

2024



Excellence Through Effort

Annual Report



Dear Parents, Carers, and School Community Members,

I am pleased to present the 2024 Bungaree Primary School Annual Report. Our school continues to be a preferred choice in the Rockingham area, guided by our core values: Choose Respect, Choose Safety, and Choose Effort. These principles are the foundation of our commitment to providing a safe and nurturing environment for all students.

This year, our administration team has diligently ensured the highest levels of accountability in school management. We proactively requested an external Financial and Administrative review, which has provided valuable recommendations and a two-year support plan. Our Manager of Corporate Services, Kim Finlay, has been instrumental in this process, and we are grateful for her expertise and dedication.

High-quality teaching and exemplary learning programs are integral to our school culture. The development of our pedagogical framework has been enhanced by training all classroom teachers in the evidence-based TeachWell Masterclass program. To support high-impact teaching, we have implemented intervention programs such as Let's Decode, MacqLit, and the Language Express program in our Kindergarten, ensuring targeted support for our students' diverse learning needs.

We prioritize the wellbeing and pastoral care of both students and staff. Our school chaplain, in collaboration with Communicare, has provided one-on-one counselling and group support sessions, addressing the holistic development of our students beyond academics. Additionally, our Workplace Health and Safety Officer conducted a comprehensive school audit this year, leading to the implementation of all recommended improvements. Mindfulness practices have been integrated into classrooms and whole-school assemblies, fostering a calm and focused learning environment.

Our achievements would not be possible without the unwavering support of our community. I extend heartfelt thanks to our hardworking Parent and Citizen committee members, our School Board Chair, Steve Mussen, and all board members. Your leadership and commitment play an integral role in upholding outstanding school governance.

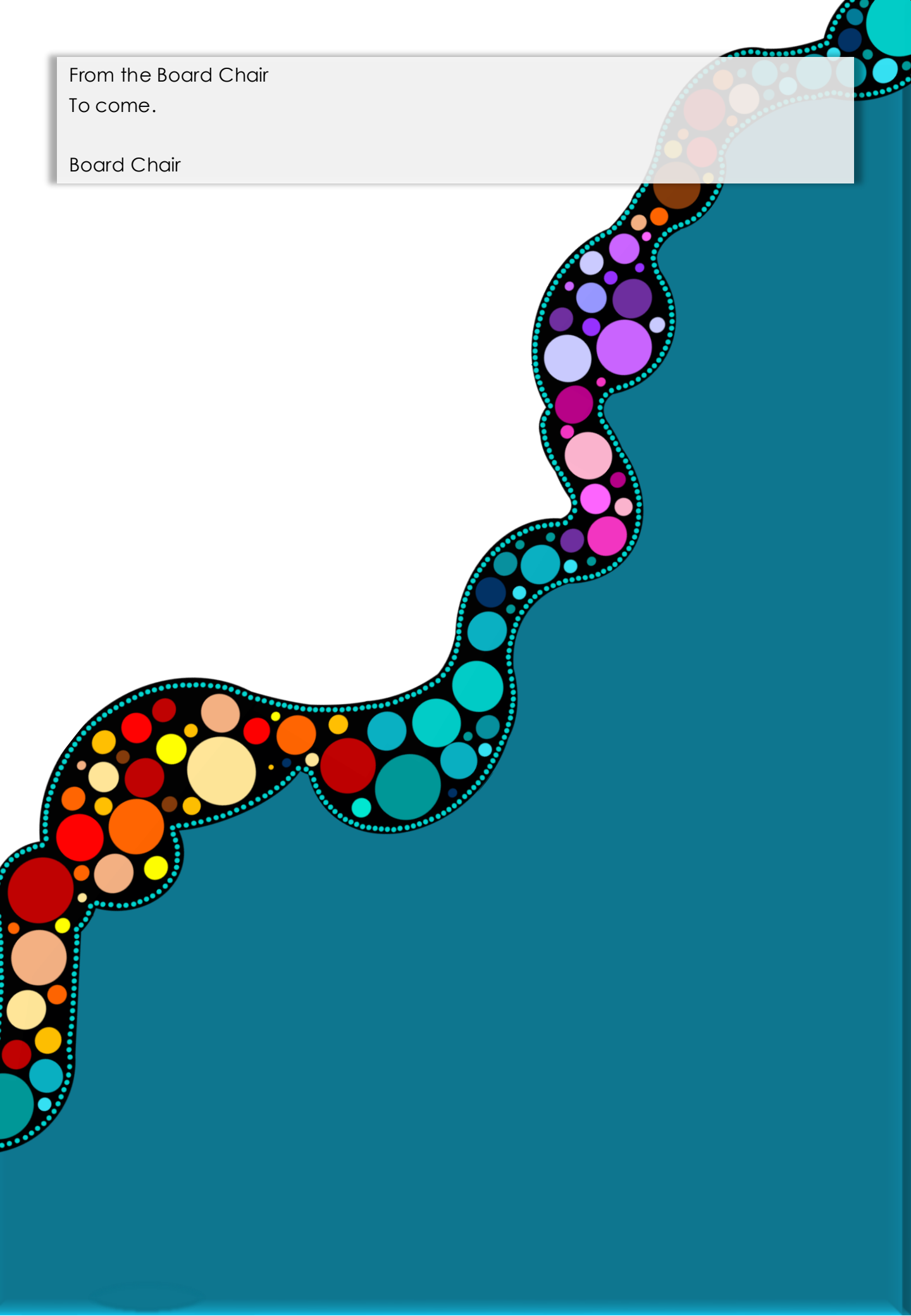
As we reflect on the past year, we are proud of our collective accomplishments and remain dedicated to continuous improvement. Together, we will continue to provide an enriching educational experience for every student at Bungaree Primary School.

I trust that you find this report to be a practical and informative summary of our 2024 school year. Additional information can be found on the Department of Education's "Schools Online" website at <http://www.det.wa.edu.au/schoolsonline> or the My School website at www.myschool.edu.au.

Sharon Albers-Smith
Principal

From the Board Chair
To come.

Board Chair



OUR VISION

Our vision is for Bungaree Primary School to be the school of choice in the local community. 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 VALUES

Our values provide a foundation for building social responsibility and a sense of belonging through collaboration between students, family, school and the wider community.

OUR PRIORITIES

- High Quality Teaching and Learning
- Community Cohesion
- Health and Wellbeing

RESPECT

We nurture positive relationships by respecting everyone's right to learn while treating our community and environment with care.

