

2022 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 of the previous calendar year 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 28 March 2023 at 05:21 PM by Bernie Conlan (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 April 2023 at 03:30 PM by Graeme Benn (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

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

About Our School

School context

We started 2022 with optimism, and whilst periods of remote learning were avoided, the year proved to be challenging. For Buninyong PS, the challenges largely related to high levels of staff illness, a shortage of relief staff, high levels of staff turnover and changes to personnel in leadership. Overall, this made it difficult to settle into a routine, but once again, the school community did a brilliant job making the best of a challenging situation.

Buninyong Primary School is a multi-campus school with sites at Buninyong and Scotsburn. In 2022 there were 677 students in total with 622 enrolled at the Buninyong Campus and 55 at the Scotsburn Campus. The school has the equivalent of 46 full time staff, including 3 Principal Class, 37 Teachers and 10 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. Our staff are committed to developing their skills in order to do the best we can for each and every child. Teamwork is highly valued as we seek to learn from and support each other.

During 2022 all members of the school community were invited to participate in a review of our values. After a lengthy process, we settled on Respect, Responsible and Kind as the values that will guide our work from the start of 2023. We model and demonstrate:

- Respect - By valuing ourselves, others and the environment.
- Responsibility - By taking ownership of our actions and making wise choices. By knowing how to be safe and take care of things.
- Kind - By looking after and looking out for everyone. By being inclusive of all.

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. Typically we have experienced a high level of parental support and involvement. As was the case in 2021, this was again challenged in 2022. Whilst parents were welcome on school grounds and in classrooms, parent engagement across the board was not at pre-pandemic levels.

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 extracurricular 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 2021, but in 2022 we enjoyed the return of school involvement with inter-school sporting events, camps & excursions, transition programs, Energy Breakthrough, Victorian State School Spectacular and a trip to the snow.

The school has a close connection with the local community and enjoys the involvement of a number of community organisations. This includes the regular attendance of Members of the Friends of the Botanic Gardens, who help with vegetable growing and cooking sessions. The school runs an Outside of School Hours Program (including Before School Care and Vacation Care), which is proving to be very popular.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022 we continued our focus on improving student growth in Literacy and Numeracy after a few years of disrupted learning. There was a general feeling of relief to have a relatively uninterrupted year of learning which enabled the school to return to many of the practices that were embedded pre pandemic. Our teacher judgements indicated that close to 90% of students are achieving at or above expected level in both literacy and numeracy which is above state average and comparable to similar schools. Our NAPLAN results have seen a slight decline in most areas, however, the Grade 3 Reading and our Grade 3 and 5 Writing results have maintained consistent levels of attainment. A number of contributing factors have been identified and we look forward to rectifying these in 2023. A strong focus was placed on reestablishing the whole school instructional model to assist with ensuring consistent practices were implemented in all classrooms across both campuses. Educational Consultant, Andrea Hillbrick, worked with staff on strengthening the teaching of Reading which led to the development of the Essential Elements of Reading document, further supporting consistent high level teaching practices in every classroom. Professional Learning Teams (PLCs) continued to refine their use of student data to drive planning, this in turn assisting with supporting students at their point of need..

Intervention programs throughout the school were strengthened as we entered a second year of the Tutor Learning Initiative. Two tutors and several Education Support staff established strong patterns of practice that focussed on early intervention in the area of Reading and Mathematics and ensuring close links were established with classroom teachers to ensure a streamlined approach.

Connecting with parents and carers after a number of disrupted years was a high priority for the school in 2022. Although many wonderful practices were implemented during the periods of remote and flexible learning, assisting parents to gain a clear picture of the learning in the classroom was important. Learning snapshots were established that included photos and a short learning statement being distributed via Compass each week to showcase the wonderful learning that was happening in the classroom.

The Grade Prep team were nominated as a finalist in the Victorian Excellence Awards: Early Childhood Learning for the work conducted with the Buninyong Kinder. The focus, over a 18 month period, was to strengthen the links between early childhood learning and primary education. The partnership was strengthened through regular visits, staff planning sessions and increased student interaction across the two facilities. The partnership has resulted in strong transitional practices and more settled students arriving for their Prep year.

