

2023 Annual Report to the School Community

School Name: Bunyip Primary School (2229)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 29 April 2024 at 02:46 PM by Jenny Dowsett (Principal)

- This 2023 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 April 2024 at 02:46 PM by Stacey Sheedy (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

At Bunyip Primary School, we aim to provide all children with appropriate skills, knowledge and behaviours that will enable them to build a successful future, which is sustainable, innovative and builds strong communities in our increasingly global world. Our vision at Bunyip Primary School is to empower students to embrace learning opportunities and challenges to achieve their personal best and build their emotional, social and physical well-being. The core values that underpin our whole school are Respect, Responsibility and Resilience. We maintain a strong focus on Mathematics and English. Our staff work in teams to collect, analyse and effectively use data to plan for student learning and track improvement. Our staff continuously reflect on the impact of their teaching on student learning outcomes. We have a sustainable model of curriculum delivery, appropriate assessment and the capacity to 'track' the performance of every student to ensure future success.

We enjoy large grounds and excellent learning spaces and encourage students and teachers to explore new and innovative ways to engage and motivate high quality student learning. Our teachers participate in Collaborative Planning to ensure success for all students. Our students are included in the conversation about their learning and are supported to set learning goals and work towards the achievement of these. We have high expectations and provide a safe, secure and happy working environment for all students, supported by a dedicated, committed and enthusiastic staff team.

We have 1 principal class, 1 leading teacher, 1 learning specialist, 7.8 teachers, 1.6 Administration staff, and 7.5 Education Support Staff. We enjoy strong support from our parents, School Council and Parents and Friends, and we enjoy an excellent reputation in the school and wider community. The school has 0 ATSI staff and no international students. Bunyip Primary School's SFOE is low-medium. Most importantly, we really care about each and every student at our wonderful school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Bunyip Primary School delivered a high quality learning program in 2023 with student outcomes demonstrating progress towards the Learning and Achievement goals within the 2023 Annual Implementation Plan. Teacher assessments against the Victorian Curriculum indicating the percentage of students working at or above expected standards was unavailable at the time of the Annual Report being completed. Our NAPLAN results in 2023 show that the percentage of students achieving in the Strong or Exceeding proficiency levels for Grade 3 Reading was 54.5%, whilst similar schools were at 64.5%. The percentage of Grade 5 students achieving in the Strong or Exceeding proficiency levels for Grade 5 Reading was 74.2%, whilst similar schools were at 72.4%. Our NAPLAN results in 2023 show that the percentage of students in Grade 3 achieving in the Strong or Exceeding proficiency levels for Maths was 68.2%, as compared to similar schools at 65.1%, whilst Grade 5 students were at 61.3% as compared to 61.7% for similar schools. The schools priority focus on Writing in 2023 enabled the continued development of a Writing Assessment Criteria that is being used consistently across the whole school. We believe this, in conjunction with a comprehensive professional learning program around differentiated teaching practice for writing enabled significant growth in writing outcomes.

Wellbeing

In 2023 we continued our strong focus on student wellbeing as we continued to support all students to settle back into a full onsite school year. Through our School Wide Positive Behaviour framework we prioritised whole school proactive wellbeing programs such as our cross year level PBS groups led by Grade 6 students with the support of staff. Additionally, we utilised a tiered approach to provide further and more targeted supports to vulnerable/at risk students. This included the school chaplaincy program and engagement with parents, carers, department supports and wider community organisations to support student and family wellbeing. The school were engaged with CASEA who worked with the majority of staff and students to support students to understand and develop strategies to support Zones of Regulation. Working with the CASEA team also allowed referrals for students with additional needs.

School data indicates both the student sense of connectedness and management of bullying are below similar schools 53.6% and 62.5% respectively with similar schools being 73.5% (sense of connectedness) and 74.4% (management of bullying). These are areas we will continue to work closely on with our students, including focus groups for feedback.

The Prep Transition to School program was highly successful in 2023 successful. Bunyip Primary School continues to implement rigorous and successful programs to support the various transition programs in which our students take part. Our school has a

strong focus on transition across all grade levels. This includes a comprehensive handover document for each grade teacher to complete with information about each child's academic progress and social needs.

