

2020 Annual Report to The School Community



School Name: Buninyong Primary School (1270)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2021 at 09:50 AM by Bernie Conlan (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 May 2021 at 09:11 AM by Graeme Benn (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

The 2020 school year looked quite different as a result of the Covid-19 pandemic. There were significant periods where remote learning became the delivery model, which required a considerable adjustment for students, their parents and staff. On-site learning was provided for children of essential workers and for those that were vulnerable during periods of remote learning. The numbers on-site varied between 25 and 80. As a whole, the school community did a brilliant job through 2020 and made the best of a challenging situation.

Buninyong Primary School is a multi-campus school with sites at Buninyong and Scotsburn. In 2020 there were 690 students enrolled at the Buninyong Campus and 57 at the Scotsburn Campus. The school has the equivalent of 46 full time staff, including 3 Principal Class, 37 Teachers and 8 Education Support Staff.

Because of the size difference, the campuses are quite different. However the campuses work as one to provide a consistent classroom experience, regardless of year level or campus.

At Buninyong Primary School we always seek to place the child at the centre. All staff value the individual child, recognizing the strengths and diversity each brings to their learning. We seek to develop independent and motivated lifelong learners who are in touch with their learning and are equipped for the 21st century.

As a staff are committed to developing our skills in order to do the best we can for each and every child. Team work is highly valued as we seek to learn from and support each other.

Buninyong Primary School's values are Respect, Honesty, Optimism, Compassion and Commitment.

We model and demonstrate:

- Respect by understanding that our attitudes and behaviours have an impact on the people around us.
- Honesty by being truthful in all that we say and do.
- Compassion by taking every opportunity to help others that may be in need.
- Commitment by striving to do our personal best.
- Optimism by being confident, resilient and always looking for the best possible outcome in any situation.

Our home school partnership which we have developed over the years is highly valued. Parents are encouraged to play a vital role in their child's learning and the links they develop with the school strengthen the whole school program. As a result, the school enjoys a high level of parental support and involvement. This was challenged in 2020, with parents unable to come on-site for much of the year. However, connections were made in other ways, including through regular contact via-video conference during remote learning.

The school offers every student a comprehensive seven year sequential program in all key learning areas, including the delivery of specialist programs in the Visual and Performing Arts, Physical Education and Japanese. Students are encouraged to pursue their interests and challenge themselves through a wide range of extra-curricula activities. The school is also well known for the opportunities provided to students in the Performing Arts. Covid-19 seriously curtailed extra-curricula events in 2020, including the cancellation of the school concert, the snow trip, energy breakthrough and a variety of sporting events.

The school has a close connection with the local community and enjoys the involvement of a number of community organisations.

The school runs an Outside of School Hours Program (including Before and After School Care and Vacation Care), which is proving to be very popular. The program continued to operate through the Covid-19 pandemic, although numbers were down during periods of remote learning.

Framework for Improving Student Outcomes (FISO)

Buninyong Primary School set out with an agenda to develop an effective writing model, continue to build the capacity of our professional learning communities in order to provide consistent and high level learning and to increase student voice to exercise authentic agency in their learning. Although we were able to make some progress in these areas, the adjusted context of 2020, due to remote and flexible learning, meant actions from our AIP were modified.

In terms of building excellence in teaching and learning, education consultant Andrea Hillbrick, supported staff with the development of a writing model that was modified to focus on developing an effective planning process geared toward

creating engaging writing cycles. Using Webex, staff engaged in professional learning throughout the year to develop the model and put it into practice. Although staff spent much of the year separated from their planning teams, technology was utilised well to connect with each other for regular planning sessions. The use of an agreed school wide learning portal enabled for consistency of learning to be delivered and monitored. More broadly, the school explored alternative methods to maintain school connectedness through the use of technology. In terms of developing a positive climate for learning, throughout remote and flexible learning students and parents were surveyed in order to gather feedback on various aspects of the learning model. This feedback enabled adjustments to be made to learning and organisation. Although, 2020 presented many challenges, we feel that significant progress was made toward building excellence in teaching and learning and creating a positive climate for learning. An unexpected result of the work completed in 2020 was the significant connection that was maintained between home and school despite the separation.

Achievement

Developing a consistent and effective communication portal during 2020 was critical to maintaining student learning. Compass and Webex were utilised to deliver learning content, create explicit learning opportunities and provide detailed feedback to students. These forums were also utilised effectively by staff to connect for regular planning sessions. As such staff maintained strong connections with their students, which assisted when returning to face-to-face teaching.

