

BUNGAREE PRIMARY ANNUAL REPORT 2018





From the Principal

Welcome to the Bungaree Primary School's 2018 Annual Report. This report provides the school community with information relating to our school's performance.

As this is our second cycle as an Independent Public School we will also provide information about the school's performance and achievements against the priorities and targets as described in the 2018-2020 Business Plan.

All staff at Bungaree Primary School are focussed on providing the best possible learning experiences for all children. We achieve this by ensuring a consistent, whole school approach to the implementation of evidence and research based programs and strategies.



School Board Report

In 2018 the school board was revitalized with new members. We had a change of board chair, with the former chair person remaining as a board member. The school board chair and Principal attended formal board training. The board was very productive in tabling new initiatives including a literacy intervention program and positive behaviour school characters.

The board endorsed the school finances and student requirements list for 2019.

In 2019 the board chair will establish new terms of reference with all members and work with everyone to further enhance the schools profile within the community.

Chairperson of the Board Rhonda Madden

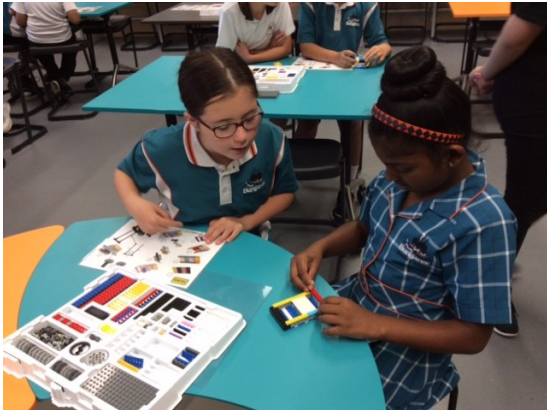
OUR VISION

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



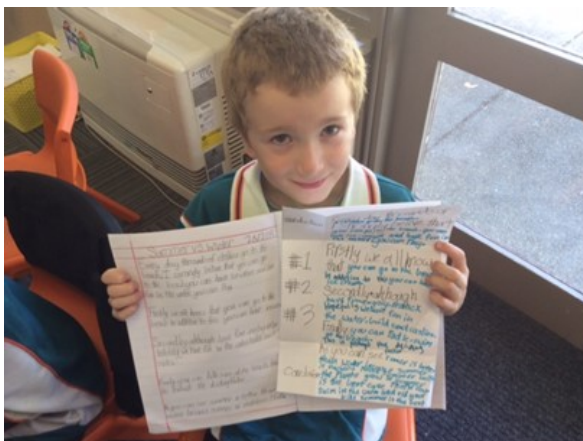
OUR PURPOSE

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

High Quality Teaching and Learning

Student Achievement Target

From 2018—2020 there is a positive trend in the number of National Quality Standards Achieved.

Overall Quality Area recording 2018		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		

National Assessment in Literacy and Numeracy (NAPLAN)

Increase the percentage of students achieving equal to or above like schools across all NAPLAN testing areas.

Year 3

NAPLAN testing area	Working Towards	Meeting
Numeracy		
Reading		
Writing		
Spelling		
Grammar and Punctuation		

Year 5

NAPLAN testing area	Working Towards	Meeting
Numeracy		
Reading		
Writing		
Spelling		
Grammar and Punctuation		

In 2019 the whole school approach of Explicit Direct Instruction in Literacy and Numeracy will assist with retention of content and student achievement at expected levels across the years.

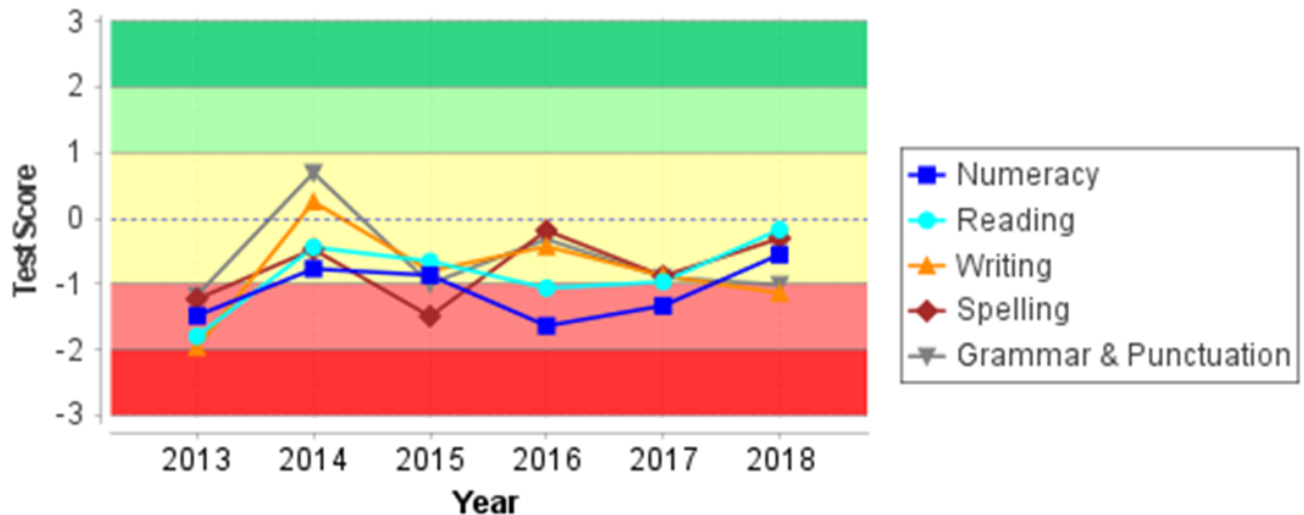
Implementation of the intervention program "Macqlit" will assist in raising the standards achieved by students in Year Three to Year Six. This program will commence in term 1 of 2019.

