2015 Annual Report to the School Community

Bundarra Primary School

School Number: 5228

Name of School Principal: Alister Stannard

Name of School Council President: Jeremy Reynolds

Date of Endorsement: 22/3/2016

About Our School

School Context

Bundarra Primary School is a medium sized primary school located at the south end of the Portland township within close proximity to the Portland Secondary College. The facilities are supported by extensive playing fields, playground equipment, and garden areas. We had 248 students enrolled in 2015. Most students are drawn from the local neighbourhood and many ride bikes or walk to school. At Bundarra our core values are Respect, Teamwork and Support. These values underpin the way students, staff and the school community interact, and approach learning in our school.

Bundarra Primary School is focused on providing a rich, supportive and nurturing environment that enhances learning, personal growth and wellbeing for all students ; creates a collaborative and stimulating culture that supports continuous learning for all staff, and informs, involves and embraces our community. At Bundarra we truly understand the importance of building quality relationships between students, teachers, parents and the wider community. We pride ourselves on creating a safe and caring environment where Restorative Practices and our "You Can Do It" values program underpin the social, emotional and academic development of all of our students.

As a school we had 22.78 equivalent full time staff: 1.0 Principal class, 1.0 Leading Teacher, 1.0 Literacy Coach, 13.6 teachers, 6.18 ES staff.

Bundarra Primary School boasts highly supportive and engaging classroom environments, which focus strongly on effectively structured 'Literacy and Numeracy' lessons and explicit teaching which is personalised to meet the individual needs of every student. We allocated regular time for staff to meet where they could work collaboratively in teams to analyse student learning data and plan engaging and challenging lessons.

We believe in providing stimulating learning experiences for our students and where possible we integrate the use of Information and Communication Technologies regularly into our curriculum. We enable our students to access one to one netbook technology in our senior classrooms and we have recently purchased a netbook trolley which was utilised to support computer competence & engagement in 2015.

We actively aim to involve & engage parents in the learning of their children. In 2015 we had a small but proactive Parents & Friends group that worked collaboratively to organise whole school events and fundraising ideas to support children at Bundarra P.S

Achievement

At Bundarra Primary School student learning performance is based around AUS VELS teacher judgments. Compared to schools with a similar School Profile we are achieving similar results in Literacy and higher results in the Numeracy domain.

When comparing NAPLAN results to other Victorian schools, Bundarra P.S is at a similar level in the area of Reading in both years 3 & 5. With NAPLAN numeracy results Bundarra is at a similar level in year 5 Numercy results to schools of similar profile and is at a similar level as like schools in year 3 NAPLAN Numeracy results.

We provided a curriculum based on Aus Vels. Staff worked in collaboration to develop a stimulating and personalised learning program Staff closely analysed assessment data and implemented learning programs to cater for individual point of need of all students.

As a school we consolidated our focus on quality teaching and learning through the use of Hattie's Visible Learning. Staff have planned and implemented units of work in Numeracy & Literacy based around this model.We had a united focus on forming tasks for students that were differentiated, open ended and that were delivered in a range of different contexts to engage learning.

The school consolidated it's work towards 'Independent Reading' across all levels from Foundation to Grade 6. This included explicit mini-lessons, regular student-teacher conferences and fully functioning classroom libraries.

We implemented a whole new school spelling scope and sequence towards delivering quality spelling instruction, to ensure students become more effective and autonomous spellers. Staff regularly planned explicit spelling lessons and spelling investigations in their planning of spelling in 2015.

Building problem solving skills in our senior students was a priority in 2015, senior teachers with support from our curriculum co-ordinator worked in collaboartion to develop a personalised learning program around problem solving skills and strategies.

Engagement

Student Engagement is measured through student attendance. In 2015 our overall student attendance data is at a similar level compared to similar profiled schools.

We have formal procedures to inform parents of any non-attendance that is above an acceptable standard. As a school we consistently promote the benefits of regular attendance and the positive effects it has on student learning.

Our Developmental Curriculum program is very successful in engaging students in learning in the Junior area of schooling. Students are motivated to attend.

In 2015 Koorie students who were below the expected level in both Numeracy and Literacy were supported through the Koorie Low Literacy & Numeracy initiative. We celebrated NAIDOC & Reconciliation events and implemented a Koorie focused unit of work based around our local tribe.

Students who are operating academically at an A, D or E with their learning, have an individualised learning program with specific learning goals.

Our multi-aged buddy reading program has helped students to interact and connect. It has motivated students to read and they feel supported.

In 2015 Bundarra has worked hard to implement a range of Parental Engagement strategies that have made positive gains towards engaging parents in our school community. We have a small but productive Parents & Friends group. Parents work as volunteers to organise fund raising and social activities, join school council and are in the school regularly, helping in the classroom, with before school reading, the library, at sporting events and on excursions and camps.

Wellbeing

The Wellbeing component is measured through the Student Attitudes to School Survey.

Our Student Attitudes to School Survey results show that we're performing at a lower level to schools of 'like' school profile. In 2015 we implemented a school student survey and leader feedback structures to enable and promote student voice.

In 2015 we had a full time Well Being Co-ordinator who provided social and emotional support through student and parent programs. We had an active Student Representative Committee that was pro-active in their involvement in the school and community in 2015.

We facilitated the Sporting Schools afterschool program in 2015 where students were involved in activities that promoted being healthy and active. It highlighted the health, fun and fitness benefits that sport can bring and promoted being involved in local sporting clubs and coaching.

We were again part of a World Vision sponsored Kids Hope Mentor Program which provided emotional and academic support to students of need.

Restorative Practices is at the forefront of our Student Engagement policy and we pride ourselves in resolving conflict fairly and consistently. We have transparent discipline and welfare procedures that all staff consistently implement to support the learning and welfare of our students.

