

# 2022 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](http://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 of the previous calendar year 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 29 March 2023 at 04:51 PM by Catherine Barnes (Principal)

- This 2022 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 29 March 2023 at 05:29 PM by Andrew Matheson (School Council President)

## How to read the Annual Report

---

### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

---

### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
- 

### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 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').

## 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/kids kitchen 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 and evidence-based teaching and differentiated learning. Moving forward, our intentions throughout the Strategic Plan 2020-2024 are to further promote excellence in high impact, evidence-based, differentiated teaching of Literacy and Numeracy, further strengthen learner agency and voice, and to evaluate the impact of learning for continual improvement.

The school is supported through the DET Regional Office on a needs basis for speech pathology, psychology, school nurse and Visiting Teacher support services. Students are supported by an Individual Education Plan, reviewed with families each term. In 2022 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 - though this is regaining strength following 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 2022 Bungaree Primary School's enrolment was 18 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 (plus one part-time MARC teacher based at another school) and three part-time education support staff, who worked across administration and student support. The school also engages with a School Chaplain on a part-time basis.

---

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

The primary focus of learning is on Literacy and Numeracy, and these skills are reinforced through the Science and Humanities subjects. When learning in 2022, children learned in the specialist areas of Auslan, Physical Education, Wellbeing and Art, and utilised the MARC Van service each fortnight.

In 2022 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 2022, in addition to the Tutor Learning Initiative for each student, where personalised tutoring for students in the areas of reading, writing, speech & language development and social skills (as determined for each student) were offered individually/pairs/small groups.

Our student achievement data is very healthy, demonstrating consistent, positive trends. Student achievement (based on teacher judgments in 2022 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 (91.7% of students working at or above expected standard in English; and 94.4% students working at or above expected standard in Mathematics) and is noted above comparison schools and the state average. NAPLAN data in Year 3 included 80% of students working in the top three bands in Reading; and 40% of students working in the top three bands in Numeracy. No NAPLAN data was not available due to data thresholds in Year 5.

Bungaree Primary School facilitated the Victorian High Ability Program in English and Mathematics for our top Year 5 and 6 students in 2022. This program evidences the strength of the quality teaching and learning program across the school and its link to high

student achievement.

A priority for teaching staff in 2023 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 more effectively teach students at their point of need. 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 has invested time and resources to building collective staff capacity and implementing evidence-based pedagogy using the Science of Learning, which will continue into 2023.

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 as noted in the School's Strategic Plan.

## Wellbeing

Due to the cohort size in our school, the Student Attitudes to School Survey data was unavailable in 2022. 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 Let's Be Calmer Farmers behaviour management tool, the Respectful Relationships Program, The Resilience Project, Berry Street Education Model and positive school culture have contributed to this exceptional result. The school continues to champion and develop teaching and learning using "The Resilience Project," proactively teaching pro-social behaviour and building on the pillars of gratitude, empathy/kindness, mindfulness and emotional literacy; the DET Resilience, Rights and Respectful Relationships program; and associated support activities for students, staff and families. In 2022, Bungaree also broadened student programs in response to the disruptions from the pandemic, and now actively engages in the Berry Street Education Model across the school. Staff have undertaken the intensive Berry Street training during the year and immediately transferred new learning into classrooms with great success.

The school's work with a Chaplain on site (part-time) sees a comprehensive and well-respected pastoral care program for students, staff and families. This has included the running of Drumbeat, The Good Man Project, counselling, lunchtime activities and accessing welfare services for families; and evenings to promote positive relationships at home, "Special Ladies Night" and "Special Blokes Night," both of which had higher than expected attendance with extended families.

Breakfast Club is highly subscribed by all families, twice per week, and additional hampers provided for families in need.

The school established an Outside School Hours Care Program in 2022 to provide support for families looking to return to work after the pandemic and respite care. This also saw a major renovation to the Art Room/Kids Kitchen, of which the school community is very proud.

The school continues to work with the Wallace and District Kindergarten, to meet and further establish positive relationships with prospective families. Our Foundation Fun Kinder-School Transition Program and the enrolment of new families has seen a very significant jump in Foundation enrolments for 2023, which we will embrace with openness and excitement. There were also sessions to assist the transition of one Year 6 student to secondary school in readiness for 2023.