High Quality Teaching and Learning

National Assessment in Literacy and Numeracy (NAPLAN)

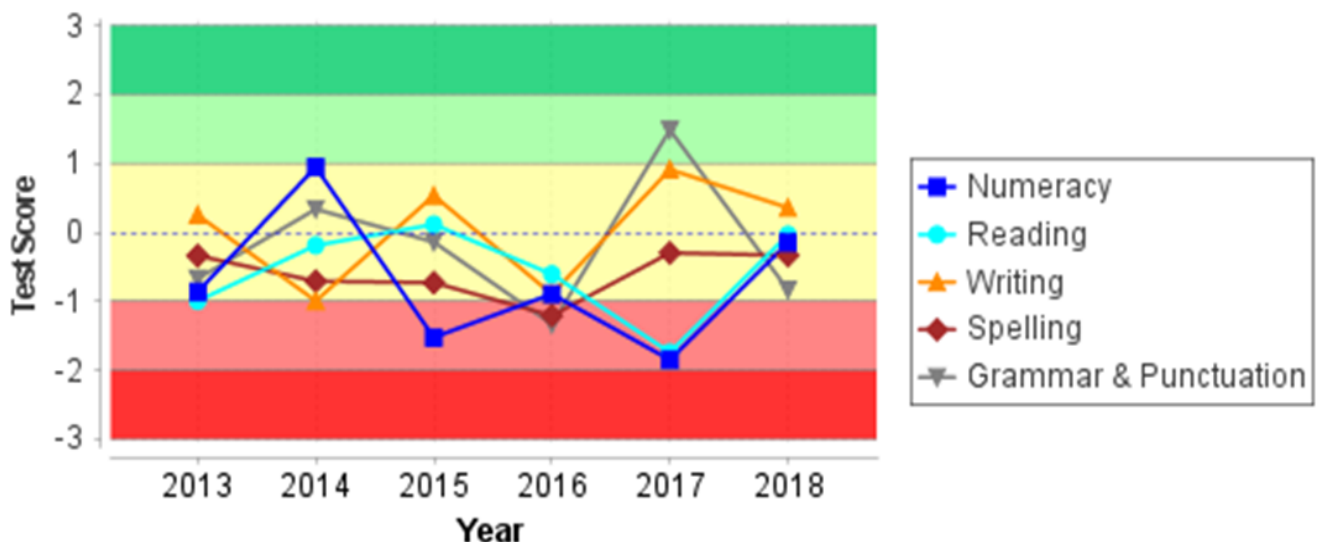
From 2018—2020 establish a positive trend in NAPLAN results in all areas from Year 3 to Year 5

Year 3 Performance



A positive trend can be identified in all areas besides Writing and Grammar and Punctuation. A whole school approach will be developed in 2019 in these areas.

Year 5 Performance



A positive trend is established in Numeracy and Reading. Writing and Grammar and Punctuation shows a downward trend and Spelling has remained the same. A whole school approach will be developed in 2019 in these areas. Spelling Mastery was implemented as a whole school approach in 2018 to directly teach all students how to spell.

High Quality Teaching and Learning

All Pre Primary and Year One students will participate in the Department of Education assessment in Literacy and Numeracy

Increase the percentage of stable cohort student achievement at an expected or higher level in Term One of Year 1 and Term One of Pre Primary in On Entry Assessment.

Pre Primary

On Entry Assessment Area	Percentage
Number	90.4 %
Reading	57.1 %
Speaking and Listening	28.5 %

Year One

On Entry Assessment Area	Percentage
Number	92.8 %
Reading	53.8 %
Speaking and Listening	61.5 %

Implementation of Explicit Direct Instruction in Literacy and the continuation of the Let's Decode synthetic phonics program in 2019 will continue to have an impact on student achievement. The continuation of a literacy intervention support group will also assist student progress. Implementation of the Kindergarten Assessment Tool (KAT) in 2019 will provide early data on student achievement at the beginning of the Kindergarten year.

School Leadership

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

Targets 2018—2020



Increase the number of School Board and Parent and Citizens participation—Advertised for new school board members. There has been an increase in the number of P & C members.

Increase the number of students involved in leadership roles across the school.

Increased staff awareness of allocation of leadership roles for Aboriginal students. School has collected baseline data on student leadership opportunities

Increase the number of staff involved in leadership roles across the school.

Bungaree became a positive behaviour school in 2018. The committee comprises of 9 staff and community members.

Provide opportunities for all staff to engage and develop their leadership skills.

Invitation and acceptance of two staff to attend TEACH WELL professional learning. Both staff won scholarships. School budgeted time to release staff to develop their leadership skills.

Community Cohesion

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

Targets 2018—2020

Receive positive results from all parent surveys.

94 % of parents surveyed believe teachers at this school expect my child to do their best.

83 % of parents surveyed believe this school takes parents opinions seriously.

85 % of parents surveyed believed this school looks for ways to improve.

Increase involvement of parent and community members in the school.

There has been an increase in the number of parents involved with the P & C.

