

# 2021 Annual Report to The School Community



**School Name: Bundalaguah Primary School (5392)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2021 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 April 2022 at 05:51 PM by Sarah Whitwam (Principal)

- This 2021 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 12 May 2022 at 11:56 AM by Kate McQuillen (School Council President)

## How to read the Annual Report

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### 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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### 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).

#### **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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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### School context

#### SCHOOL CONTEXT

Bundalaguah Primary School is a small rural school located between the towns of Sale and Maffra on the Maffra/Sale Road. The school is set amongst farm land in well maintained grounds. The school is 8 kilometres from both Sale and Maffra so there is no close Community. Our School works hard to create a strong connection to school in order to create our own sense of community. The grounds include native vegetation, garden beds and a vegetable garden. Our facilities consist of 3 classrooms, Staff-room and a Recreation hall. The Rec Hall is a multi-purpose space and the students enjoy music, art and drama there. It is also the place we have Breakfast Club three times a week. Our Parent Club and School Council meetings are held in the Rec Room as is our end of year School concert.

#### Vision:

Bundalaguah Primary School's vision is 'to empower all students to become life-long learners and to strive always to reach their personal best within a respectful, safe and inclusive environment.'

#### Our school values are:

Respect  
Resilience  
Honesty  
Co-operation

#### Purpose:

Our aim is to provide an inclusive and respectful environment to ensure all students and their families feel welcome, valued and safe within our school environment. We strongly believe that all students can achieve and will do so to the best of their abilities if in a safe, caring and supportive environment. We also acknowledge that all students have their strengths and these strengths are not always within the academic areas. We endeavour to encourage individual strengths whilst at the same time provide support for those areas that are more challenging for the students. We are a Respectful Relationships school and we operate within the School Wide Positive Behaviours framework. We are very aware of the importance of positive social and emotional development and how it affects the learning abilities of our children and we work hard to support them. Our teaching staff and Integration staff support all children, giving some extra one-on-one support or small group intervention where needed.

All our students deserve to feel successful and know they can achieve. Two thirds of the current cohort of children have come from other schools for varying reasons. It is therefore important to make them feel welcome, safe and an important part of our community so they feel they have a place at our school. We also need to offer them an environment where they can feel they are able to achieve to the best of their abilities with support, if required. We have students with physical and intellectual disabilities, gender issues and body image issues as well as children who come from challenging family backgrounds. We want all children to know that when they are at school, they are respected, treated fairly, included in all aspects of our environment, and encouraged to do their best.

Our focus continues to be to developing academic skills, in particular Literacy and Numeracy. Staff have engaged with our data closely, building and maintaining a data wall tracking student growth in numeracy and literacy. We have refined our approach to individual goal setting in numeracy and literacy, working with each student to establish goals for learning. Our data wall also represents student wellbeing and connectedness. We have been tracking student data holistically. Teachers have taught Respectful Relationships within the weekly curriculum and have engaged with The Resilience Project for 2022. Breakfast club runs 3 times a week. We will review and develop our SWPBS framework to ensure it is effective and continuing to support all children in feeling safe and included. We are going to build teacher capacity to include more student voice into our school environment as well as develop systems for giving and receiving feedback between staff and students.

#### Staff Cohort:

- Full-time Principal with teaching load of 0.3
- 1 X full-time teacher on-going (Maths Specialist/Tutor)

- 1 X full-time graduate teacher in third year,
- 1 X 0.8 classroom teacher ongoing
- 1 X Full time Teacher (Literacy Leader/ Tutor)
- 1 X part-time Business Manager 0.4
- 3 X Education Support Staff

Student Cohort:

- Enrolment 32 students
- 18 students in 4/5/6, 10 in 2/3 and 8 in F/1
- 3 PSD funded students (1 X 6/7 Reviews)
- 1 students Out of Home Care
- 1 student – identifies as Indigenous
- 6 students with additional needs but not funded.

Coronavirus pandemic – Caused all public schools in Victoria to have periods of remote learning. Children of Essential Workers or students consider ‘Vulnerable’ were only students allowed to come to school. Bundalaguah PS had between 5 – 12 students each day of closure, who fitted into this category.

Teachers delivered online lessons via Webex and provided digital learning via google classrooms.

