

BUNGAREE PRIMARY ANNUAL REPORT 2020



From the Principal

Welcome to Bungaree PS 2020 Annual Report. This report provides the school community with information relating to our school's performance.

This year has been a year of a difference along with some challenges for everyone. Our school year started very smoothly with our school enrolments remaining stable. Then our staff, students, parents and broader community were faced with the impact of a COVID lockdown. This pandemic changed the way we worked as a Bungaree family. Staff engaged in developing remote learning packages. This was a challenging task for everyone involved. The school surveyed the community to investigate how we could best meet their needs. The response included a range of methods including the development of online learning programs using Connect plus printing hard copies of home learning packages. All staff, including our allied professionals dressed up in a range of costumes and spent the whole day waiting to deliver the home packages to parents. This act clearly demonstrates the commitment that the staff at Bungaree have in ensuring each child is provided with teaching and learning programs, no matter what the circumstance. The feedback we received from parents highlighted the fact that a limited percentage of parents utilised either the hard copy packages or the online resources. Many of our usual school events were cancelled or completed without the presence of parents and the community, and therefore adhering to the COVID restrictions. We will continue to work as a strong team no matter what challenges we are faced with.



Regards,

Sharon Albers-Smith

Principal

OUR VISION

Bungaree is a school that provides a learning environment which embodies a culture of respect, effort and safety.



OUR PURPOSE

At Bungaree our students develop the confidence and skills to reach their full potential socially, academically and emotionally to enable them to become respectful and active citizens within society.



OUR FOCUS AREAS AND PRIORITIES

High Quality Teaching and Learning
School Leadership
Community Cohesion
Positive Learning Environment



OUR VALUES

RESPECT

EFFORT

SAFETY

School Performance

Student Achievement Target

In Term Four 2020, we had a verification audit done in our early childhood area for K—2. An external body from the Education Department came to investigate and support the schools self-assessment. This is a supportive process with ideas provided on how to improve.

Our Assessment

Overall Quality Area recording 2020		Working Towards	Meeting
Quality Area 1	Educational program and practice		
Quality Area 2	Children’s health and safety		
Quality Area 3	Physical environment		
Quality Area 4	Staffing arrangements		
Quality Area 5	Relationships with children		
Quality Area 6	Collaborative partnerships with families and communities		
Quality Area 7	Governance and Leadership		

Verification Assessment

Overall Quality Area recording 2020		Working Towards	Meeting
Quality Area 1	Educational program and practice		
Quality Area 2	Children’s health and safety		
Quality Area 3	Physical environment		
Quality Area 4	Staffing arrangements		
Quality Area 5	Relationships with children		
Quality Area 6	Collaborative partnerships with families and communities		
Quality Area 7	Governance and Leadership		

Recommendations:

- Effectively combine explicit direct instruction with play-based learning opportunities.
- Refining of the school data analysis.
- Increase effective use of resources for intentional play-based learning.
- Develop an Early Childhood Philosophy using the Early Years Learning Framework and Kindergarten Curriculum Guidelines.

High Quality Teaching and Learning

We focus on high levels of staff performance that ensures quality learning programs and considers the students specific strengths and needs.

Mathematics

This year at Bungaree Primary School we have continued to improve our teaching and learning in the Mathematics area. Staff have been selected to be involved in some exciting new opportunities.

Targets:

- Students achieving 'at' or 'above' in Westwood basic facts tests.
- PAT data is collected for students in Term One and Four to compare progress.

High Lights and Achievement:

- **Alcoa Maths Champion Program**

Bungaree Primary School secured funding of \$40 000 for two teachers to engage in the ALCOA Champions of Maths Program. This intensive coaching program has enabled Emily Grainger (Year 4) and Emily Jansen (Year 2/3) to implement a problem-solving approach to Mathematics in their classrooms. As a result, students have been highly engaged in complex mathematical problem-solving lessons.

- **Lighthouse Mathematics Program 2021**

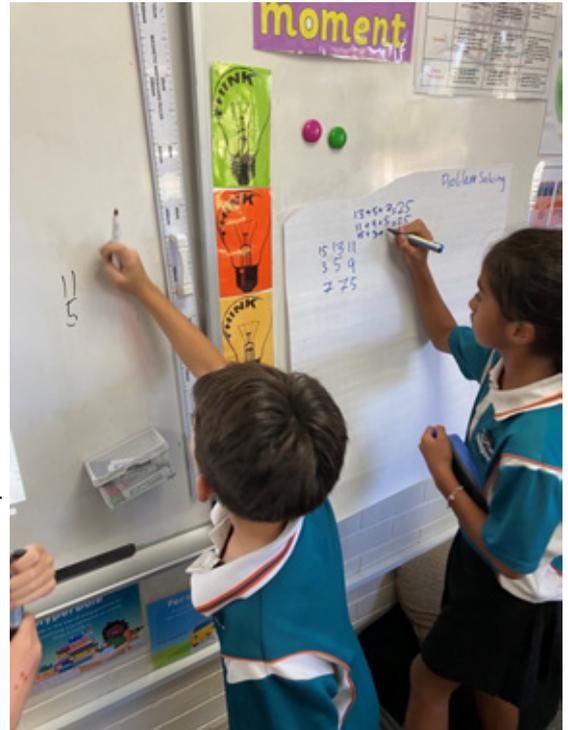
Through the ALCOA Maths Champion Program, Emily Grainger (Year 4) has been chosen as one of four teachers to coach in 2021. She will coach a group of eight teachers from four different schools in the South Metropolitan region. This is an exciting opportunity for Emily and she will be able to support the staff at Bungaree PS with her wealth of knowledge.

