
Bungaree Primary School “Excellence Through Effort”

Annual Report 2013



School Vision Statement

- ❖ *Our shared vision is of a school that provides a supportive and challenging learning environment which embodies a culture of respect. Our students will develop a love of learning and strive for personal excellence.*

Our mission is to provide a supportive environment that will nurture each child's academic, physical, social and emotional potential.

MESSAGE FROM THE PRINCIPAL

The 2013 Annual Report provides parents and members of the wider community with information about our school, its programmes and the performance of our students. The school's performance should be considered alongside additional sources that include your child's report, newsletters, web page, Facebook page, school planning and policy documents. I hope that all parents will make time to read this report to gain an overall perspective of the educational programmes and outcomes achieved during 2013. As is always the case we can only provide a summary of the relevant information whilst keeping this report as succinct as possible. For further information about your child or the school program please contact us so that we can address your questions more specifically. I would like to acknowledge the efforts of the staff who continue to adapt to the many changes occurring in education, while never losing sight of the need for explicit teaching, and catering for the individual needs of the students in their care.

We again celebrate with and thank all staff, students, parents and community members for a very successful year.

Mrs Jane Wescott
Principal

HIGHLIGHTS

Science

Our school's science program continued to grow and improve under the direction of Mrs Schicker and Mrs Ovenden. Our partnership with Scitech and BHP incorporated special programs including Scientists in School which enabled Mr Rob Lawry, a meteorologist, to begin a lasting partnership with Bungaree. Scitech's ongoing commitment and support will ensure that incursions for 2014 will be a focus to support the Science curriculum.

Artist in Residence

Thanks to Mrs Chris Borlase Bungaree Primary School was the only metropolitan school to be chosen in 2013 to take part in the Awesome Arts Creative Challenge Program. For two weeks in May, Bungaree PS hosted the artists Paula Hart and Minaxi May. The artists worked with 30 students from Years 4 to 7 to create some unique artworks based around the theme of 'Light'.

At the end of the two weeks, a classroom was transformed into a cave-like gallery in order to display the students' creations. Families of the students and the sponsors of the program were invited to have lunch with the students and artists and view the exhibition. Every class in the school was also invited to view the artworks; the response of which was overwhelmingly positive.

Music

Music with Ms Brokken was again a highlight at Bungaree with students actively engaging in a wide range of opportunities and performances. These included the ukulele group, Taiko drumming, flute, trumpet and both junior and senior choir which performed admirably at assemblies, in the local community, combined school choir performances, at the Learning Journey and also the end of year Christmas concert.

Support from BHP

BHP continued their partnership with the school through their program of donating sun safe hats to the students. This ensured not only that each student was actively involved in keeping themselves sun safe at school, but also that the school maintained its accreditation as a Sun Safe school. BHP also supported our environmental focus through their invitation for our students to once again participate in the Coast Care Tree Planting program.

Choose Respect

Choose Respect remains a focus at Bungaree PS and is embedded across the curriculum. The Choose Respect Lap-a-thon was a particular highlight for the community in Term One and raised \$6 000 for our school.

It was with enthusiasm that planning is underway for a "Choose Respect International Day of Tolerance" in 2014. This is envisaged to be in collaboration with Rockingham Senior High School Education Support Centre. As champions of "Choose Respect", the school community continues to lead the way as the messages of Choose Respect are embedded in the City of Rockingham.

Brilliant Kids Morning Tea

Each term two students were selected from every class for being a "brilliant kid" who always tries their best and chooses respect. These students enjoyed a celebratory morning tea with the Principal and Associate Principals. The students' feedback was sought on a range of issues including what Bungaree does well and what changes could be made. This valuable feedback has driven school procedures including purchasing more sport equipment and upgrading the computer access at lunch time.

Aboriginal Education

The NAIDOC Day Assembly was a highlight in 2013 with aboriginal dancing, playing of the didgeridoo and the performance of the Australian National Anthem in Noongar. Students and teachers were admirably supported by Mrs Maureen Foster (AIEO) throughout the year both with formal and informal activities and support focused on building respect and developing positive partnerships.

Bungaree's reputation as a leader of respect was acknowledged with invitations from other schools, including as special guests at Boddington District High School, to perform aboriginal dancing, playing of the didgeridoo and the performance.

Library

The school Library received a much needed makeover in the second half of the year. The successful completion of the project has resulted in the Library becoming an inviting, well resourced and modern facility. The P&C's donation of children-friendly furniture ensured that the Library became a popular hub within the school.

Chaplaincy

Bungaree PS began the accreditation process to become a Kids Matter school in 2013 under the leadership of Mrs Deb Cunningham, Chaplain. This initiative supports the social and emotional well being of the school community. During the implementation phase, an action team of staff and parents was formed and professional learning was undertaken. Students were actively involved through the gathering of baseline data including on what they perceive as strong mental health.

