

2021 Annual Report



School Overview

Bunbury Primary School is an Independent Public School. We are committed to achieving excellence for all of our students.

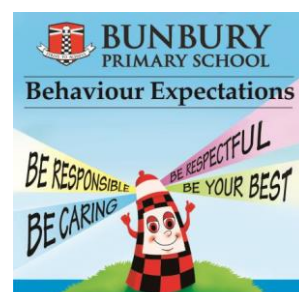
Bunbury Primary is dedicated to maintaining positive learning environments. We strive to provide an engaging learning environment by using evidence-based contemporary information communication technologies, John Hattie's Visible Learning Approach, Kagan Co-operative Learning Structures, the Friendly Schools Plus Bully Prevention program and the Positive Behaviour Support approach to behaviour management (sitting alongside this is Zones of Regulation). This allows for a continuous cycle of learning that challenges students to reach their potential academically, socially and emotionally. Bunbury Primary has a strong sense of community and the school strives for excellence in teaching and individual student performance through its professional and dedicated staff.



At Bunbury Primary School our motto is Strive to Achieve. Our vision is to work together to enhance our whole school community ensuring that every child at our school reaches their potential. Our core values are: Responsibility, Compassion, Respect, Honesty, Self-discipline, Perseverance, Tolerance and Giving and Sharing. These elements are integrated into all aspects of our academic program and our approach to pastoral care and student well-being.

Our expectations for behaviour are Be Responsible, Be Caring, Be Respectful and Be Your Best. These expectations reflect our school's Positive Behaviour Support (PBS) approach.

Our school has a rich history of high performance and achievement in academics, social behaviour, pastoral care, visual arts, performing arts, sporting events and environmental and social sustainability.



As an Independent Public School we work together with our school board to develop our 3 year Business Plan with set strategic goals and performance targets to work towards.

We are committed to providing the best possible opportunities for all students. Students are encouraged and supported to compete and excel in all areas. Some academic opportunities include: Have Sum Fun, Numero, International competitions for Mathematics, English & Spelling (ICAS) and Writing Competitions. We use the 'Letters and Sounds' program from K-2 and the Words Their Way program (3-6). The Letters and Sounds Program is also used as a literacy intervention program from P-6. The school has many students who are selected into the District Primary Extension and Academic Challenge (PEAC) program in year 4, 5 & 6.

Our Physical Education program provides students with opportunities to learn new skills as well as opportunities to be coached by community experts in different sports. The school participates, and is highly successful, in the Inter-school Athletics and Swimming Carnivals, Interschool Cross Country and other local sport sporting events.

Student Numbers (as at 2021 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(22)	54	54	59	59	60	63	59	430
Part Time	44								

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

	Kin	PPR	Prim	Total
Male	24	28	198	250
Female	20	26	156	202
Total	44	54	354	452

Our numbers remain strong, with nearly all classes at their recommended maximums. The ability for parents to make a cross-boundary application still exists, but there is limited opportunity for the school to accept such applications due to the lack of available space.

Staff Information

The school has a reasonably stable staffing profile with a small turn-over of staff due to various leave situations and the occasional retirement. There is a good mixture of ages and experience across the teaching and non-teaching staff that provides a balance that benefits the students.

	No	FTE	AB'L*
Administration Staff			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0

Teaching Staff			
Level 3 Teachers	4	3.4	0
Other Teaching Staff	24	16.7	0
Total Teaching Staff	28	20.0	0

School Support Staff			
Clerical / Administrative	6	2.8	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	27	16.2	0
Total School Support Staff	34	19.6	0

Total	65	42.6	0
--------------	-----------	-------------	----------

* Aboriginal

Note: All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Student Attendance

Primary Attendance Rates

	Attendance Rate	
	School	WA Public Schools
2019	92.4%	91.6%
2020	94.0%	91.9%
2021	94.3%	91.0%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	91%	93%	91%	93%	94%	92%	93%
2020	94%	93%	96%	93%	94%	94%	94%
2021	94%	95%	94%	95%	92%	95%	95%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%

Our attendance levels have remained consistently above the state average. If we track each cohort diagonally in the table above (PP in 2019; Year 1 in 2020 and Year 3 in 2021), there is a general improvement with only two cohorts dropping back by 1%. This can be explained through the attendance issues of one or two students. The school continues to work with families where there is an attendance issue, on a case-by-case basis, in order to provide the necessary support and assistance required. Poor attendance in these cases is not a matter of truancy, but of family circumstances and difficulties.

