



Bungaree
Primary School



ANNUAL REPORT 2021



The staff, students and School Board have great pleasure in presenting to the community, the Bungaree Primary School Annual Report for 2021.

INTRODUCTION

2021 was a very productive and successful year with many highlights and initiatives introduced. It was an interesting year with interruptions to the face-to-face teaching and learning programs, due to the restrictions of COVID 19. Despite these challenges we have provided the students with a vast range of academic, and social and emotional learning programs.

The school has been working extremely hard over the past four years to implement targets and strategies to ensure that every child receives the best education possible. The school has ensured that teachers are trained in implementing practices that have been shown to improve student outcomes. We have continued to release staff to engage with the Teach Well Masterclass program, where they engage in over 100 hours of supported learning to ensure they can provide optimal delivery of whole school teaching, and learning programs. We have high expectations of and for our teachers and leaders at the school. These sustained and collaborative approaches have shown increased student achievement from Kindergarten to Year Six. Early intervention in the area of Oral Language in the Kindergarten setting with the Tracks to Literacy program has made a big difference to the skills of our Pre Primary students have demonstrated in the On Entry assessment. Our literacy intervention programs from Pre Primary to Year Six includes; Let's Decode and MacqLit. Highly trained staff work with identified students, on a daily basis, to ensure they don't fall behind the expected standard.

The school continues to consolidate the high expectations of student behaviour through our Positive Behaviour Schools program. Staff, students, and the community uphold the values of Choose Respect,

Effort and Safety. We continue to reward positive student behaviour with our Good Standing policy and end of term medal awards. Our values are embedded in everything that we do.

Throughout the year the school has maintained a strong focus on increasing the communication with the community. Our National Schools Opinion Survey data from the parents was collated into the Engaging with The Community matrix which identified key targets and strategies for improvement. These strategies were developed with our Parent and Citizen committee. The team regularly reviews the plan and many of the targets were successfully implemented. All parents and staff are now using Connect to effectively communicate with each other.

Staff have responded to the changes and challenges of possibly moving to remote learning at any point in time. Staff have developed a very comprehensive remote learning package with a whole school approach to lesson presentation inclusive of explicit direct instruction.

We concluded the year with our School Review. Two external reviewers met with key stakeholders and discussed how the school was going, how did we know and what were we doing about it?

It is with great pride that the staff and community has been recognised by the review panel including many commendations of achievement. These are included in this report along with many highlights and initiatives implemented during the year.

We look forward to another successful year in 2022 where we can continue to grow together as a community and lay strong foundations for our children's futures.

SCHOOL BUSINESS PLAN 2021- 2024

Target Achievement Summary

- At or Above Target**
- Near Target; On Track; and or Implementation Plan commenced**
- Below Target**
- Data Not Yet Available; Implementation Plan not commenced**

Business Plan Targets 2021 – 2024

PRIORITY 1

High Quality Teaching and Learning

1	From 2021 to 2024 there is a positive trend in the number of national quality standards achieved		Development of an early childhood philosophy using the EYLF. Explicit reflection of each standard visible on ECE walls
2	Increase the percentage of students successfully completing intervention- programs		Students receive daily intervention using MacqLit, Let's Decode, Spelling Mastery and Tracks To Literacy
3	By 2024, there will be an increase in the percentage of students achieving equal to or above like schools across all NAPLAN testing of the stable cohort		The achievement of the stable cohort compared to the achievement of like schools demonstrates that the stable cohort is achieving far better than like schools
4	By 2024, all teaching staff will implement and embed high impact instruction in their teaching and learning programs		Observation and feedback model established and implemented. Classroom teachers provided with professional learning in High Impact Instruction

Business Plan Targets 2021 – 2024

PRIORITY 2

Community Cohesion

1	Maintain whole school attendance above 90 %		Whole school attendance incentives implemented. Identification of trends and patterns for identified students that do not attend. Attendance has been impacted by COVID
2	Increase the percentage of students that attend school regularly		Regular attendance has improved since 2020 but data has also been impacted by COVID
3	Increase the percentage of parents accessing Connect and online reports		Increase in the communication between home and school using Connect
4	Increase the percentage of positive responses from staff and students using the well being survey		National School Opinion survey of staff, students and parents conducted with very positive results