## Engagement

In addition to the engaging learning programs offered in the classroom and beyond, there was also return to our camping and excursion program in 2022 with support from the DET Positive Start Program. Senior students (Years 3-6) had the privilege of attending a Snow Camp at Harrierville and Mount Hotham in Term 3; and a cluster Melbourne Camp with other small schools in Term 4. Students in F-2 experienced two "day camps" with cultural, sporting and environmental experiences in Ballarat. Inter-school sports, swimming lessons, excursions and concerts returned following the pandemic restrictions. 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.

Anecdotally, as data fell below thresholds, our parent opinion survey continues to show a very high level of parent satisfaction with the school – evident in the very positive feedback received throughout the year. The school worked hard to provide opportunities for parent involvement on the School Council and the Parents and Friends Association – including running the traditional Mother's & Special Ladies and Father's & Special Blokes Day Stalls. School Council continued to operate during the restrictions and beyond – agenda and reports were delivered to homes and meetings conducted via WebEx/in person as permitted.

The average number of student days absent was significantly above the State median (12.2 average number of absence days at

Bungaree and 23.3 absence days across the state,) due to the engaging teaching and learning programs and desire of families to return to on-site learning. As a school, we recognise that absences through COVID-19 isolation did still impact our attendance data. 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 2023 to sustain and improve daily attendance.

Bungaree was a pioneer in the Inclusion Outreach Coaching program, as the first small school cluster in the program. Staff were proactive in learning and applying new knowledge in the diverse learning space with the assistance of a specialist coach. This has prepared the school well for future applications in Disability Inclusion and evidencing adjustments at a Tier 1, 2 and 3 level.

Throughout the year, the school worked professionally and collaboratively where possible with the Moorabool Collegiate Group and ASSIST 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, writing and numeracy.

In 2023, 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. The school will actively engage in learning and wellbeing programs through the Bulldogs Read Program in partnership with the western Bulldogs Football Club and the City of Ballarat. Bungaree will also embrace the DET Music in Schools program and establish a formal music program from 2023.

Compass will be adopted as a school digital platform to engage and communicate with families; and streamline school operations in a digital format.

---

## Financial performance

The school received a minimal account credit from AGL as a result of generating power through the solar panels at the school (which were upgraded through the Department's Greener School Initiative); and received grants from the Sporting Schools Program in 2022 for athletics, swimming and cycling. The school also commenced Year 1 of our Outside School Hours Care program through the Victorian OSH Establishment Grant. The grant has allowed for families to access after school care on-site, and has contributed to increased enrolments for 2023. The National School Chaplaincy Program entered its second year, providing students, staff and families access to pastoral care and support programs in the classrooms. The Parents and Friends Association actively fundraised throughout the year and subsidised the cost of some resources and excursions for students. Major fundraisers included two Bunnings BBQ sausage sizzles; a clearing sale BBQ, a significant fundraiser for the school in the community Trivia Night, 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. New shade sails were erected during the year and created a vibrant outdoor learning space for students, funded through the Department's School Shade Sails program. The school worked hard in maintaining a financial surplus with a fluctuating enrolment, with the funds committed to resourcing literacy and numeracy needs and a substantial Kids Kitchen renovation in 2022.

**For more detailed information regarding our school please visit our website at**  
[www.bungareeps.vic.edu.au](http://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 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 18 students were enrolled at this school in 2022, 11 female and 7 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).

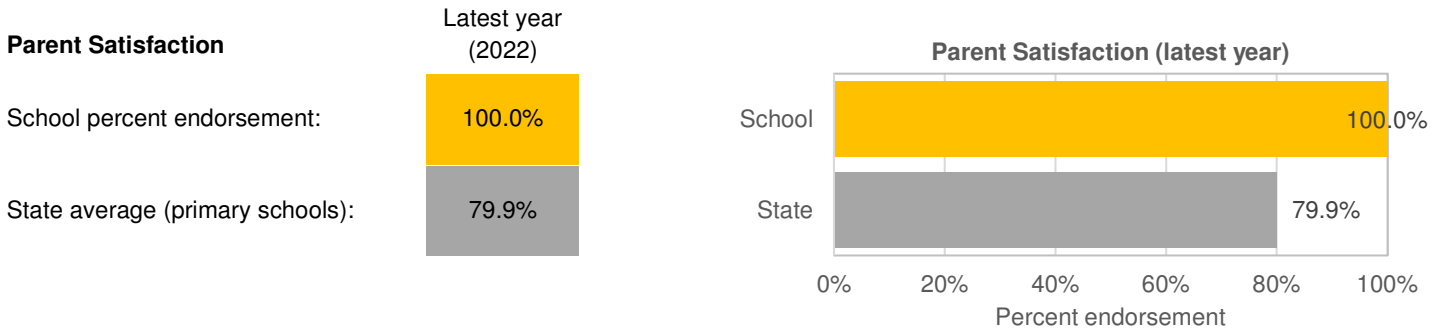
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The 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.