PROGRESS IN PRIORITIES**English**

The whole school focus on 'Literacy Blocks' and explicit instruction in spelling, writing and grammar and punctuation showed continued signs that these strategies are working with our stable cohort of students. Significant resourcing has ensured that all areas of the English learning area are now backed by contemporary resources linked to the Australian Curriculum and evidence based best practice. Participation in the improving Literacy and Numeracy National Partnership Program has provided significant resources to support the English Learning area.

Mathematics

The whole school focus on 'Numeracy Blocks' and the Paul Swan strategies is showing improved student results with the stable cohort. Significant professional learning sessions focusing on Paul Swan's approaches have been accessed by all staff. Participation in the improving Literacy and Numeracy National Partnership Program has provided significant resources to support the Mathematics Learning area. This has also led to increased collaboration in planning and moderation of student performance across and within year levels.

Science

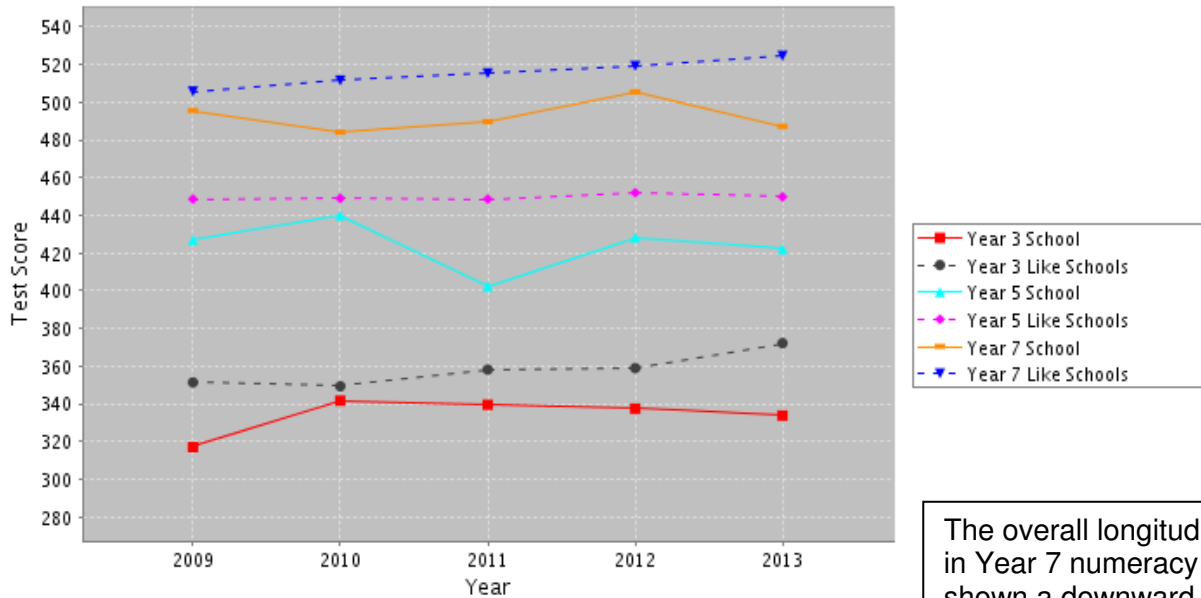
The introduction of a dedicated Science program continues to show both anecdotal and empirical evidence that the program is successful. Student attitudes to Science remain very positive and Year 5 results on 2013 WAMSE testing indicated our students were performing at an expected level with a small increase in the number of student's performing at or above WAMSE test standard. While the Year 7 results were disappointing overall, the performance of students from the stable cohort showed a steady improvement. In addition, the increase in Science knowledge and investigative skills is gradually building from the early years upwards with Pre-Primary students participating in lessons with the Science specialist on a weekly basis in 2013. It is anticipated that student performance on standardised testing will progress significantly in the coming years as our students have ongoing, hands-on and explicit learning experiences with the Science specialist over a number of years prior.

STUDENT PERFORMANCE**National Assessment Program – Literacy and Numeracy (NAPLAN)**

In 2013 our Yrs 3, 5, and 7 students participated in NAPLAN which assesses students' learning in Numeracy, Reading, Writing, Spelling and Grammar and Punctuation. The school's performance in comparison with all WA Public Schools in the areas tested was below the expected level with the exception of the stable cohort, the majority of whom made moderate to very high progress.