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## Framework for Improving Student Outcomes (FISO)

The major focus for Bundalaguah Primary School has been improving Literacy and Numeracy outcomes for all students embedding the Instructional Model for Literacy and Numeracy, engaging with Professional Learning Communities (PLC) and build staff capacity in data literacy. The Key Improvement Strategy to develop literacy and numeracy instructional models is being refined, informed by ongoing work with the Cluster and the wellington literacy strategy and PMSS Maths Specialist program. Readers and writers notebooks have been introduced school wide supported by the literacy strategy work with WILCOP and PLC's investigated 6+1 writing traits and worked across the cluster to understand the approach to introducing the writers notebook and moderate work across schools. teachers met fortnightly via Webex to continue the work due to the restrictions posed by Covid and were led by a PLC coach in that space.

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## Achievement

The majority of senior students engaged with online learning sessions during remote learning times. They met daily for online for class and submitted work as required. seemingly transitioning quite successfully between online and face to face. Junior students joined online classes and participated in structured literacy and numeracy activities and those more social in nature. This served the purpose of keeping social transitions in and out of class quite smooth as they regularly saw their peers and had opportunities for exchange of ideas.

The school Naplan results and ATSS data was very positive and reflected the work that was happening in the school and the tutoring program provided opportunities for students to fill gaps from time in remote learning.

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## Engagement

Emphasis was placed on student directed learning when back onsite. School Improvement Team led new directions for the school and motivated the whole school community to get involved. To continue to build a sense of student voice and agency the student co-constructed playground plans were realised. This invigorate the unstructured time at school with opportunities for connection and collaboration. Creative opportunities were co-constructed with the students and drove whole school engagement. Teachers drew on a broad approach to curriculum, exploring outside learning opportunities and engaging with the school environment. For example stage was built outside and was a catalyst for

writing and performing. An archaeological dig site was established for exploration, critical thinking, questioning skills etc and challenging climbing equipment was installed. Students engaged in whole school games and developed agreed upon rules and guidelines. Return to school after times of remote schooling saw an improvement in attendance and families sustained their enrolments and we saw a decrease in attrition compared to the challenges of the previous year.

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## Wellbeing

Wellbeing remained to be an area of extreme need and plans were put in place to engage further with Be You, Connect Me and Resilience Project. Further to this a plan to engage a wellbeing coordinator was underway to support with the schools vision and values, RR and SWPBS foci. While these plans were being made staff regularly contacted home through out remote learning cycles and established links via phone more consistently with families. Families expressed their appreciation and have engaged with the school more actively and we are seeing more positive help seeking behaviours from parents and a sense of working together for their children. The SSS Key Contact meetings ensured that the school were continuing to monitor where support was required.

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## Finance performance and position

Bundalaguah Primary School continues to be in a sound financial position. This is due to the time and commitment put into effective budgeting, Our credit budget ended in a small surplus due to reduced staffing costs in 2021. This will be used to offset staffing costs for 2022 with the priority on supporting students critical academic needs as a result of disruption of Covid remote and flexible learning. Fundraising ventures were limited due to lockdowns. Equity funding was used to offset staffing and build up resources for key learning priorities, numeracy and literacy. Sporting schools funding allowed some access to activities. Active Schools grant gave financial flexibility to build on to the school grounds and enhance the unstructured play opportunities for students.

**For more detailed information regarding our school please visit our website at <http://www.bundyps.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 35 students were enrolled at this school in 2021, 15 female and 20 male.

NDP percent of students had English as an additional language and NDP 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).

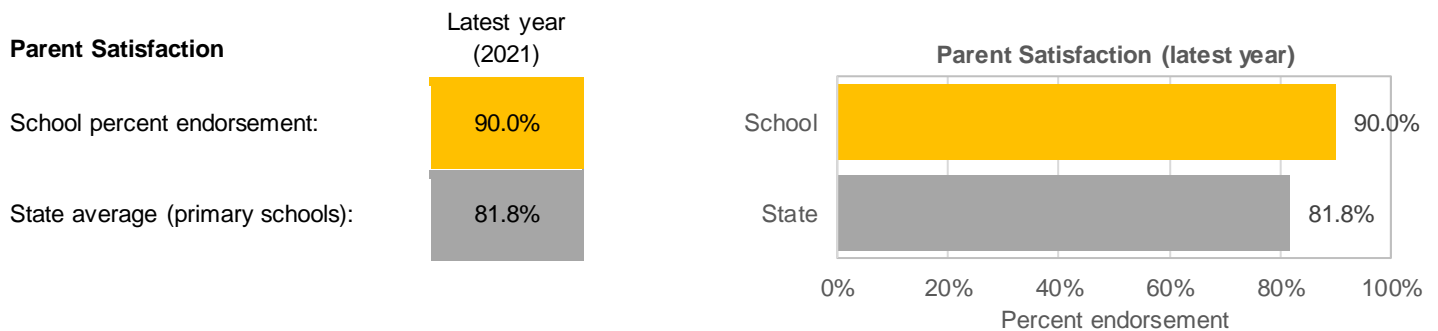
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