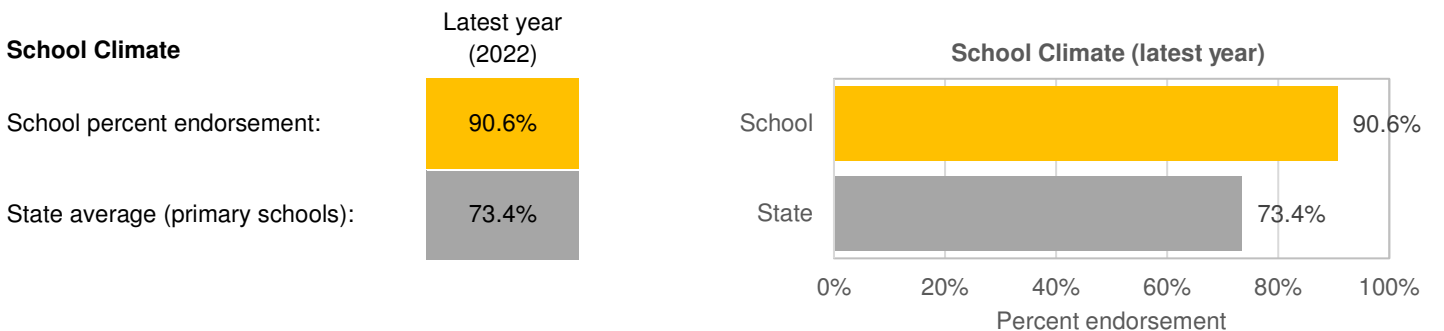


### School Staff Survey

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.





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

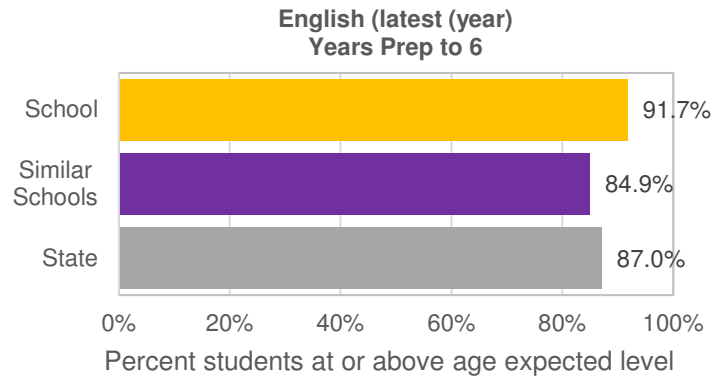
91.7%

Similar Schools average:

84.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

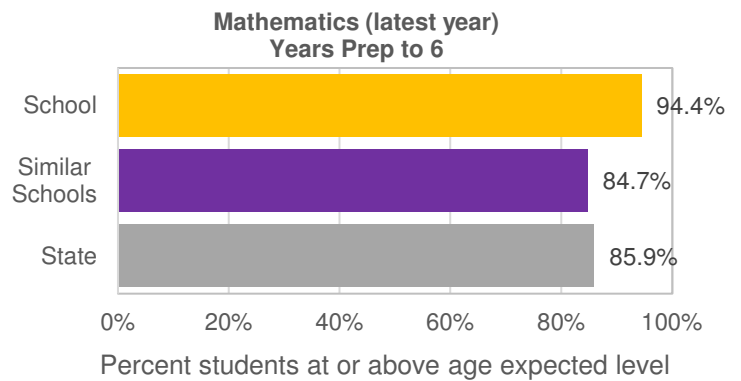
94.4%

Similar Schools average:

84.7%

State average:

85.9%





**LEARNING (continued)**

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

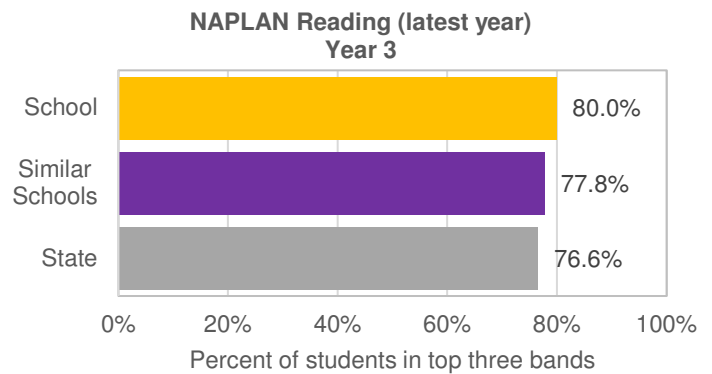
**NAPLAN**

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

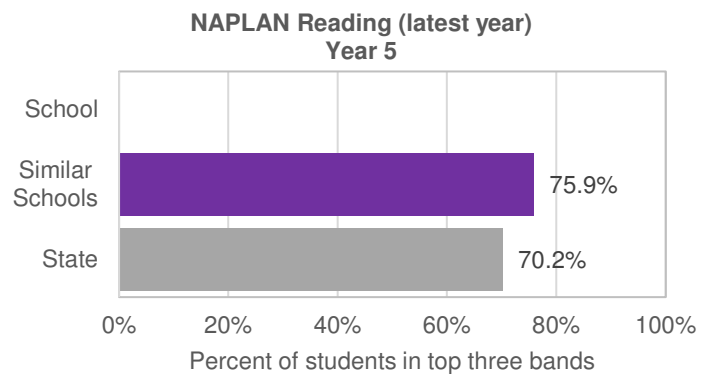
**Reading  
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	71.4%
Similar Schools average:	77.8%	75.5%
State average:	76.6%	76.6%



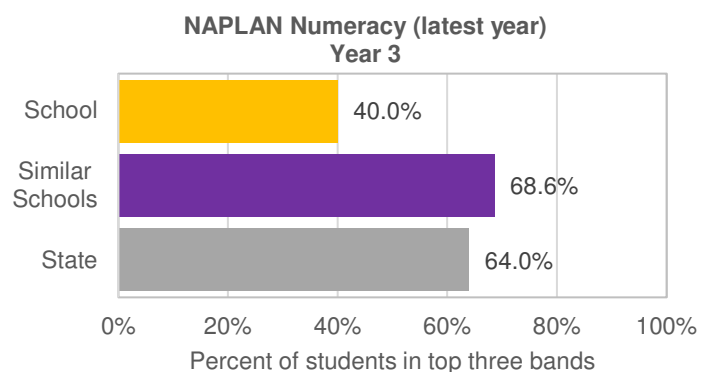
**Reading  
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	75.0%
Similar Schools average:	75.9%	70.8%
State average:	70.2%	69.5%



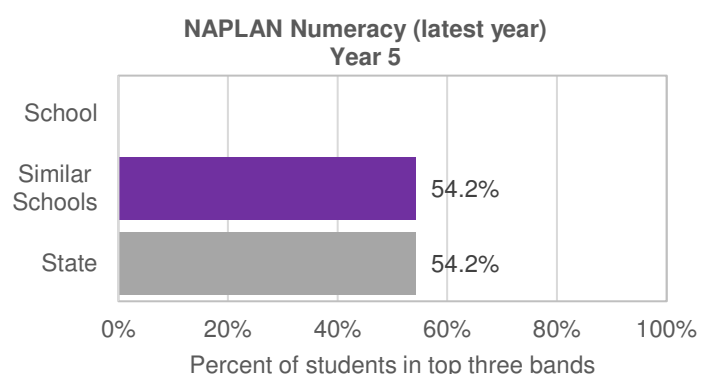
**Numeracy  
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	42.9%
Similar Schools average:	68.6%	68.6%
State average:	64.0%	66.6%



**Numeracy  
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	100.0%
Similar Schools average:	54.2%	56.2%
State average:	54.2%	58.8%