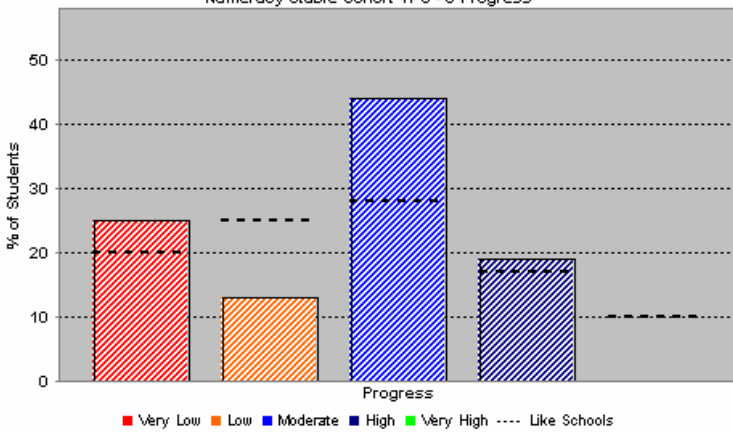
The following graphs provide a summary of the longitudinal NAPLAN data undertaken over the last five years. These graphs show our comparison against “Like Schools”. “Like Schools” are of similar socio-economic and educational status as Bungaree PS. Our aim is to perform at or above “Like Schools” and this is a significant challenge. The high transience rate of over 43% at Bungaree PS needs to be taken into consideration when viewing the following data which is why stable cohort data has also been included in this report.

Average Numeracy Score

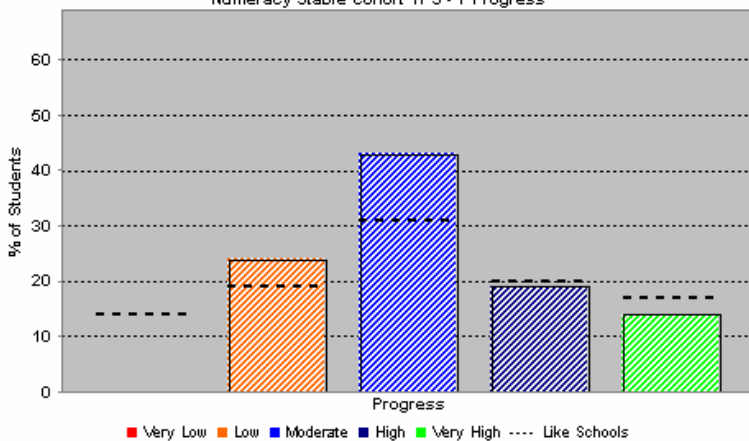


The overall longitudinal data in Year 7 numeracy has shown a downward trend in 2013. The stable cohort's data however, shows a continued positive trend. It is particularly pleasing to note the number of students in the stable cohort who made moderate to very high progress compared to like schools. The Year 3 and 5 longitudinal data has continued to be relatively stable, showing consistency over time. The school is working on strategies to meet these students' needs over the next two years and strive for improved results when students are next tested in 2014/2015. Our prime focus will be on explicit teaching, the consolidation of Numeracy blocks and the implementation of Paul Swan's approach to learning Mathematics.

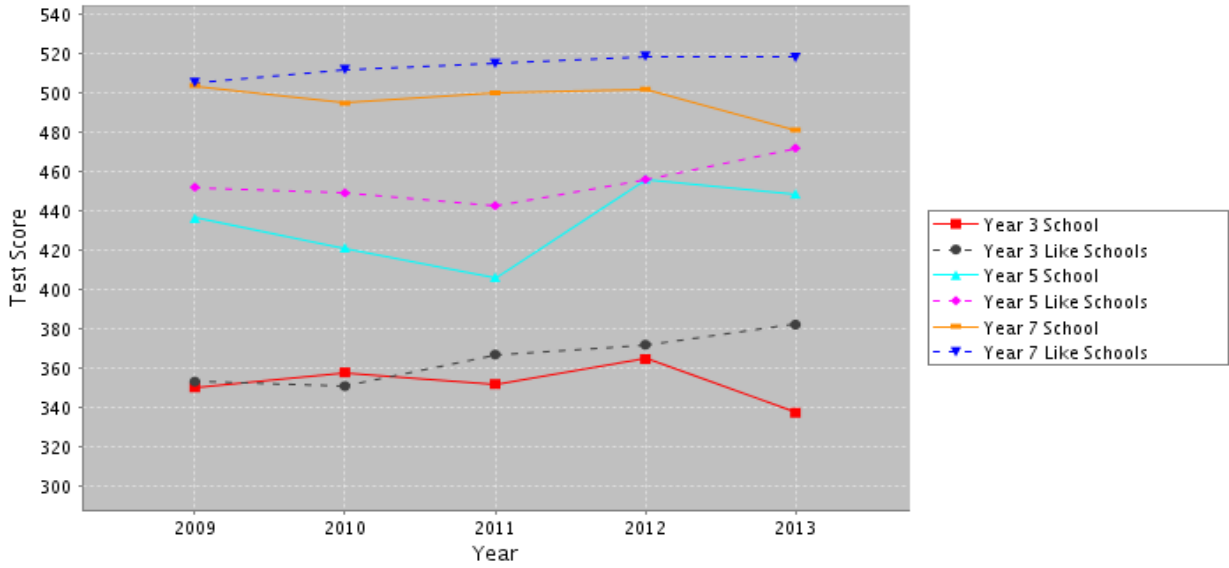
Numeracy Stable Cohort Yr 3 - 5 Progress