More parents attended the Kindy Meet and Greet sessions than previous years.

There has been an increase in the number of parents and community members attending school assemblies and events.

Increase partnership support and investment in school initiatives.

Build School Board governance capacity.

More parents have become members of the board.

Maintain whole school attendance at 90 % or above.

Semester One 91 % Semester 2 89 %



Increase the percentage of students that attend school regularly.

Semester 1 70 % Semester 2 60.6 %

In 2019 the school will investigate a number of engagement strategies to increase the regular attendance of students.

Positive Learning Environment

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

Targets 2018—2020

By 2020 Bungaree will have embedded the three Positive Behaviour School core values.

Numerous events and proactive initiatives have been implemented.

Implement a mental health and well being program.

Bungaree has implemented Zones of Regulation across the school.

PBS (Positive Behaviour School)

In 2018 Bungaree began its journey to become a Positive Behaviour School (PBS). Research shows that student engagement is an essential ingredient in effective schools. Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS provides an operational framework for achieving these outcomes.

Our Journey So far...

Firstly, the PBS committee was formed, comprising of nine staff members and one parent. Miss Zoe Harper took on the role of Team Leader and Mrs Natalie Wotherspoon became the Internal Coach. Staff on the committee attended a number of training days aimed at further developing our school behaviour policy and providing the necessary direction for the school as we transitioned as a PBS school.

The committee created the school Purpose Statement which states;

CHOOSE RESPECT



*As a Positive Behaviour School, Bungaree will work together to create a safe, supportive and positive learning environment through a shared understanding of expected behaviours within the school community. Our values are - Choose Respect, Safety and Effort, these correct behaviours will be explicitly taught and reinforced to foster a culture of high expectations. Through the three core values, **Choose Respect, Choose Effort and Choose Safety**, the committee, with input from staff and students, created the Behaviour Matrix and Behaviour & Consequences Continuum, which is used to define and classify minors and majors. The matrix was implemented across the whole school and is used to explicitly teach and guide students in making positive behaviour choices.*

CHOOSE SAFETY



Good Standing & Rewards Day

In recognition of students who demonstrate 'The Bungaree Way' and our three core values, we hold an end of term rewards day. Each student starts each term with 3 good standing points, if students

CHOOSE EFFORT



receive a major during the term this results in a loss of 1 good standing point. Once students have received 3 majors and lost all 3 good standing points they are unable to participate in the end of term reward days. Students who still have their good standing are able to participate. Rewards days are organised by the PBS committee, with input taken from all teaching staff, students and the school committee. 2018 saw our rewards days include a movie & popcorn afternoon, buddy cooking, bring your own device and our end of year water fun day.

Our School Characters

To prepare to launch the school as PBS, we held a competition for students and families to design our PBS characters '*The Bungareeps*'. The committee voted and selected the winning characters and these are now visually evident throughout the school on posters, large window displays and painted murals in our undercover area, and on all of our faction tokens and certificates. From the moment you walk into our school it is clearly evident that we are a PBS school.

Where to Next...

As we head forward in our journey, in 2019 the fortnightly mini assembly will be changed to a PBS mini assembly with a focus on the behaviour of the fortnight. Staff will begin teaching explicit lessons on each of the expected behaviours from the matrix and staff and students will create the videos and visuals to support the lessons. Our progress so far has been highly effective due to the whole school and wider community buy in and support, resulting in smooth and efficient implementation.



Parent and Citizens' Report

The Bungaree Primary school P & C is a group of volunteers from the school who work to provide Bungaree PS with additional resources. In 2018 it comprised of 20 members (including sub committees). The core function is to support fundraising events and social activities to assist with classroom support, coordinate the uniform shop and create positive links between the school and the community. Some main fundraising activities include the shade shelter for interschool events, purchased more digital technology equipment for the Kindy including Bee Bots and other coding resources, purchased new benches for the senior area, subsidized camp and graduation costs. They also held the following events: disco, colour run, pyjama day, Easter and Christmas raffle, book week, Father's and Mother's Day stalls, favourite t shirt day, crazy hair day, various meal deals, sports carnival events. Many parents also covered books and supported the school in the implementation of becoming a Positive Behaviour School.



Professional Learning

During 2018 teachers and non-teaching staff participated in a range of professional learning opportunities to support the development of their knowledge and expertise across a range of areas to meet student or staff needs. Professional learning was sourced from a combination of external providers and from our own staff members with specific expertise. Teachers and non-teaching staff members attended professional learning in their own time and on School Development Days.

Professional development focused on the following in 2018

- Explicit Direct Instruction—Dr Joe Ybarra MacqLit
- Spelling Mastery
- Let's Decode
- Interactive Whiteboard training
- Team Teach
- Protective Behaviours
- Positive Behaviour School
- Transformational Leadership
- Classroom Observation
- Trauma Informed Practice
- Digital Technology Network professional learning
- Zones of Regulation

Student Services—Chaplaincy

Chaplains are employed through YouthCARE, with additional funding through our P & C enables our Chaplain to be on site two days a week and work out of Room 10. Some of the projects undertaken by our Chaplain include: Foodbank – Food collection once a term, Breakfast program, Second Bite bakery run, lunch and recess activities, Kindy 'Meet and Greet' to address and welcome new families to our school community, School Volunteer program, walk to school breakfast, Salvation Army Red Shield Appeal, SDERA resiliency workshops for parents, protective behaviours programs.