CHOOSE
RESPECT



EFFORT

We strive for Excellence through Effort and Challenge ourselves to achieve the highest standards

CHOOSE
EFFORT



SAFETY

We cultivate a safe and healthy environment where everyone feels valued and included.

CHOOSE
SAFETY



STUDENT CHARACTERISTICS (Semester 2, 2024)

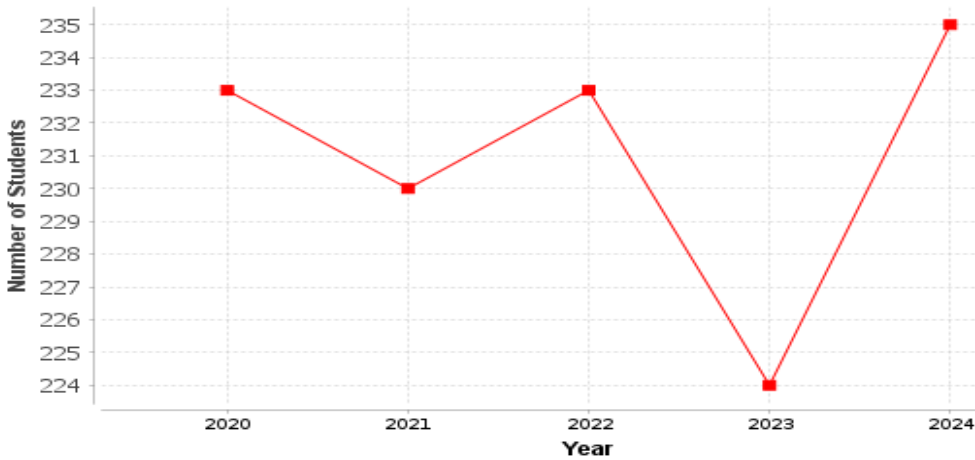
At Bungaree Primary, we continue to foster strong connections and positive partnerships with both the school community and the wider local area. As a local intake school with cross-boundary enrolments, many families outside our designated intake zone choose Bungaree Primary for their children's education.

In 2024, student numbers increased from the decline in numbers in 2023. Many families found accommodation in the area with new homeowners renting out their homes. As a result, several families relocated to more affordable areas, affecting our overall enrolment.

Bungaree Primary prides itself on delivering an exceptional enrolment experience. From the warm and welcoming approach of our school officer, Sharon Coomey, to the supportive guidance of our Principal, and Associate Principal, parents are met with a high level of care. Families receive assistance with the enrolment process and are provided with a comprehensive information package to ensure a smooth transition into our school community.

To continue promoting our outstanding school, we actively engage in both internal marketing efforts and external advertising.

Semester 2 Student Numbers



Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(10)	40	19	36	43	30	39	28	245
Part Time	20								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	9	23	104		136
Female	11	17	90		118
Total	20	40	195		255

	Kin	PPR	Pri	Sec	Total
Aboriginal		4	16		20
Non-Aboriginal	20	36	179		235
Total	20	40	195		255

YEAR 6 DESTINATION SCHOOLS 2024

The majority of our students continue to enroll at Rockingham Senior High School. (19/30 in 2024).

Overall, 99 % of our Year 6 students enrolled at a Public Secondary school. These numbers demonstrate the strong support the community has for our public education system.

Destination Schools	Male	Female	Other	Total
4054 Rockingham Senior High School	8	11		19
4128 Safety Bay Senior High School	3	2		5
4176 Comet Bay College	1	1		2
4148 Coodanup College		1		1
4028 Katanning Senior High School		1		1
1421 Mother Teresa Catholic College	1			1
4048 Rossmoyne Senior High School	1			1



STAFFING PROFILE (Semester 2, 2024)

Staff Numbers

Administration Staff	No.	FTE	AB'L
Principals	1	1.0	0
Associate/Deputy/Vice Principal	1	1.0	0
TOTAL ADMINISTRATION STAFF	2	2.0	0
Teaching Staff			
Other Teaching Staff	16	13.0	0
TOTAL TEACHING STAFF	16	13.0	0
School Support Staff			
Student Clerical/Administrative	5	2.8	1
Gardening/Maintenance	1	0.5	0
Other Allied Professionals	8	5.7	0
TOTAL SCHOOL SUPPORT STAFF	14	9.0	1
TOTAL SCHOOL STAFF	32	24.0	3

Public School Review – Progress Against Recommendations

In 2021, Bungaree Primary School had its most recent Public School Review, which is a requirement of all public schools in Western Australia. The School Review is available online at <https://www.det.wa.edu.au/schoolsonline/home.do>. Our school achieved excellent outcomes and commendations, reflecting the schools collective and collaborative approach to self-assessment and desire to continue excelling across all 6 Domains. Below are the 'recommendations' provided to the school, and our actions towards those to date.

During 2024 school staff, School Board, P & C and school community developed our new School Business Plan 2025 – 2027.

Recommendation Achieved	
Recommendation In Progress	

Domain: Relationships and Partnerships

Recommendations	Actions
Continue to enhance and elevate the expertise of the Aboriginal and Islander education officer, in order to foster mutually respectful partnerships with the local Aboriginal community.	Aboriginal Islander Education Officer unable to work anymore. Increased Cultural Liaison Officer time to compensate. Reconciliation Action Plan reviewed. Collaboration with the Indigenous Wellbeing and Sport programs held weekly at the school.

Domain: Learning Environment

Recommendations	Actions
Through the Student Services Team and family involvement, continue to address attendance targets and engagement strategies for students.	Continue Implementation of attendance plans for students at risk. Involvement of Attendance Officers in collaboration with the school and families. Cultural Liaison Officer involved with cases.
Continue to review and refine the behaviour matrix with staff and community, giving consideration to modifications that accommodate students with special needs and Tier 1 behaviour students	

Domain: Leadership

Recommendations	Actions
Support staff to continue to use reflection tools to set individual and team goals for improvement.	Opportunities for aspirants to work in administration and receive relevant professional learning to support them. Principal and Deputy Principal increased professional knowledge through Future Leaders Framework.
Aligned to the Aboriginal Cultural Standards Framework, continue to lead and progress the collaborative development of a Reconciliation Action Plan.	Review the Reconciliation Action Plan documents. Continue to set individual goals during staff performance management meetings.