- **Scope and Sequence**

The teaching staff from Kindy-Year 6 have collaboratively developed the Mathematics Scope and Sequence documents for each term. These working documents ensure a consistent and reflective approach to teaching Mathematics at Bungaree PS.

Recommendations:

- Continue to develop students' division and multiplication skills.
- Lead and embed the problem solving lesson format from ALCOA Champions of Maths program.
- Educeri is a program that utilises an effective explicit direct instruction approach to teaching in all the lessons provided. These lessons will be linked to the Scope and Sequence created by the Maths Committee.



High Quality Teaching and Learning

English

Achievements:

- Conducted a review of the assessment cycle to ensure that the collection of data for Probe and PM Benchmark assessments occurred in Semester One and Two. This data is utilised to identify progress and students who require further intervention.
- Explicit Direct Instruction teaching style is utilised by all staff across the school and is embed in all English lessons.



Staff are supported with this with the purchase of Gift from Dataworks. This program provides lessons that align with the teaching style and the Western Australian Curriculum.

- Guided, modelled and shared reading is an important aspect of all Literacy Blocks in the school.
- The students participated in the Australian Library Information Association (ALIA) National Simultaneous Storytime. This event occurs in all schools across Australia and has been operating for 20 years. The book this year was Whitney and Britney Chicken Divas by Lucinda Gifford.
- The English committee have worked together to develop a whole school approach to writing, which has involved feedback from staff.

Intervention:

- MacqLit is a reading intervention program to support students in Years Three to Six. This year we purchased modern colourful readers to support the students learning.
- Let's Decode has been implemented in the ECE area. Children receive five, 45 minute lessons per week. These lessons are on decoding words which is important for reading and spelling.
- Spelling Mastery is an explicit direct instruction approach to spelling. It focuses on phonemic, morphemic, and whole-word instruction. This program assists teachers to provide effective and efficient spelling skills to support students in becoming proficient readers and spellers. This occurs for 20 minutes, four times a week for all students from Pre Primary to Year Six.

Recommendations:

- Create a scope and sequence across all year levels to support teachers and ensure continuity.
- Staff take part in moderation sessions in Professional Learning Communities and across schools.
- Continue to refine the writing sequence that is currently being used.
- Observation and feedback is undertaken to support and enhance teaching practices.
- Intervention programs continue to support the needs of the students.
- Continue the use of Bug Club to encourage reading.



High Quality Teaching and Learning

Science

Aims:

- Approximately 80% of students across Pre-Primary through to Year 6 are achieving at or above the expected level for Science.
- Students are working towards achieving at or above the required Stanine Level in PAT testing from Year 3-6. Question difficulty, time of testing and test administration need to be considered when conducting PAT Testing.

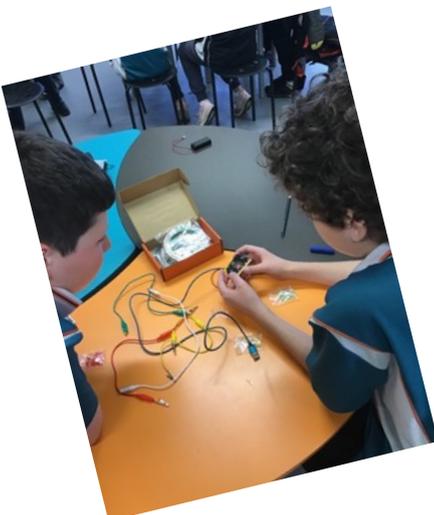
Achievements:

- We developed and maintained partnerships with organisations such as SciTech, Perth NRM (Adopt a Beach Program) and Western Power to enhance students' understanding of scientific concepts, ideas and events which are currently occurring.
- In conjunction with Perth NRM (Adopt a Beach Program), we successfully conducted our first 'virtual excursion'. Using Web-EX, students from Year 4 presented a marine feature which they designed and constructed that could be used by marine animals and humans in coastal environments.
- Parent and community involvement in Science continued to be well supported through a whole-school competition for Science Week where students had to design and construct a marine vessel of their choice using re-cycled material.
- Network partnerships, such as STEM Enterprise Schools and Peron North Network Science Committee were maintained through collaborative meetings and conferences (virtually when COVID-19 restrictions were in place).