With the increased challenges around staffing, our induction processes have been reviewed and revised to ensure new and returning staff have the opportunities to deeply understand the the systems and processes of learning at Buninyong P.S. The increase in the number of Learning Specialists across the school has provided the support for teaching teams to build capacity and keep a sharp focus on developing strong connections with students and improving student outcomes.

Wellbeing

Our teaching and support staff once again did a fabulous job of providing consistency and supporting the wellbeing and engagement of students as we transitioned back into a school routine, with more certainty than previous years that we would remain onsite for the year. Monitoring the wellbeing of students and staff was identified as a priority and steps were put in place to help build our capacity to do this.

In 2022, our school was selected to be part of the Mental Health in Primary Schools (MHIPS) pilot program. This included appointing a full time Mental Health and Wellbeing Coordinator (MHaWC), helping all staff build the capacity to safeguard the mental health and wellbeing of all students.

A priority for the MHaWC was assisting teachers to implement and utilise the Resilience Rights and Respectful Relationships (RRRR) program to support whole school Social and Emotional Learning that strengthens students'

social skills, resilience and relationships. Along with this, they focussed on continuing to develop and beginning to embed universal features of the School Wide Positive Behaviour Supports (SWPBS) to create a positive climate for learning and student wellbeing.

Schools in our region moved from the Program for Students with a Disability (PSD) to the Disability Inclusion (DI) model. We participated in a practice DIP session and have booked real DIPs that will take place in 2023. Our wellbeing team expanded further, with the employment of a Disability and Inclusion Leader to help ensure all students are given the best possible chance of achieving success at our school.

Professional learning around these significant wellbeing changes and initiatives was a key feature on our calendar throughout the year. Additional interested staff joined the newly created MHiPS, Disability Inclusion and SWPBS teams and engaged in training modules relevant to their team with external organisations and coaches. This was then shared with all school staff.

The AtoS survey results in regards to positive endorsement of managing bullying was slightly lower than previous years, however the average over 4 years was still slightly better than the state.

The introduction of Tier 2 and Mental Health funding, including the Mental Health “Menu” was beneficial to our school and enabled additional wellbeing programs to be delivered, including:

- Employing a play based therapist 2 days per week
- Animal assisted therapy and Story Dogs program
- ReCranked program
- Art Connection program
- Purchase of sensory items and calm kits for each classroom
- Student wellbeing sessions, including Project RockIT and UR Strong workshops

These all contributed to teaching students the skills of resilience, emotional regulation, identity, body safety and a range of other skills through the personal and social capabilities components of the Victorian Curriculum.

It was also pleasing to have an additional access point created in our school, meaning better access for children in a wheelchair.

Engagement

Strong relationships are essential for a school community to flourish and we endeavoured throughout 2022 to actively promote positive relationships among students, staff, and families. The disruptions of the past couple of years had an impact on connections within the community and re-establishing these was a priority within our school. Positive relationships are a key feature of the teaching and learning program and social and emotional learning is a driving force within the curriculum.

We sought feedback for how to further engage with our parent community through the form of a parent survey and identified some opportunities to increase participation based on the information provided.

There were quite a few students who found returning to a regular school routine challenging and an increase in anxiety was noted across the school. It was pleasing that there was a reduction in this, along with an increase in stamina as the year progressed.

Opportunities to participate in a wide range of engaging activities was provided throughout the year to students, both in class time and during play breaks. During playtime, some of the options included lunchtime live performances, lunchtime club activities, our scratch and patch (gardening & chooks), sports tournaments, opening the library, a variety of structured and non-structured play equipment such as traditional playgrounds, large logs and

rocks, outdoor stages and pirate ship, all encouraging imaginative and enjoyable break times. Each class also has a significant amount of sports equipment available for student borrowing to be used across various areas of the school, such as the oval, basketball court, synthetic soccer pitch or multiple asphalt areas and downball courts.

Student leadership opportunities flourished at both campuses, which the senior students continued to embrace. Participating in the GRIP student leadership conference and Energy Breakthrough (EBT) program were valuable experiences and increased student confidence and engagement.