Domain: Use of Resources

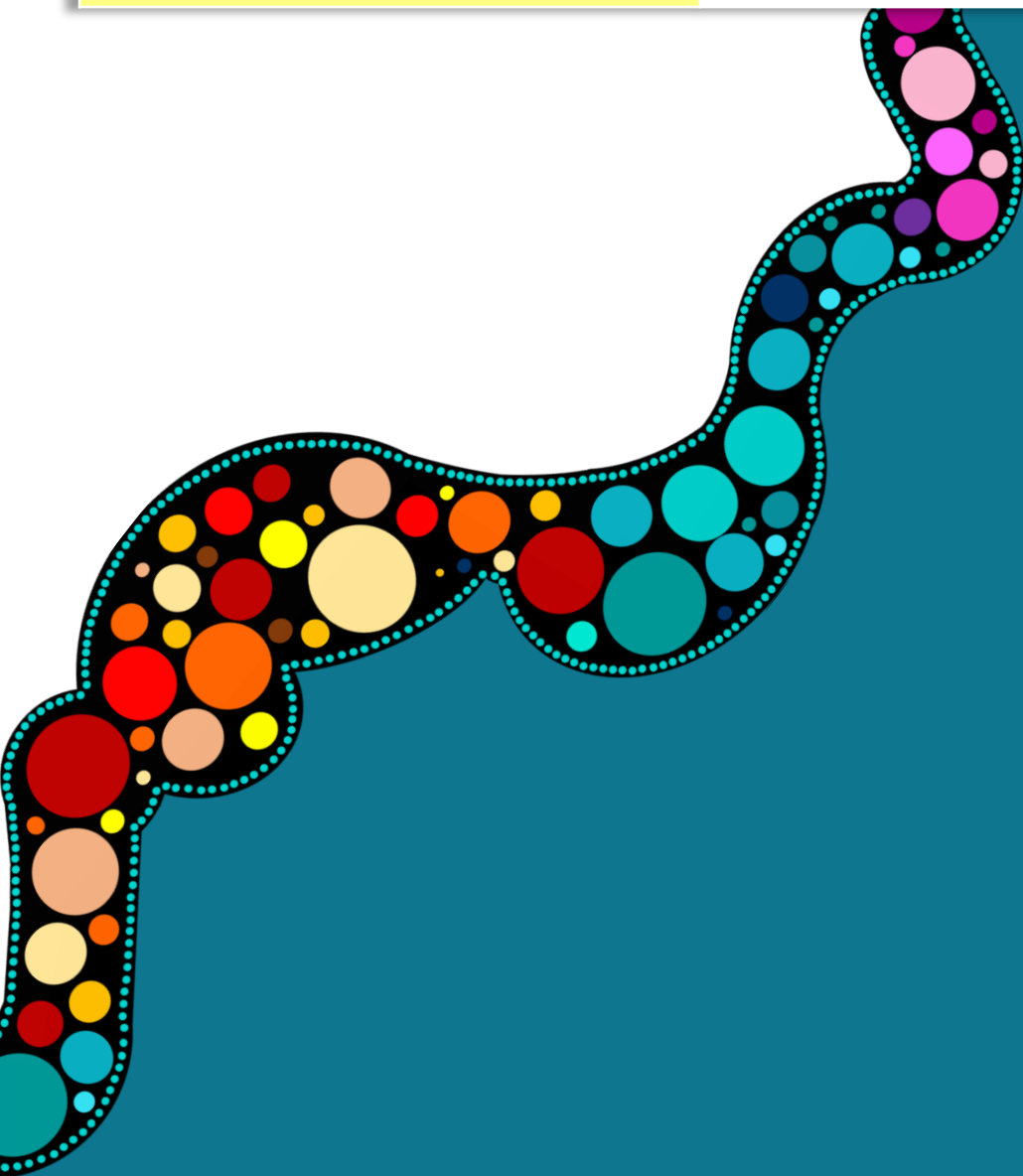
Recommendations	Actions
Continue to use school performance data to guide funding of specific programs and interventions including supporting teachers to build high-impact instruction and embed evidence based teaching.	Three lead teachers, Deputy and Principal attended 4 days professional learning on Instructional Lead Fellowship. This supports the internal teacher coaching model. Implementation of evidence-based Mathematics programs PRIME and THINK MENTAL.

Domain: Teaching Quality

Recommendations	Actions
Develop a scope and sequence for English including links to explicit instruction lessons.	Pedagogical Framework reviewed and revised.
Consistently embed the use of technologies across the school, with consideration of inquiry and Explicit Direct Instruction approaches.	2 lead teachers to develop coaching model within the school

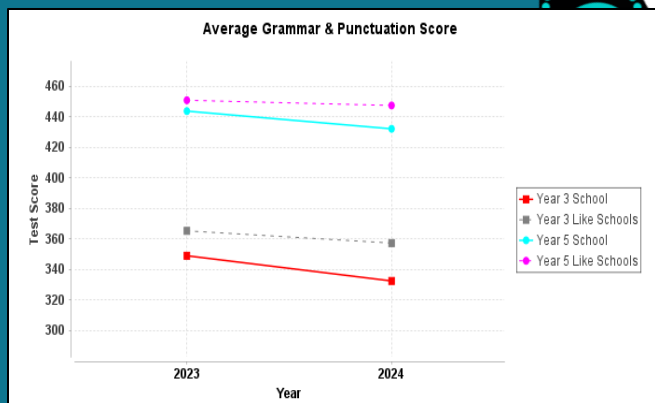
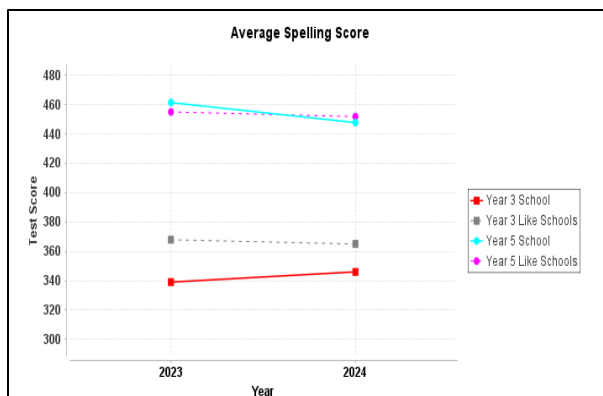
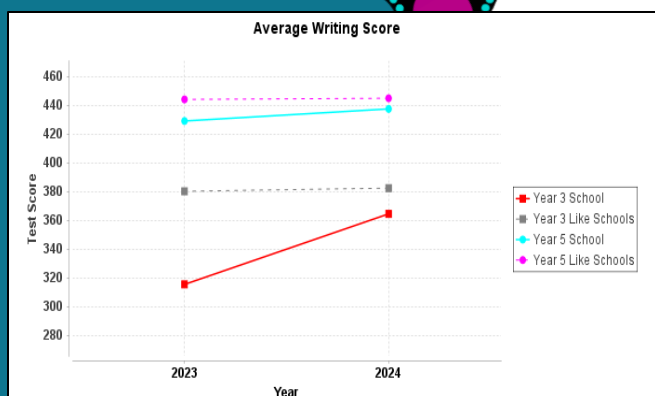
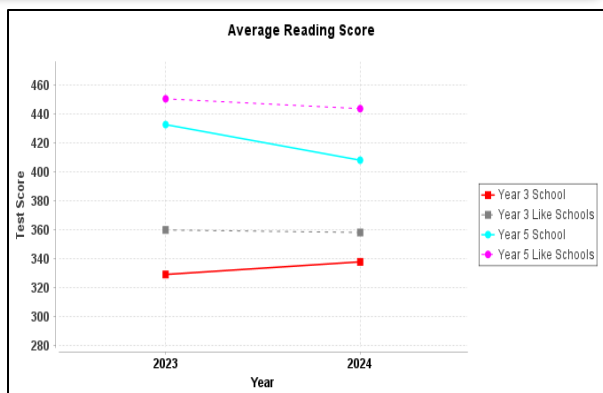
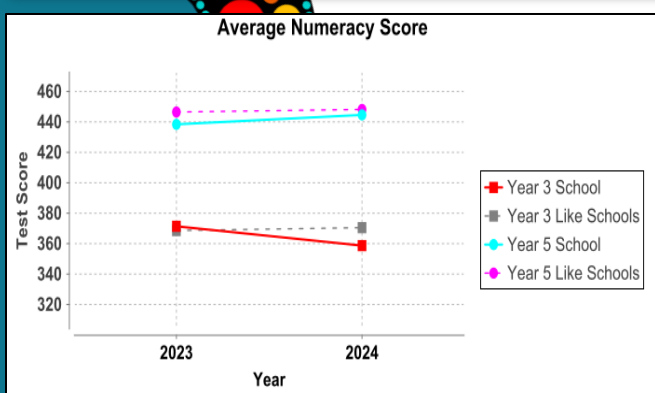
Domain: Student Achievement and Progress

