

# 2018 Annual Report to The School Community



School Name: Buln Buln Primary School (2017)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 April 2019 at 12:35 PM by Meagan Blewett  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 05 April 2019 at 02:29 PM by Michael White  
(School Council President)

## About Our School

### School context

At Buln Buln Primary School we provide a collaborative and dynamic learning environment where students develop literacy, numeracy and life skills that will assist them in becoming valued and active participants in the global community. The school ICARE values of Independent, Confident, Adaptable, Respectful and Excellent are explicitly taught and underpin all learning. Expectations across the school are based on our values and weekly Student Awards showcase demonstration of them in and out of the classroom.

Buln Buln Primary School is in West Gippsland, an hour and a half east of Melbourne. In 2018 the enrolment was 187. The school has 13.4 equivalent full time staff consisting of a Principal, 8 Classroom Teachers, 3 part time Specialist Teachers, 4 Education Classroom Support Staff, 1 Office Education Support Staff, 1 ICT Technician, 1 Library Technician and 3 Outside School Hours Care Staff. The teachers work collaboratively in Professional Learning Teams to ensure the focus remains on the learning for all students. The school Student Family Occupation (SFO) rating is at 0.36.

The Victorian curriculum forms the basis for the curriculum taught at the school. The curriculum program is delivered with a mix of classroom and specialist teaching. Emphasis is placed on the development of literacy and numeracy skills at all year levels. Music, Physical Education and Art are taught to all students each week. LOTE (Japanese) is also taught throughout the year. A broad co-curriculum program exists to offer sport, gardening, Specialist Religion Instruction (SRI), Junior School Council and camp programs. The Arts program culminates with a concert or musical performed for the school community in which all children participate. The school provides an environment that is conducive to cross age tutoring activities that are undertaken in areas such as shared reading, writing, technology and sporting teams where beneficial. Before and After School Care is provided for families requiring it for work, study or respite needs.

Within classrooms, organisational structures range from individual to small group to whole class instruction. The library is located in the Great Space, bringing it to the heart of the school and maximising its use as a learning centre. There is a strong commitment to continual upgrading of resources for all curriculum areas and staff actively engage in their performance and development plans to upgrade effective teaching practices and deepen curriculum knowledge. The AIP for 2018 focuses on using a research approach to implementing highly effective whole school practices across all learning areas (focusing on Writing and continuing with Mathematics) and wellbeing.

Community involvement is highly valued, with parents and community members taking an active interest in supporting the school. This is reflected in our school vision: The Buln Buln School Community aims to develop creative, resilient, lifelong learners who are well equipped to meet the challenge of an ever-changing world.

### Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning - Building practice excellence

Changes in teacher practice in writing was the highlight of 2018. There was a focus on whole school consistent approaches to teaching and learning, inclusive of agreed practices. Teachers were beginning to participate in observation/coaching sessions and were reflecting on their practice to identify areas for improvement. This has been positive outcome at Buln Buln Primary and will continue in 2019.

Positive climate for learning - Setting expectations and promoting inclusion

The goal to build strong partnerships with all community members through improved connectedness was and is a continuing priority at Buln Buln. In 2018, goals have been set to ensure a more extensive communication, especially in promoting our culture of high expectations and what we are doing in regards to safety and wellbeing.

Positive climate for learning – Empowering students and building school pride.

Student-led parent teacher interviews have continued in 2018, with teachers using these to have students share and discuss their learning, and establish goals with their parents.

Regular student leadership meetings have continued to occur – House Captain, Junior School Council. Each

meeting allocates time for 'round the table' where students are able to discuss any items not on the agenda. Circle Time is implemented school-wide. Students are encouraged to voice issues that they would like discussed in circle time. Students wishing to apply for a House Captain Position gave a speech to the whole school outlining why they should be captain and took part in an interview. All students were given the opportunity to vote for a House Captain, therefore providing student voice at a whole school level.

### Achievement

NAPLAN Learning Gain Year 3-Year 5 is determined by comparing a student's current year result of all 'similar' Victorian students (i.e. students in all sectors in the same year who had the same score two years prior). In reading, 39.3% of Grade 5 students were in the top two bands and 71.4% of our Grade 3 and 5 students had high or medium relative learning gain.

In numeracy, 24.1% of Grade 5 students were in the top two bands and 79.3% of our Grade 3 and 5 students had high or medium relative learning gain.

In 2019 we have committed ourselves to continuing the focus on improving student's reading proficiency and will monitor this with whole school termly benchmarking data. The introduction of PLCs in 2019 will ensure that team meetings have a priority around an improvement cycle of rich assessment, diagnosis of results, planning for learning needs and a reflection of teacher practices. In 2018 Clare Mahoney was released one day a week to coach and ensure rich maths tasks were embedded throughout the school. Teresa Martyn was been released from the classroom one day a week to lead the research, trial and implementation of a whole school writing approach in 2018.

### Engagement

Our school ICARE values of Independent, Confident, Adaptable, Respectful and Excellent were an integral part of our teaching and learning program in 2018. They were explicitly taught throughout the year in line with our matrix of expected behaviour, focusing on what each value "looks like" across the school. Our School Community has embraced our values and weekly student awards are based on them.

Attendance data is consistently above the state mean, confirming our commitment to the importance of providing high quality learning and teaching that focuses on ensuring each student is taught at their point of need at all times. Unexplained absences are now followed up with the following process:

1. Identify students with an unexplained absence after the first attendance recording each day.
2. Crosscheck all known student absence information to ensure only unexplained absences are identified.
3. Notify the parents or carers via SMS of these students as soon as practical on the same day.