Business Plan Targets 2021 – 2024

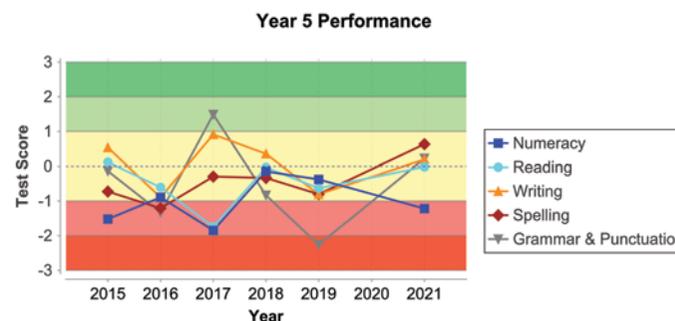
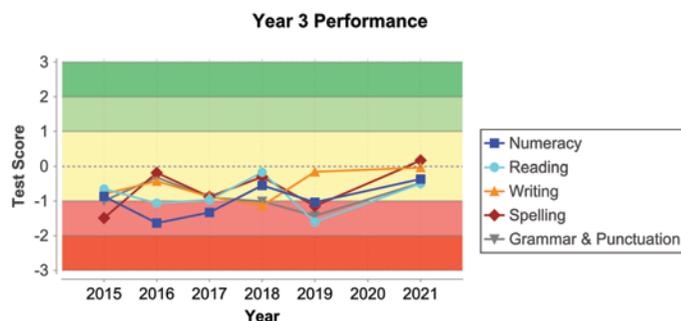
PRIORITY 3

Health and Wellbeing

1	Increase the percentage of positive responses from staff and students using the well being survey		National schools Opinion Survey and Staff Wellbeing survey conducted with positive increase of responses
2	Increase the percentage of students who retain good standing		Clearly demonstrated physical explanations of behaviour matrix to clarify expectations
3	Implement a mental health and well being program		Implementation of PATHS mental health and well being program across K – Year 6
4	By 2024 85 % of students feel supported of their needs		Positive student feedback through Brilliant Kids Morning Tea and NSOS survey

STUDENT ACHIEVEMENT 2021 NAPLAN

The results of the 2021 NAPLAN testing show a clear improvement of skills across all learning areas with the exception of Year 5 Numeracy. This can be attributed to the consistent high quality teaching across all year levels and the high level of professional learning each staff members has received. The whole school approach of Explicit Direct Instruction is having a strong impact on results from Kindergarten to Year 6.



STUDENT SURVEY 2021		
Question	Rating	Response
Teachers treat students fairly	90%	Students have responded with an average rating of 90 % for questions relating to health and wellbeing. We will continue to deliver initiatives to students with the intention of raising average ratings further in 2022 and beyond. Student voice is also satisfied via other school programs; for example, Brilliant Kids Morning Tea and Student Leadership Week.
I can talk to teachers about concerns	90%	
I feel safe at school	90%	
I like being at my school	90%	
My teachers care about me	90%	
Learning environment is welcoming and vibrant	90 %	
STAFF SURVEY 2021		
Question	Rating	Response
I would recommend this school to others	88%	Staff have responded with an average rating of 90% for questions relating to health and wellbeing. We will continue to devise strategies for satisfying staff voice; for example: Suggestion Box in staffroom and Staff shout outs. We also commit to deliver further training to support wellbeing of the school community. Examples of training this year include: Trauma and De-escalation training (Team Teach).
Student behaviour is well managed by the school	90%	
School has strong relationship with the local community	90%	
This school is well maintained	90%	
Staff are involved in decision making	91%	
Staff work collaboratively to improve outcomes	93%	