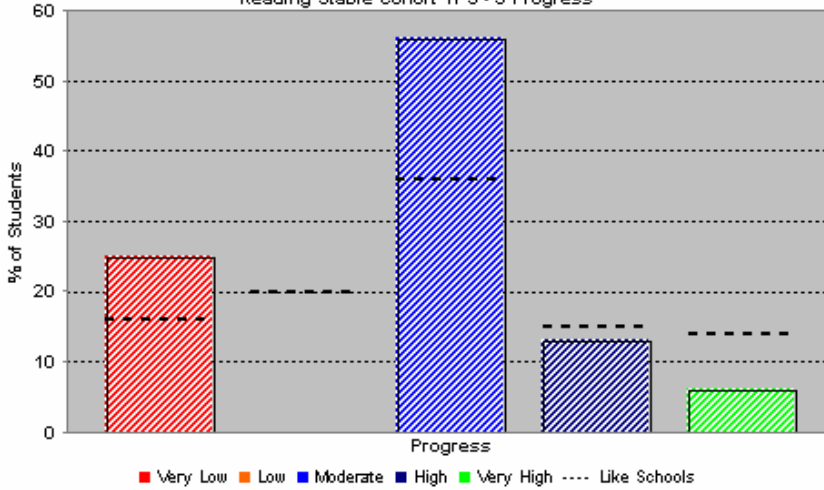
Numeracy Stable Cohort Yr 5 - 7 Progress