In regards to teaching and learning, we were able to maintain momentum with the support of an education consultant to develop and trial an effective planning process for creating writing cycles. The results were pleasing and, as such, in 2021 we will shift focus to effective teaching practices in writing to engage students through greater voice and agency.

Remote and flexible learning provided an opportunity to develop knowledge and experience in delivering synchronous and asynchronous learning across a digital platform. Exploring new ways to close the feedback loop was also a focus during this period of time. Both of these areas have developed and strengthened strategies that can be transferred to face-to-face teaching opportunities.

Despite the significant disruption to the learning program, student outcomes did not differ greatly from those achieved in 2019 based on teacher judgments. We maintained scores above state average in Reading and Viewing, Speaking and Listening and Mathematics, while achieving similar to state average in Writing. The comparison to similar schools resulted in scores that were above in Speaking and Listening, similar in Reading and Viewing and Maths and below in Writing.

The most significant changes from 2019 based on teacher judgements were:

- A 6% increase in students achieving at expected level in Speaking and Listening, consequently the percentage of students achieving above expected level dropped. This could be attributed to the lack of face-face time with teachers and peers during the year.
- Although we maintained the percentage of students achieving above expected level in Writing, we did observe a 3% increase in students achieving below expected level. This could be attributed to the decrease in opportunities to engage students in purposeful writing and explicit teaching throughout the year. Especially for those students who struggle to engage when at school.
- A 4% increase in students achieving below the expected level in Number and Algebra, which could also be attributed to the lack of explicit teaching opportunities throughout the year. The percentage of students achieving above the expected level remained similar to that of 2019.

The effort placed on building connections and a consistent communication strategy have reflected in student and parent surveys, which highlights an overwhelming positive response in the areas of Teaching Strategies and Student Cognitive Engagement. Despite the challenges faced during 2020, as a school we have maintained strong connections with the students and school community which has provided us with a strong platform from which to build in 2021.

Engagement

The movement in and out of remote and flexible learning during 2020 meant new and engaging ways were required to connect with students and school community. As a school we identified WebEx as our preferred option to connect with students and the community via video conferencing. Teachers underwent significant training in a short period of time to build the skills and knowledge to allow this platform to be used effectively.

The use of WebEx to engage students meant our staff were able to teach synchronously (live teaching) and to record and deliver opportunities for asynchronous learning (recorded learning activities). Our teachers very quickly adapted to working in an online environment and created video lessons and tutorials that were able to be revisited as many times as the students needed. Our specialist programs also continued to operate via recorded lessons and utilised WebEx to connect with students to provide further clarification to students as needed.

Teachers used the WebEx platform daily to engage with their whole class each morning, and then utilised 1:1 and small group sessions up until lunchtime. Throughout these sessions there were opportunities for kids to be creative and stay engaged with their teacher and class, both academically and socially. Many classes had “special” days on WebEx, including dress up themes and continuing with popular student events such as show and tell. Teachers would also leave their rooms open at the end of learning time for social catch ups between students and families.

There was a strong focus on getting the balance right around the amount of work expected to be completed at home and keeping students engaged. Use of WebEx was supported through using our existing Compass platform to deliver online lesson plans and for students to submit their work, rather than use hard copies.

Relying on technology to maintain connection presented the school with a number of challenges, including the need for all students to have a device on which to work. Over 140 devices were loaned to families during the periods of remote learning. As a school we also experimented with WebEx as a way of delivering live assemblies to the community each week. These strategies were all based around making sure a high level of engagement was maintained between the school and home.

The average numbers of days absent for students in 2020 was 13.1 days across P-6. This is a slight decrease on the previous 3 years. Our absence rate is slightly above similar schools and just below the state average of 13.8 days.

During the remote learning period the strong focus on staying engaged with students and families was an important part of keeping our attendance at a high level, as we know that absence from school can impact significantly on student learning. Strategies and support for families who were having difficulty participating in remote learning were a priority and implemented, including offering an onsite program for those at risk or in need. A focus on prioritising mental health and wellbeing to enable students’ time to adapt back into the school environment and re-engage with teachers and peers, before increasing learning rigour, helped to create positive outcomes for students and staff as well.