Recommendations:

- STEM based learning to be integrated into the teaching of scientific concepts from Pre-Primary through to Year 6 during Science lessons.
 - On-going integration of Scientific concepts and skills within the key learning areas of Literacy and Numeracy.
 - Re-introducing more face-to-face meetings across networks and committees to develop teaching and learning of scientific concepts from Pre-Primary to Year 6 as a result of the easing COVID-19 restrictions.
 - Re-introducing whole-school Science incursions as a result of easing of COVID-19 restrictions.
 - Upskilling teacher's understanding and confidence to integrate Science into the classroom on a more regular basis.
 - Work towards students achieving at or above the average Stanine level from Year 3-6 in PAT testing.



High Quality Teaching and Learning

STEM

STEM stands for Science, Technology, Enterprise and Mathematics and it is not another subject area for teachers to teach. It is about creating a body of work that incorporates a range of subject areas from the curriculum. This world is ever changing and this process is about ensuring that we are providing the students with the creative and inquiry based skills they will require in the future.

Achievements:

- Staff were selected to participate in the Kwinana STEM network. This is part of a three year partnership program between STEM engagement organisations, SciTech and Kleenheat. This program is about supporting teachers to create STEM lesson plans. These plans are then tested by the students in the classroom.
- This year we became a STEM Enterprise Partnership School which allows us to work with two other schools in the metropolitan area to successfully implement STEM. This provides a selected group of staff with skills to promote and lead the direction of the school in STEM.
- Staff came in during the October holidays to create a Makers Space in the Art room. This provides staff with an area that they can take students to be creative.
- Students went to Gary Holland Centre and participated in the Future Innovators event put on by SciTech and Kleenheat. Students in group B from our school won an award for Best Prototype.
- Term 4, Week 9 Whole school STEM day on Jack and the Beanstalk. This saw the construction of a bean stalk around a light pole as the hook for the project. The students needed to create a construction that would support Jack getting down of the beanstalk. The winners of this competition from each class were presented with a certificate at assembly. There was certainly some great ideas.
- STEM committee are beginning to create a whole school STEM planning document with cross curriculum links.
- Whole school presentation at PD day (term 3, 2020) to explain STEM and where Bungaree is heading in the future. This included a STEM activity for teachers, some of them were very competitive on the day.



Recommendations:

- Continued funding to improve and keep makers space supplied with materials.
- Committee planning day to continue working on whole school plans.
- Bungaree's Digital Technologies Scope and Sequence and computer skills document to be simplified. (currently in process)
- Continued participation in the Kwinana STEM Network and STEM Enterprise School program
- Further coaching and upskilling of Staff in the use of digital technologies and robotic resources.

High Quality Teaching and Learning

Sport

Due to COVID many of our sporting events needed to be cancelled this year.

Aims:

- Enhance students fitness and interest in sport with formal lessons, morning fitness and senior sports.
- Improve student behaviour through providing opportunities for representing the school at RASSA events and being specialist coaches.
- Students undertake Faction Captain roles which includes promoting healthy lifestyle and physical activity.

Achievements:

- Sporting School Coaches provided additional learning opportunities in the area of rugby and gymnastics.
- Students attend the RASSA cross country and were awarded the Meritorious Shield.
- Received funding through Sporting Schools to purchase new sporting equipment.

Recommendations:

- Continue to be part of RASSA and promote sporting events across the Rockingham area in 2021.
- Further develop the network to include rugby with additional schools i.e. NRL sponsored competitions in district.
- Provide guest speakers and incursions with local sporting clubs or professional players to increase interest in physical activity.



High Quality Teaching and Learning

Music

2020 was a different year for the area of Music with many of the events we would normally participate in being cancelled or postponed. A group of students participated in before school drumming and ukulele playing. We did finish the year with a Christmas concert that was shared with a small group of community members who attended. This was an opportunity for the children, participating in the IMSS program for guitar and flute, a chance to perform. The junior and senior choir led the school in singing Christmas carols.

Data:

- IMSS testing showed a good range of high level achievement.
- Data was collected for the Year 4 cohort with the IMSS (Instrumental Music School Services) testing. It showed a range of high level achievement while also highlighting a number of students that could not identify tone differences.

Recommendations:

- Combine the two choirs to become one and positions filled with dedicated and interested students.
- Revamp the Christmas Concert format to get the classes involved by them singing or perform a skit.
- Recommence participating in performances outside of the school.
- Encouraging more people to participate in the drumming and ukulele groups.
- Promote what is occurring in music to the community with photos and regular updates.
- Establish baseline data for students from Years Three to Six to monitor student progress.