School Psychologist:

Bungaree has access to psych services one day a week, providing support and advice to staff, parents and students. Weekly Students At Educational Risk meetings ensure all case students are constantly monitored.

The Arts

Music Classroom Students in Years PP - 6 attended 50 minute music lessons once per week with Ms Corinne Brokken for the first three terms of the year. During Ms Brokken's long service leave Music classes were taken by Mr David Hardie.

In March Bungaree was fortunate to receive a visit from the percussion section of the Perth Symphony. Because this visit was funded by Rockingham City Council every single child in the school was able to participate in an exciting interactive concert.



Students across all the year levels practised the elements of music (pitch, rhythm, melody, timbre, dynamics and texture) using their voice, body percussion, percussion instruments, xylophones, African drums, and in year 5/6, the ukulele. All classes learnt to read, write and compose using basic rhythm symbols and the senior classes were introduced to the standard notation of the treble clef.



Senior students used iPad technology, specifically Incredibox, to work with the elements of layering, solo vs tutti, texture and timbre to arrange (remix) a short piece of beatboxing music which was played to the class.





The junior school used iPad technology to explore pitch using their voices to copy and improvise different pitches.

Students experienced and responded to many different genres of music including: classical, pop, jazz as well as Aboriginal and Australian music. The Pre Primary to Year six all learnt a song in Noongar 'Wanjoo' to sing at the Naidoc celebration assembly. It is a welcome song composed by Perth based Noongar women Gina Williams.

Ms Brokken introduced elements of EDI (Explicit Direct Instruction) into Music teaching, in particular 'Checking for Understanding' and 'Pair/Share' which also increased engagement in theory activities.



The junior choir consisted of Year 2, 3, 4 students and the senior choir consisted of year 5 and 6 students under the direction of Ms Geetha Fay. Ms Fay is a Music teacher from Rockingham High School who was taking the choirs to help forge strong ties with the local high school and encourage students to continue to pursue music and choir in their high school years.

Ms Brokken is a member of the Rockingham Music Network which meets twice a term to organise the two Music festivals and to discuss curriculum developments and share teaching resources and ideas.



Both the junior and senior choirs performed in the Rockingham Music Festivals held at the local high school, Rockingham Senior High School, along with students from 6 different schools. They also performed for concerts within the school, such as the ANZAC day ceremonies and Book Week as well as a mid-year concert and the Christmas concert at the end of the year. Both choirs were accompanied by Bungaree's very own ukulele, keyboard and percussion bands.

The Instrumental Music Program, run by the School of Instrumental Music, is a valued music program which compliments the school music program. The instruments available to Year 6 students are the flute and guitar. In addition to this, there was the opportunity for year 4-6 students to join either a ukulele or keyboard group which was run before school as well as a small drumming group run during morning fitness. The focus of these



Recommendations for 2018

Continue to report using the new WA Curriculum. Music Reporting will be on two areas for Music - making and responding.

Continue to develop the use of EDI strategies within the Music classroom.

Explore the use of ICT in Music and Visual Arts Program.

Continuation of senior and junior choirs to participate in community events.

Continue the EduDance program as an opportunity for all students to participate in Dance as a Performing Art.

Continue with the Instrumental Music School Services program.

PHYSICAL EDUCATION

2018 has been another busy and productive year in Physical Education. Bungaree continued its membership with RASSA (Rockingham Area Sporting Schools Association). Mrs Hollingsworth holds the role of Venue Booking Officer within the association and attends regular meetings with eleven other local school representatives. These meetings allow for collaboration between schools and an opportunity for networking with colleagues including curriculum discussions.

Attendance at the RASSA inter-school carnivals throughout the year resulted in several successes. Team Bungaree attended the RASSA Basketball carnival and came away with the Boys Shield and the pennant for being the overall winners. Further success came from the T-Ball carnival where the girls won the Red Division pennant. To end the year several individual trophies were won at the C Division Athletics Carnival. The students also participated in netball, soccer and cross country carnivals.



The students enjoyed visits from The Eagles Football Club as Ed the Rock performed at a school assembly to share the message of 'Choose Respect'.

Bungaree students busily collected the Coles Sports for Schools vouchers. A grand total of over 20,000 vouchers provided the school with additional equipment for the students to enjoy at recess and lunch.



Bungaree has again been involved in the Sporting Schools Australia initiative receiving funding to bring Athletics into the school. This has been in the form of both professional coaches and sporting equipment. Players from Rockingham Flames visited Bungaree and provided invaluable coaching sessions to our senior students and representatives from Gymnastics W.A presented a series of gymnastic sessions during term 4.

The P and C were extremely generous as they provided funds for a new marquee. The marquee was unveiled at the annual Bungaree sports carnival. The marquee will be utilized at RASSA carnivals and at outdoor events at Bungaree.



In line with Bungaree's focus on digital technology, the I pads have been utilised within physical education lessons with the senior students using QR codes whilst learning about orienteering.



Mrs Hollingsworth attended a PD day at Balga Primary School on Explicit Direct Instruction (EDI), presented by Joe Ybarra during term three and participated in the ACHPER conference during term four. The conference provided sessions on the Physical Education Curriculum, Assessment and the inclusion of Aboriginal games in Physical Education

Recommendations:

1. To work closely with community groups through SEDA and Sporting Schools.
2. To continue to promote cross curricular by using digital technologies during PE.
3. To continue to develop positive relationships with parents through their participation during inter-school and school sporting events.
4. To liaise with the school P & C regarding funding for equipment to provide children with opportunities to reach their full learning potential.