Some of the other opportunities that students were provided with are:

- Mother's Day & Father's Day stalls
- Whole school Japanese Day
- ANZAC and Remembrance Day commemorations
- Book Week celebration & Book Fair event
- Transition Days
- Grade 6 graduation
- VOTS (Voice of the students) participation
- Footy Colours Day
- Grandparents & Special Friends Day

Attendance data for the year was consistent across year levels, with the lowest being 86% in year 6 and the highest being 90% in prep. The average number of absence days for the school was a little higher than normal, but the average over 4 years was still slightly better than the state.

Other highlights from the school year

- The construction of shade sails at both campuses, providing additional outdoor learning options.
- A complete refurbishment of the kitchen at our Scotsburn Campus, ensuring we now have a fit for purpose facility for weekly cooking sessions.
- A successful Inclusive Schools grant application that will see the grade 3/4 Adventure Playground replaced at the Buninyong Campus in 2023.
- A successful Minor Works grant application that will result in the refurbishment of the P-2 toilet block at the Buninyong Campus in 2023.
- Despite not being able to run a major event, we were able to have several successful fundraisers throughout the year.... Footy colours day (Mphatso), Cookie dough, pie drive, disco,

Financial performance

2022 was the third but final consecutive year in which the school was unable to conduct its annual major fundraiser as a direct result of the COVID-19 pandemic. However, our trading operations (the Base 1270 Outside School Hours Care program, Canteen and Uniform Shop) returned to approximately pre-COVID levels and returned a profit.

In 2022, the school received a little over half of the requested total of parent contributions (66% of Curriculum Contributions and 34% of Other Contributions), which play an important role in enabling the school to continue to provide high quality educational and student support programs and resources.

A Department of Education and Training grant, with a small contribution from school funds, provided \$50,000-worth of shade sails at the Buninyong and Scotsburn campuses. With significant financial assistance from the Community

Bank Buninyong Enterprise Foundation, we were able to complete an almost \$30,000 refurbishment of the student kitchen at Scotsburn and to purchase \$6,000-worth of school team sports uniforms. An existing shed at the Buninyong campus was converted to a new teaching and learning space for STEM at a cost of approximately \$18,000, and additional storage cupboards installed.

Careful planning to accommodate the school's needs and commitments resulted in the Buninyong Primary School ending the 2022 year with a budget surplus.

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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 674 students were enrolled at this school in 2022, 320 female and 354 male.

2 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

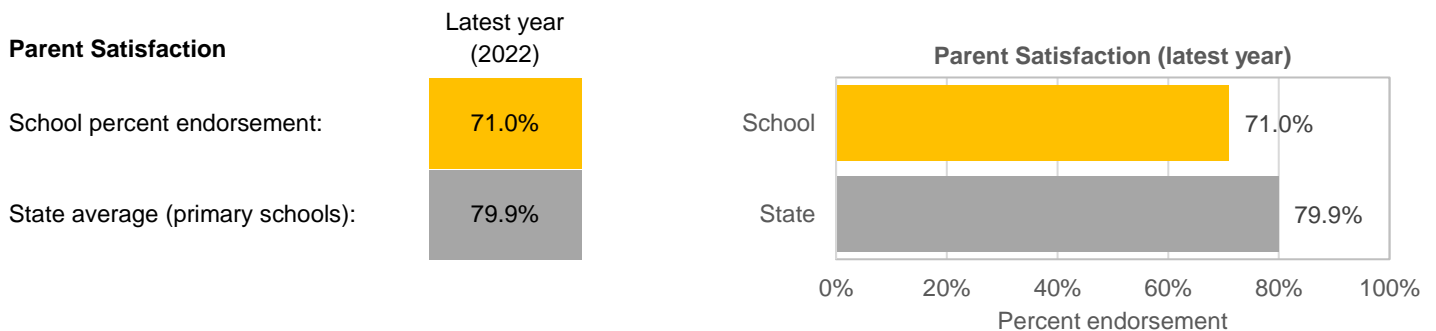
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