## WELLBEING

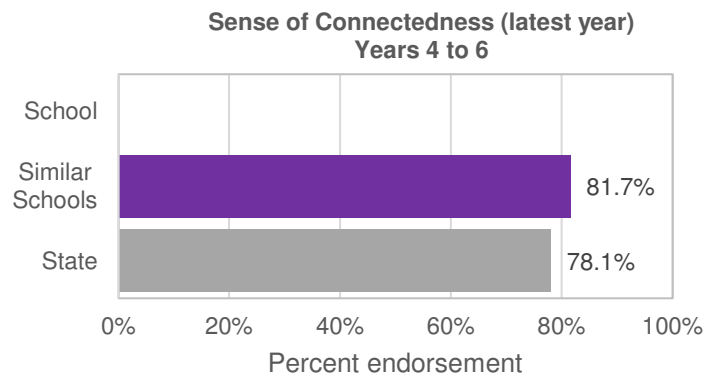
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDP	98.0%
Similar Schools average:	81.7%	81.5%
State average:	78.1%	79.5%

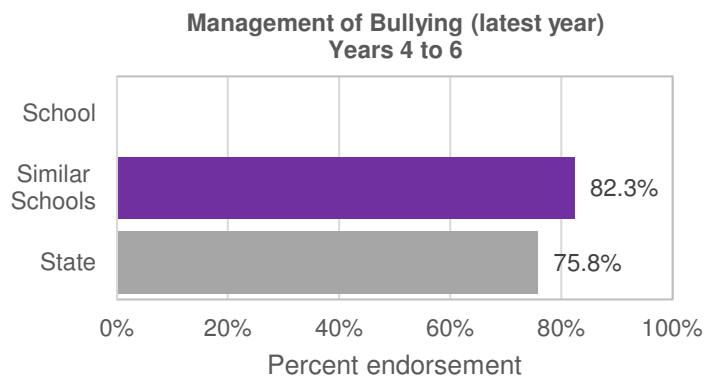


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	NDP	100.0%
Similar Schools average:	82.3%	84.0%
State average:	75.8%	78.3%



## ENGAGEMENT

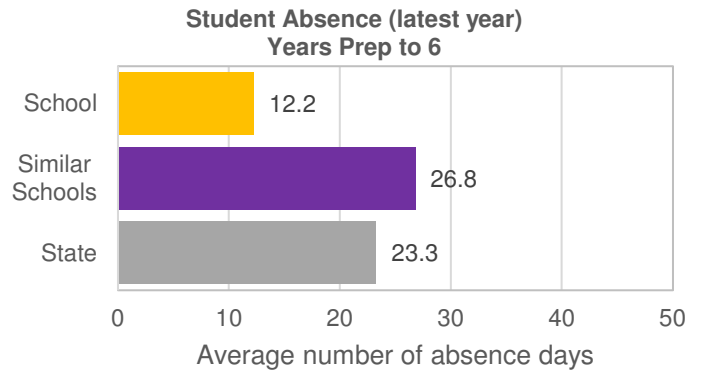
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

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

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	12.2	12.5
Similar Schools average:	26.8	18.3
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	NDA	94%	NDP	93%	NDA	94%	NDP

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$351,088
Government Provided DET Grants	\$172,322
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$8,290
Locally Raised Funds	\$22,745
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$558,944</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$331,283
Adjustments	\$0
Books & Publications	\$114
Camps/Excursions/Activities	\$6,614
Communication Costs	\$1,498
Consumables	\$7,040
Miscellaneous Expense <sup>3</sup>	\$5,431
Professional Development	\$10,116
Equipment/Maintenance/Hire	\$1,437
Property Services	\$15,319
Salaries & Allowances <sup>4</sup>	\$9,930
Support Services	\$47,302
Trading & Fundraising	\$47,349
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$185
Utilities	\$3,521
<b>Total Operating Expenditure</b>	<b>\$487,137</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$71,806</b>
<b>Asset Acquisitions</b>	<b>\$49,858</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$141,204
Official Account	\$2,216
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$143,420</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$25,002
Other Recurrent Expenditure	\$6,648
Provision Accounts	\$0
Funds Received in Advance	\$2,048
School Based Programs	\$30,796
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$16,042
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$80,536</b>

*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.*