

2015 Annual Report to the School Community

Buninyong Primary School

School Number: 1270



Name of School Principal: Bernie Conlan

Name of School Council President: Darren Holland

Date of Endorsement: 21.3.16

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Buninyong Primary School is a multi-campus school with sites at Buninyong and Scotsburn. In 2015 there were 590 students enrolled at the Buninyong Campus and 60 at the Scotsburn Campus. The school has the equivalent of 42 full time staff, including 2 Principal Class, 34 Teachers and 7 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 2015 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. In 2015 a BYOD ipad program was introduced in our grade 4 & 5 classes. For more information, view the school's website www.buninyongps.vic.edu.au.

Achievement

With respect to teacher judgements, we have a high percentage of students who are performing at or above expected levels, which aligns with other schools with similar student intake characteristics.

Our 2015 NAPLAN results for the grade 3 cohort are consistently above the state median, which approximates the results for schools with similar student intake characteristics.

Our 2015 NAPLAN results for grade 5 approximate the state median however our average results in grade 5 NAPLAN over the past 4 years are remain well above the state median.

We are pleased with the growth of students from grade 3 to 5 as measured by NAPLAN. In particular we are pleased with the student growth in spelling for the second year in a row. The introduction of Spelling Mastery across the school appears to be working.

In 2015 we saw an expansion of Literacy and Numeracy intervention programs (MiniLit, MultiLit & Quick Smart). Student assessments indicate these programs have been successful in providing the support needed by a number of children who are currently achieving below the expected level.

Engagement

Our attendance figures have historically been very good and 2015 was no exception with results above the state median and higher than those for schools with similar student intake characteristics. The same can be said for the averaged results for the past 4 years.

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 recent times has focussed on:

- Personalising the learning and meeting the learning needs of students. Improving our approach to assessment & using assessment results to inform planning 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.

Continuing to work on the above will remain a priority for 2016.

Wellbeing

Results from the Students Attitudes to School surveys for 2015 approximate the state median and are in line with schools that have similar student intake characteristics. The same can be said for results averaged over the past 4 years.

During 2015 our Student Wellbeing Team undertook the work to be ready for the commencement of a whole school approach to Social and Emotional Learning (SEL). They also laid the groundwork for the introduction of P-6 Family Groups, which will come together fortnightly to engage in activities that reinforce the current SEL theme. This is all very exciting and we are confident these initiatives will have a positive impact on student wellbeing across the school.

We have continued to improve the processes 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.

Productivity

In terms of allocating resources, the major changes for 2015 included the refurbishment of a shed to prepare for the delivery of the Scotsburn Specialist program on site from the start of 2016 and the renovation of the cottage to create an additional break away space at our Buninyong Campus. Both projects made excellent use of external resources and local volunteers and tradesmen to complete these projects in a cost effective way. A number of improvements were also made to the playground to increase play opportunities for our students and make the best possible use of our yard space, the most notable being an overhaul of ovals at both campuses and the creation of a new play space at the front entrance at our Buninyong Campus. We look forward to the addition of a portable classroom at Scotsburn in 2016. Our major fund raiser for the year was the School Fete. This was very successful as a community event, but was also a successful fundraiser (\$13,000 raised). In terms of making the best use of human resources, we continue to implement a range of processes that ensure our staff work in a highly collaborative environment. A feature of this is our specialist timetable, which enables year level teams of teachers to plan together each week. As has been the case for a number of years, we ran with straight year level classes at our Buninyong campus (26 classes) and 3 multi-age classes at our Buninyong Campus. Our Scotsburn students travelled to Buninyong each Friday for their specialist sessions. In 2015 we again made sure that opportunities for professional learning were maximized, much of which was through sharing expertise amongst our staff. We look forward to the introduction of an additional Assistant Principal in 2016, with responsibility for Teaching and Learning.