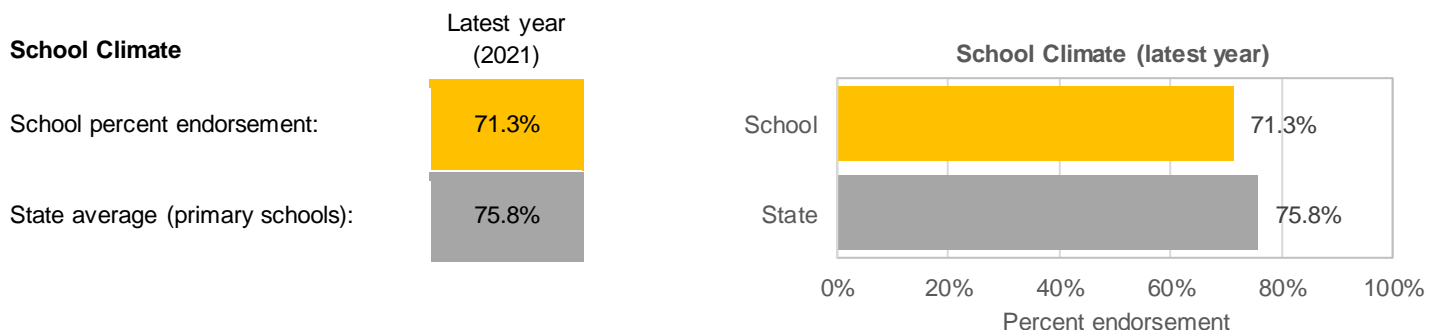


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

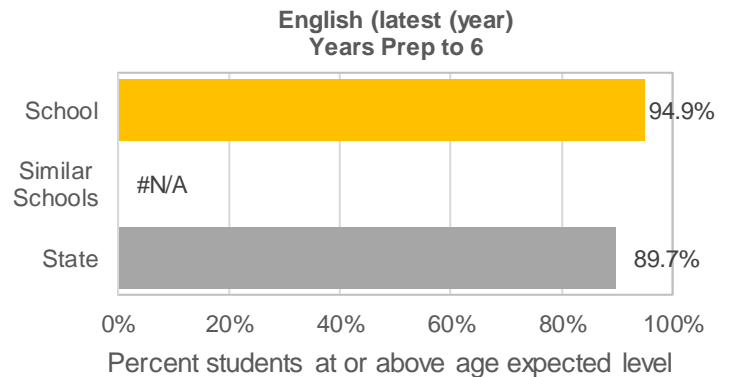
94.9%

Similar Schools average:

NDA

State average:

89.7%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

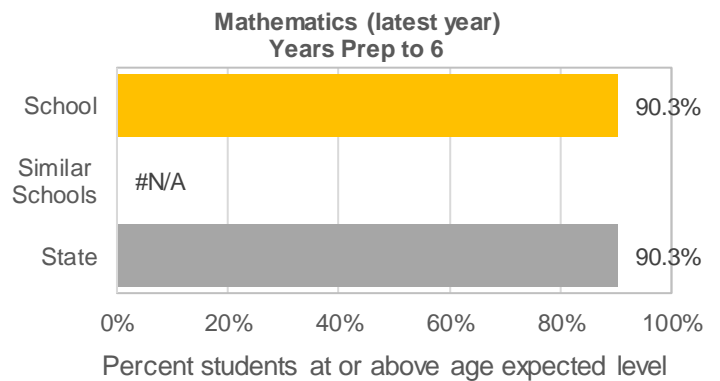
90.3%

Similar Schools average:

NDA

State average:

90.3%





**ACHIEVEMENT (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.

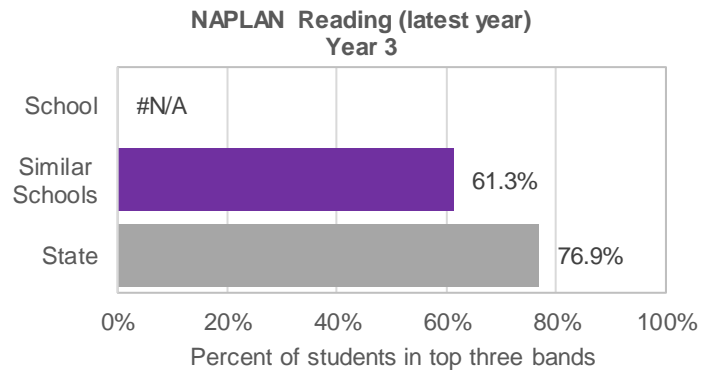
**NAPLAN**

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 2018, 2019 and 2021 data.

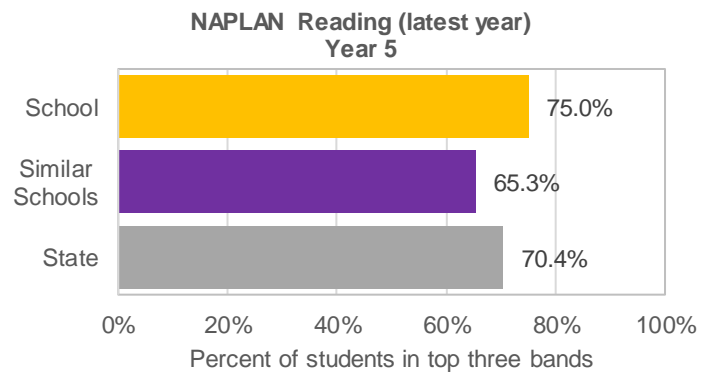
**Reading Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | NDP                | 50.0%          |
| Similar Schools average:                       | 61.3%              | 63.2%          |
| State average:                                 | 76.9%              | 76.5%          |



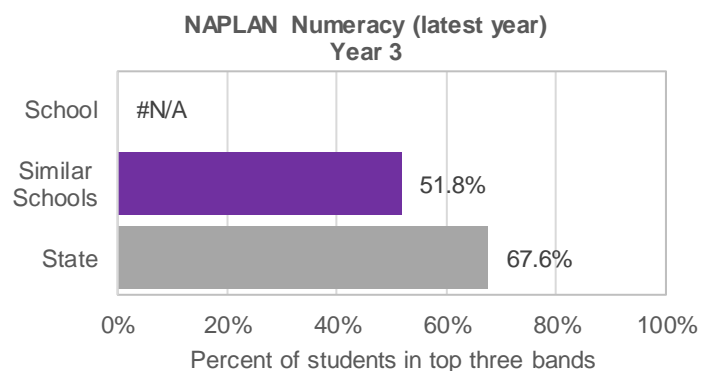
**Reading Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 75.0%              | 52.9%          |
| Similar Schools average:                       | 65.3%              | 56.6%          |
| State average:                                 | 70.4%              | 67.7%          |



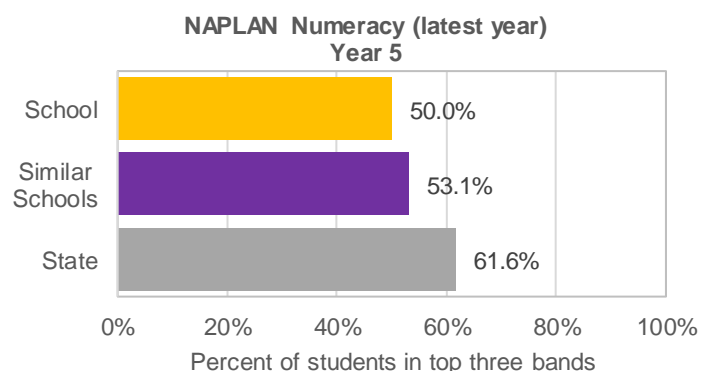
**Numeracy Year 3**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | NDP                | 50.0%          |
| Similar Schools average:                       | 51.8%              | 58.0%          |
| State average:                                 | 67.6%              | 69.1%          |