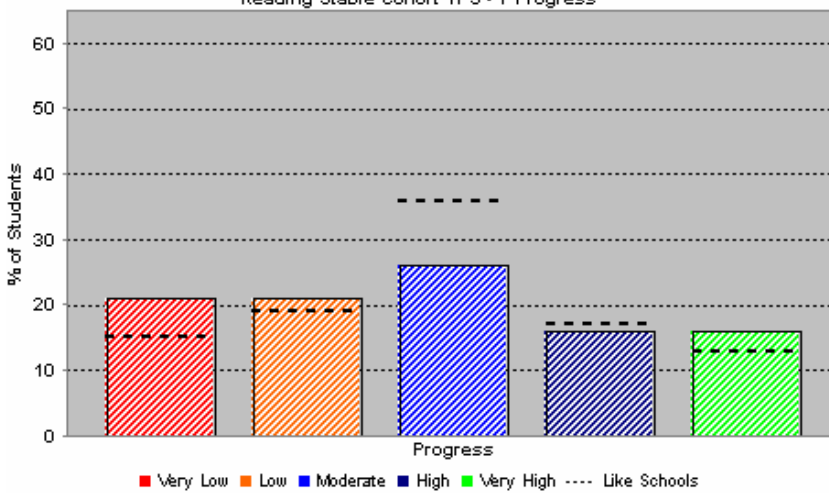
Average Reading Score



Reading Stable Cohort Yr 3 - 5 Progress

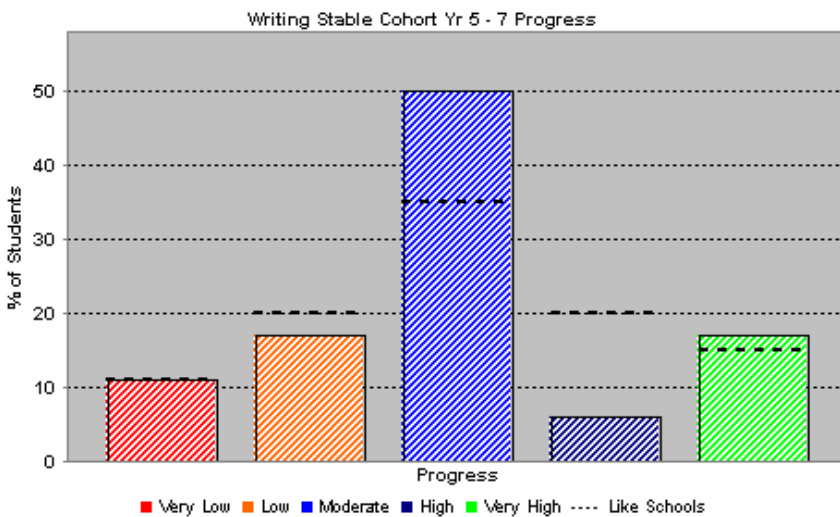
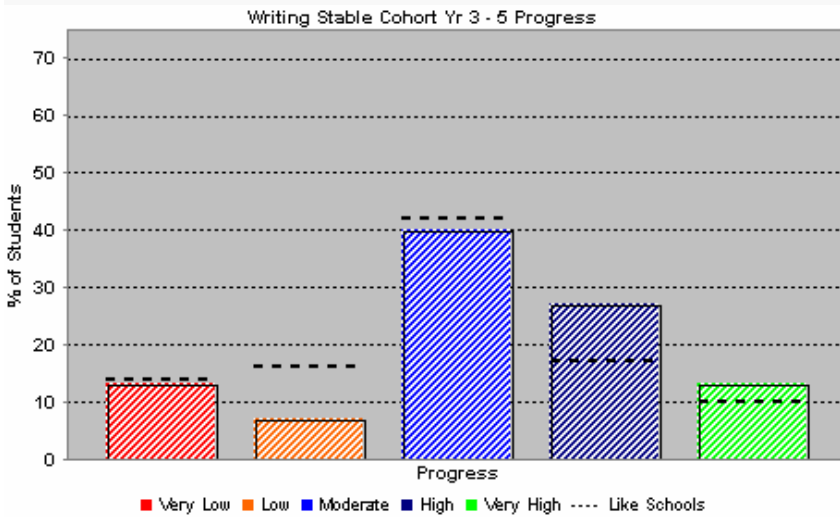
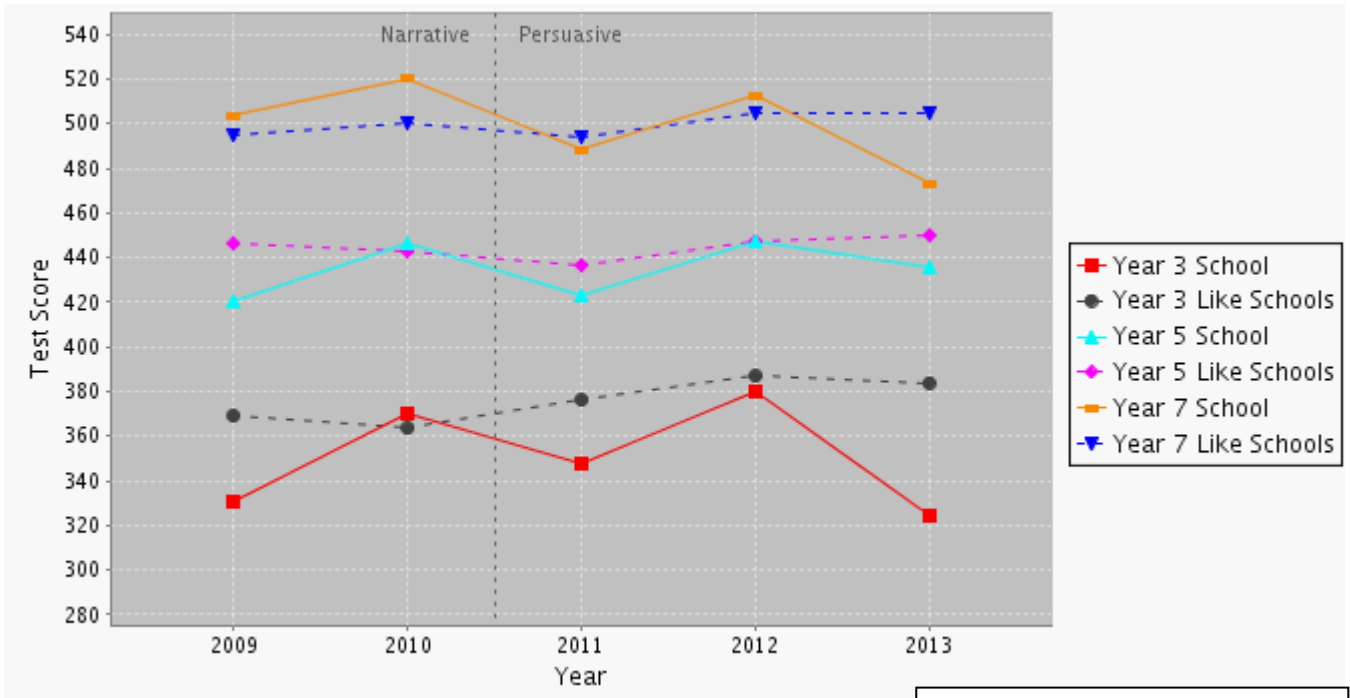