Recommendations	Actions
<p>Continue to utilise systemic, school and standardised data to assess student achievement and progress and to inform the teaching and learning programs.</p>	<p>Continue to refine student mapping to ensure student progress and achievement. Implementation of Science, HASS, visual arts and PE added to student tracking model.</p>
<p>Focus on further analysis of PAT and school-based data to identify areas for improvement and to support the setting of targets.</p>	



School Achievement Data 2024

LONGITUDINAL DATA



In 2024 NAPLAN data assessment was generally equal to or just below like schools in most areas. The achievement of our Year 3 students in writing demonstrated a large improvement in achievement scores.

With the implementation of the Talk 4 Writing program in 2025 we can expect an improvement in the scores of grammar and punctuation.

We will monitor student progress and achievement each term. The ongoing implementation of Explicit Instruction in every class is enhancing student outcomes. Regular attendance also positively impacts student achievement.

GRADE DISTRIBUTION (Semester 2, 2024)

Well above Expected	91 - 100%
Above expected	81 – 90%
Within expected	65-80%
Below expected	64% or less

PP	
Attributes	'C' Grade or higher
English	69.4%
Mathematics	86.3%
Science	94.7%
Humanities and Social Sciences	80%

Year 1	
Attributes	'C' Grade or higher
English	58.8%
Mathematics	70.6%
Science	100%
Humanities and Social Sciences	65.2%

Year 2	
Attributes	'C' Grade or higher
English	69.7%
Mathematics	70.6%
Science	94.2%
Humanities and Social Sciences	73.5%

Year 3	
Attributes	'C' Grade or higher
English	71.4%
Mathematics	65.9%
Science	100%
Humanities and Social Sciences	74.3%

Year 4	
Attributes	'C' Grade or higher
English	37%
Mathematics	59.3%
Science	88.5%
Humanities and Social Sciences	60%

Year 5	
Attributes	'C' Grade or higher
English	67.7%
Mathematics	58.3%
Science	100%
Humanities and Social Sciences	77.3%

Year 6	
Attributes	'C' Grade or higher
English	65.5%
Mathematics	62%
Science	80.6%
Humanities and Social Sciences	66.6%

The Semester 2, 2024 Grade Distribution data demonstrates that all students in most learning areas, are achieving within expected grade achievements, as assessed by the teaching staff.

Student achievement in English and Mathematics, in both Year Three and Year Four was an area of further investigation and when compared with the achievement levels in NAPLAN the progress that the stable cohort has made since the On Entry assessment has been significant.

The implementation of PRIME Mathematics is still challenging some of our students and until they build their platforms of mathematical knowledge there will be gaps.



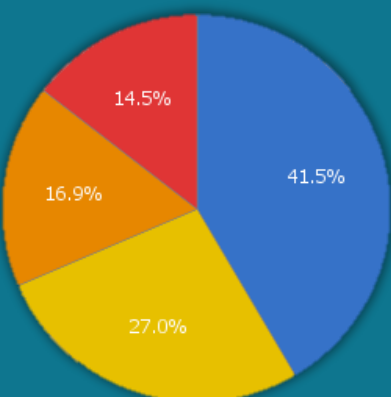
ATTENDANCE

Attendance by Year Level 2022-2024

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2022	82%	82%	75%	83%	79%	82%	82%
2023	79%	88%	87%	82%	84%	84%	86%
2024	82%	76%	90%	85%	82%	85%	84%
WA Public Schools 2024	89%	89%	90%	90%	90%	89%	89%

ATTENDANCE OVERALL 2022-2024

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	83.6%	85.9%	88.3%	57.6%	73.2%	69.5%	81.1%	83.9%	86.6%
2023	85.9%	88.4%	90.3%	71.2%	76.8%	74.3%	84.7%	86.5%	88.9%
2024	86.2%	89.2%	91%	61%	77.6%	74.3%	84%	87.2%	89.4%



- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)

Our overall attendance from 2022-2024 has shown an improvement. Our student services team works closely with our families to support improved attendance.

Our data is affected by a few severe non-attendance students. Our attendance officers are working closely with Family Services, regional office and the families to support improved and regular attendance.