Broader opportunities are offered to students outside of their own classroom, along with the breadth that is being introduced through new learning initiatives, the increasing use of contemporary technology and the expectation that students are active participants in their learning, to increase student engagement.

Students are demonstrating growing confidence in their regular sharing of learning in assemblies and with their peers. Leadership opportunities through our House Captain Program, Junior School Council and Peer Mediation also ensure that all are able to be involved in the development of the school. Beyond the classroom the many sports, learning and social activities are extremely well supported, demonstrating the students' obvious enjoyment at being involved in the life of the school.

### Wellbeing

At Buln Buln Primary School we value the feeling of safety, wellbeing, engagement and connectedness with all members of our learning community. The school wide restorative practice and tiered behaviour support approach continues to be an integral feature of our school. It is strong, inclusive and responsive to students, staff and community needs. It has a common understanding and a whole school accountability and responsibility that is valued by students, parents and staff alike. BBPS is committed to not only seeing this continue but to develop and expand this as we grow as a school.

Our support of students with complex additional needs is recognised by Student Support Services Officers (SSSO) and outside agencies working with the school, child and families. Leadership and teaching staff continue to update their own practices and understanding to ensure inclusive, supportive and goal driven engagement and wellbeing for these students through Individual Learning Plans and Student Support Group meetings. In 2019, the school will work with unpacking and building a greater perception of school connectedness and responses to bullying with the involvement of all students. The school has registered to be part of the Say No to Bullying Day in March and it will be an ongoing focus all year. The kindergarten to prep transition program now incorporates additional transition days and earlier parent information session/s with the purpose of communication of the schools commitments, priorities and expectations. Parent involvement in their child's learning is of paramount importance to what we do. Chaplaincy supports the wellbeing of the community and the Out of School Hours Care program extends the education of students beyond the school day, providing families with high quality child care.

### **Financial performance and position**

We have a surplus in 2018 due to responsible monitoring of revenue and expenses. The carry over funds we are holding are allocated to a variety of school expenses namely the continual support of our Outside School Hours Care (OSHC) program, technology upgrades, building and ground maintenance and upgrades, asset replacement and parent club monies.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school consistent with Department policies, school council approval and the intent and purposes for which funding was provided or raised.




**For more detailed information regarding our school please visit our website at**  
<http://www.bulnbulnps.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 187 students were enrolled at this school in 2018, 92 female and 95 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





#### School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</p>




## Performance Summary





Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>55%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>54%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>59%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>41%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	57%	14%	Numeracy	21%	55%	24%	Writing	29%	54%	18%	Spelling	24%	59%	17%	Grammar and Punctuation	31%	41%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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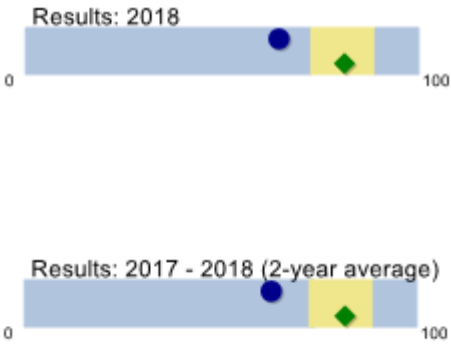

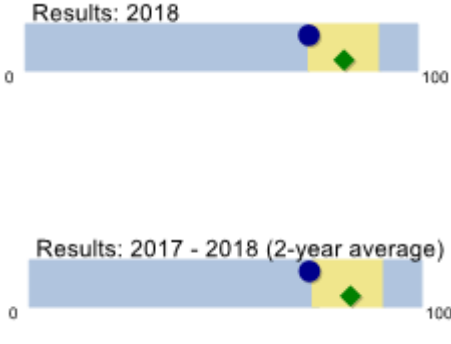

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	94 %	93 %	92 %	94 %	91 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	94 %	93 %	92 %	94 %	91 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,729,649	High Yield Investment Account	\$184,815
Government Provided DET Grants	\$199,308	Official Account	\$9,040
Government Grants Commonwealth	\$76,224	Other Accounts	\$62,223
Revenue Other	\$11,467	<b>Total Funds Available</b>	<b>\$256,079</b>
Locally Raised Funds	\$104,566		
<b>Total Operating Revenue</b>	<b>\$2,121,213</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$14,603		
<b>Equity Total</b>	<b>\$14,603</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,489,604	Operating Reserve	\$60,511
Books & Publications	\$2,875	Provision Accounts	\$18,000
Communication Costs	\$2,836	Funds Received in Advance	\$11,014
Consumables	\$29,856	School Based Programs	\$87,966
Miscellaneous Expense <sup>3</sup>	\$60,384	Funds for Committees/Shared Arrangements	\$16,367
Professional Development	\$5,365	Asset/Equipment Replacement < 12 months	\$18,303
Property and Equipment Services	\$78,543	Maintenance - Buildings/Grounds < 12 months	\$23,919
Salaries & Allowances <sup>4</sup>	\$162,904	Asset/Equipment Replacement > 12 months	\$20,000
Trading & Fundraising	\$16,591	<b>Total Financial Commitments</b>	<b>\$256,079</b>
Utilities	\$19,513		
<b>Total Operating Expenditure</b>	<b>\$1,868,470</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$252,744</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

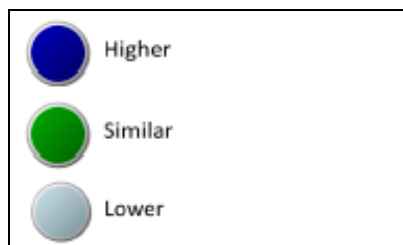


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').