Wellbeing

The impact of Covid-19 extended to the wellbeing of students, staff and parents. All members of the school community had reduced social interactions, most were spending considerable amounts of time each day in front of screens and everyone was thrown out of routine. Many students carried the disappointment of missing out on events and experiences that couldn’t go ahead (eg, camps, school concert, sporting events, etc). Our staff were forced to completely revamp the delivery of learning programs and ways of collaborating with colleagues, which was challenging for many. Most of our parents were working from home whilst also trying to support their child/ren with remote learning, which was extremely challenging.

We were conscious of these factors, so implemented a number of strategies to support everyone through this period. We did our best to keep everyone well informed along the way, which included regular updates for parents. We maintained a close connection with students and parents through the use of video conferencing, the screening of a weekly broadcast, maintaining a weekly newsletter, holding parent teacher interviews via-video conference and running Mother’s and Father’s Day Stalls. Our staff did an excellent job providing a caring and supportive on-site program for all who needed it during periods of remote learning.

When we were able to have staff and students on-site, the daily appearance of Honey, our Reading Dog, provided a boost for students. Staff did a brilliant job of being in the school yard at the start and end of each school day to greet

and farewell students. Where possible we continued with the usual strategies and programs that promote student wellbeing. These included the implementation of our B+ program, use of the Zones of Regulation framework, running lunch time club and lunch time live events, grade 6 leadership roles and making sure our yard is engaging for all students (eg, Play Pod, chickens, vegetable patches, cubby building areas, logs, tree planting, etc). We were able to start work on a new Japanese Garden at the Buninyong Campus, installed a number of elements designed to make key areas of our school more accessible for students with a disability and added security to the gymnasium where the Outside of School Hours Program is based.

Unfortunately efforts to progress School Wide Positive Behaviours Support program stalled and we were not able to run our 'Students in Action' program.

Across the year we were conscious of maintaining high standards with regard to hygiene and ensured the current DET School Operations Guide was being followed.

In terms of Student Attitude to School survey results, scores were 'sense of connectedness' were very similar to the state for 2020 and better than similar schools when averaged over the past 4 years. Scores relating to 'management of bullying' were higher than the state for 2020 and when averaged over 4 years.

Overall, we're proud of the role played by the school in caring for the wellbeing of all in the school community throughout 2020. The students were incredibly resilient and rolled with the changes. Even our youngest students were very independent when confronted with the prospect of parents staying off-site. Our staff did an excellent job supporting the wellbeing of students, parents and each other during 2020 are to be commended for their efforts. We thoroughly appreciate the support of our parents throughout 2020, who were incredibly patient and understanding during this difficult period.

Financial performance and position

Buninyong Primary School has achieved a surplus for the 2020 School Year, enabling the school to continue intervention programs benefiting students across our year levels. A portion of the projected surplus was allocated to the 2021 Tutoring Program.

With the global pandemic of 2020 leading to significant periods of remote learning, enrolment numbers for BASE 1270 (Outside of School Hours program) dropped, as did sales through the Canteen and Uniform Shop. We were unable to hold the School Concert, which was to be the school's major fundraiser for the year. As a result, some planned facilities projects were put on hold.

However we did manage to finish a renovation of our home economics area, completed some painting works across the school, made improvements to the gym, had child-proof fencing installed in some locations and completed a range of works that make our facilities more accessible for students with a disability.

We have continued to undertake a range of bush fire preparedness works at our Scotsburn Campus to keep everyone safe in the event of a bush fire.

For more detailed information regarding our school please visit our website at

<https://buninyongps.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.

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 692 students were enrolled at this school in 2020, 340 female and 352 male.

2 percent of students had English as an additional language and 1 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) which takes into account parents' occupations and education.