DIGITAL TECHNOLOGIES

This year has seen the introduction of the Digital Technologies curriculum and has had to be reported on in Reporting to Parents. In 2017 the ICT committee produced a resource for teachers to use to support the new curriculum in their classrooms. The school allocated funding for a technical officer to be employed for one day a week to work both on technical issues and to support staff in the classroom with using the tech-

Jodie Schicker has been released from her Science role one day a week to support staff with the roll out of the new digital technologies curriculum. Jodie works in a coaching capacity with the staff by modelling and guiding the teachers on project based learning with equipment such as the Bee-bots, VR goggles and dot and dash robots and supporting the classroom teachers as



This year, in Kindy, the school was given a grant for the ELLA Program. ELLA is a digital, play-based language learning program for preschool children. This Australian Government initiative inspires children by driving a genuine interest in a new language and culture.



Each classroom now has 6 iPads that can be used on a daily basis. A senior set of 24 is held in the library to be used between Years 3-6 and a junior bank held in the Science room with 18 iPads for Kindy-2. The bank of iPads can be booked out by teachers as required.

In 2018 the school participated in a trial for NAPLAN on-line in preparation for 2019. Students in Years 3 and 5 participated. The trial was very successful and the school is well placed for running NAPLAN on-

Recommendations for 2019

Maintain strong relationships with the Peron North ICT Focus Group and ensure a representative from the school each term attends the meeting and actively engages in the direction of the group.

Continue with the coaching, modelling and planning with teachers of the Technologies curriculum.

SCIENCE

In 2018, Science has remained a focus at Bungaree Primary School with the continuation of a Specialist Subject science teaching model. Students in Year 3-6 are engaged in the Science program for 100 minutes per week and students from P-2 for 50 minutes a week with a specialist science teacher. These sessions are focused on developing student investigating skills through the understanding strands. The importance of developing scientific literacy, and highlighting the relevance of science to student's life, has a key role in the hands on and engaging program offered.



Additionally, in 2018 there has been a continued focus on using digital technologies including iPads, digital microscopes, VR goggles, robotics and coding based apps allowing students to work scientifically in new and innovative ways. The high profile and importance of Science within the Bungaree school community is evidenced by various science based initiatives in 2018, including the science room upgrade and the Alcoa Wheelbarrow Garden project.



PLANNING AND MANAGEMENT

In 2018, the Science Specialist teacher managed the Science Learning area, including planning and resource management. Through consultation with key staff, the operational plan was developed and then discussed and adjusted by the whole staff as part of the School Development days during the year to develop a sense of ownership of Science across the school. In 2018, the content delivery sequence was adjusted to ensure that links were made across curriculum areas, including Numeracy, Literacy and HASS and content more closely aligned to other learning areas.

Bungaree Primary School Science Specialist, Jodie Schicker once again led the local network of 9 Primary schools in this strong and collaborative partnership. The group met each term and negotiated some free and relevant PL for teachers in the network, including a presentation at Naragebup Environmental Centre in Term 2 and a PL by Scitech on STEM integrated curriculum in Term 4. The network shares resources, collaborates on joint initiatives and works to improve science outcomes in the Rockingham area. The application for a grant to purchase VR goggles to share across the network reached the final round but was unfortunately unsuccessful.

Most significantly, in 2018 Bungaree Primary School received a Science Room Upgrade Grant. This grant resulted in upgrades to the physical space including data points, new sinks and shelving and storage upgrades. Additionally, a \$10,000 furniture grant was acquitted and used to flexibly furnish the Science room for the scope of the year levels that use it and better meet the requirements of NQS. A further \$25,000 was provided in the form of a resource grant and has been used to update resources and purchase new devices including 10 new iPads



SCIENCE WEEK 2018

The high profile of the Science learning area in the school was maintained through the Science Week whole school challenge of a Balloon Powered Vehicle Race. Students from PP-6 designed, built and raced their vehicles with a Grand Final event which attracted strong parental support and provided a positive event to increase the profile of Science within our community. Science was also the focus of the Termly MAGS Day in Term 3 with students from Kindy to Year 2 participating in three different hands on activities with a Science focus with a Doctor Suess theme.



Students planted seeds, stacked cups and blended colours to learn more about Science with their Junior Primary peers. These activities were planned and implemented together with the ECE staff to ensure that they met NQS guidelines and involved parents and students across the school. The success of this session has led to the decision to maintain the Science Focus for Term3 MAGS day in 2019.

ALCOA WHEELBARROW GARDEN PROJECT

In 2018, Bungaree successfully applied for a \$2250 grant from Alcoa to create Wheelbarrow gardens. All classes had the opportunity to plan, plant and care for their own edible garden. These gardens created a visual improvement to our school grounds, fostered a sense of ownership by the students and also taught them about growing their own produce. Wheelbarrows were judged on their healthiness, their decoration and the size of their plants. This initiative increased the profile of Bungaree in the community



PAT SCIENCE 2018

After initial trials in 2016, Bungaree committed to completing end of year summative PAT Science assessment with all students in Year 3-6 for the second time in 2018. The PAT Science test is a researched and normed assessment test to measure student's progress across the knowledge strands of the WA Science curriculum. The test is completed electronically using iPads and the data can be used to highlight areas of strength and weakness in the cohort and can be used as part of discussions around progress and assessment within both the school and the broader Peron North Science Network of schools.