NATIONAL SCHOOLS OPINIONS SURVEY 2021 - PARENTS

	STRONGLY DISAGREE		DISAGREE		NEITHER AGREE NOR DISAGREE		AGREE		STRONGLY AGREE		% AGREE OR STRONGLY AGREE	% NEITHER AGREE OR DISAGREE
	Num	%	Num	%	Num	%	Num	%	Num	%		
Teachers at this school expect my child to do their best	1	2%	–	–	1	2%	21	48%	21	48%	96%	2%
Teachers at this school provide my child with useful feedback about their work	1	2%	–	–	3	7%	23	52%	17	39%	91%	7%
Teachers at this school treat students fairly	1	2%	1	2%	4	9%	26	59%	12	27%	86%	9%
This school is well maintained	1	2%	1	2%	–	–	24	55%	18	41%	96%	0%
My child feels safe at this school	1	2%	2	5%	2	5%	21	48%	18	41%	89%	5%
I can talk to my child's/ children's teacher about my concerns	1	2%	–	–	4	9%	15	34%	24	55%	89%	9%
Student behaviour is well managed at this school	1	2%	2	5%	7	16%	20	45%	14	32%	77%	16%
My child/children like being at this school	1	2%	2	5%	1	2%	18	41%	22	50%	91%	2%
This school looks for ways to improve	1	2%	–	–	4	9%	30	68%	9	20%	88%	9%
This school takes parents' opinions seriously	1	2%	–	–	11	25%	21	48%	11	25%	73%	25%
Teachers at this school motivate my child/children to learn	1	2%	–	–	4	9%	21	48%	18	41%	89%	9%



SCHOOL CHAPLAIN MERITORIOUS AWARD FOR SERVICE IN 2021

Our chaplain implemented support from external agencies for those students in need. She implemented the PATHS social and emotional program and coordinates other outside agency support.



This year has seen the beginning of a conscious effort to implement the Aboriginal Cultural Standards Framework into the curriculum at Bungaree Primary School. It is our ongoing vision to celebrate Aboriginal culture and acknowledge the role it plays in our history and everyday lives. We are motivated to be a culturally responsive school that works with the wider community, to enrich our understanding of Indigenous languages, culture and history.

Our new AIEO and Aboriginal Elder Nick Abraham conducting a Smoking Ceremony that involves smouldering various native plants to produce smoke which had a cleansing property .

HIGHLIGHTS

ACADEMIC

- *Online and Remote Learning Program inclusive of Explicit Direct Instruction*
- *2020 Tracks to Literacy Program in Kindergarten has positive impact on On-Entry data for Pre-Primary students in 2021*
- *Teach Well Masterclass professional learning for selected staff*
- *Spelling Mastery continues to have a huge impact on student spelling results*
- *MacLit Intervention programs for Year 3 -6*
- *Let's Decode intervention program for PP – 2*
- *Tracks to Literacy Oral Language Program in Kindergarten*
- *On Entry to Year 3 stable cohort progress shows 50 % more progress in the high domain when compared to like schools*
- *Year 5 students engage with 30 + hours of extra curricular learning with UWA*
- *STEM Partnership with Roseworth Primary*
- *Participation in Australian CONNECT 2021 with Tenma Minami school in Japan*

SPORTING

- *Interschool Teams attended 7 carnivals*
- *RASSA Meritorious shield winners*
- *Partnership with Sporting Schools Australia*
- *Peer Support Australia - Walkathon social/emotional activity*
- *Athletics carnival*

CULTURAL, SOCIAL & EMOTIONAL

- *Additional funding to increase Chaplaincy availability*
- *Chaplain receives Certificate of Meritorious Service*
- *RU OK mental health activities*
- *Breakfast Club*
- *Smoking Ceremony by Aboriginal Elder*
- *Breakfast Club*
- *Trauma Training for staff*
- *Positive Handling Training*

SCHOOL COMMUNITY

- *Awesome Arts*
- *Halloween Disco*
- *Adopt a Beach*
- *Recycling- Containers For Change*
- *School Christmas Concert with Community Choir performing*
- *Book Week*
- *Engaging and Working With the Community P & C planning matrix*
- *Thankyou Morning Tea for our school Volunteers and P & C*
- *Smith Family – 1:1 reading program*
- *Father's Day and Mother's Day stalls*

SPOTLIGHT ON OUR NEW INITIATIVES IN 2021

NEW INITIATIVE

STORY DOGS

Our Bungaree students read to one of our two Story Dogs and the outcomes are amazing! This program helps children's focus improve, their literacy skills increase and their confidence soars. The accepting, loving nature of dogs gives this program its magic and helps children relax, open up, try harder and have fun while reading to a friendly, calm dog.