Engagement

In 2023 average attendance rate across the school (P-6) was 87% with students absent on average 27.1 days. This is above the average for the State and Similar schools and indicated the continued challenge of students re-engaging with school. The school has established a number of measures to continue supporting student attendance rates to more closely align with that of similar schools and state averages. This includes maintaining accurate attendance records, identifying and following up unexplained absences, making phone calls, establishing care team meetings with additional support staff and providing targeted support for families in relation to school refusal. Additionally, the school provides a Breakfast Club program to support students with a positive start each morning.

Financial performance

The School Council finance sub-committee monitors the annual budget carefully, meeting prior to each school council meeting, to check that our budget is implemented as expected and make adjustments as necessary. The continued good financial management practices adhered to, enable the use of school funds to the optimum benefit of the school community including technological improvements and facility upgrades. All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with The Bunyip Primary School Council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at
<https://www.bunyipps.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 175 students were enrolled at this school in 2023, 74 female and 101 male.

NDP percent of students had English as an additional language and 2 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).

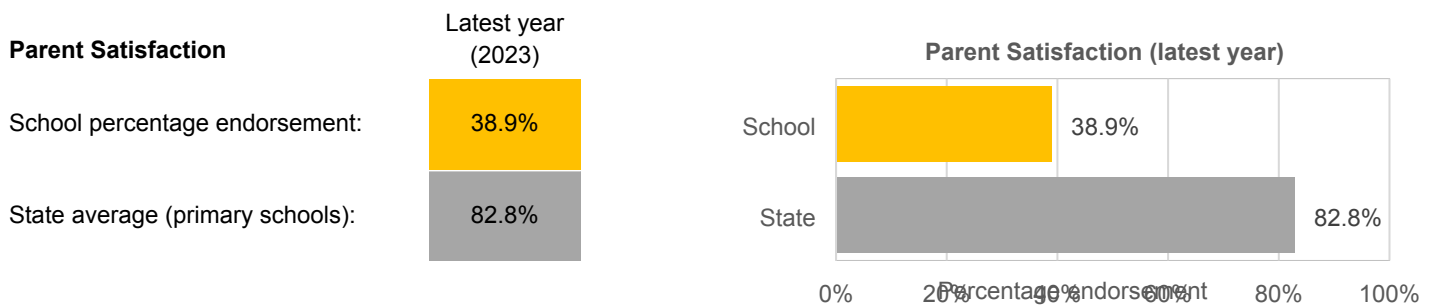
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