The school provides each parent with an attendance pamphlet that outlines the Department's classifications of poor attendance. Parents/Carers can report absences electronically, verbally or in writing. Classroom teachers monitor student attendance and report concerns to the Admin for follow-up. Strategies are then put in place, in consultation with the parent/carer, depending on the issue.

Student Achievement and Progress

The following data outlines student performance in the National Assessment Programme – Literacy and Numeracy (NAPLAN) over the past three years. The following results are for Year 3 and 5 students in the following areas:

Average Test Score - Numeracy

NAPLAN	NAPLAN - Numeracy								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Average Score	445	510		444	516		398	520	

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Above NMS	96%	93%		100%	89%		84%	97%	
At NMS	4%	5%		0%	11%		10%	2%	
Below NMS	0%	2%		0%	0%		5%	2%	

Percentages may not add up to 100% due to rounding.

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Numeracy								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Comparative Performance									

Above National Minimum Standard
 At the Expected Performance level
 Below Expected Performance

Average Test Score – Reading

NAPLAN	NAPLAN - Reading								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Average Score	460	534		478	532		424	542	

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Above NMS	96%	87%		100%	89%		83%	97%	
At NMS	4%	5%		0%	11%		10%	3%	
Below NMS	0%	7%		0%	0%		7%	0%	

Percentages may not add up to 100% due to rounding.

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Reading								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Comparative Performance									

Above Expected Performance
 At the Expected Performance level
 Below Expected Performance

Average Test Score – Writing

NAPLAN	NAPLAN - Writing								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Average Score	428	474		446	487		406	497	

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Above NMS	96%	78%		100%	85%		90%	90%	
At NMS	4%	9%		0%	13%		5%	10%	
Below NMS	0%	13%		0%	2%		5%	0%	

Percentages may not add up to 100% due to rounding.

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Writing								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Comparative Performance									

	Above Expected Performance
	At the Expected Performance level
	Below Expected Performance

Average Test Score – Spelling

NAPLAN	NAPLAN - Spelling								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Average Score	447	506		448	525		403	520	

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Above NMS	100%	87%		100%	98%		84%	90%	
At NMS	0%	7%		0%	2%		7%	8%	
Below NMS	0%	5%		0%	0%		9%	2%	

Percentages may not add up to 100% due to rounding.

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Spelling								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Comparative Performance									

	Above Expected Performance
	At the Expected Performance level
	Below Expected Performance

Average Test Score – Grammar and Punctuation

NAPLAN	NAPLAN - Grammar & Punctuation								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Average Score	468	532		488	517		437	527	

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Above NMS	94%	87%		100%	84%		88%	95%	
At NMS	6%	9%		0%	16%		5%	2%	
Below NMS	0%	4%		0%	0%		7%	3%	

Percentages may not add up to 100% due to rounding.

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Grammar & Punctuation								
	2018			2019			2021		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Comparative Performance									

	Above Expected Performance
	At the Expected Performance level
	Below Expected Performance

It is apparent that the performance of the Year 3 cohort was below the expected level in the areas of Spelling, Reading and Writing. Analysis of the data identified a small number of children whose performance will be a point of focus for additional support. Although other areas of performance for both Year 3 and Year 5 were at the expected level, further investigation showed that whilst the level of achievement was good for a number of children, the amount of progress they were making was not where we would have expected it to be. Again, these children become a point of focus within their classroom teaching and learning plan.

Other assessment tools were used to identify areas of focus for the children in Years 2 and 4 in the lead-up to NAPLAN 2022.

School Board Chair Report

Whereas 2020 was a difficult year for all in the wake of COVID, 2021 was comparatively productive and progressive. I feel the board met the expectations as set by the Department of Education and played an important role in key issues that were affecting the whole school community. I would like to thank all board members for volunteering their time to support the school and board. The board members and their respective roles for 2021 were:

Board Chairperson - Adam Gunn
P&C President – Damien Chalk
Parent Rep – Sora Ransom-Marin
Parent Rep – Rachel Boybay
Parent Rep – Jason Krein
Parent Rep – Charmaine Slater

School Principal - Shane Doherty
School Deputy Principal – Franca Dillion
School Deputy Principal – Adriana Palermo
Teacher – Jodee Whittaker
Teacher – Joanne Parry
Minute Taker – Kylie Young

We all felt the board members worked well together in alignment with the School Business Plan. The board was unanimous in highlighting these 4 additional activities were highlights of our collaborative year and were all very happy with the outcome of our efforts. The additional activities and our achievements were:

Business Plan – The board established the current Business plan in 2019 and in 2021 the board completed audits of the Business Plan components to measure and improve the long-term progress of the school.