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 651 students were enrolled at this school in 2015, 317 female and 334 male. There were 1% of EAL (English as an Additional Language) students and 2% 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

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:

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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>49%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>44%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>49%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>45%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>48%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	49%	18%	Numeracy	33%	44%	23%	Writing	31%	49%	20%	Spelling	25%	45%	29%	Grammar and Punctuation	31%	48%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>91 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	94 %	94 %	95 %	95 %	95 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	94 %	94 %	95 %	95 %	95 %										

Performance Summary

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 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

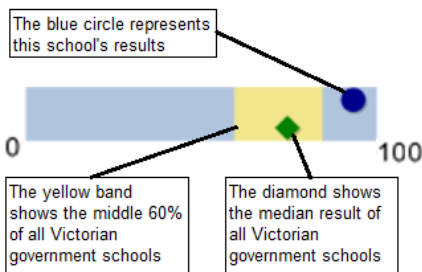
What are student outcomes?

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.



What is a School Comparison?

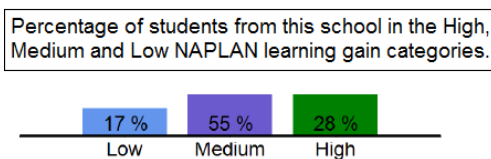
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

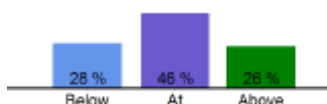
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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'.



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.



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	\$4,136,710	High Yield Investment Account	\$193,398
Government Provided DE&T Grants	\$740,671	Official Account	\$41,729
Government Grants Commonwealth	\$24,415	Other Accounts	\$150,000
Government Grants State	\$6,460	Total Funds Available	\$385,127
Revenue Other	\$61,101		
Locally Raised Funds	\$418,800		
Total Operating Revenue	\$5,388,159		
Expenditure		Financial Commitments	
Student Resource Package	\$4,070,159	Operating Reserve	\$156,707
Books & Publications	\$15,479	Maintenance - Buildings/Grounds incl SMS<12 months	\$38,067
Communication Costs	\$14,796	Revenue Received in Advance	\$116,337
Consumables	\$119,501	School Based Programs	\$69,061
Miscellaneous Expense	\$249,691	Capital - Buildings/Grounds incl SMS>12 months	\$4,955
Professional Development	\$25,323	Total Financial Commitments	\$385,127
Property and Equipment Services	\$416,076		
Salaries & Allowances	\$211,282		
Trading & Fundraising	\$53,356		
Travel & Subsistence	\$11,268		
Utilities	\$47,443		
Total Operating Expenditure	\$5,234,374		
Net Operating Surplus/-Deficit	\$153,785		
Asset Acquisitions	\$0		

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

Our cash revenue from the Department was increased as we converted our Surplus from the 2014 SRP of \$133,000 plus an additional \$150,000 from the 2015 Credit component of our SRP. This enabled us to establish a well resourced intervention program across the school. It also saw the completion of the Cottage project and the refurbishment and renovation of the shed at Scotsburn into a wonderful additional learning space. We have also added additional security in the form of cameras and lighting. Scotsburn had their oval work completed and the addition of a water tank securing water supply for that campus. We had a comprehensive tree audit produced and this highlighted some of our more vulnerable trees that we are having attended to. We secured some additional funding to alleviate some of this additional

cost and to assist with the continual monitoring and removal of highlighted problems. Our main fundraising activity of the fete was a success although we were somewhat disappointed that it didn't result in a large profit margin. It was well attended but after some analysis we will revisit the pricing on a number of areas to hopefully produce a more profitable result next year. Our parent body continue to be very supportive with our fees and it's with this financial support that we are able to offer the supplementary programs that are improving results across our student community. We added in one additional classroom as our numbers continue to grow and this too inevitably resulted in required resources being needed. Overall, we have completed many projects and have fully utilized all our funding and local funds to their maximum. Hopefully, this year there will be no major projects and we can look at stabilizing our expenditure and build some up some funds again as we have depleted our reserves.