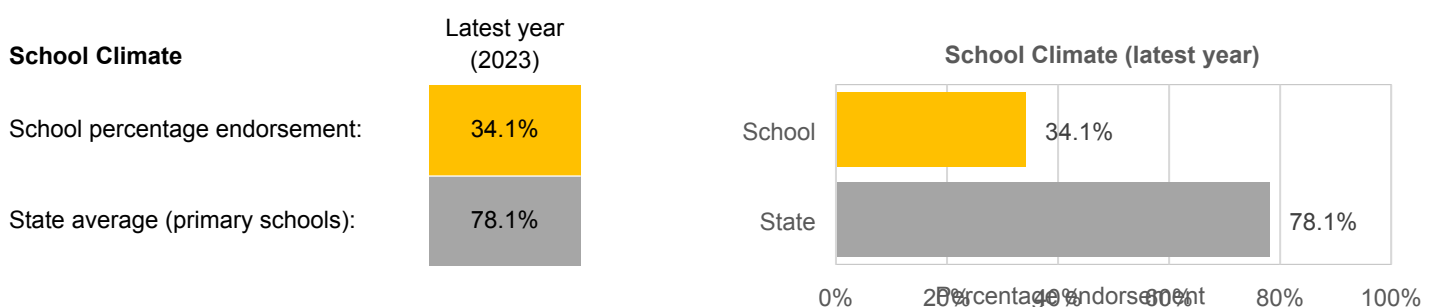


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

NDA

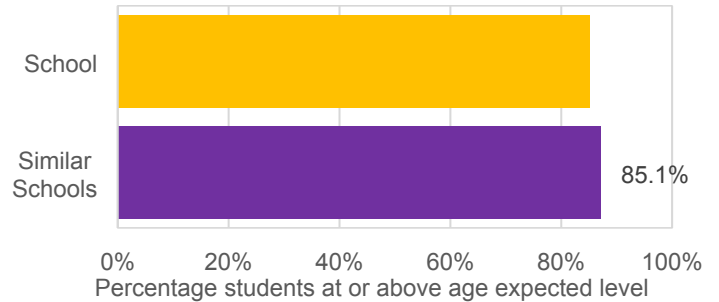
Similar Schools average:

85.1%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

NDA

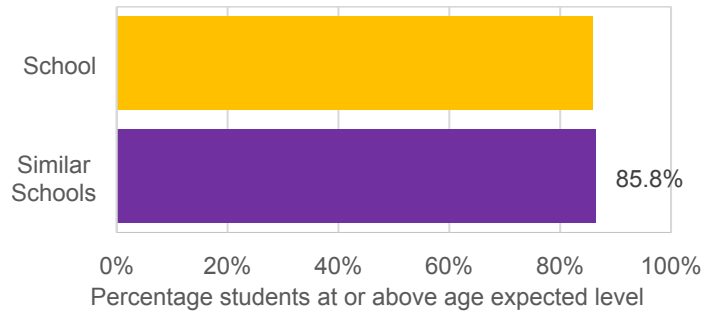
Similar Schools average:

85.8%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.5%

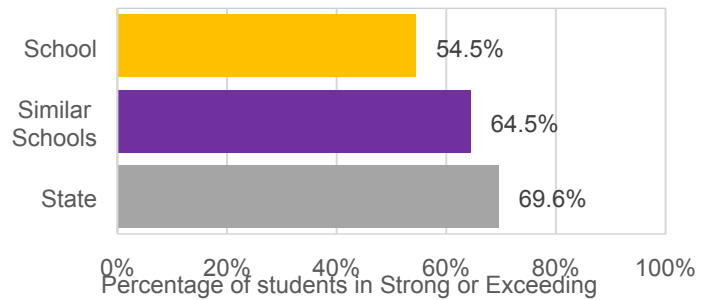
Similar Schools average:

64.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

74.2%

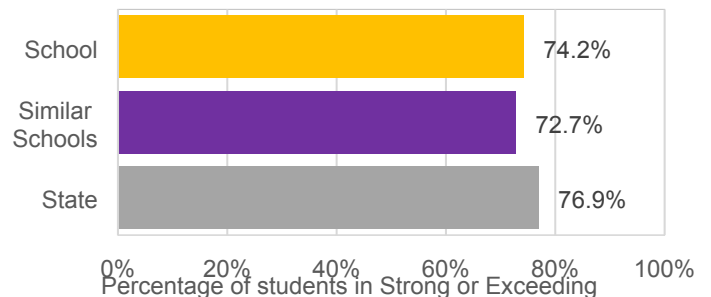
Similar Schools average:

72.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

68.2%

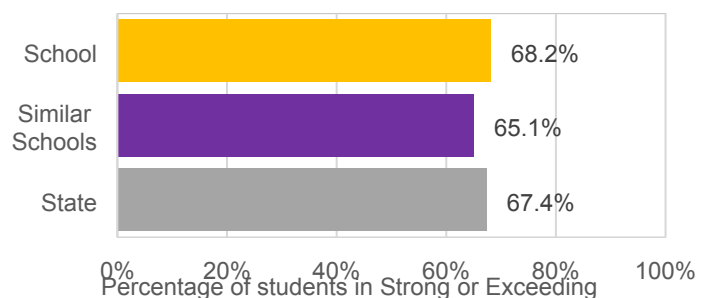
Similar Schools average:

65.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

61.3%

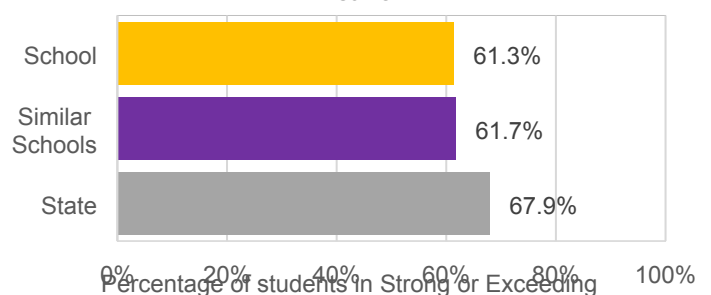
Similar Schools average:

61.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

75.0%

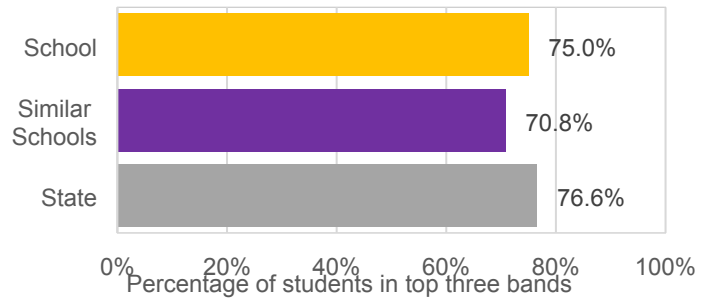
Similar Schools average:

70.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

50.0%

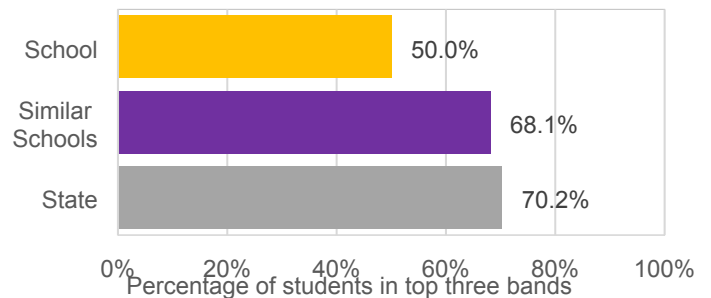
Similar Schools average:

68.1%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

60.9%

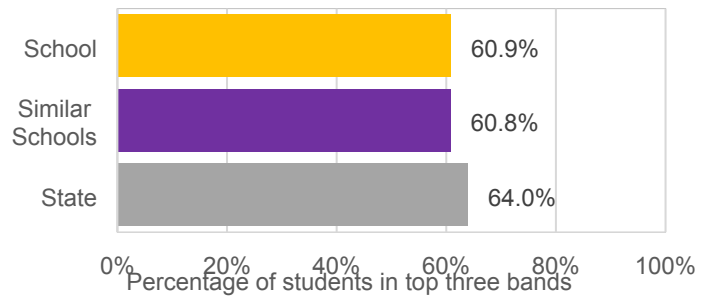
Similar Schools average:

60.8%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

30.4%

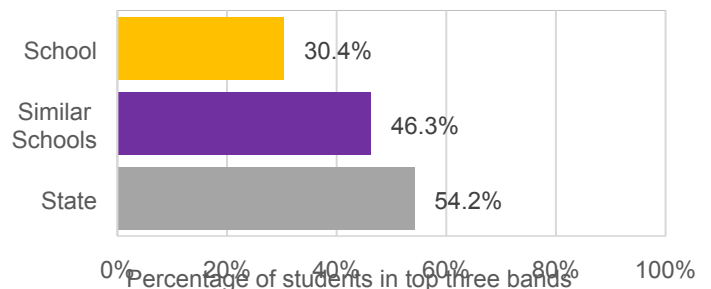
Similar Schools average:

46.3%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

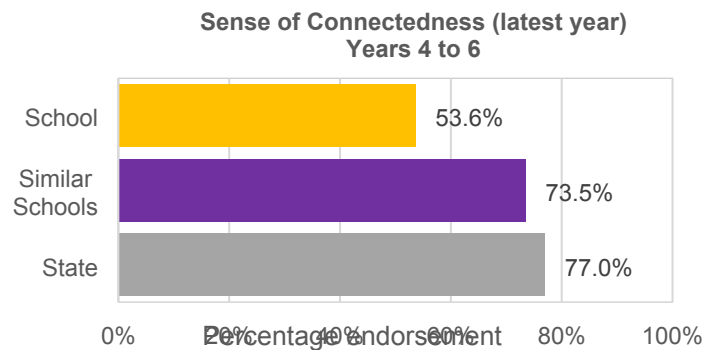
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	53.6%	62.4%
Similar Schools average:	73.5%	75.5%
State average:	77.0%	78.5%

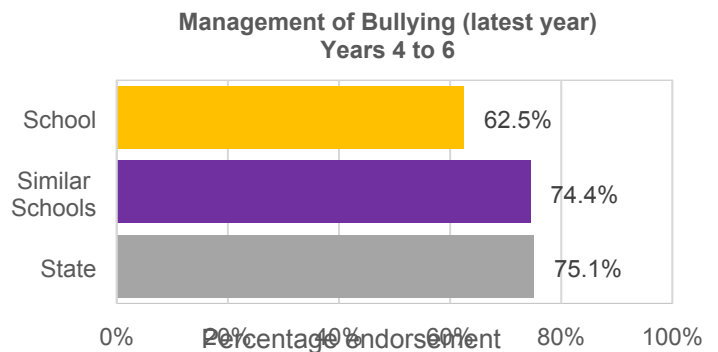


Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	62.5%	67.3%
Similar Schools average:	74.4%	76.2%
State average:	75.1%	76.9%



ENGAGEMENT

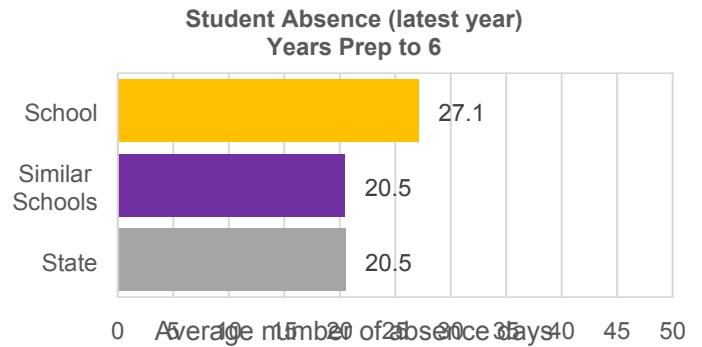
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	27.1	23.5
Similar Schools average:	20.5	18.4
State average:	20.5	18.1



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 (2023):	87%	87%	86%	87%	86%	86%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,752,927
Government Provided DET Grants	\$287,537
Government Grants Commonwealth	\$9,824
Government Grants State	\$0
Revenue Other	\$8,163
Locally Raised Funds	\$146,696
Capital Grants	\$0
Total Operating Revenue	\$2,205,148

Equity ¹	Actual
Equity (Social Disadvantage)	\$43,345
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$43,345

Expenditure	Actual
Student Resource Package ²	\$1,713,094
Adjustments	\$0
Books & Publications	\$140
Camps/Excursions/Activities	\$53,442
Communication Costs	\$3,153
Consumables	\$43,529
Miscellaneous Expense ³	\$13,703
Professional Development	\$4,932
Equipment/Maintenance/Hire	\$38,898
Property Services	\$61,139
Salaries & Allowances ⁴	\$60,620
Support Services	\$94,399
Trading & Fundraising	\$22,778
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,898
Total Operating Expenditure	\$2,134,724
Net Operating Surplus/-Deficit	\$70,424
Asset Acquisitions	\$12,500

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$46,165
Official Account	\$23,113
Other Accounts	\$0
Total Funds Available	\$69,278

Financial Commitments	Actual
Operating Reserve	\$64,705
Other Recurrent Expenditure	(\$215)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$4,000
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$68,490

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.