Before and After School Care – The board, in particular Jason Krein and Shane Doherty, supported the school's understanding of the impact of Great Beginnings stopping their before and after school care support, identifying potential solutions and selecting a new service provider.

School Review – The board supported the school during the 2021 External School Review process by the Department.

Pedestrian and Vehicle Interaction – The board members surveyed the vehicle and pedestrian interaction and progressed the application for traffic control wardens

My suggestion for 2022 is for the School Board to continue the work commenced on ensuring the school's alignment to the business plan. I also believe the board can share more of the conversation and activities with the Bunbury School community. Improved communication with the staff, students and parents will further improve the school.

With each year board members retire, and new members are elected. I would like to thank Jodee Whittaker for her role as a teacher representative for more than 6 years. Jodee always provided clear, well thought out, and practical advice. I would also like to thank Rachel Boybay for fulfilling the parent representative role for 2021, engaging with the local member for parliament and challenging the team on issues of diversity. Charmaine will take over the role of board chair and will do an excellent job of improving the outcomes of the board. I would like to wish the two new parent members for 2022, Ledita and Dane, all the best.

As this was my last year on the board I wish, the school, Charmaine and the board all the best for the year to come. I have thoroughly enjoyed my experience on the board and hope I have added value to the board and school.

Sincerely,
Adam Gunn
Bunbury Primary School Board Chair

National School Satisfaction Survey

Our school was scheduled to hold its bi-annual School Satisfaction Survey in 2020 but this was let go due to the disruption of the government Covid-19 minimisation strategy. The survey was held in 2021 even though Covid-19 restrictions were still in place and parent involvement with the school was still limited. The survey is made available to students in Years 5 and 6, all staff and all parents/carers. The results of the survey were as follows:

SCHOOL SURVEY - STUDENTS		
<i>Perceptions About Our School</i>	2018	2021
My teachers expect me to do my best	4.7	4.7
My teachers provide me with useful feedback about my work	4.4	4.3
Teachers at my school treat students fairly	4.3	4.1
My school is well maintained	4.4	4.4
I feel safe at my school	4.6	4.3
I can talk to my teachers about my concerns	4.2	4.0
Student behaviour is well managed at my school	4.1	4.1
I like being at my school	4.3	4.2
My school looks for ways to improve	4.5	4.4
My school takes student opinions seriously	4.0	3.8
My teachers motivate me to learn	4.7	4.4
My school gives me opportunities to do interesting things	4.4	4.3
My teachers are good teachers	4.7	4.5
My teachers care about me	4.7	4.5
Average Rating	4.42	4.28
<i>Student Learning Experience</i>	2018	2021
School expectations are well understood by staff / students	4.4	4.3
School expectations are consistently enforced	4.2	4.4
The school has realistic educational expectations of me	4.5	4.5
Teachers help when I have difficulty learning	4.5	4.4
My teacher cares about how I am going	4.7	4.4
Staff listen and act on my concerns	4.4	4.0
I am assisted with developing understandings and skills that I need in life	4.2	4.3
I learn how to solve problems, to question and make decisions	4.3	4.4
The school assists me to develop my personal and social skills	4.4	4.1
The school supports achievement across a broad range of areas	4.1	4.4
I am satisfied with my progress at school	4.6	4.4
Average Rating	4.39	4.32

The students' perception of the school indicates some slippage from 2018. It needs to be recognised that in 2018 only 66 students completed the survey compared with 165 in 2021 – no student who completed the survey in 2018 participated in 2021. This means that the 'views' expressed are by a different group of students. Added to this, under the Covid-19 restrictions, school life was not the same as usually expected and students were not able to participate in a number of events and activities that they would have hoped for.

Giving students a greater voice is something recognised here and through other data and will be a focal point over the next two years.