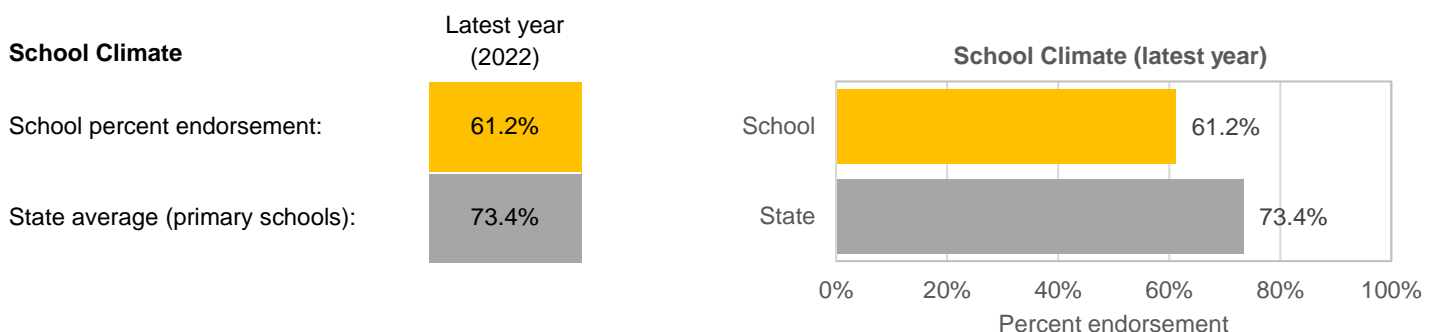


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

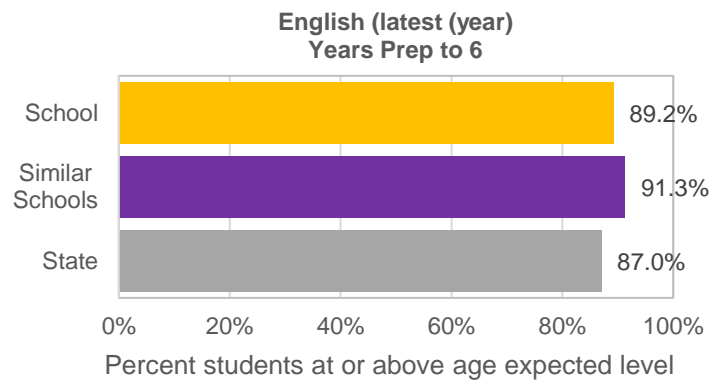
89.2%

Similar Schools average:

91.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

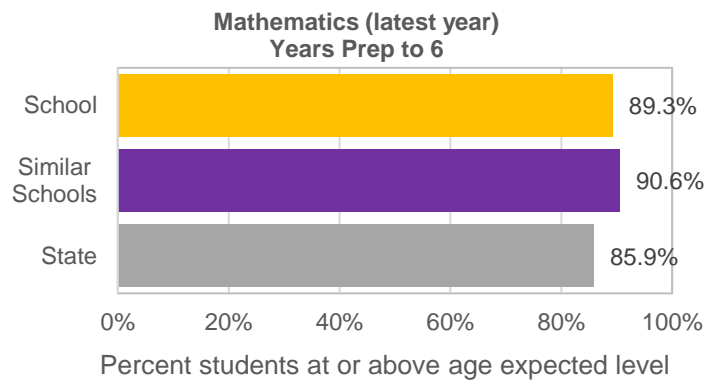
89.3%

Similar Schools average:

90.6%

State average:

85.9%



LEARNING (continued)

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

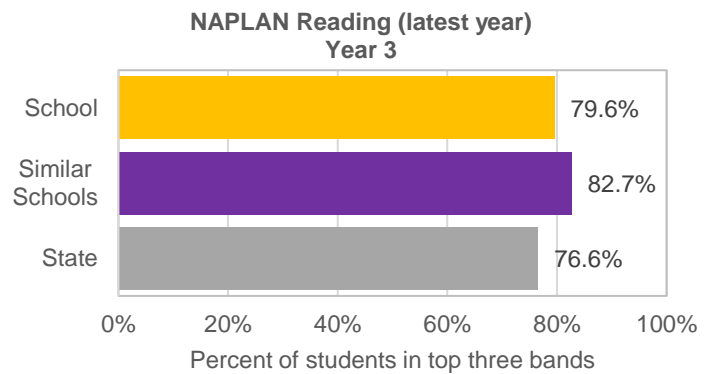
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