2018 PAT SCIENCE PERFORMANCE BY YEAR LEVEL AND STANINE

It is acknowledged that a limitation of the test within our school context is the high literacy requirement, however, analysis of the results has highlighted areas for focus and improvement in 2019. The focus for improvement in 2019 will remain on reducing the number of students in the first and second stanine, although in 2018 we have reached the aspiration of increasing the number of students working in Stanines 6 to 9 in all year levels with students in Year 4 reaching the target of 15% in stanines 7-9, students in Year 5 and 6 being close to the set targets. Currently over 65% of our students in all year levels are working at or above stanine 3 with students in Year 5 over represented in the below range. The fol-

PAT SCIENCE	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Stanine 1	20%	17%	14%	3%
Stanine 2	2%	10%	18%	10%
Stanine 3	23%	10%	3%	23%
Stanine 4	20%	20%	14%	3%
Stanine 5	9%	13%	21%	25%
Stanine 6	17%	10%	18%	10%
Stanine 7	9%	20%	12%	10%
Stanine 8	0%	0%	0%	16%
Stanine 9	0%	0%	0%	0%
BELOW:	22%	27%	32%	13%
AT:	52%	53%	38%	51%
ABOVE:	26%	30%	30%	36%

YEAR LEVEL	BELOW	AT & ABOVE
3	20% or less	80%
4	20% or less	80%
5	20% or less	80%
6	20% or less	75%

There has been a significant improvement in the Physical Science area that was targeted in 2018 and the other area of focus was Chemical Sciences has also improved marginally. In 2019, Earth and Space Science will need to be a focus as it was the area of lowest performance

FUTURE DIRECTIONS

In 2019 the Science Learning area will have the following focus:

Continue the strong focus on linking Digital Technologies curriculum within the Science learning program.

Maintain the focus of a hands on, relevant and engaging learning program in Science.

Continue to lead the Peron North Science Network, including the application for grants

Review PAT data and communicate results to the staff, including Science Understanding areas that may become a focus for Literacy

Develop Science Week activities in conjunction with the PNSN



NUMERACY

In 2018, the Numeracy committee comprised of key staff members across the year levels who met to plan for the development of Numeracy and implementation of Mathematics curriculum. The operational plan included a focus on developing a whole school approach to Mathematics, consolidating the Numeracy block to suit an EDI structure, developing a school scope and sequence and building staff capacity to differentiate for student need using data driven planning.

Teaching and learning in Mathematics

Bungaree Primary School has an agreed Numeracy Block structure which includes fast paced Daily Reviews for embedding concepts and increasing automaticity and an Explicit Teaching model with gradual release. Teachers have a common understanding of the Numeracy Block structure and are now refining their practice to include a more EDI specific lesson delivery to include TAPPLE and Check for Understanding as a priority.



The operational plan included developing teacher knowledge and confidence of the four key strands with an emphasis on Fluency. Maths Wizard was a strategy used across classes to build student fluency with basic number facts and improve student automaticity. A significant improvement in student results in Basic Number facts assessment supported implementing the Maths Wizard strategy fully in 2019 and mandating it through the Numeracy operational plan.

Despite making several attempts to build a school scope and sequence for Maths, the high number of split grades, which included every possible combination, meant this task was almost impossible. Instead, new whole school Maths programs were investigated and a decision was made to implement iMaths across the school in 2019, using agreed year level and split class planners. This will build a consistent approach, support a EDI structure and reduce the planning load for teachers. Additionally, this program allows for differentiation easily and will support teachers to case manage students.

Assessment

A Basic Facts Assessment (Westwood One Minute) was conducted for the fourth year, providing longitudinal data for comparison. The data demonstrated good progression in Basic Number Facts across all areas, with an average of 81% of students achieving at or above an expected level (see Table 1 below). This exceeded the set target of 80%. The Year 4 cohort was identified as being at risk due to a significantly higher number of students in the below an expected level at 31% and this is consistent with the cohort results for 2017. This was also reflected in 2017 NAPLAN data with Year 3 students performing below like schools.

YEAR LEVEL	ABOVE %	AT %	BELOW %	AT TARGET
1	18%	73%	9%	
2	29%	49%	22%	
3	43%	37%	20%	
4	24%	45%	31%	
5	18%	63%	19%	
6	44%	42%	14%	

Formal PAT Maths testing from P-6, utilising the Early Years Maths testing for P-1 was recorded in 2018. Initial testing in Term 1 was used formatively and staff were shown how to analyse this data and use it for case management and differentiation at their own request. Summative testing occurred late in Term 4 and this data can now be used longitudinally. This end of year data also provided a snapshot comparison to norm referenced stanine year levels and a measure against targets set for 2018. This showed that student performance met the 2018 set targets of 75% or more achieving at or above a stanine 3 in Year 2-6 (no stanine data available for P-1) and 65% or more meeting at or above a stanine 4 for all year levels except Year 5.