Reading Stable Cohort Yr 5 - 7 Progress



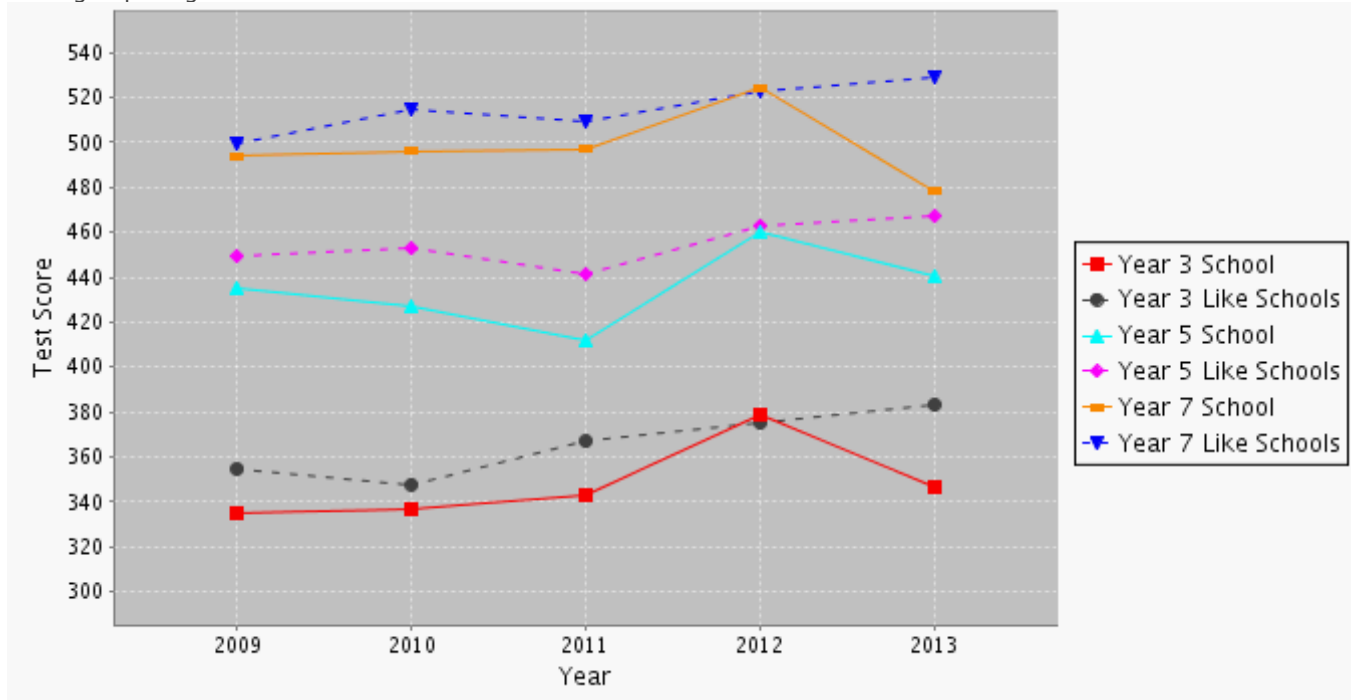
Our overall longitudinal Reading results indicate a downward turn in 2013. Our stable cohort data however indicates that the percentage of students achieving moderate to high progress is similar or better than like schools. The over representation of students making very low progress is being addressed through case management planning and individual education plans. The results indicate that an increased focus on early identification and intervention for students new to the school is required. The interrogation of the Year 5-7 data indicates that students are progressing at a rate closer to those students in like schools when compared to the Year 3-5 data.

Average Writing Score



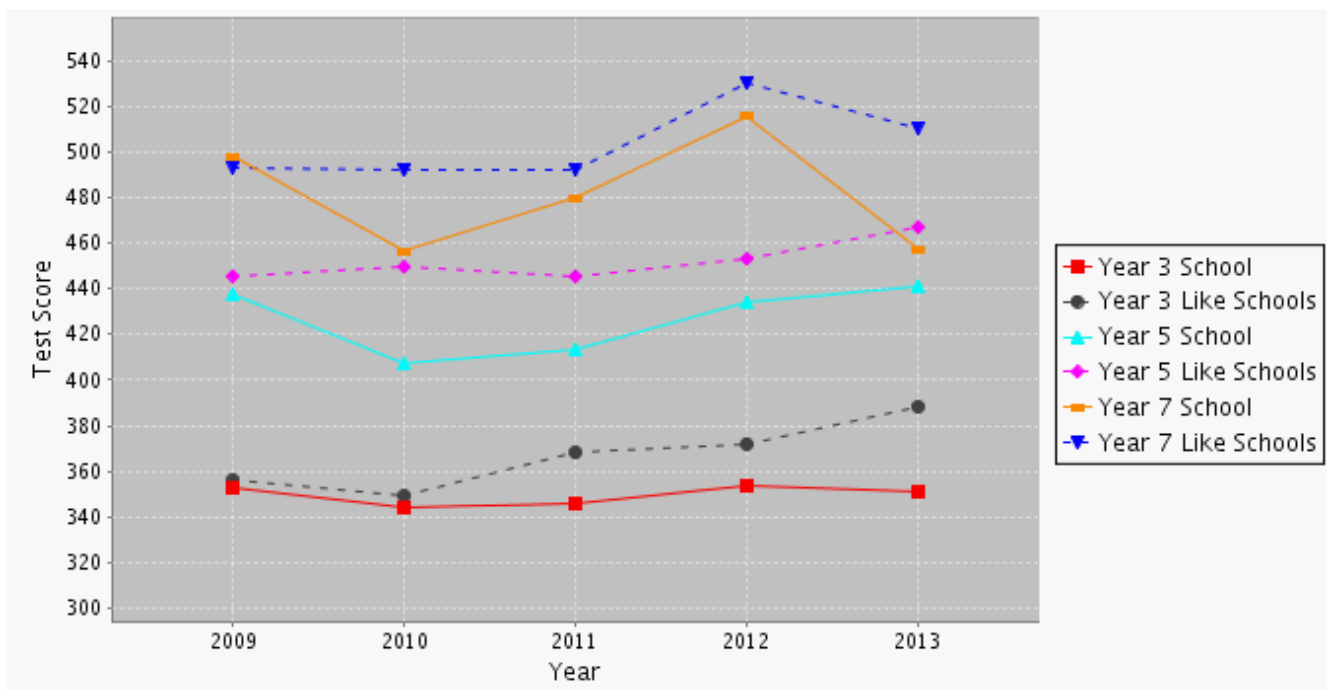
As 2011 was the inaugural year of using persuasive writing as the assessment genre, only the last three years reflect the work the school has put into persuasive writing. It is pleasing to see that our stable cohort of Yr 3 and 5 cohorts are back on track in this genre type, having made similar progress to like schools. Our Year 3 longitudinal data shows a significant reduction in overall student performance. This is being addressed through case management and individual education plans.