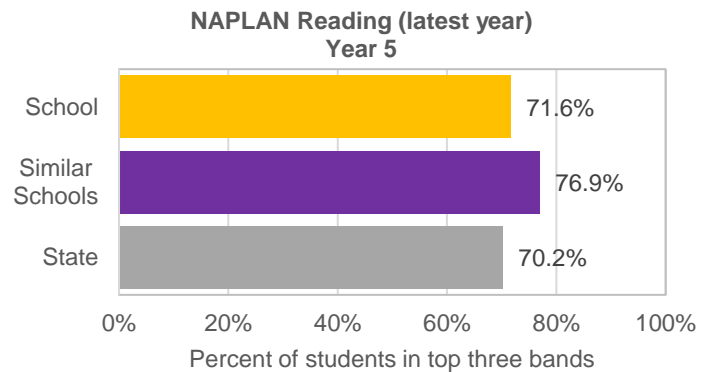
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.6%	79.1%
Similar Schools average:	82.7%	82.8%
State average:	76.6%	76.6%



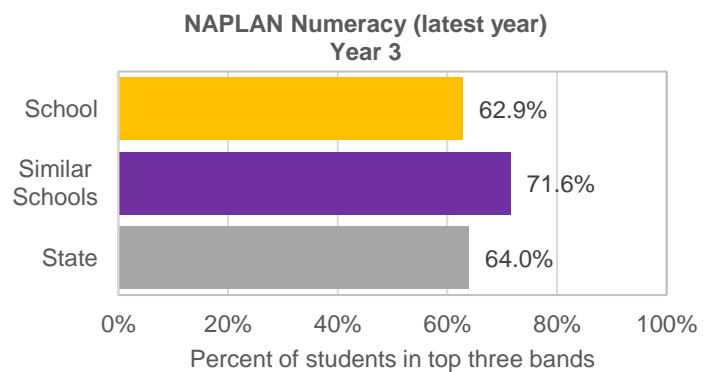
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.6%	71.6%
Similar Schools average:	76.9%	76.6%
State average:	70.2%	69.5%



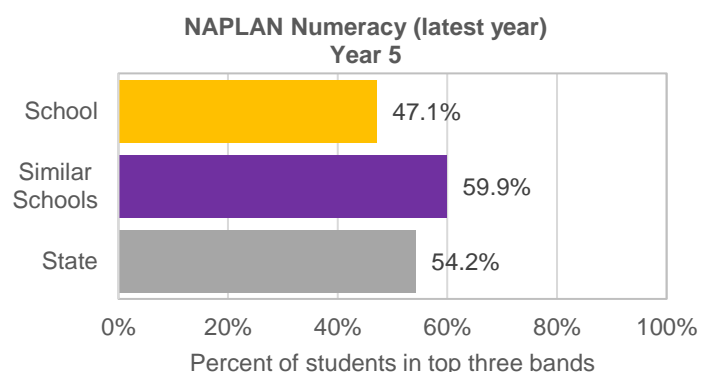
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.9%	62.7%
Similar Schools average:	71.6%	74.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.1%	57.5%
Similar Schools average:	59.9%	64.9%
State average:	54.2%	58.8%



WELLBEING

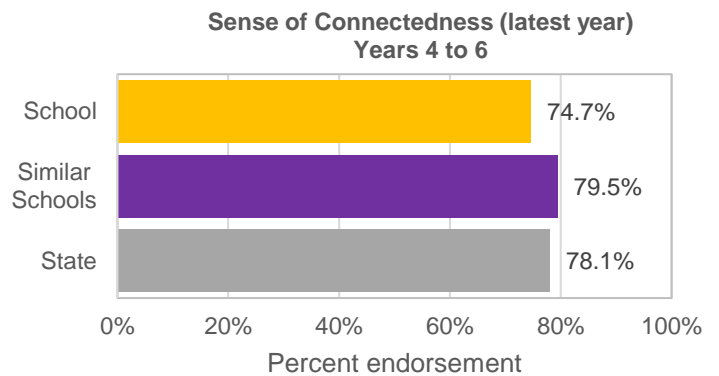
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.7%	78.8%
Similar Schools average:	79.5%	81.7%
State average:	78.1%	79.5%