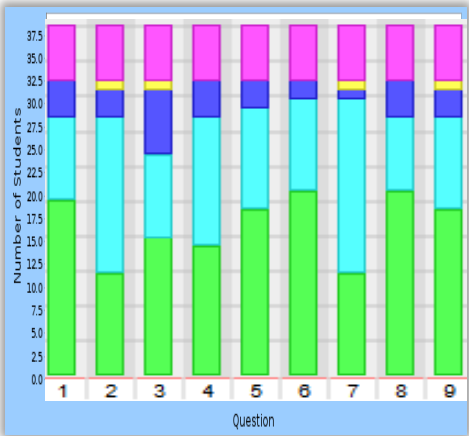
Our Year Two students are equal to the WA Public Schools data. Our Kindergarten class had the most regular attendance in the school during 2024. This will ensure the students receive a strong foundation to the start of their learning journey.

ATTITUDE, BEHAVIOUR, EFFORT (Year 1-3)

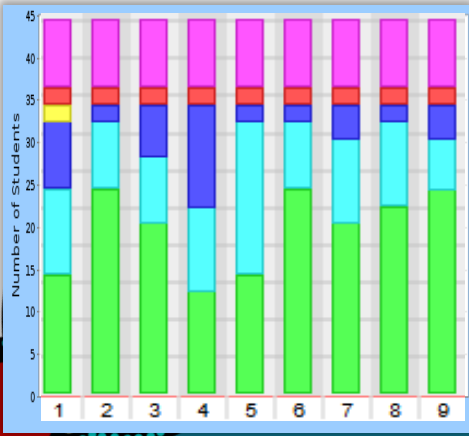
(Semester 2, 2024)

Consistently Often Sometimes Seldom Not Assessed Not Specified

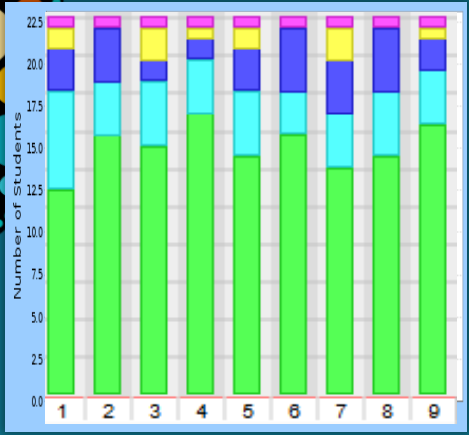
Year 1



Year 2



Year 3



Criteria

- | | |
|---|--|
| 1 | Displays Independence |
| 2 | Makes positive choices with confidence |
| 3 | Reflects on and talks about own learning |
| 4 | Displays perseverance |
| 5 | Expresses emotions appropriately |
| 6 | Respects the ideas, feelings and needs of others |
| 7 | Resolves conflict in a positive manner |
| 8 | Interacts with peers and adults in acceptable ways |
| 9 | Collaborates in group activities |

The 2024 Attitude, Behaviour, and Effort data for Years 1–3 shows that most students in these year levels demonstrate independence, make constructive choices, and resolve conflicts positively. Our positive behaviour approach has given students the tools to manage and express their emotions effectively, and our whole-school Mindfulness and Meditation practices clearly contribute to this success.

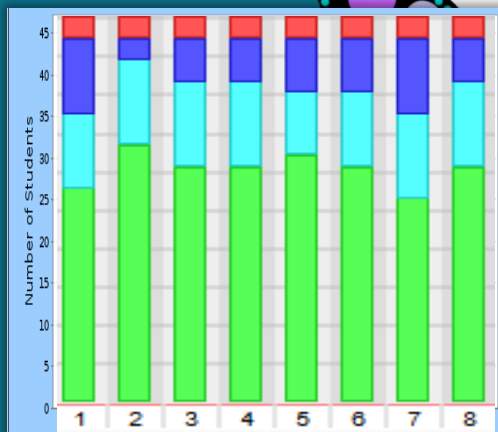
We also place a strong emphasis on respect by celebrating it through awards and recognition at assemblies, which reinforces the explicit teaching of our school values. The data indicates that our younger students work diligently to respect others' ideas, feelings, and needs.

ATTITUDE, BEHAVIOUR, EFFORT (Year 4-6)

(Semester 2, 2024)

Consistently Often Sometimes Seldom Not Assessed Not Specified

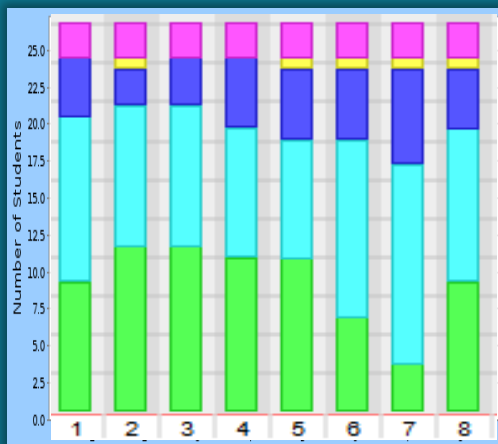
Year 4



Criteria

1	Works to the best of his/her ability
2	Shows self respect and care
3	Shows courtesy and respect for the rights of others
4	Participates responsibly in social and civic activities
5	Cooperates productively and builds positive relationships with others
6	Is enthusiastic about learning
7	Sets goals and works towards them with perseverance
8	Shows confidence in making positive choices and decisions

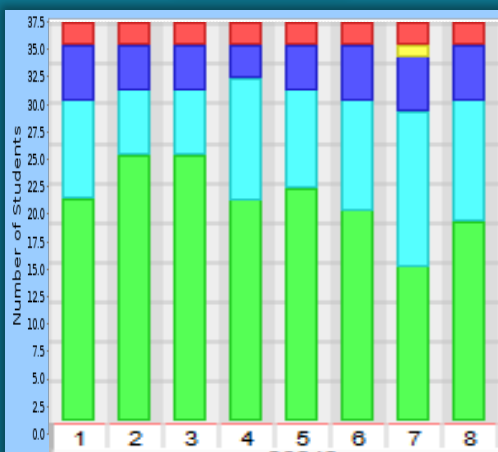
Year 5



The 2024 Attitude, Behaviour, and Effort data for students in Years 4 to 6 indicate that the majority consistently demonstrate the eight core areas. In particular, Year 5 data shows that a large majority of students are enthusiastic about their learning and show respect and care toward others.

As Year 6 students prepared for high school, a few faced challenges with their behaviour and did not fully participate in social and civic activities. Meanwhile, Year 4 data reveals that one student seldom demonstrated engagement or enthusiasm for learning, though the vast majority of Year 4 students frequently met the expected attitudes, behaviours, and level of effort.

