

2019 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 2019 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 26 March 2020 at 02:56 PM by Catherine Barnes (Principal)

The 2019 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 2020 at 03:02 PM by David Lee (School Council President)

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 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 (Hearing) support services. In 2019 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. School events and information nights are well attended and supported, and parents also have opportunities to voice opinions and ideas through School Council and the Parents and Friends Association.

In 2019 Bungaree Primary School's enrolment was 13 students, which we know fluctuates from year to year in our small community. The school employed six staff of varying time fractions – one teaching principal, two part-time teaching staff 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 met our goals from the Annual Implementation Plan 2019: to increase student achievement results based on December 2018 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.

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 commenced worked with a Community of Practice with a focus on Small Schools speaking and listening; the Professional Learning Community

Initiative with another local school; and continued collegiate literacy moderation with three other local schools. 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. Bungaree Primary School's success in developing policy and documentation will continue into 2020, ensuring compliance with DET and agency requirements in a year of strategic review.

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 2019 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 2019, 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 2019 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 (93.3% of students working at or above expected standard) and Mathematics (90.0% students working at or above expected standard), and is noted above or similar to comparison schools. Given the small enrolment at the school, NAPLAN data was suppressed for confidentiality reasons. A priority for teaching staff in 2020 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 2020, we will also be working towards further understanding and implementing high impact teaching strategies and building teacher capacity to improve student learning outcomes, with a focus on questioning and feedback across literacy and numeracy.

Engagement

In addition to the engaging learning programs offered in the classroom and beyond, there was also 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 2019; as with significant student led fundraising and engagement initiatives such as "Crazy Hair Day" for a local cancer centre and "Footy Colours Day." 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 presenting an Anzac biscuit and personal message to the 300 patrons at the event. 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. The average number of student days absent was lower than the State median, with an average attendance from Foundation to Year 6 in 2019 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 and will continue using this

strategy in 2020 to sustain and improve daily attendance.

In 2020, 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 2019. 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, the Respectful Relationships Program, The Resilience Project and positive school culture have contributed to this exceptional result.

A priority in 2019 was the continuation 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. 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 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. There were no students that transitioned from Year 6 to secondary school in 2019.

In 2019, 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 as a Lead School with other partner schools in 2020.

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 2019 for swimming and golf. 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 Monster Raffle and with our role as a community beneficiary in Springfest 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. The school worked hard in maintaining a financial surplus with a changable enrolment with the funds available in 2020.

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




<https://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 13 students were enrolled at this school in 2019, 8 female and 5 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).







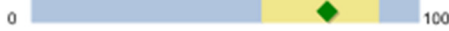


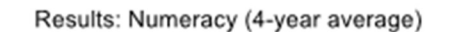


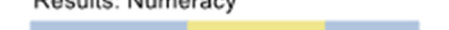

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Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools:  </div> </div> <div> <div>Key:</div> <div> Similar School Comparison  Above  Similar  Below </div> </div>		
Achievement	Student Outcomes	Similar 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>Above </p> <p>Similar </p>

Performance Summary

Key:		Key:
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above  Similar  Below
Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading 	No Data Available
	Results: Reading (4-year average) 	
	Results: Numeracy 	
	Results: Numeracy (4-year average) 	
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading 	No Data Available
	Results: Reading (4-year average) 	
	Results: Numeracy 	
	Results: Numeracy (4-year average) 	





Performance Summary

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Achievement	Student Outcomes	Similar 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>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <table><caption>Statewide Distribution of Learning Gain (all domains)</caption><thead><tr><th>Gain Level</th><th>Percentage</th></tr></thead><tbody><tr><td>Low</td><td>25%</td></tr><tr><td>Medium</td><td>50%</td></tr><tr><td>High</td><td>25%</td></tr></tbody></table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
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Performance Summary

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Results for this school: <div></div> Median of all Victorian Government Primary Schools: <div></div>			
Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> 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Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ </div> <div> <div>Key:</div> <div> Similar School Comparison ● Above ● Similar ● Below </div> </div> </div>		
Wellbeing	Student Outcomes	Similar 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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	No Data Available
<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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	No Data Available

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, 2019

Revenue	Actual
Student Resource Package	\$279,259
Government Provided DET Grants	\$40,545
Government Grants Commonwealth	\$3,000
Revenue Other	\$13,324
Locally Raised Funds	\$10,998
Total Operating Revenue	\$347,127

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

Expenditure	
Student Resource Package ²	\$278,662
Communication Costs	\$1,591
Consumables	\$5,170
Miscellaneous Expense ³	\$11,921
Professional Development	\$10,387
Property and Equipment Services	\$24,845
Salaries & Allowances ⁴	\$13,968
Trading & Fundraising	\$2,829
Utilities	\$1,585

Total Operating Expenditure	\$350,958
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Net Operating Surplus/-Deficit	(\$3,832)
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$22,188
Official Account	\$8,328
Total Funds Available	\$30,517

Financial Commitments	
Operating Reserve	\$10,376
Other Recurrent Expenditure	\$433
School Based Programs	\$229
Funds for Committees/Shared Arrangements	\$11,781
Maintenance - Buildings/Grounds < 12 months	\$8,368
Total Financial Commitments	\$31,187

- (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 26 February 2020 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)

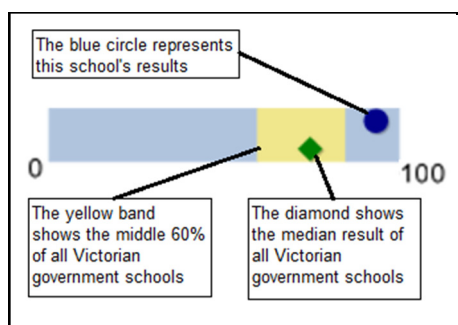
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').