NEW INITIATIVE

THE CHILDREN'S UNIVERSITY PROGRAM

The Children's University Program helps to inspire a passion for learning from an early age for children and celebrates this learning journey outside of the classroom. The program provides a framework to nurture aspirations, encourage children to discover new passions, visit new places, develop new skills and, above all, have fun! Six of our Year 4 & 5 students participated.



NEW INITIATIVE

STEM (Science – Technology Engineering – Maths)

In 2021 Bungaree Primary was selected as a STEM Enterprise School . As a Pioneer School we researched why STEM is important for today's young. We co-designed methods to deliver powerful teaching practices which help young people develop the STEM and enterprise skills they will need to be resilient and successful in the future – both in life and in the workforce.



A Passport to a
world of learning





NEW INITIATIVE

PATHS

2021 saw the implementation of the PATHS (Promoting Alternative Thinking Strategies) program. This program develops social and emotional competence and promotes mental health in our Kindergarten to Year 6 students. The five main areas covered include self control, emotional understanding, building self esteem, peer relationships and problem solving skills.

NEW INITIATIVE



RAP RECONCILIATION ACTION PLAN

In joint partnership with our AIEO, our staff began the development of an action plan. This will identify our practical commitments to reconciliation. A working group was established and key actions identified by the whole staff.

NEW INITIATIVE

VISUAL ARTS

In 2021 the school implemented a specialist class in Visual Arts. The skills are taught using two strands of Making and Responding. Together they provide students with knowledge and skills as practitioners and audience members and develop their skills in critical and creative thinking.



PUBLIC SCHOOL REVIEW



Relationships and partnerships

Respectful and cohesive, the staff and community work in genuine partnership in the best interest of students. An unwavering focus on nurturing every child to ensure they thrive academically and socially is evident.

COMMENDATIONS

The review team validate the following:

- *Engagement of the community is a strength. The school strategically and actively works with a range of agencies and stakeholders in order to provide critical supports and resources to students and families.*
- *The chaplaincy service is valued by families and provides services and assistance to students and parents.*
- *The school board has a sound understanding of school governance and responsibilities. There are mutually respectful relationships between staff and the school board that facilitate effective governance and support the strategic direction of the school.*
- *Highly engaged and dedicated, the P&C drive opportunities for parent engagement, provision of service and resourcing aligned to school priorities.*
- *Using the NSOS and the Engaging and Working with the Community Toolkit, the school regularly and actively seeks feedback from students, staff and parents. Data are analysed with feedback informing school improvement priorities and targets.*
- *Communication platforms are effective and reflect positive levels of engagement between the school and community.*

Learning environment

The school is committed to providing a safe, caring and supportive learning environment where staff and students feel valued and inclusivity is embraced.

COMMENDATIONS

The review team validate the following:

- *Comprehensive and consistent processes are in place to manage student behaviour and embed a positive behaviour school culture. The PBS committee drive shared expectations and understandings with behaviours explicitly taught and acknowledged through identified milestones and comprehensive rewards.*
- *There is clear focus on student and health and wellbeing. Support from the school chaplain and health and wellbeing committee ensures consistency in the implementation of PATHS across year levels.*
- *Safe and engaging learning spaces in the EC are supported by a shared philosophy and outdoor intentional play roster. A review aligned to the NQS enabled the ECE team to reflect on practices with a focus on strengths and focus for improvement.*
- *Supported by the SST effective and comprehensive processes are in place to support SAER. The individual needs of students are addressed through documented plans and the provision of targeted interventions.*

Leadership

In concert with a strategic and clear direction for ongoing school improvement, the Principal has established a genuine culture of care. Instructional and collaborative, leaders across the school guide processes to implement and review plans and initiatives designed to improve outcomes.