Average Spelling Score



Spelling has been identified as an issue for a number of years and significant input into a whole school approach including, a whole school professional learning program; “The Pathway to Spelling success”, the introduction of “Cracking the Code” in Kindergarten, Jolly Phonics (PP- Year 2) and Words Their Way (Years 3 to 7) appeared to have had a significant impact on student performance in 2012 however this has not been sustained. Staff training and the continued development of cohesive approaches to teaching spelling will need to be an ongoing priority, particularly in light of staff turnover.

Average Grammar and Punctuation Score



The reintroduction of First Steps strategies and a whole school focus on Grammar and punctuation beginning in 2010 has seen slow improvement in each year level tested with the exception on Year 7. Year Five performance has shown a steady upward trend and the Year 3 performance remains stable. An ongoing focus on spelling, grammar and punctuation from PP to Year 2 will see steady improvement in results.

Teacher Judgements

During 2013 teachers worked with the National Literacy and Numeracy Partnership team to develop their understanding of the new Australian Curriculum Standards. This reporting to parents focus and matching of teacher judgements will continue in 2014 in preparation of the full implementation of Phase 1 (English, Mathematics, Science and History) in 2015.

On Entry

Students in Pre-Primary, Year 1 and Year 2 were tested in Speaking and Listening, Literacy and Numeracy at the beginning of 2013 with selected students retested at the end of the year. Numeracy had the strongest results across the year levels with 78% of Year 1 students and 66% of Year 2 students achieving satisfactory results when compared to 2012. Reading, Writing and Speaking and Listening results were significantly less and will remain a focus for 2014. Of the students retested at the end of the year 20% in Pre-primary achieved satisfactory results, 33% in Year 1 and 48% in Year 2.

Student Attendance Rates

While whole school student attendance remains below WA Public Schools it has improved slightly from 2012. Four year level cohorts were 90% or greater in 2013 compared to two year level cohorts in 2012. Aboriginal attendance remains below WA Public schools but improved by 2.2% from 2012.

	Attendance Rate	
	School	WA Public Schools
2011	89.3%	92.7%
2012	88.8%	92.3%
2013	89.1%	92.6%

School Branding

As part of school branding Bungaree PS worked with the Department of Education to develop a revitalised school webpage. This webpage will continue to be updated as it is phased in during Term 1 next year. It is planned that the newsletter will go paperless in 2014. The new website can be found at <http://bungareeps.wa.edu.au/>

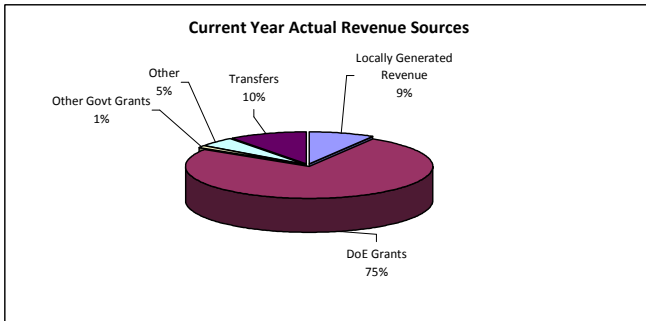
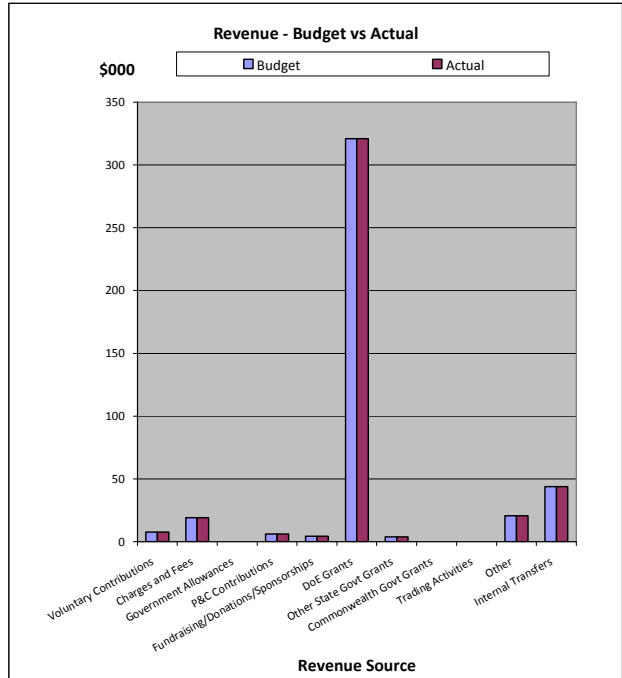
Financial Information