**Numeracy Year 5**

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 50.0%              | 29.4%          |
| Similar Schools average:                       | 53.1%              | 43.5%          |
| State average:                                 | 61.6%              | 60.0%          |



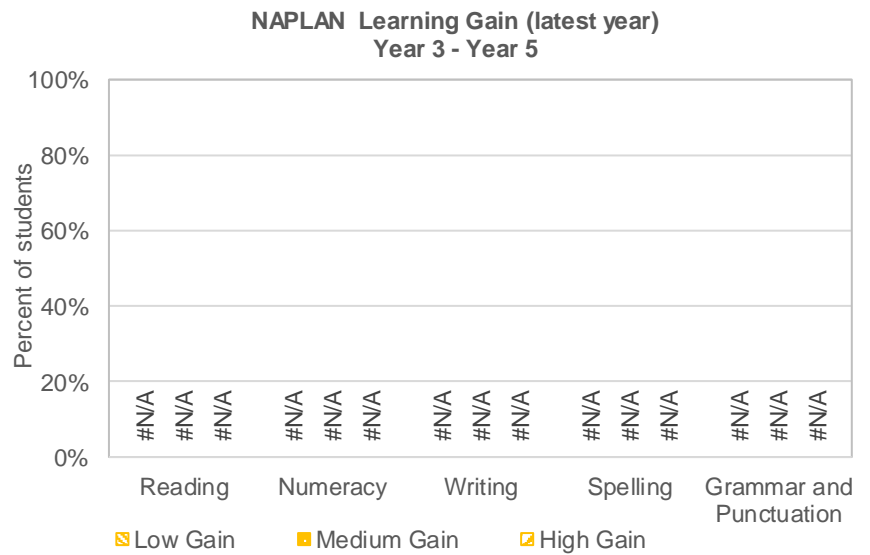
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

|                          | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
|--------------------------|----------|-------------|-----------|-----------------------------|
| Reading:                 | NDP      | NDP         | NDP       | 23%                         |
| Numeracy:                | NDP      | NDP         | NDP       | 20%                         |
| Writing:                 | NDP      | NDP         | NDP       | 15%                         |
| Spelling:                | NDP      | NDP         | NDP       | 17%                         |
| Grammar and Punctuation: | NDP      | NDP         | NDP       | 13%                         |



## ENGAGEMENT

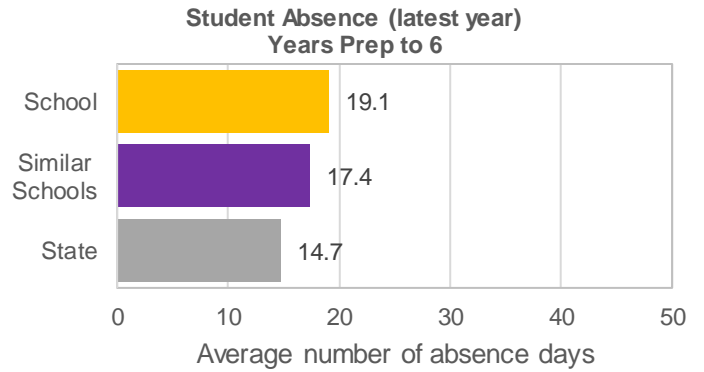
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

|  | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 19.1               | 19.2           |
| Similar Schools average:               | 17.4               | 16.8           |
| State average:                         | 14.7               | 15.0           |



### Attendance Rate (latest year)

|                                       | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 95%  | NDP    | 94%    | 88%    | 87%    | 87%    | 91%    |

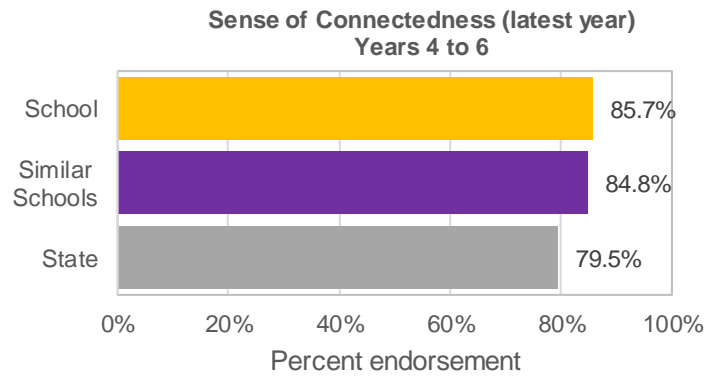
**WELLBEING**

**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 (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | 85.7%              | 69.0%          |
| Similar Schools average:            | 84.8%              | 83.3%          |
| State average:                      | 79.5%              | 80.4%          |