COMMENDATIONS

The review team validate the following:

- *School and Department strategic documents are regularly reviewed. The language of self-assessment is embedded across the school and there is a collective focus on ongoing improvement.*
- *Focused on improving teaching and learning at a whole school level, there is a commitment to attending PL and leading a whole school approach to classroom observation and feedback processes.*
- *A distributed leadership model is embedded within school structures and practices. Senior Leaders are identified from within the school to lead PLCs, curriculum areas and initiatives that drive the strategic intent.*
- *Performance and development processes identify and support leadership opportunities. Teachers engage in self-review aligned to the AITSL Australian Professional Standards for Teachers and set goals for development.*

Use of resources

Financial planning and budget management processes are in place to ensure resource allocations relate specifically to the improvement of student outcomes. Processes and procedures ensure decision making is grounded in evidence-based data, and are transparent.

COMMENDATIONS

The review team validate the following:

- *There is a clear and defensible link between school budgeting and our plans for raising standards and attainment for all students.*
- *A commitment to improving student outcomes through teaching excellence is evidenced through the school's determination to engage all staff in the Teach Well program.*
- *Decisions about funding of specific school programs and interventions are evidence based.*
- *The Finance Committee meets regularly and provides appropriate oversight to the school's financial management strategies and processes.*
- *ICT needs are understood and there are implementation plans in place to ensure ongoing availability and access to technology. A range of technologies are available to maximise and personalise student learning.*
- *Workforce planning is linked to strategic plans and direction, supporting planning for a balanced staffing profile. Workforce gaps have been identified and there is a focussed approach to utilising staff skills, knowledge and experience to support achievement of the school vision and direction.*

Teaching quality

Staff understand the need to create and maintain the conditions under which quality teaching can thrive. The school invests in processes that support the delivery of whole-school connected practice.

COMMENDATIONS

The review team validate the following:

- *Shared beliefs about teaching and learning are evident. Staff are supported in their professional development and demonstrate commitment to professional learning on high impact instruction.*
- *There is a culture of high expectations evidenced through the collective ownership of curriculum frameworks and scope and sequence documents. Staff acknowledged the value of monitoring the links between school, operational and classroom planning through the PLC.*
- *Classroom observations, performance management, professional learning communities and moderation assessments support staff to deliver and review the impact of their teaching.*
- *High impact, targeted professional learning practices are prioritised for staff. Aligned to strategic priorities, and individual needs, a range of evidence based professional learning is provided.*

Student achievement and progress

Systemic and school based data are collected and analysed to support teaching cycles and inform the impact of programs. Staff are passionate about ensuring students achieve their potential through use of data-informed embedded practices.

COMMENDATIONS

The review team validate the following:

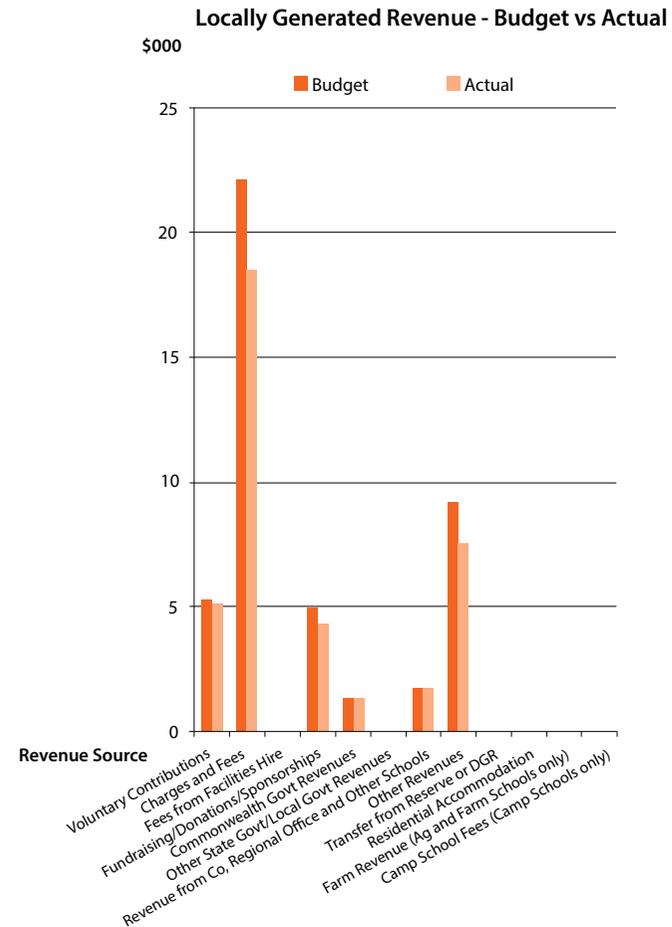
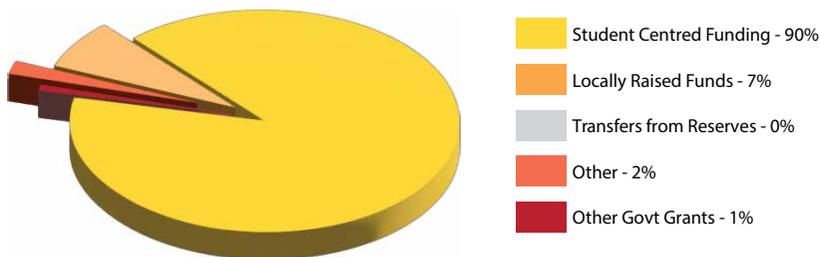
- *Teaching staff understand the necessity to be data literate in order to create differentiated learning programs that support students at all levels of achievement. A data collection process which provides direction for improvement with curriculum delivery is consistent across the phases of learning.*
- *Data, including that from the OEAP indicates pleasing levels of student achievement and progress between K to 3. The implementation of the synthetic phonics program "Let's Decode" and early intervention initiatives ensure evidence based intervention at point of need.*
- *The establishment of a student assessment database in spelling assists in longitudinal, individual and cohort tracking. Explicit teaching and sequenced learning programs are implemented across the school and data indicates positive student achievement and progress trends.*
- *Robust review of PAT and NAPLAN data informs school and classroom planning for improvement.*
- *2019-2021 stable cohort data for year 5 students indicate high progress and high achievement in Writing and Grammar and Punctuation.*



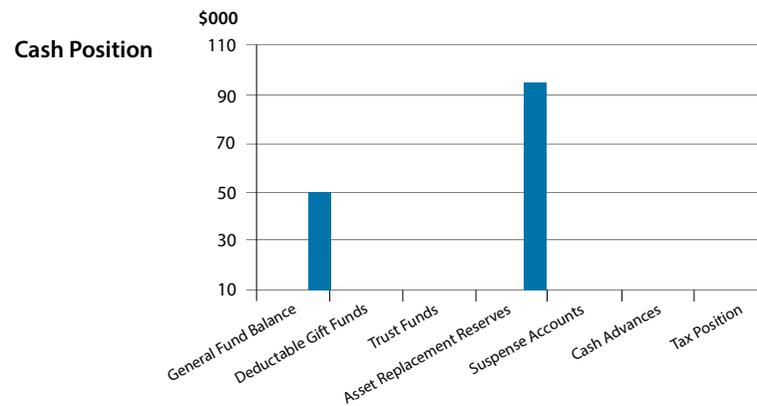
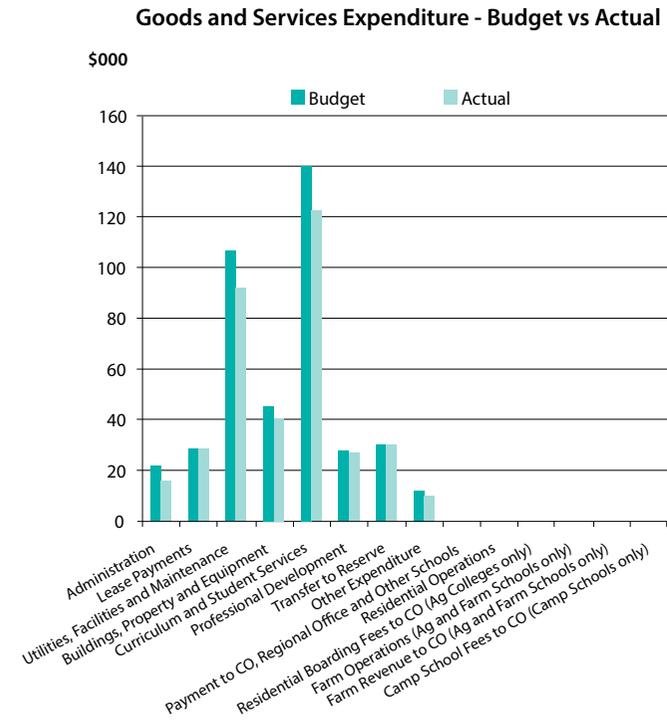
FINANCIAL SUMMARY as at 31 December 2021