High Quality Teaching and Learning

Library

During 2020, the library underwent a well needed upgrade which has provided our students a vibrant modern environment. Teachers and students are appreciative of these new additions.



Achievements:

- Replacement of the carpet and new furniture added. Furniture that was purchased includes two sets of booth seating and a story teller chair.
- Continuing to upgrade in order to keep relevant fiction and non-fiction resources and reinforce that reading can be fun.
- Purchase current teacher resources to support student achievement.
- Introduction of library monitors to provide students the opportunity to develop their leadership skills and be positive role models.
- Encourage and support the P&C in running the running of the annual book fair. The proceeds from this event goes back into the library to purchase equipment, books and furnishings.

Recommendations:

- Continue to improve the resources and environment to support the School Business Plan.



School Leadership

Build and foster distributed leadership opportunities for all staff, students and the community.

Targets:

- Increase the number of School Board and Parent and Citizens participation.
- Increase the number of students involved in leadership roles across the school.
- Increase the number of staff involved in leadership roles across the school.
- Provide opportunities for all staff to engage and develop their leadership skills.

Staff leadership

During 2020 both teaching and non teaching staff were provided with the opportunity to engage and develop their leadership skills across the school.

Our Education Assistants lead some of the intervention programs within the school. Ms Kerry Anderson continued to lead the MacqLit intervention program, Ms Cindy Logan led the Let's Decode intervention program and Mrs Jenny Hooper supported the Tracks to Literacy program.

Our teaching staff engaged in partnerships with multiple community programs. Two staff attended the Teach Well Masterclass series program, Three staff engaged with the Kwinana STEM project and the Enterprise in Schools STEM program. Two other staff partnered with the ALCOA Maths Project. Staff established a well being committee and many aspirant leaders were given opportunities to relieve in an administrative role in the front office.

Student Leadership

Achievement:

- Grip Leadership provides student leaders with presentations, interactive activities, discussions, leadership games and entertainment. This years topics were It's My Time – supports students to identify times at school when they should lead, Time to Take Responsibility, Time for Bright Ideas—contributing to improve the school, Time to Plan—bringing ideas to life in the school. Our students enjoyed their time at this event.



- Our student leaders supported and mentored new students to the school.
- Participated in data collection focusing on targeted behaviours, gave out faction tokens for children doing the right thing.
- Created and participated in lesson videos to teach students the way that we behaviour at Bungaree PS e.g. wearing hats, walking on concrete.
- Student councillors were met weekly to support them in their role.

Community Cohesion

Bungaree will continue to forge strong and sustainable community partnerships to create engaging learning opportunities for students.

Targets:

- **Receive positive results from all parent surveys**

Achievements: Due to the nature of the school year no broad scale surveys were implemented. The community was surveyed during COVID lockdown to ensure that the needs of the community were met in regards to home work packages and online learning. This gave the school a clear indication on what access to technology they had and if they required additional support with hard copies of student learning packages.

Recommendations: Implement the National Schools Opinion survey for staff, students and parents.



- **Increase involvement of parent and community members in the school**

Achievements:

Aboriginal representative on School Board and P&C.

Smith Family representative have approached the school for a position on the Board in 2021.

Successful application for Story Dogs to commence in 2021.

Young Hearts offered to 15 students through Anglicare WA for students affected by Family and Domestic Violence and commenced in Term 3.

Rotary Rockingham donated hampers for families most affected during the pandemic.

With Covid restrictions in place, Admin met and greeted students and families increasing face to face contact with carers by 50%+.

Recommendations:

Hold Acknowledgement Morning Teas to reflect "significant others" in our students lives such as Grandparents.

Access sponsorship of Attendance/PBS medals through community businesses.

Continue to support our school community in their active participation on the P&C to reflect our varied cultures at Bungaree.

- **Increase partnership support and investment in school initiatives**

Achievements: Bungaree completed the final year of their partnership with the Fogarty Foundation and continued their relationship as an alumni member allowing access to continue professional learning on school improvement. New partnerships were established with SciTech Lighthouse Math project, ALCOA Champion of Maths, STEM Enterprise Schools and Kwinana STEM Network. These programs assisted in empowering teaching staff to improve teaching and learning in these areas. The Lighthouse Maths program developed the capability of two teachers as leaders in Inquiry Maths approaches, with a focus on the use of problem solving and reasoning techniques to develop a deeper conceptual understanding of maths through challenging tasks. One key staff member will be employed as a leader by SciTech in 2021.

Recommendations: Continue partnerships with ALCOA Champion of Math project, STEM Enterprise Schools Kwinana STEM Network and the Fogarty Foundation.

- **Build School Board governance capacity**

The school board continued to play an active role within the school. The ability to build the school board governance capacity was hindered by COVID restrictions during 2020.



