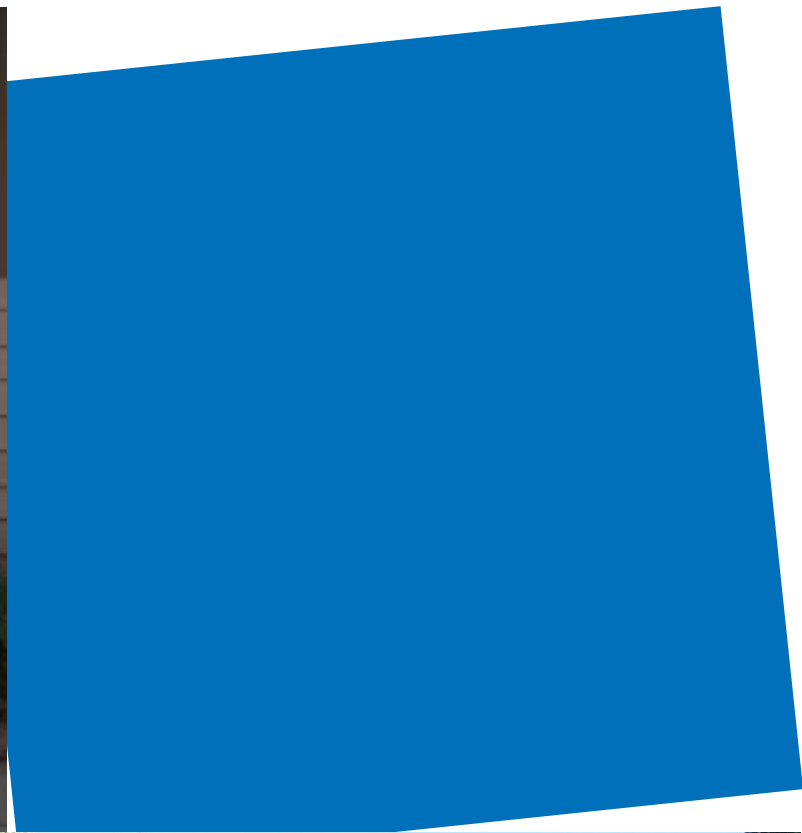


2012 Annual Report to the School Community

Bundalaguah Primary School
School Number: 5392



Bundalaguah Primary School

Bundalaguah Primary School is a rural school situated between 2 larger centres of Sale and Maffra. Our current enrolment is 33 students, with 3.8 full time teaching staff and 3 visiting specialist for LOTE Mandarin, Mobile Library and Music. All students travel to school by car indicating commitment by parents who have chosen a small school education for their children. Bundalaguah offers a stimulating, nurturing and secure learning environment, with a caring, safe and welcoming atmosphere. The School promotes a very strong community partnership and is extremely family orientated. We cater for the individual needs of all students, supporting them to reach their full potential personally, socially, emotionally and academically. At Bundalaguah the following values are used to promote successful lifelong learners and community members. We believe children develop to their full potential when **all members** of the school community value and demonstrate the positive habits of Respect, Cooperation, Honesty and Resilience, making us a **RICHeR** school.

Bundalaguah Primary School joins with 7 other nearby rural schools to combine for special activities such as sports, group days, performances and camps to ensure that the children are well prepared for transition to secondary school. The school has achieved similar results to other schools in the School Performance Summary taking into account student background characteristics.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>After accounting for background characteristics known to make a difference in results Bundalaguah PS is performing at a similar level to other schools in English for years 5 and Mathematics for years 3 and 5.</p> <p>Year 3 NAPLAN results for Reading are in the lower range compared to the range of results in the middle 60% band of Victorian government primary schools and in a similar range for the 4-year trend. Students in year 3 are achieving at a higher level in Mathematics than in Reading.</p> <p>A whole school approach to student learning leads to teachers at Bundalaguah having shared goals and understandings. The Staff is committed to improving academic results of students by developing their own teaching capabilities. Involvement in Wellington Assessment Learning Partnership with Melbourne University has created a close professional partnership with staff from nearby schools. Teachers meet regularly to discuss explicit teaching strategies which target identified learning needs of students.</p> <p>Our Strategic Plan Goal for 2011 -2014 is to improve student learning in both Literacy and Numeracy.</p>	<p>School Comparison shows a lower than average attendance and was affected by a student spending long periods of time in hospital. We will continue to keep parents informed of the importance of students attending school and building a positive attitude in children by engaging them in their learning through programs such as Science and the introduction of Mandarin and increased availability of technology such as i-pads in classrooms.</p> <p>The Attitudes to School survey shows performance in 2012 is extremely high with the average score close to the highest possible result. This is a similar result for the 4 year trend. Successful strategies such as Circle Time to promote connectiveness and trust in the group, and time set aside regularly for children to meet with the Principal to share concerns will continue in 2013. At "Bundy Speakout" children are able to discuss whole school events and children are encouraged to participate in Twilight Soccer through payment of club fees which will also continue in 2013 along with increased opportunities for improving student leadership.</p> <p>We use the Restorative model and School Wide Positive Behaviours to build strong supportive relationships for the students based on our school values.</p>	<p>Bundalaguah PS has a strong program in place to support the various transitions made by our students. Close associations with the Sale Rural Cluster through leadership and camping programs, sporting events and special transition days ensure children are given opportunities to develop relationships with students from other schools. This is being enhanced by the use of Polycom to link with children across the cluster. Through Staff commitment to the Sale Innovations and Excellence project grade 6 teacher's expectations are aligned with those of secondary schools.</p> <p>While staff attend some transition meetings with local kindergartens this will be enhanced in 2013. We have a very flexible transition program in place with younger siblings encouraged to participate in school events which often sees pre-school children taking part in formal learning sessions from a very young age. New prep children are able to attend school as required to ensure they feel comfortable in a formal setting. They are paired with a Buddy to provide a special contact as soon as they arrive at school. We will continue our involvement in the Alannah and Madeline "Better Buddies" program. Parents are also matched with a buddy so they are comfortable asking for assistance and further information.</p>