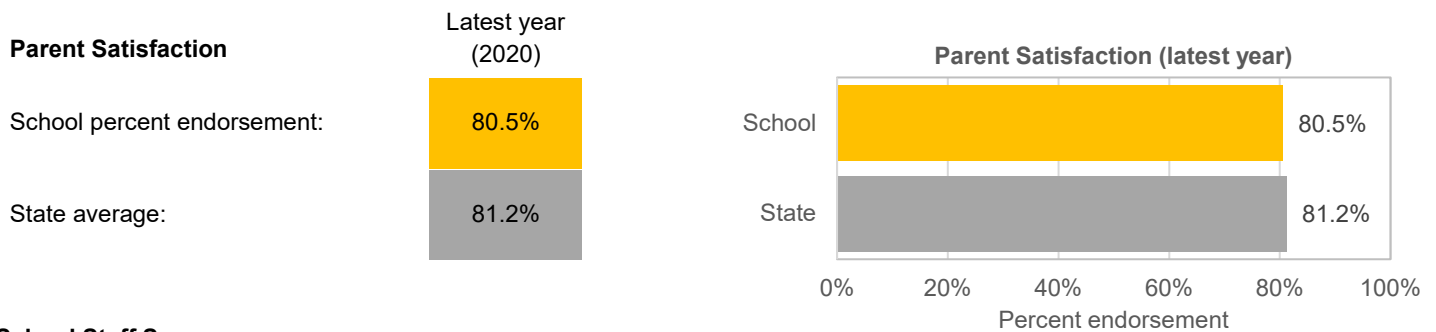
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

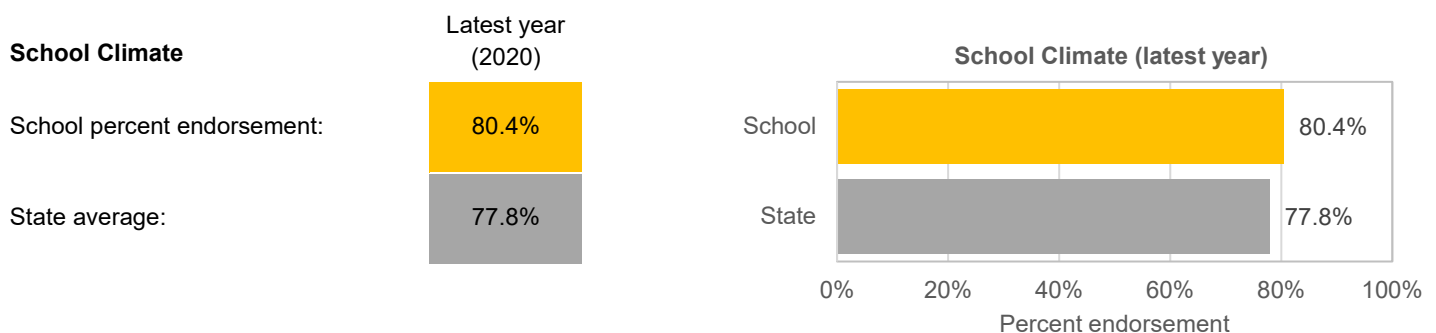


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

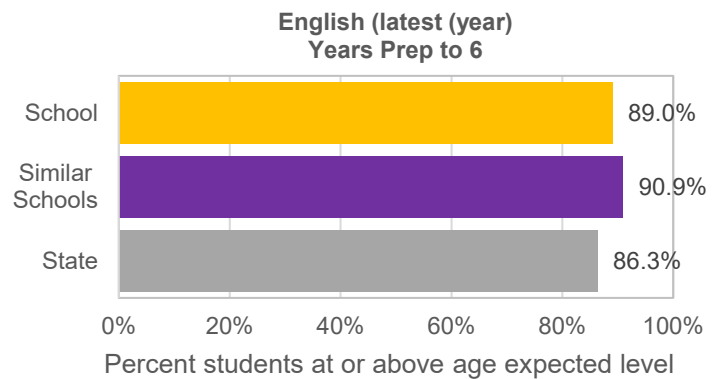
89.0%

Similar Schools average:

90.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

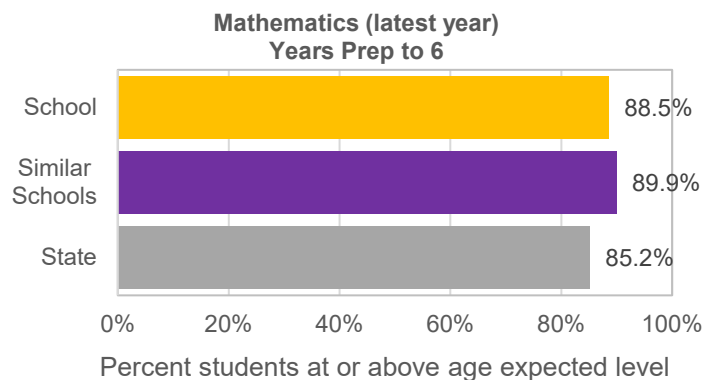
88.5%

Similar Schools average:

89.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

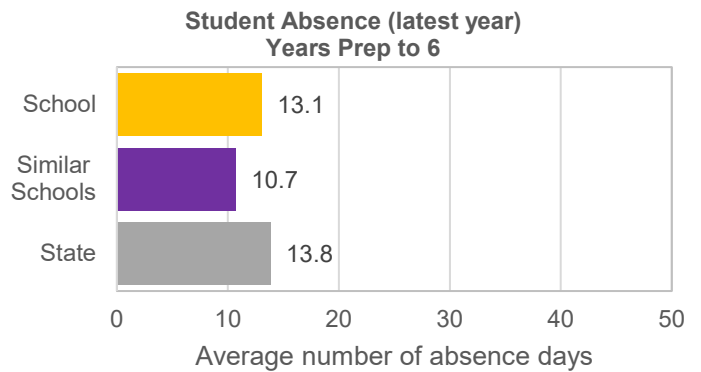
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	13.1	13.7
Similar Schools average:	10.7	13.6
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	92%	94%	93%	93%	94%	94%

WELLBEING

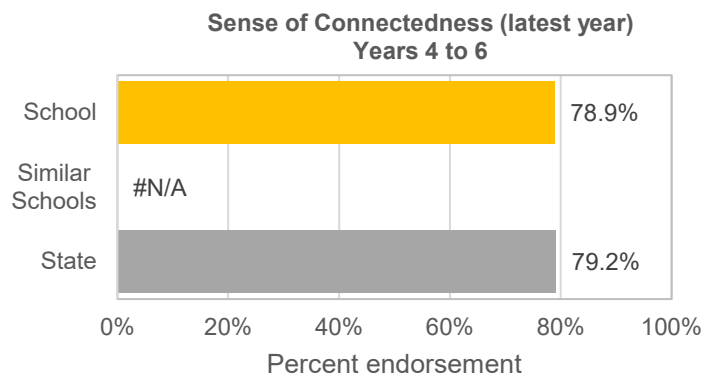
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	78.9%	83.7%
Similar Schools average:	NDP	82.5%
State average:	79.2%	81.0%



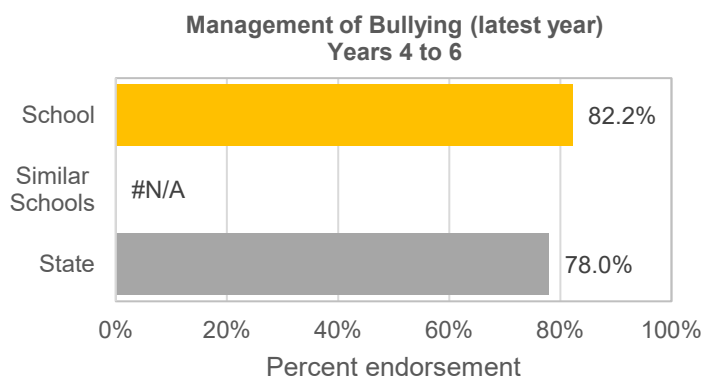
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	82.2%	82.7%
Similar Schools average:	NDP	82.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$5,329,155
Government Provided DET Grants	\$854,476
Government Grants Commonwealth	\$315,728
Government Grants State	\$26,220
Revenue Other	\$26,656
Locally Raised Funds	\$417,347
Capital Grants	NDA
Total Operating Revenue	\$6,969,583

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,768
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$45,768

Expenditure	Actual
Student Resource Package ²	\$5,173,223
Adjustments	NDA
Books & Publications	\$1,325
Camps/Excursions/Activities	\$22,853
Communication Costs	\$16,280
Consumables	\$200,769
Miscellaneous Expense ³	\$62,535
Professional Development	\$10,687
Equipment/Maintenance/Hire	\$36,368
Property Services	\$292,045
Salaries & Allowances ⁴	\$547,593
Support Services	\$44,862
Trading & Fundraising	\$97,716
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$179
Utilities	\$58,694
Total Operating Expenditure	\$6,565,130
Net Operating Surplus/-Deficit	\$404,453
Asset Acquisitions	\$183,502

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$199,929
Official Account	\$31,752
Other Accounts	NDA
Total Funds Available	\$231,681

Financial Commitments	Actual
Operating Reserve	\$210,383
Other Recurrent Expenditure	\$30,067
Provision Accounts	NDA
Funds Received in Advance	\$126,054
School Based Programs	\$30,345
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$396,849

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.