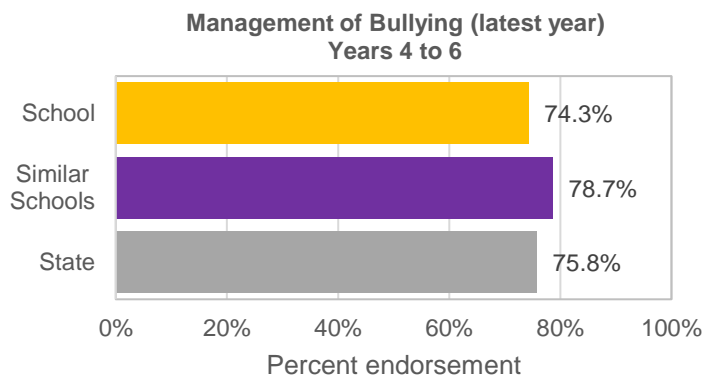


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.3%	78.7%
Similar Schools average:	78.7%	81.6%
State average:	75.8%	78.3%



ENGAGEMENT

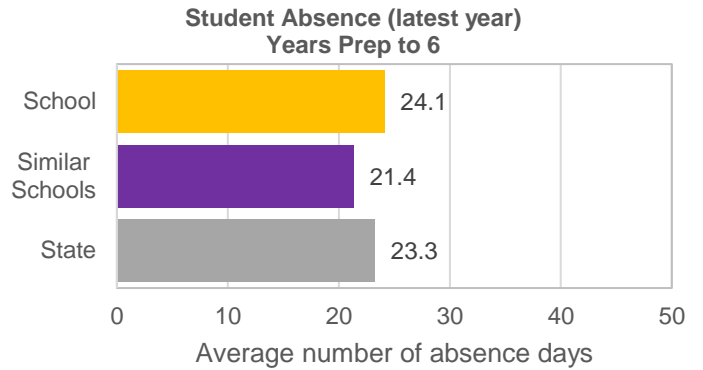
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.1	17.1
Similar Schools average:	21.4	14.9
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	88%	87%	87%	89%	87%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$6,055,219
Government Provided DET Grants	\$847,759
Government Grants Commonwealth	\$263,591
Government Grants State	\$0
Revenue Other	\$21,858
Locally Raised Funds	\$721,289
Capital Grants	\$39,920
Total Operating Revenue	\$7,949,637

Equity ¹	Actual
Equity (Social Disadvantage)	\$55,171
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$55,171

Expenditure	Actual
Student Resource Package ²	\$5,921,765
Adjustments	\$0
Books & Publications	\$3,451
Camps/Excursions/Activities	\$268,096
Communication Costs	\$7,886
Consumables	\$130,575
Miscellaneous Expense ³	\$25,896
Professional Development	\$32,901
Equipment/Maintenance/Hire	\$117,784
Property Services	\$242,250
Salaries & Allowances ⁴	\$617,275
Support Services	\$45,985
Trading & Fundraising	\$174,743
Motor Vehicle Expenses	\$30,695
Travel & Subsistence	\$99
Utilities	\$59,706
Total Operating Expenditure	\$7,679,107
Net Operating Surplus/-Deficit	\$230,610
Asset Acquisitions	\$87,065

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$386,254
Official Account	\$21,796
Other Accounts	\$0
Total Funds Available	\$408,050

Financial Commitments	Actual
Operating Reserve	\$282,292
Other Recurrent Expenditure	\$151,951
Provision Accounts	\$0
Funds Received in Advance	\$86,469
School Based Programs	\$135,647
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$23,194
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$20,809
Maintenance - Buildings/Grounds < 12 months	\$16,887
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$717,250

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.