Community Cohesion

Bungaree will continue to forge strong and sustainable community partnerships to create engaging learning opportunities for students.

Targets:

- **Increase the number of School Board and Parent and Citizens participation.**

School Board

The school board is made up of a broad range of members from staff members, the Principal, Parents, community members and a Parent and Citizen member. The board meets once a term where the Principal consults with the board on issues and takes on advice prior to making decisions. The board is consulted and helps to brainstorm and resolve issues.

Some of the involvement of the school board in the daily school life includes reviewing and developing the School Business Plan, reviewing the school budget, checking the contributions and charges prior to being sent out to parents and reviewed the School Board Constitution and Terms of Reference.

This year the school board has had discussions about our new Business Plan especially in the area of Wellbeing. The Board Chair has also presented the Positive Behaviour medals at the end of year assembly. The board has advertised within the community for new members and attempted to gain a diverse representation of the Bungaree community.

As a board we are delighted with the things that have been put in place at the school and also with the progress of the students. They presented many positive comments about the visual improvements with the new furniture in the wet areas and how fresh the school looks after being painted. The school board members would like to thank the Parent and Citizen committee for the fundraising that they have done throughout the year.

Parent and Citizen's Report

The P&C had a challenging year where they had to adapt and overcome the effects of COVID related restrictions which impacted on fundraising and the way they could fundraise.

Fundraising events included Easter, Christmas and Winter raffles, Colour Run and Halloween Disco, fundraising for the Year Six camp, paid for art room supplies, contributed to the Chaplain funding, hosted a Father's Day stall, Book Week events and organised the monthly bookclub. They also paid for the cabinets in the wet areas, provided the Brilliant Kids morning tea and provided resources for the school library. The school is very fortunate having such a devoted group of parents and thanks them for all their hard work.



Aboriginal Cultural Standards Framework

This is a priority within the Department of Education and is a part of our Strategic Plan and Focus document. This document provides staff with support to reflect upon their approaches to education of Aboriginal students.

Achievements:

- Purchase of a flag and flag pole for Torres Strait Islander students.
- NAIDOC week was spent with classes completing activities on the theme of “Always Was and Always Will Be”. (We purchased NAIDOC 2020 wrist bands for our students to celebrate NAIDOC week).
- Leaders in the school – two girls who read the Acknowledgement of Country each assembly – this year it was introduced into the PBS assembly as well.
- Acknowledgement Song is also now being sung at main assemblies and children are being taught it during their music lessons.

Recommendations:

- The Aboriginal Cultural Standards Framework that was developed by staff needs to be reviewed by the committee and presented to the staff so that it can be embedded in teaching and learning.
- Continue to promote leadership amongst our Indigenous students.
- Acknowledgement of Country to be read out during staff meetings and professional learning provided internally.
- Staff and students increase their understanding of embedding the Aboriginal culture so it can be embedded in all aspects of the school i.e. visit to the Boola Bardip Museum.



Community Cohesion

Bungaree will continue to forge strong and sustainable community partnerships to create engaging learning opportunities for students.

Targets:

Maintain whole school attendance at 90 % or above

Achievements

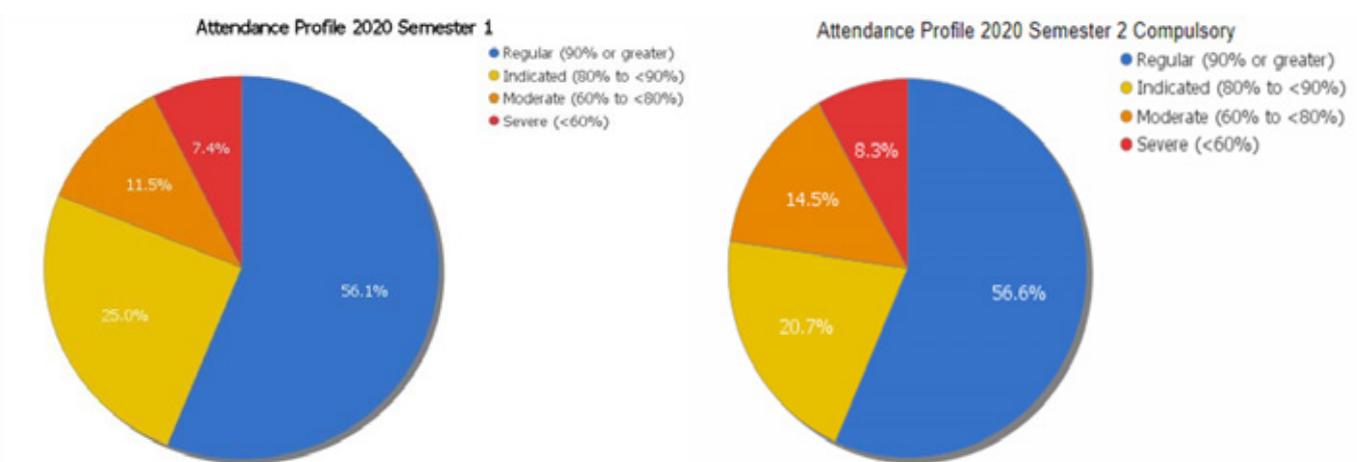
87% achieved the attendance target in Semester Two