	Revenue - Cash & Salary Allocation	BUDGET	ACTUAL
1	Voluntary Contributions	\$5,251.00	\$5,095.50
2	Charges and Fees	\$22,100.00	\$18,481.58
3	Fees from Facilities Hire	-	-
4	Fundraising/Donations/Sponsorships	\$4,911.00	\$4,279.01
5	Commonwealth Govt Revenues	\$1,301.00	\$1,300.93
6	Other State Govt/Local Govt Revenues	-	-
7	Revenue from Co, Regional Office and Other Schools	\$1,735.00	\$1,735.00
8	Other Revenues	\$9,185.00	\$7,527.82
9	Transfer from Reserve or DGR	-	-
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	-	-
12	Camp School Fees (Camp Schools only)	-	-
	Total Locally Raised Funds	\$44,483.00	\$38,419.84
	Opening Balance	\$37,073.00	\$37,072.70
	Student Centred Funding	\$344,964.00	\$344,963.67
	Total Cash Funds Available	\$426,520.00	\$420,456.21
	Total Salary Allocation	\$3,333,722.00	\$3,333,722.00
	Total Funds Available	\$3,760,242.00	\$3,754,178.21

Current Year Actual Cash Sources



	Expenditure - Cash and Salary	BUDGET	ACTUAL
1	Administration	\$21,550.00	\$16,047.04
2	Lease Payments	\$28,687.00	\$28,685.60
3	Utilities, Facilities and Maintenance	\$106,820.00	\$91,836.04
4	Buildings, Property and Equipment	\$45,841.00	\$41,090.01
5	Curriculum and Student Services	\$140,442.00	\$122,678.94
6	Professional Development	\$27,565.00	\$27,272.54
7	Transfer to Reserve	\$30,257.00	\$30,257.00
8	Other Expenditure	\$11,844.00	\$9,963.46
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	\$413,006.00	\$367,830.63
	Total Forecast Salary Expenditure	\$2,788,545.00	\$2,788,545.00
	Total Expenditure	\$3,201,551.00	\$3,156,375.63
	Cash Budget Variance	\$13,514.00	



Cash Position as at:		
Bank Balance		\$148,457.86
Made up of:		
1	General Fund Balance	\$52,625.58
2	Deductible Gift Funds	-
3	Trust Funds	-
4	Asset Replacement Reserves	\$98,495.78
5	Suspense Accounts	\$1,538.50
6	Cash Advances	-
7	Tax Position	\$(4,202.00)
	Total Bank Balance	\$148,457.86



We look forward to another successful year in 2022 where we can continue to grow together as a community and lay strong foundations for our children's futures.



Bungaree

Primary School

~
EXCELLENCE THROUGH EFFORT

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