For more detailed information regarding our school please visit our website at

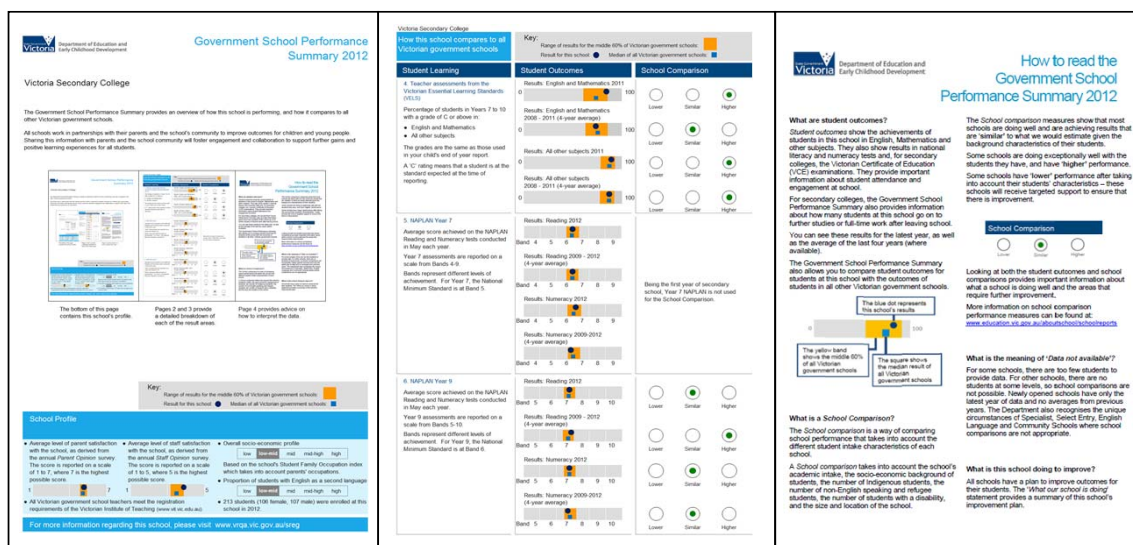
www.bundyyps.vic.edu.au

or view our 2012 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

Bundalaguh Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.



The bottom of this page contains this school's profile.

Pages 2 and 3 provide a detailed breakdown of each of the result areas.

Page 4 provides advice on how to interpret the data.

Key:

- Range of results for the middle 60% of Victorian government schools:
- Result for this school:
- Median of all Victorian government schools:


School Profile



- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- Overall socio-economic profile Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 44 students (18 female, 26 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

1. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2011



Results: English and Mathematics 2008 - 2011 (4-year average)



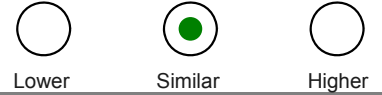
Results: All other subjects 2011



Results: All other subjects 2008 - 2011 (4-year average)



School Comparison



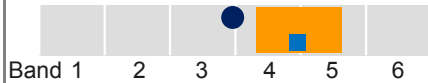
2. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

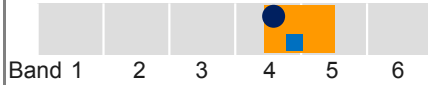
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2012