Year 6



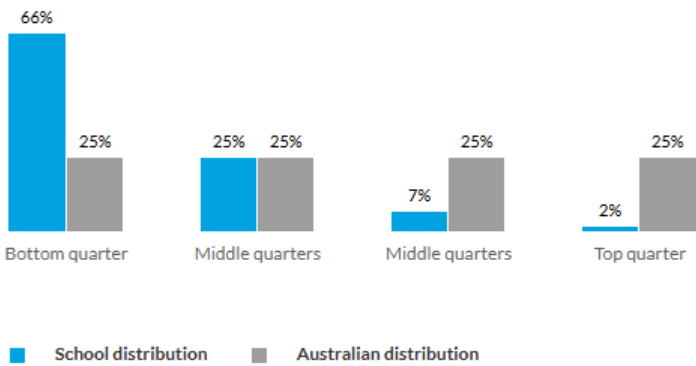
Moving forward, our Positive Behaviour Committee will continue to collaborate to ensure that our school's core values of **Respect, Effort, and Safety** remain embedded in students' daily routines and experiences at school.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	923
Average ICSEA value	1000
School ICSEA percentile	16

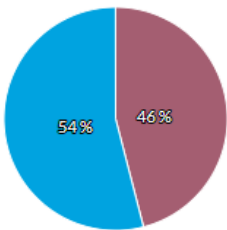
Distribution of Socio-Educational Advantage (SEA)



Students

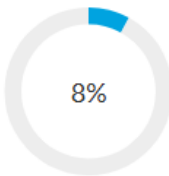
Total enrolments: 255

- Boys 137
- Girls 118



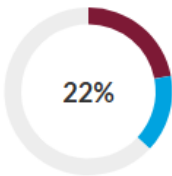
Full-time equivalent enrolments: 247.0

Indigenous students



Language background other than English

- Yes (22%)
- No (15%)
- Not stated (63%)



CURRICULUM UPDATES

English

Focus Areas 2024

- High impact instruction across all year levels
- Use of student data to drive teaching and learning
- Early Identification of Students at Educational Risk in the Early Years

Highlights and Achievements 2024

A major focus in 2024 was the trial of the Talk for Writing program in two classrooms, an approach that has proven to enhance storytelling and writing skills. This trial was instrumental in laying the groundwork for a full-school rollout in 2025. To support this transition, two dedicated teachers were identified and trained as leaders in the Talk for Writing program, ensuring that its implementation will be guided with expertise and consistency next year.

Another major success was the MacqLit Intervention Program, which saw the highest number of students to date successfully exit the program. These students, who had previously been more than two years behind in their reading levels, were able to bridge the gap and reach the expected standard, a testament to the effectiveness of targeted literacy interventions.

Our students' strong performance in NAPLAN was another highlight, particularly in Year 3, where 39% achieved strong results in Reading and Spelling, and an impressive 50% performed strongly in Writing. These results reflect both the dedication of our teachers and the engagement of students in literacy learning.

Recommendations 2025

- Schoolwide Implementation of Talk for Writing
- Teacher leaders will support and coach staff in the effective implementation of Talk for Writing.
- Continued Use of data to drive teaching and learning, ensuring targeted support for all students.
- Introduce more diverse books to reflect different perspectives and cultures.
- Provide additional workshops to refine writing techniques and creativity.
- Focus on personalised strategies to ensure every child meets their full potential.

CURRICULUM UPDATES

Mathematics

Focus Areas 2024

- Implementing Prime Mathematics across all year levels (P-6).
- Introducing Think Mentals, a mental maths program designed to strengthen students' quick recall and problem-solving skills.
- Continuing professional development for staff through the TeachWell Masterclass Series.

Highlights and Achievements 2024

Our biggest achievement was the successful school-wide implementation of Prime Mathematics, which has provided a consistent and structured approach to numeracy across all year levels. Students have responded well to this program, demonstrating greater confidence in their mathematical understanding and problem-solving skills.

Another significant milestone was the introduction of Think Mentals, a targeted mental maths program designed to strengthen students' ability to quickly recall number facts and apply mental computation strategies.

We have placed a strong emphasis on collaboration among staff. Teachers worked together to administer targeted assessments, allowing for consistent collection, tracking, and analysis of student data. This data-driven approach has ensured that classroom teaching is tailored to students' needs, helping to identify areas of strength and those requiring further support. By fostering a culture of collaboration, teachers have been able to share best practices and refine their instructional approaches to benefit all students. Furthermore, professional development remained a priority, with staff continuing their learning through the TeachWell Masterclass Series. This ongoing training has strengthened teachers' skills in lesson delivery, student engagement, and instructional strategies. Additionally, the continued focus on TAPPLE, Daily Review, and Engagement Norms has contributed to improved lesson structure and increased student participation. Teachers have reported that these strategies have helped create a more dynamic and interactive learning environment, resulting in greater student engagement and understanding.

Recommendations 2025

- Continuing to embed Prime Mathematics and Think Mentals, ensuring their impact is maximized.
- Further developing staff collaboration, using data-driven insights to refine teaching strategies and improve student learning.

CURRICULUM UPDATES

Science

Focus Areas 2024

- **Using the Inquisitive Program during Science lessons**
- **Increasing Science literacy with the Inquisitive Program**
- **Integrating ICT Capabilities during Science lessons**
- **Inquiry based learning**

Highlights and Achievements 2024

The Inquisitive digital program is a key tool in our Science lessons, offering an interactive platform for students to explore scientific ideas, build critical thinking skills, and expand their vocabulary. Using Inquisitive, students deepen their understanding of science while reinforcing digital literacy and inquiry through their writing and discussions.

We have also integrated digital tools into our lessons, enabling students to research, create multimedia projects, analyze data, and solve real-world problems. This approach enriches their learning and engagement.

A major milestone in our STEM education was the opening of a dedicated STEM Laboratory. This space is now used for weekly Science lessons and specialized STEM activities. The lab is fully equipped with a wide range of resources, supporting hands-on, inquiry-based learning. At our recent Learning Journey event, the lab buzzed with activity as parents, families, and students participated in interactive experiments.

During National Science Week, students engaged in various hands-on experiments in the STEM Lab, further enhancing their practical learning experience.

These initiatives reflect our commitment to providing a dynamic, technology-enhanced Science and STEM education that prepares students with the essential skills for future success.