Voluntary contributions increased in 2013 with the school receiving 41% from families to assist with learning programmes. These contributions are a valuable source of school funding. Further information on Bungaree's financial information can be obtained from the graphs on the following page.

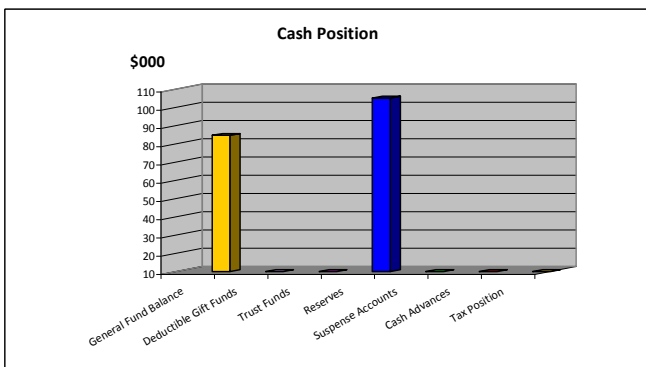
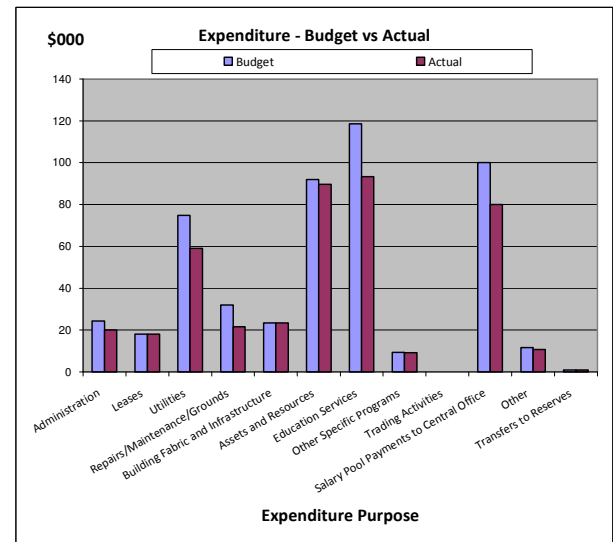


Bungaree Primary School
Financial Summary as at
5 March 2014

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 7,743.00	\$ 7,705.00
2	Charges and Fees	\$ 19,065.00	\$ 18,980.57
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 6,116.00	\$ 6,116.18
5	Fundraising/Donations/Sponsorships	\$ 4,248.00	\$ 4,259.07
6	DoE Grants	\$ 320,978.28	\$ 320,977.76
7	Other State Govt Grants	\$ 3,852.00	\$ 3,852.28
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ -	\$ -
10	Other	\$ 20,629.00	\$ 20,629.94
11	Internal Transfers	\$ 43,844.00	\$ 43,844.00
	Total	\$ 426,475.28	\$ 426,364.80
	Opening Balance	\$ 84,595.49	\$ 84,595.49
	Total Funds Available	\$ 511,070.77	\$ 510,960.29



	Expenditure	Budget	Actual
1	Administration	\$ 24,380.00	\$ 20,124.56
2	Leases	\$ 18,093.00	\$ 18,093.30
3	Utilities	\$ 74,740.00	\$ 59,149.88
4	Repairs/Maintenance/Grounds	\$ 31,940.00	\$ 21,639.52
5	Building Fabric and Infrastructure	\$ 23,400.00	\$ 23,399.82
6	Assets and Resources	\$ 91,901.00	\$ 89,698.50
7	Education Services	\$ 118,617.00	\$ 93,379.80
8	Other Specific Programs	\$ 9,447.00	\$ 9,198.30
9	Trading Activities	\$ -	\$ -
10	Salary Pool Payments to Central Office	\$ 100,000.00	\$ 80,000.00
11	Other	\$ 11,756.00	\$ 10,747.04
12	Transfers to Reserves	\$ 1,000.00	\$ 1,000.00
	Total	\$ 505,274.00	\$ 426,430.72



Cash Position as at:	
Bank Balance	\$ 188,960.03
Made up of:	\$ -
1 General Fund Balance	\$ 84,529.57
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Reserves	\$ 104,944.06
5 Suspense Accounts	\$ 442.40
6 Cash Advances	\$ -
7 Tax Position	\$ 956.00
Total Bank Balance	\$ 188,960.03