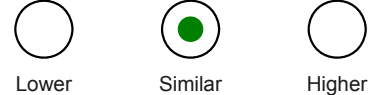
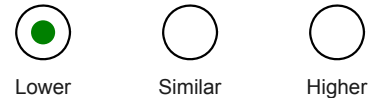
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012



Results: Numeracy 2009-2012 (4-year average)



3. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

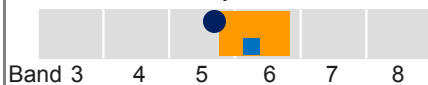
Results: Reading 2012



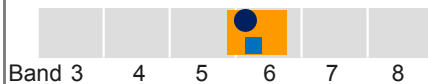
Results: Reading 2009 - 2012 (4-year average)



Results: Numeracy 2012






Results: Numeracy 2009-2012 (4-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

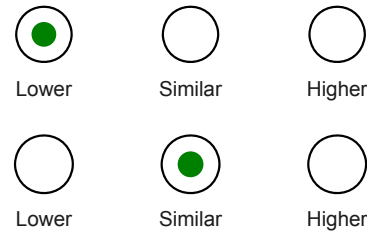
Student Engagement and Wellbeing

Student Outcomes

School Comparison

4. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.



Average 2011 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
88%	93%	88%	94%	83%	89%	92%

5. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



How to read the Government School Performance Summary 2012

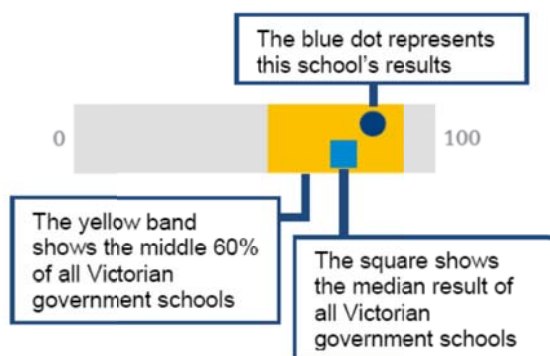
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2012

Revenue	2012 Actual
Departmental Grants	\$139,324
Commonwealth Government Grants	\$8,240
State Government Grants	\$0
Other	\$8,120
Locally Raised Funds	\$29,895
Total Operating Revenue	\$185,579

Expenditure

Salaries and Allowances	\$55,771
Bank Charges	\$15
Consumables	\$7,976
Books and Publications	\$6,137
Communication Costs	\$1,231
Furniture and Equipment	\$10,232
Utilities	\$6,756
Property Services	\$47,029
Travel and Subsistence	\$508
Motor Vehicle Expenses	\$0
Administration	\$1,770
Health and Personal Development	\$652
Professional Development	\$1,750
Entertainment and Hospitality	\$549
Trading and Fundraising	\$9,008
Support / Service	\$2,095
Miscellaneous	\$28,199
Total Operating Expenditure	\$179,678

Net Operating Surplus/-Deficit **\$5,901**

Capital Expenditure **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2012

Funds Available	2012 Actual
High Yield Investment Account	\$91,504
Official Account	\$1,244
Other Bank Accounts (listed individually)	
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$92,748

Financial Commitments

	2012 Actual
School Operating Reserve	\$20,000
Assets or Equipment Replacement <12 months	\$5,000
Capital – Building/Grounds including SMS <12 months	\$0
Maintenance – Building/Grounds including SMS <12 months	\$38,151
Beneficiary / Memorial Accounts	\$0
Co-operative Bank Account	\$0
Revenue Received in Advance	\$0
School based programs	\$18,276
Region / Network / Cluster Funds	\$0
Provision Accounts	\$0
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts Payable)	\$11,321
Assets or Equipment Replacement >12 months	\$0
Capital - Building / Grounds including SMS >12 months	\$0
Maintenance - Building / Grounds including SMS >12 months	\$0
Total Financial Commitments	\$92,748

Financial performance and position commentary

The report includes a summary of the School's Revenue and Expenditure for 2012. It is consistent with the school's audited statements and information has been extracted from CASES 21 finance operating systems. Funding for centrally paid salaries is not included in this summary. The salaries and allowances included money expended on locally paid salaries for 2012 such as CRTs, Aides, Office Assistance and Special Programs. Hospitality component has been included with administration costs. The Net Operating Surplus shown reflects grants for Solar Power, Science Initiative, Engage in Asia Project, Kitchen Upgrade and money raised through Parent Club.

We have allocated resources to effectively support the areas we have seen as being of greatest need. In 2012 this included an extra staff member being employed to provide support to students through smaller class sizes and to offer another specialist program throughout the school.

On behalf of the school community I would like to thank Kerrie Ferguson for her efforts in maintaining the school finances to a high level.