2018 PAT MATHS PERFORMANCE BY YEAR LEVEL AND STANINE

PAT SCIENCE	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Stanine 1	3%	0%	3%	3%	0%
Stanine 2	6%	12%	0%	12%	5%
Stanine 3	12%	20%	24%	32%	21%
Stanine 4	38%	21%	35%	42%	29%
Stanine 5	26%	19%	19%	11%	18%
Stanine 6	15%	6%	11%	0%	15%
Stanine 7	0%	19%	8%	0%	12%
Stanine 8	0%	3%	0%	0%	0%
Stanine 9	0%	0%	0%	0%	0%
Below:	9%	12%	3%	15%	5%
At:	81%	76%	89%	85%	83%
Above:	0%	22%	8%	0%	12%
At target:	ü	ü	ü	ü	ü

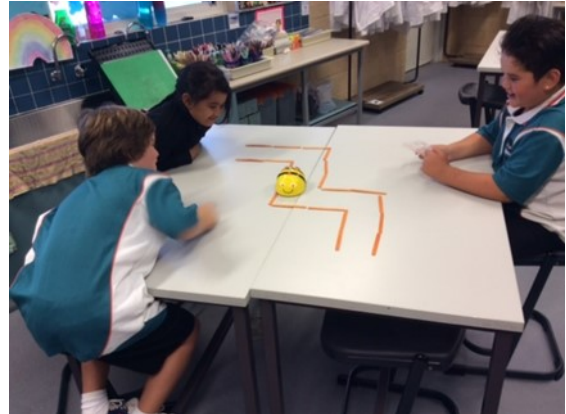
STANINE 4 AND ABOVE TARGET (65%+)

PAT SCIENCE	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Stanine 1	3%	0%	3%	3%	0%
Stanine 2	6%	12%	0%	12%	5%
Stanine 3	12%	20%	24%	32%	21%
Stanine 4	38%	21%	35%	42%	29%
Stanine 5	26%	19%	19%	11%	18%
Stanine 6	15%	6%	11%	0%	15%
Stanine 7	0%	19%	8%	0%	12%
Stanine 8	0%	3%	0%	0%	0%
Stanine 9	0%	0%	0%	0%	0%
Below:	21%	32%	27%	47%	26%
At:	79%	46%	65%	53%	62%
Above:	0%	22%	8%	0%	12%
At target:	ü	ü	ü	x	ü

NAPLAN results in both Year 3 and Year 5 for Numeracy were below like schools but demonstrated a narrowing of the gap in comparison to 2017 data. The progress for students from Year 3 to Year 5 was in the high progress, low achievement range in 2018 with a positive trend for both year levels.

RESOURCES

A focus on digital resources to support learning tasks and games continued in 2018, with teacher coaching for using Beebots and Osmo as part of Maths lessons. Additionally, digital resources were investigated late in 2018 in preparation for implementation in 2019 with iMaths selected. Replacement of consumable resources and minor resource replacement was completed with aim of reducing spending in 2017/2018 in preparation for investing in a costly digital resource.



Professional Learning:

The focus of professional learning in the Numeracy learning area for 2018 included using data to set targets and disciplined dialogue of PATS, NAPLAN and On-entry data during Professional Learning Community time and during staff meetings. In Term 4, staff received a PL on using the planning tools and implementation of the iMaths for 2019. Ongoing support for reading, analysing and using PAT testing for planning and case management was provided through a Level 3 teacher and was utilised by some teachers at point of need.

Recommendations 2019

To further build staff capacity in 2019, with a view to moving Bungaree Primary to working at an expected level in Numeracy as indicated by NAPLAN and On-Entry, the following is recommended.

Return to formal case management of students to move key groups to more than an expected level.

Continue support for teachers to develop skills to use PAT Maths for planning and differentiation.

Use of iMaths scope and sequence to support whole school consistency.

Develop teacher knowledge of links between Maths curriculum and Digital Technologies to increase proficiency in integrating DT into Maths through Level 3 teacher coaching.

Mandate Maths Wizard for maintaining basic number facts fluency.

Set and check progress towards targets with PATS Maths, NAPLAN and On-Entry assessment

Provide teachers with Level 3 teacher curriculum support to combine the new iMaths resource with an EDI approach.

Community Cohesion.

Bungaree has continued to build and foster positive relationships within our school and wider community. Companies like BHP and Alcoa have enabled our students to experience programs and projects which compliment their learning programs. Incursions and excursions such as the Awesome Arts project, EdConnect School volunteer program and the Wheelbarrow Project have all given children opportunities that may not have been possible without their support.



Continued sponsorship from our Rockingham community, Rockingham City Council, Lions Club, Rotary, RSL, to name a few, attend and present various awards to our students throughout the year.

At Bungaree we foster a culture within our students and their families to “give back” by supporting events such as the Salvation Army Red Shield Appeal and Lions Club Christmas hampers. A junior class planned and organized events such as a bake sale to raise funds to present funds raised back to a charity group. Our P & C donated money to the Foodbank Rumbling Tummies Appeal to acknowledge the support Foodbank provide us, extending our Breakfast Club to five mornings a week.

