through teacher professional learning and working in a Community of Practice, will be continuing to deliver this curriculum in partnership with other lead and partner schools in 2019.

Financial performance and position

The school received account credit from Power Direct as a result of generating power through the solar panels at the school; and twice received grants from the Sporting Schools Program in 2018 for swimming and tennis. With tireless efforts and much gratitude, the Parents and Friends Association actively fundraised throughout the year and subsidised the cost of some resources, camps and excursions for students. Major fundraisers included a trivia night in Bungaree and a community barbecue in Ballarat. 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.




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

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 15 students were enrolled at this school in 2018, 8 female and 7 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.







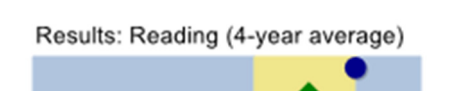

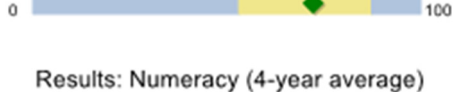








Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>









Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison</p> <p>A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>NA</td><td>97 %</td><td>96 %</td><td>96 %</td><td>91 %</td><td>85 %</td><td>97 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	NA	97 %	96 %	96 %	91 %	85 %	97 %	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
NA	97 %	96 %	96 %	91 %	85 %	97 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Higher</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$328,383
Government Provided DET Grants	\$56,323
Government Grants Commonwealth	\$3,337
Revenue Other	\$23,760
Locally Raised Funds	\$15,833
Total Operating Revenue	\$427,636

Equity ¹	
Equity (Social Disadvantage)	\$5,000
Equity Total	\$5,000

Expenditure	
Student Resource Package ²	\$335,426
Communication Costs	\$1,275
Consumables	\$13,009
Miscellaneous Expense ³	\$17,242
Professional Development	\$9,925
Property and Equipment Services	\$23,135
Salaries & Allowances ⁴	\$8,576
Trading & Fundraising	\$14,414
Utilities	\$1,844

Total Operating Expenditure	\$424,847
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Net Operating Surplus/-Deficit	\$2,788
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$19,787
Official Account	\$2,906
Total Funds Available	\$22,693

Financial Commitments	
Operating Reserve	\$10,000
Other Recurrent Expenditure	\$583
Funds Received in Advance	\$831
School Based Programs	\$7,094
Funds for Committees/Shared Arrangements	\$16,995
Maintenance - Buildings/Grounds < 12 months	\$2,834
Total Financial Commitments	\$38,337

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

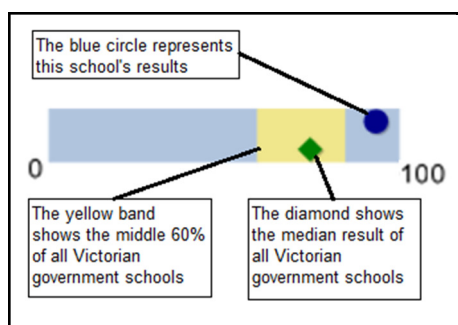
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

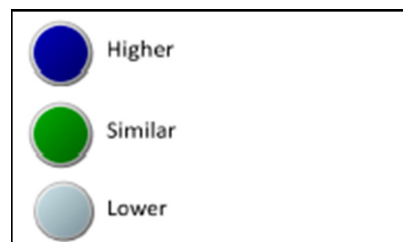


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').