Recommendations 2025

- Implementation of Version 9 Curriculum
- Embedding the Berry Street Education Model into teaching practices
- Integrating ICT Capabilities during Science lessons
- Maintaining the organisation of Science resources
- Maintaining the organisation of STEM resources

CURRICULUM UPDATES

Technologies/STEM

Focus Areas 2024

TECHNOLOGY

- Continue to embed Digital Literacy across all learning areas.
- Embrace a multi modal approach that adopts various forms of media, including green screen technology and stop motion to heighten student engagement and inspire creativity.

STEM

- Develop teachers' knowledge and enthusiasm for STEM initiatives through professional learning.
- Foster curiosity and a passion for STEM learning across the school.
- Explore the mysteries of nature through National Science Week, 2025

Highlights and Achievements 2024

- The senior students enjoyed exploring the advantages of green screen and stop motion technology, immersing themselves in a variety of backgrounds and scenarios before presenting their final products.
- Containers for Change continues to make money for STEM resources.
- Year 6 class participated in the *City of Rockingham Castaways Sculptures by the Sea* exhibition embracing sustainable practices, reduce, reuse and recycle.

Recommendations 2025

- Apply for grants that enable STEM projects to go ahead and further resources to be purchased.
- Work closely with the Cultural Liaison Officer to foster a school environment that reflects the diversity and richness of our Indigenous cultures, to further develop, enhance and incorporate the Indigenous gardens on school site into learning opportunities.



CURRICULUM UPDATES

Health and Physical Education

Focus Areas 2024

Bungaree Primary School once again demonstrated exceptional participation, commitment, and sportsmanship in various Rockingham Associated Schools Sports Association (RASSA) carnivals throughout the year. Our students embraced the spirit of competition while upholding the values of teamwork and perseverance.

Highlights and Achievements 2024

Throughout the year, our students achieved commendable rankings in multiple inter-school sporting events, showcasing their dedication and hard work. Notably, Bungaree Primary School attained the following placements:

- Soccer: 3rd place
- Teeball: 2nd place
- Cross Country: 11th place
- Athletics: 2nd place

We also recognise Richmond for their continued dominance, securing overall victories in both the Cross Country and Athletics carnivals for the second year running.

Sporting Schools Funding The ongoing support from Sporting Schools funding has once again provided invaluable opportunities for our students, enhancing their sporting experience across various disciplines:

- Term 1: Senior students participated in an engaging basketball unit led by a member of the Rockingham Flames, refining their skills and understanding of the game.
- Term 2: Our school was fortunate to receive substantial subsidies for swimming lessons, ensuring that every student had the opportunity to develop their water safety and swimming abilities.
- Term 4: Junior students benefited from an enriching four-week bike education course, fostering essential cycling skills, road safety awareness, and confidence on two wheels.

Program Developments This year, we expanded our senior sports program by introducing Pickleball and Floor Hockey. Both sports were met with enthusiasm and curiosity, providing students with the opportunity to explore new sporting avenues and develop alternative skill sets. These additions contributed to a well-rounded and engaging physical education curriculum.

Community Engagement The success of our sporting events would not be possible without the unwavering support of our parent volunteers. It was heartening to see both new and returning parent volunteers assisting during our carnivals, reinforcing the sense of community and teamwork that defines Bungaree Primary School's sporting culture. This support remains the backbone of our sporting programs, and we extend our gratitude to all those who contributed their time and energy.

CURRICULUM UPDATES

Health and Physical Education Continued

Recommendations 2025

As we look ahead to 2025, our focus remains on continuous improvement and inclusive participation in school sports. The following recommendations will guide our efforts:

- **Enhancing Fundamental Movement Skills:** Continue implementing the Kiddo and PMP (Perceptual Motor Program) to develop a structured database aimed at tracking and achieving consistent progress in our junior students' fundamental movement skills.
- **Expanding Community Involvement:** Strengthen parental and community engagement in our sporting programs by encouraging increased volunteer participation and support at school sporting events.
- **Exploring Alternative Sports:** Introduce additional modified sports for senior students, including the implementation of modified SEPEP (Sport Education in Physical Education Program) to diversify student experiences and engagement.



CURRICULUM UPDATES

The Arts - Music

Focus Areas 2024

- Increase in Music Literacy using the Musical Futures Program
- Increase in student participation
- Junior and Senior Choir
- IMSS Music Program for flute and guitar

Highlights and Achievements 2024

Our students have been diligently developing their music literacy skills through engaging and dynamic Music lessons. As part of our commitment to cultural education, students participated in the Koorlong Moort Aboriginal Music Program, where they explored Aboriginal culture through music, deepening their understanding of Indigenous traditions and storytelling. A highlight of the year was our special whole-school event featuring renowned musicians Gina Williams and Guy Ghouse, who captivated students with their powerful storytelling and music, enriching our appreciation of Noongar language and culture.

Both our Junior and Senior Choirs showcased their talents at School Assemblies and the Bungaree 2024 Christmas Concert. Additionally, students participating in the IMSS flute and guitar program dedicated themselves to refining their musical skills throughout the year, culminating in a performance at the Bungaree 2024 Christmas Concert.

A fantastic evening unfolded at the 2024 School Halloween Disco, organised by our P&C. Students arrived in their favourite Halloween costumes and enjoyed an exciting night filled with music, dancing, games, and giveaways. To celebrate the festive season, our school community came together for the Bungaree 2024 Christmas Concert. Each class performed a favourite Christmas carol, culminating in a heartwarming gathering where families enjoyed a picnic lunch with their children on the grass at the conclusion of the event.

Recommendations 2025

- Implementation of Version 9 Curriculum
- Embedding the Berry Street Education Model into teaching practices
- Developing a deeper understanding of Aboriginal Perspectives with the Koorlong Moort Music Program to all students
- School Halloween Disco (P&C)
- Christmas Concert (P&C)

CURRICULUM UPDATES

PBS (Positive Behaviour Support)

Focus Areas 2024

- Upgrade the activities for Reward Days.
- Consistent use of the faction tokens system.
- Revise policy – Behaviour and Good Standing.

Highlights and Achievements 2024

PBS received feedback from staff and students regarding Reward Days and the activities that had been chosen in previous years. The PB investigated the possibility of new activities. A Scavenger Hunt and a Foam Fest were introduced with great success.

The number of tokens required for each level were revised to allow more students to access the higher rewards. In addition, a further two rewards were added: Ruby and Principal's Pearl. Canteen vouchers became part of both Diamond and Emerald, Ruby had a special principal prize, and the Pearl was a lunch date with the principal.

An extra ten minutes play was introduced for the winning faction throughout the school before recess on PBS assembly days, this encouraged a collegiate effort by all students.

Recommendations 2025

- Staff ratification of revised policies.
- Flow Chart of consequences to be revised.
- Support for new staff to implement our whole school faction token system.