Students awareness of individual attendance significantly increased with class visual chart updated weekly

Semester Two assembly with the bikes/scooters were great motivators

Recommendations:

Continue acknowledgement of attendance with major prizes repeated Semester One and Two



The attendance data provided excludes data from Term 1 weeks 7-10 as these days were impacted by the pandemic due to the heightened caution and changing Government advice at the time.

Targets:

Increase the percentage of students that attend school regularly

Achievements:

The increase in Regular attendance in Semester Two was 57%.

The main assembly in Semester Two that acknowledged regular attendance with bikes/scooters incentive received positive feedback from school and wider community.

The % in both indicated and moderate risk categories reduced by half in Semester Two.

Case management of students on individual attendance targets.

Recommendations:

Support parents and carers to access connect/message you regarding absence explanations.

Upskill parents and carers regarding the importance of regular attendance via web page, connect, newsletter.

Introduction of an Attendance Medal chosen from each class to supplement the PBS Medals of Choose Effort, Respect and Safety at the final assembly of each term.

Continue information to teachers and students with class data weekly.

Continue tracking of identified students with greater parent awareness.



Positive Learning Environment

Bungaree will provide a safe, healthy and supportive environment for students and staff. We have a values-rich learning culture that supports positive behaviours. We will encourage students to actively care for, and nurture a sustainable environment.

Positive Behaviour Support

Positive Behaviour Support is effective in preventing and addressing challenging behaviours in the classroom. It reduces stress, clears up much-needed time for teaching and improves overall student behaviours. This creates a positive learning environment in most contexts, not just in classrooms.

By 2020 Bungaree will have embedded the three PBS cover values

The three core values of Choose Respect, Effort and Safety are embedded at the school. Evidence is provided by:

Assembly has been renamed from mini assembly to the PBS Assembly where certificates are awarded for students who display the value of the fortnight.

PBS Medals are awarded at the end of each term, one for each value to each class.

Artwork around the school reinforcing the values.

Classrooms are required to have the values displayed as part of the environmental print.

Students are explicitly taught throughout the year what Choose Respect, Effort and Safety means and is woven throughout the curriculum.

Implement a mental health and well-being program

This target has not been achieved through PBS. However, a committee was formed in Term 4 of 2020 to address staff and student health and well-being. The school has implemented Zones of Regulation and Restorative Practice.

CHOOSE EFFORT



Achievement:

- Created a number of lessons using effective direct instruction on targeted behaviours.
- The committee met fortnightly and reviewed the policy and tightened up procedures, buy back system was added to the policy.
- Successful reward days were implemented even with COVID – Term 1 cancelled, Term 2 was pizza and BYO games, Term 3 Disco by Gavin, Term 4 water fun day .
- Student councillors collected data on targeted behaviours – base line and after two weeks of focus following explicit lessons.
- Students not attending reward day spent time reflecting on why they are not

at the reward day.

Recommendations:

- A series of lessons completed on expected behaviour.
- Student review on the PBS matrix , which provides them with the ownership of what is and isn't acceptable and the consequences.

CHOOSE SAFETY



CHOOSE RESPECT



Positive Learning Environment

Pastoral Care

The needs of the Students are at the forefront of our minds at all times. Our Pastoral care team consists of our Principal, Deputies, School Chaplain, School Psychologist and Volunteers who assist with supporting our students. The school also enjoys giving back to the community that supports us.

Achievement:

- Due to a large number of students requiring extra support we increased our School Chaplain to three days per week
- Young Hearts Program through Anglicare WA for children affected by Family and Domestic Violence. They started on site during Term 3. 15 students were referred, three have engaged with a further two beginning in Term 1 2021
- Anglicare provided two Professional Learning days for Chaplain “Supporting Students Bereaved by Suicide” and “Family and Domestic Violence”
- Every year it is a pleasure to see the generosity of the community when we call for donations for the Lion Club Rockingham Christmas Hampers. It is appreciated by the club as it supports many families in the area.
- Mandurah Musketeers provided financial assistance to our families if required for activities such as camp, Edudance, uniforms.
- Each classroom was provided with a “Peace Box” containing calming strategies.
- EdConnect School Volunteers Program supports the volunteers in our school – currently we have six volunteers who see approximately 24 students on a weekly basis.
- Alcoa Emergency Relief, financial assistance for school support re swimming lessons, uniforms etc. \$100 per referred student.
- Breakfast club has supported many of our students with the right nutrition to ensure they can focus on their school work.
- Emergency lunches have been available for students to access when required. There has been a reduction overall this year in the amount of lunches required. Due mostly to transiency of students that relied heavily on provision, and the COVID impact on attendance.
- CWA Baldivis Belles contributes “Feelie Hearts”, which is about providing comfort and security for anybody who may be experiencing grief, loss, discomfort, confusion or anxious. ‘Feelie Hearts’ fit into a hand or a pocket and contains soft stuffing that can be held. This is to give to students who need a little extra love.
- We have a School Psychologist who works one day a week supporting students in our school who require further assessing.