We have a Program Support Co-ordinator that supports students, parents and staff with students with special needs.

Productivity

In the 2015 school year Bundarra has aligned human, physical and financial resources to enhance the learning opportunities of all students. Literacy and Numeracy budgets were allocated and financed to support key initiatives in these areas in 2015.

We worked towards developing a Professional Learning Culture at Bundarra in 2015, where we implemented Professional Learning Team structures to enhance the learning outcomes of all students. Staff worked in collaboration to plan, analyse student learning data and implement programs that supported a personalised learning program. Through our weekly timetable staff were allocated regular time together.

We again employed a Literacy Coach at Bundarra P.S to build teacher capacity and knoweldge of highly effective instructional practices through coaching and support. This was funded by DEECD Low SES money.

Additional support was provided for students at risk through Reading Recovery in Year 1 and the Lexia program to support students in need of Literacy support. We consolidated our Language Support Program for students at risk in Literacy with regular one to one learning support.

We consolidated our before school reading program in 2015, to where staff and parents regularly support the reading of their grades. This is consistently administered in the mornings. We also consolidated our multi-aged Buddy Reading program.

Individual Learning Plans are created for students at A,D and E and a are reviewed regualrly.

We consolidated our work towards developing a Guaranteed and Viable Curriculum at Bundarra Primary School. We based our internal and external professional learning around developing staff knowledge and capacity in this area.

For more detailed information regarding our school please visit our website at
http://www

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
      Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 248 students were enrolled at this school in 2015, 112 female and 136 male.
There were 0% of EAL (English as an Additional Language) students and 9% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
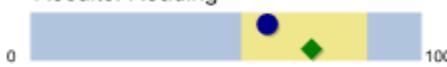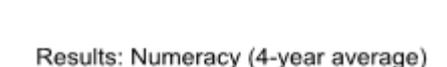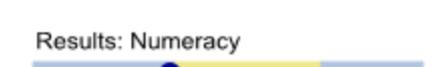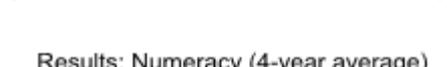
Performance Summary

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Achievement	Student Outcomes	School Comparison
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English Results: Mathematics	● Similar ● Higher
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	**English** No Data Available **Mathematics** No Data Available	Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

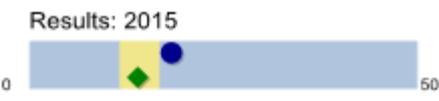| Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
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 Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 29 % 50 % 21 % Low Medium High **Numeracy** 24 % 60 % 16 % Low Medium High **Writing** 41 % 55 % 5 % Low Medium High **Spelling** 28 % 64 % 8 % Low Medium High **Grammar and Punctuation** 44 % 44 % 12 % Low Medium High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Student Outcomes

Results: 2015

0 _____ 50

Results: 2012 - 2015 (4-year average)

0 _____ 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
86 %	92 %	92 %	91 %	88 %	91 %	91 %

School Comparison

◯ Similar

◯ Similar

Performance Summary

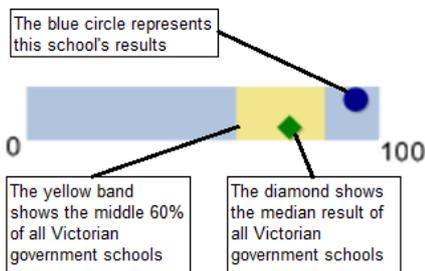| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	⚪ Lower 🟢 Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	🟢 Similar 🟢 Similar

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.
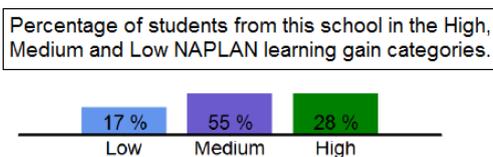
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

| 17 % | 55 % | 28 % |
| Low | Medium | High |

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Higher

Similar

Lower

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	

Revenue	Actual	Funds Available	Actual
Student Resource Package	$1,878,023	High Yield Investment Account	$276,619
Government Provided DE&T Grants	$300,186	Official Account	$14,224
Government Grants Commonwealth	$3,000	Other Accounts	$0
Government Grants State	$2,000	**Total Funds Available**	**$290,843**
Revenue Other	$35,571		
Locally Raised Funds	$119,104		
Total Operating Revenue	**$2,337,884**		

Expenditure		Financial Commitments	
Student Resource Package	$1,864,619	Operating Reserve	$42,203
Books & Publications	$2,515	Asset/Equipment Replacement < 12 months	$22,500
Communication Costs	$5,824	Maintenance - Buildings/Grounds incl SMS<12 months	$6,440
Consumables	$77,434	Revenue Receipted in Advance	$4,000
Miscellaneous Expense	$89,553	School Based Programs	$12,200
Professional Development	$12,546	Other recurrent expenditure	$180,000
Property and Equipment Services	$140,254	Maintenance -Buildings/Grounds incl SMS>12 months	$20,000
Salaries & Allowances	$81,883	**Total Financial Commitments**	**$287,343**
Trading & Fundraising	$17,191		
Utilities	$11,367		

Total Operating Expenditure	**$2,303,188**

Net Operating Surplus/-Deficit	**$34,696**
Asset Acquisitions	**$35,000**

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

In 2015 we again received Low SES money to fund a Literacy Coach at Bundarra P.S. We received low Literacy and Numeracy Initiative funding to fund tutoring of Koorie students at risk. We obtained quarterly cash grants to facilitate our Sporting Schools Afterschool Care Program. Our cash reserve figure at the end of the 2015 school year will fund future Literacy and Numeracy initiatives in the 2016 school year.