CURRICULUM UPDATES

Student Support and Wellbeing

Focus Areas 2024

- Continue to engage the School of Special Educational Needs as required
- Continue and further extend Mindfulness and Meditation both in class and at assembly
- Continue regular Students at Educational Risk meetings.
- Staff Professional Learning and implementation of The Berry Street Education Model (BSEM)
- Staff Professional Learning on Trauma Informed Practice

Highlights and Achievements 2024

The Student Services Team at Bungaree Primary School is committed to supporting the social, emotional, and academic development of our students. We work hard to build strong relationships with families and the community, providing support and encouragement to create a safe and welcoming environment where both students and carers feel empowered to improve school attendance. Collaborating closely with staff and families, we aim to foster a positive and inclusive learning space that promotes students' health, happiness, and success, both in and outside the classroom.

Our staff are dedicated to continuous learning and have participated in professional development focused on Trauma-Informed Practice, incorporating the Berry Street Model into their approach. The introduction of morning circles and brain breaks has enhanced the start of each day, fostering a dynamic and positive classroom atmosphere.

Our Cultural Liaison Officer has made significant contributions, working with students on woodwork and life skills, as well as leading the Kartidijin Bidi program to help Aboriginal students explore their culture and language. Our School Chaplain, Kim Hille, provides valuable support four days a week, connecting with external community resources to assist families in need, including sourcing food and care supplies.

In response to the high demand for Child Development Services, we have adjusted our resources to ensure that students requiring additional support are better assisted, working to minimize the impact of long waitlists

Recommendations 2025

- Increase the Cultural Liaison Officer 's time to 2 days
- Fully implement the Berry Street Model, with the goal of increasing student engagement both to attend school and while at school.

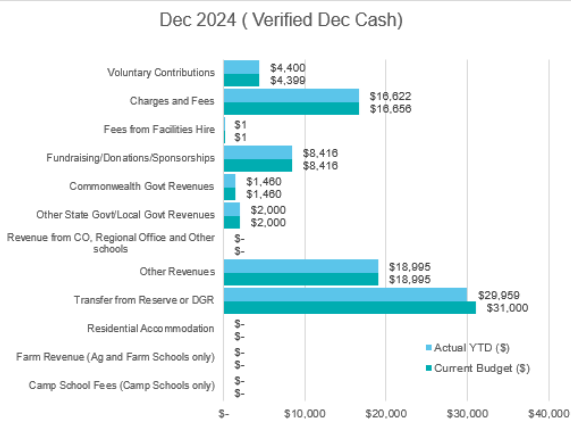
BUNGAREE FINANCIAL SUMMARY 2024

INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	65,853	65,853
Carry Forward (Salary)	80,836	80,836
STUDENT-CENTRED FUNDING		
Per Student	2,074,656	2,074,656
School and Student Characteristics	1,038,507	1,038,507
Disability Adjustments	32,453	32,453
Targeted Initiatives	146,293	146,293
Operational Response Allocation	6,960	6,960
Total Funds:	3,298,869	3,298,869
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	5,000	5,000
School Transfers – Salary	(185,100)	(185,100)
School Transfers - Cash	240,000	240,000
Department Adjustments	0	0
Total Funds:	59,900	59,900
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	4,399	4,400
Charges and Fees	16,656	16,622
Fees from Facilities Hire	1	1
Fundraising/Donations/Sponsorships	8,416	8,416
Commonwealth Govt Revenues	1,460	1,460
Other State Govt/Local Govt Revenues	2,000	2,000
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	18,995	18,995
Transfer from Reserve or DGR	31,000	29,959
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	82,927	81,853
TOTAL	3,588,385	3,587,311

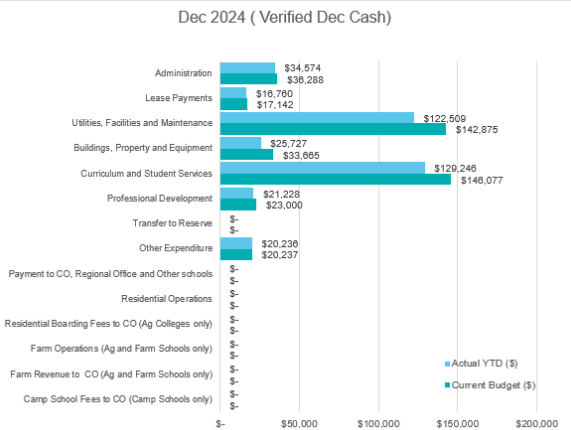
EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	2,593,493	2,593,493
New Appointments	0	0
Casual Payments	406,458	406,458
Other Salary Expenditure	2,705	2,705
Total Funds:	3,002,656	3,002,656
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	36,288	34,574
Lease Payments	17,142	16,760
Utilities, Facilities and Maintenance	142,875	122,509
Buildings, Property and Equipment	33,665	25,727
Curriculum and Student Services	146,077	129,246
Professional Development	23,000	21,228
Transfer to Reserve	0	0
Other Expenditure	20,237	20,236
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	419,284	370,280
TOTAL	3,421,940	3,372,936

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	65,853	65,853
Carry Forward (Salary):	80,836	80,836
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	3,358,770	3,358,770
Locally Raised Funds:	82,928	81,853
Total Funds:	3,588,387	3,587,312
EXPENDITURE		
Salaries:	3,002,657	3,002,657
Goods and Services (Cash):	419,284	370,280
Total Expenditure:	3,421,940	3,372,936
VARIANCE:	166,447	214,376

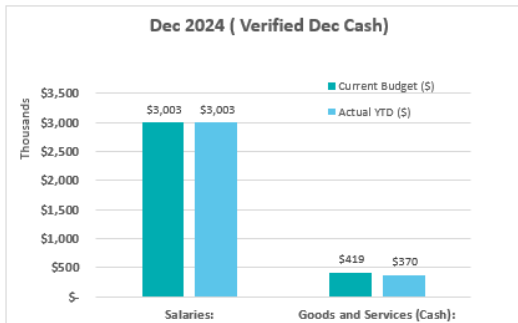
Locally Generated Revenue - Budget vs Actual



Goods and Services Expenditure - Budget vs Actual



Goods and Services vs Salary expenditure





ENDORSEMENT

This school report is endorsed as an accurate record of the school's development during the 2024 school year.

Steve Musson

Steve Musson
(School Board Chair)

Sharon Albers-Smith

Sharon Albers-Smith
(Principal)

24th March 2025





PRINCIPAL
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