

2013 Annual Report to the School Community

Buninyong Primary School

School Number: 1270



Name of School Principal:

Name of School Council President:

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Buninyong Primary School is a multi-campus school with sites at Buninyong and Scotsburn. In 2013 there were 518 students enrolled at the Buninyong Campus and 50 at the Scotsburn Campus. After a period of declining numbers at Scotsburn enrolments lifted significantly in 2013 and the future is looking bright for this campus. The school has the equivalent of 40 full time staff, including 2 Principal Class, 32 Teachers and 6 Education Support Staff. The school maintains a strong sense of community through an "open door" policy, good communication, whole school community events and a Parent Liaison Representative program which builds the connection between parents, teachers and classrooms. As a result, the school enjoys a high level of parental support and involvement. The school has an excellent reputation within its local community, an extremely professional staff and high performing students. The school offers every student a comprehensive seven year sequential program in all key learning areas, including the delivery of specialist programs in Art, Music, Physical Education and Japanese. The school is well known for the opportunities provided to students in the Performing Arts. Meeting the needs of all students is a priority, as is building a whole school approach and a high level of consistency with respect to program delivery and student wellbeing. A quality camping program in grades 3-6 is a highlight for our students. The school has excellent facilities and in 2011 six classes moved into a new facility funded through the BER program. During 2013 a number of projects were undertaken in our quest to continually improve our playgrounds at both campuses. The school is well resourced with respect to learning technologies. All classrooms have electronic whiteboards, the grade P-4s worked with class sets of ipads and a 1:1 netbook program operated with grade 5 & 6 students. The ratio of computers to students is 1:4.




Achievement	Engagement	Wellbeing
<p>With respect to teacher judgements, we have a high percentage of students who are performing at or above expected levels, which is in line with other schools who have similar student intake characteristics.</p> <p>Our 2013 NAPLAN results for the grade 3 cohort is slightly below the state median, which rates as low compared the schools with similar student intake characteristics. However our average results for grade 3 NAPLAN over the past 4 years remain above the state median.</p> <p>Our 2013 NAPLAN results for grade 5 are significantly above the state median and our average results in grade 5 NAPLAN over the past 4 years are higher than those of other schools with similar student intake characteristics.</p> <p>We are very pleased with the growth of students from grade 3 to 5 as measured by NAPLAN. The area with the poorest growth is spelling and we are implementing a new approach across the school (Spelling Mastery) in 2014 to address this.</p> <p>Another significant change for 2014 is the inclusion of Literacy intervention programs (MiniLit and MultiLit) and a Numeracy intervention program (Quick Smart). We are confident these program will provide the support needed by a number of children who are currently achieving below the expected level.</p>	<p>Our attendance figures have historically been very good and 2013 was no exception with results above the state median and higher than those for schools with a similar student intake characteristics. The same can be said for the averaged results for the past 4 years.</p> <p>We monitor student attendance closely and work with families when there are attendance issues. We also work hard to create a school environment that is engaging for students and in the past 12 months have focussed on:</p> <ul style="list-style-type: none"> • Personalising the learning and meeting the learning needs of students. Improving our approach to assessment & using assessment results has been a priority. • Continuing to cater for the interests of individual students with a broad range of extra-curricula activities. • Continuing with opportunities for students to have a voice, to take on responsibility and to participate in leadership development. • Introducing new elements to our playground to keep the students active and engaged during break times. • Using learning technologies to engage the students and promote learning. Introducing ipads into the P-4 classrooms has been a highlight for students. <p>Continuing to work on the above will remain a priority for 2014.</p>	<p>Results from the Students Attitudes to School surveys for 2013 approximate the state median and are in line with schools who have similar student intake characteristics. The same can be said for results averaged over the past 4 years.</p> <p>During 2012 our school community developed a new Student Engagement & Wellbeing Policy which was implemented from the beginning of 2013. This presented some significant changes and was important in clearly establishing expectations of students, how we promote positive behaviours and how we deal with inappropriate behaviours.</p> <p>We have been very pleased with the work of teachers in implementing this policy consistently across the school and with the support we have received from parents and carers. We believe this work has had a positive impact on the overall school climate and the wellbeing of our students.</p> <p>We have also made a concerted effort to improve the processes we have in place to gather and pass on the information that all teachers require to meet the needs of each of their students. This presents a challenge for larger schools, but we now think we do that very well and that we provide a caring and personalized school experience for all of our students.</p> <p>During the year we formally surveyed our grade 2-4 students for the first time to get an insight into their feelings about school. This is something we will do annually and we intend to continue a focus on all of the above in 2014.</p>

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 performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

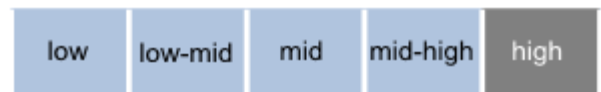
School Profile

School Enrolments

A total of 568 students were enrolled at this school in 2013, 286 female and 282 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>44%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>57%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>43%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>47%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>56%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	44%	38%	Numeracy	22%	57%	21%	Writing	25%	43%	31%	Spelling	35%	47%	18%	Grammar and Punctuation	24%	56%	21%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="566 795 1037 891"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>97 %</td> <td>96 %</td> <td>96 %</td> <td>97 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	95 %	97 %	96 %	96 %	97 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	95 %	97 %	96 %	96 %	97 %										

Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

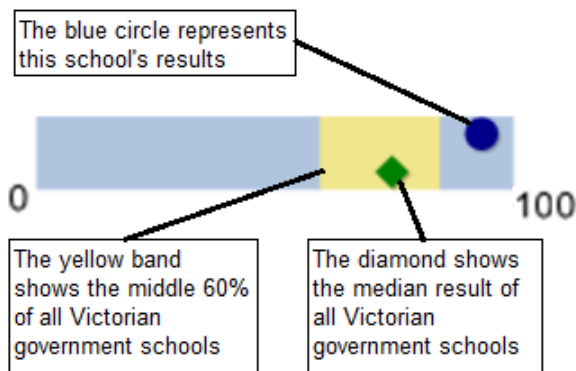
What are student outcomes?

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.



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 Indigenous 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.

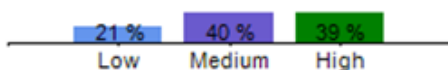
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.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

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.

Additionally, NAPLAN relative growth 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 growth 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 relative growth categories.



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 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$479,226
Government Grants Commonwealth	\$25,738
Government Grants State	\$2,375
Revenue Other	\$44,665
Locally Raised Funds	\$378,753
Total Operating Revenue	\$930,758

Expenditure	
Books & Publications	\$14,299
Communication Costs	\$9,583
Consumables	\$108,070
Miscellaneous Expense	\$167,812
Professional Development	\$24,115
Property Maintenance	\$330,664
Salaries & Allowances	\$228,532
Trading & Fundraising	\$58,921
Travel & Subsistence	\$11,804
Utilities	\$44,893
Total Operating Expenditure	\$998,694

Net Operating Surplus/-Deficit (\$67,936)

Asset Acquisitions \$0

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$23,687
Official Account	\$41,213
Other Accounts	\$150,000
Total Funds Available	\$214,900

Financial Commitments	
Operating Reserve	\$145,018
Capital - Buildings/Grounds incl SMS<12 months	\$2,483
Maintenance - Buildings/Grounds incl SMS<12 months	\$9,924
School Based Programs	\$39,208
Region/Network/Cluster Funds	\$8,022
Provision Accounts	\$5,245
Asset/Equipment Replacement > 12 months	\$5,000
Total Financial Commitments	\$214,900

Financial performance and position commentary