Recommendations:

- Continue to promote Bully No Way in 2021.
- Re-create the Peace Boxes for each classroom including the PLDS.
- Provide a Grandparent acknowledgement morning tea.
- Increase Chaplaincy time to four days a week.

Positive Learning Environment

The Smith Family 'Learning for Life' Program

The Smith Family and Bungaree Primary School partnership provides the **Learning for Life** program to the school community. **Learning for Life** is an educational support program, providing financial, social and program assistance to families throughout the schooling years and onto post-school study at Tafe or University. Currently there are 52 students at the school receiving **Learning for Life** support.

The partnership also provides a range of programs that are available to all students at Bungaree. In 2020 four students successfully completed the *Student to Student* reading program. *Student to Student* is a peer to peer reading program where an older student, known as a Buddy, listens to a younger student read. The Buddy is trained to listen and support the Reader. The program happens over the phone or through a digital device, after school, three times a week over two terms.

All Student to Student Readers achieved 100% retention rate and the average reading improvement was one year. Congratulations to those Bungaree students who participated.

In 2021 the Smith Family will deliver both the *Student to Student*, *Kidpreneur* and *Passport to Success* programs to the school.

The Passport to Success program prepares students for the important move to High School. Students have the opportunity to increase their skills, knowledge and attitude to successfully manage the transition to a new learning environment.

Kidpreneur is a teacher led program that builds entrepreneurial skills for primary aged students. The program is project based with students building their own micro-business - creating, making, pitching and selling a product or service.

Contact the Smith Family Rockingham team -

Family Partnerships Coordinator, Trasey Head 0427 564 294 Trasey.head@thesmithfamily.com.au

Programs Coordinator, Tara Spriggs 0436 434 186 Tara.spriggs@thesmithfamily.com.au

**CHOOSE
EFFORT**



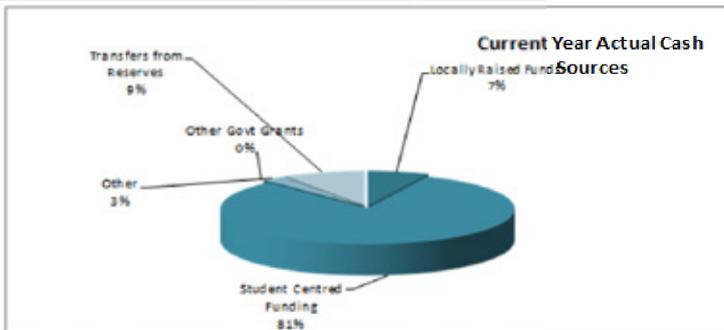
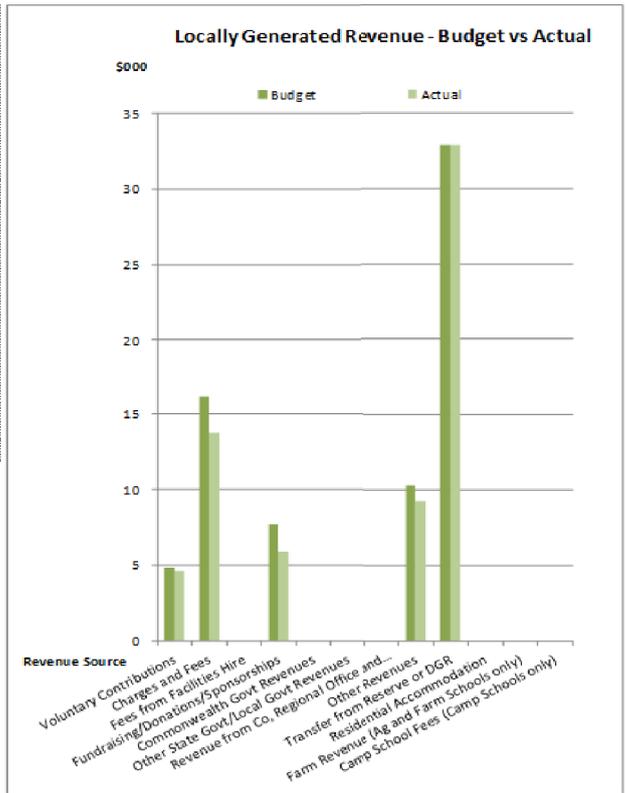
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RESPECT**