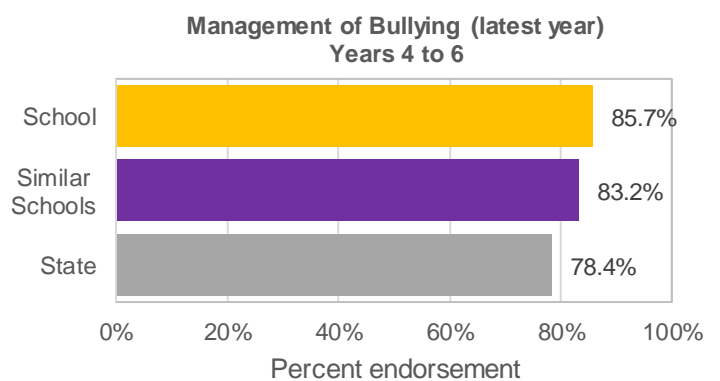


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

| Management of Bullying Years 4 to 6 | Latest year (2021) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percent endorsement:         | 85.7%              | 69.2%          |
| Similar Schools average:            | 83.2%              | 83.2%          |
| State average:                      | 78.4%              | 79.7%          |



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

| Revenue                        | Actual           |
|--------------------------------|------------------|
| Student Resource Package       | \$683,614        |
| Government Provided DET Grants | \$152,187        |
| Government Grants Commonwealth | \$7,200          |
| Government Grants State        | \$0              |
| Revenue Other                  | \$3,480          |
| Locally Raised Funds           | \$9,209          |
| Capital Grants                 | \$0              |
| <b>Total Operating Revenue</b> | <b>\$855,690</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$59,264        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$59,264</b> |

| Expenditure                           | Actual           |
|---------------------------------------|------------------|
| Student Resource Package <sup>2</sup> | \$622,805        |
| Adjustments                           | \$0              |
| Books & Publications                  | \$1,010          |
| Camps/Excursions/Activities           | \$7,427          |
| Communication Costs                   | \$1,723          |
| Consumables                           | \$11,746         |
| Miscellaneous Expense <sup>3</sup>    | \$2,316          |
| Professional Development              | \$2,077          |
| Equipment/Maintenance/Hire            | \$25,691         |
| Property Services                     | \$56,198         |
| Salaries & Allowances <sup>4</sup>    | \$25,855         |
| Support Services                      | \$2,991          |
| Trading & Fundraising                 | \$5,290          |
| Motor Vehicle Expenses                | \$0              |
| Travel & Subsistence                  | \$0              |
| Utilities                             | \$2,797          |
| <b>Total Operating Expenditure</b>    | <b>\$767,925</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$87,764</b>  |
| <b>Asset Acquisitions</b>             | <b>\$23,830</b>  |

- (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 04 Mar 2022 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 2021**

| <b>Funds available</b>        | <b>Actual</b>    |
|-------------------------------|------------------|
| High Yield Investment Account | \$115,084        |
| Official Account              | \$6,649          |
| Other Accounts                | \$0              |
| <b>Total Funds Available</b>  | <b>\$121,733</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>   |
|---|-----------------|
| Operating Reserve                           | \$17,449        |
| Other Recurrent Expenditure                 | \$0             |
| Provision Accounts                          | \$0             |
| Funds Received in Advance                   | \$6,558         |
| School Based Programs                       | \$15,571        |
| Beneficiary/Memorial Accounts               | \$0             |
| Cooperative Bank Account                    | \$0             |
| Funds for Committees/Shared Arrangements    | \$4,131         |
| Repayable to the Department                 | \$0             |
| Asset/Equipment Replacement < 12 months     | \$0             |
| Capital - Buildings/Grounds < 12 months     | \$0             |
| Maintenance - Buildings/Grounds < 12 months | \$0             |
| Asset/Equipment Replacement > 12 months     | \$0             |
| Capital - Buildings/Grounds > 12 months     | \$0             |
| Maintenance - Buildings/Grounds > 12 months | \$0             |
| <b>Total Financial Commitments</b>          | <b>\$43,710</b> |

*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.*