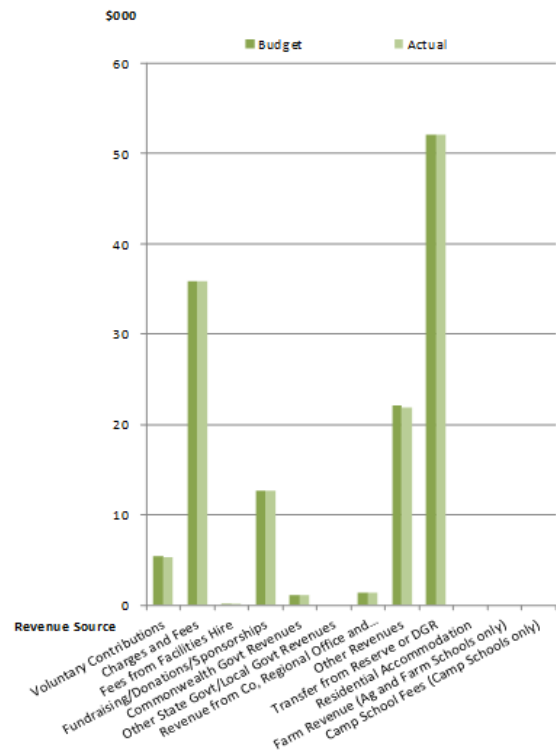


The school calendar year incorporates increased opportunities to encourage greater parent participation and involvement. Edudance was a highlight for both students and their parents, resulting in the highest percentage of attendance at an assembly.

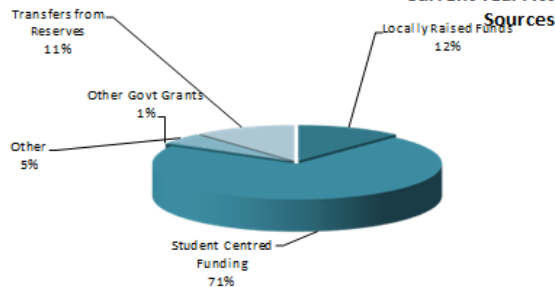
Bungaree Primary School
Financial Summary as at
31st December 2018

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 5,487.00	\$ 5,326.05
2	Charges and Fees	\$ 35,836.00	\$ 35,833.50
3	Fees from Facilities Hire	\$ 9.00	\$ 9.09
4	Fundraising/Donations/Sponsorships	\$ 12,681.00	\$ 12,671.32
5	Commonwealth Govt Revenues	\$ 1,087.00	\$ 1,086.33
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 1,387.00	\$ 1,387.03
8	Other Revenues	\$ 22,067.00	\$ 21,928.84
9	Transfer from Reserve or DGR	\$ 52,034.28	\$ 52,034.28
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 130,588.28	\$ 130,276.44
Opening Balance		\$ 38,197.00	\$ 38,196.65
Student Centred Funding		\$ 325,986.00	\$ 325,986.26
Total Cash Funds Available		\$ 494,771.28	\$ 494,459.35
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 494,771.28	\$ 494,459.35

Locally Generated Revenue - Budget vs Actual

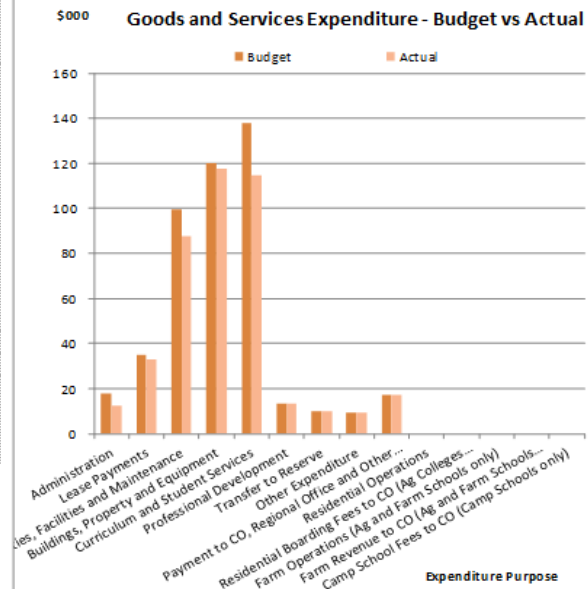


Current Year Actual Cash Sources

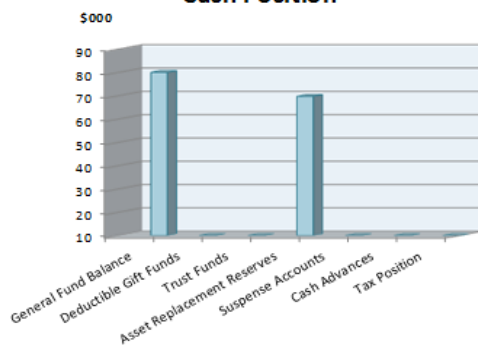


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 17,928.94	\$ 12,358.40
2	Lease Payments	\$ 34,732.00	\$ 32,813.12
3	Utilities, Facilities and Maintenance	\$ 99,496.28	\$ 87,488.05
4	Buildings, Property and Equipment	\$ 120,112.85	\$ 117,690.72
5	Curriculum and Student Services	\$ 138,052.26	\$ 114,600.30
6	Professional Development	\$ 13,220.00	\$ 13,119.42
7	Transfer to Reserve	\$ 10,000.00	\$ 10,000.00
8	Other Expenditure	\$ 9,433.74	\$ 9,131.02
9	Payment to CO, Regional Office and Other Schools	\$ 17,209.00	\$ 17,209.49
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		\$ 460,185.07	\$ 414,410.52
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 460,185.07	\$ 414,410.52
Cash Budget Variance		\$ 34,586.21	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 148,145.26
Made up of:	
1 General Fund Balance	\$ 80,048.83
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 69,753.78
5 Suspense Accounts	\$ 217.65
6 Cash Advances	\$ -
7 Tax Position	\$ 1,875.00
Total Bank Balance	\$ 148,145.26