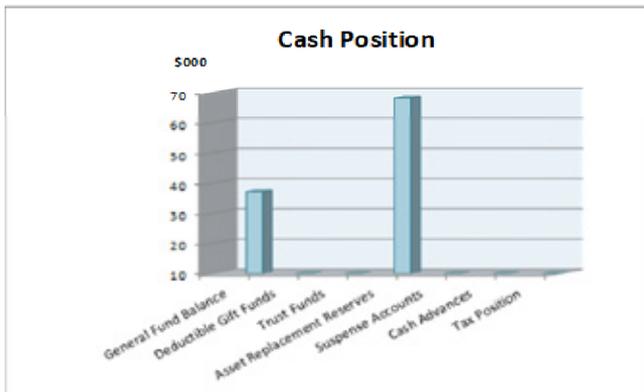
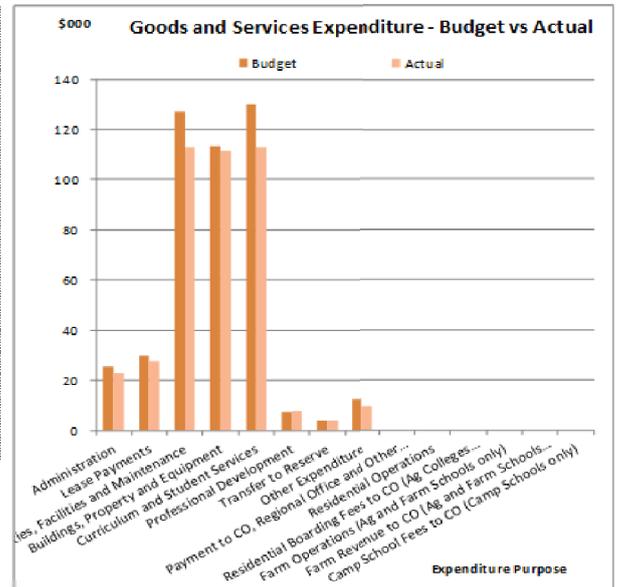
**CHOOSE
SAFETY**



Revenue - Cash & Salary Allocation	Budget	Actual
1: Voluntary Contributions	\$ 4,782.00	\$ 4,613.50
2: Charges and Fees	\$ 16,305.00	\$ 13,749.80
3: Fees from Facilities Hire	\$ -	\$ -
4: Fundraising/Donations/Sponsorships	\$ 7,643.00	\$ 5,873.84
5: Commonwealth Govt Revenues	\$ -	\$ -
6: Other State Govt/Local Govt Revenues	\$ -	\$ -
7: Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8: Other Revenues	\$ 10,297.00	\$ 9,286.08
9: Transfer from Reserve or DGR	\$ 32,865.00	\$ 32,865.00
10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 71,892.00	\$ 66,388.22
Opening Balance	\$ 88,025.00	\$ 88,022.20
Student Centred Funding	\$ 291,317.67	\$ 291,317.67
Total Cash Funds Available	\$ 451,232.67	\$ 445,728.09
Total Salary Allocation	\$ 3,150,679.00	\$ 3,150,679.00
Total Funds Available	\$ 3,601,911.67	\$ 3,596,407.09



Expenditure - Cash and Salary	Budget	Actual
1: Administration	\$ 25,366.00	\$ 22,708.48
2: Lease Payments	\$ 29,623.00	\$ 27,600.37
3: Utilities, Facilities and Maintenance	\$ 127,229.00	\$ 112,980.04
4: Buildings, Property and Equipment	\$ 113,422.00	\$ 111,470.05
5: Curriculum and Student Services	\$ 129,937.00	\$ 112,892.29
6: Professional Development	\$ 7,501.00	\$ 7,680.06
7: Transfer to Reserve	\$ 3,850.00	\$ 3,850.00
8: Other Expenditure	\$ 12,369.00	\$ 9,474.10
9: Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10: Residential Operations	\$ -	\$ -
11: Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12: Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13: Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14: Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 449,297.00	\$ 408,655.39
Total Forecast Salary Expenditure	\$ 2,699,913.00	\$ 2,699,913.00
Total Expenditure	\$ 3,149,210.00	\$ 3,108,568.39
Cash Budget Variance	\$ 1,935.67	



Cash Position as at:	
Bank Balance	\$ 105,442.98
Made up of:	
1: General Fund Balance	\$ 37,072.70
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 68,238.78
5: Suspense Accounts	\$ 1,763.50
6: Cash Advances	\$ -
7: Tax Position	\$ (1,632.00)
Total Bank Balance	\$ 105,442.98