Community and staff perceptions have shown improvement overall and the related processes will continue to be a focus over the coming two years.

The uncertainties around Covid-19 restrictions and the impact they have on relationships between the school and its community will remain problematic into 2022/23.

SCHOOL SURVEY – PARENTS/CARERS		
<i>Perceptions About Our School</i>	2018	2021
Teachers at this school expect my child to do my best	4.4	4.4
Teachers at this school provide my child with useful feedback about their work	4.0	4.2
Teachers at this school treat students fairly	3.9	4.1
This school is well maintained	4.5	4.6
My child feels safe at my school	4.4	4.4
I can talk to my child's teachers about my concerns	4.3	4.5
Student behaviour is well managed at this school	4.0	4.0
My child likes being at my school	4.3	4.5
This school looks for ways to improve	3.9	4.0
This school takes parents' opinions seriously	3.3	3.6
Teachers motivate my child to learn	4.1	4.3
My child is making good progress	4.1	4.1
My child's learning needs are being met	4.0	4.1
This school works with me to support my child's learning	3.8	4.0
This school has a strong relationship with the local community	3.9	4.0
This school is well led	3.5	3.9
I am satisfied with the overall standard of education achieved	4.0	4.2
I would recommend this school to others	4.0	4.3
My child's teachers are good teachers	4.3	4.6
Teachers at this school care about my child	4.3	4.4
Average Rating	4.05	4.21

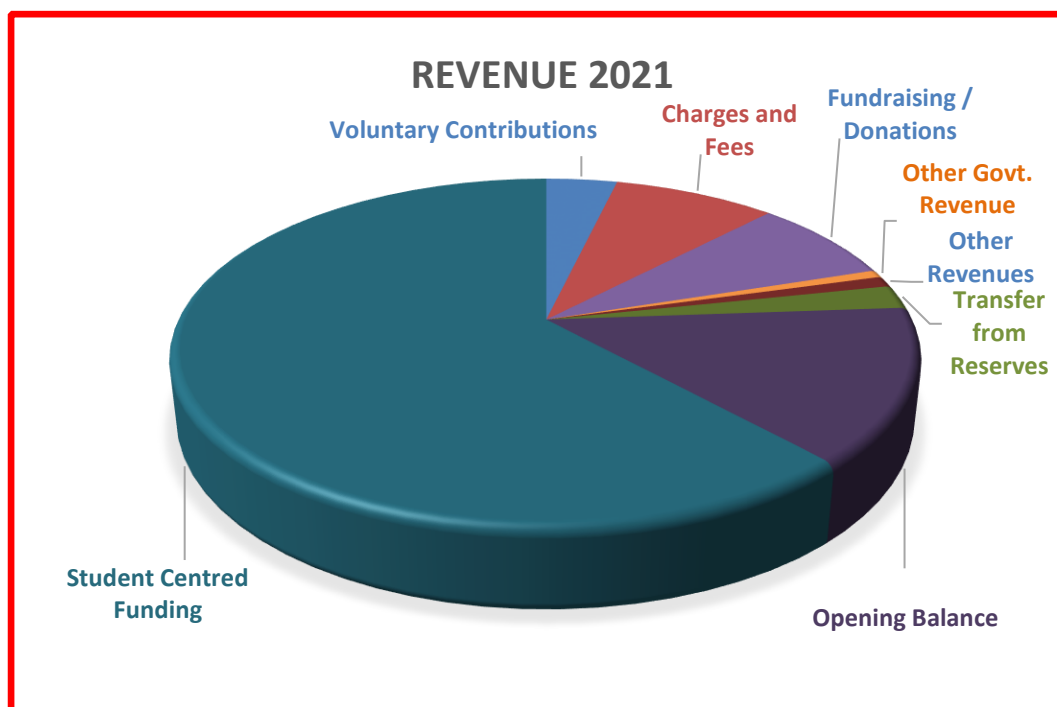
SCHOOL SURVEY - STAFF		
<i>Perceptions About Our School</i>	2018	2021
Teachers at this school expect students to do their best	4.9	4.9
Teachers at this school provide students with useful feedback about their work	4.6	4.7
Teachers at this school treat students fairly	4.6	4.7
This school is well maintained	4.8	4.8
Students feel safe at this school	4.6	4.6
Students at this school can talk to their teachers about their concerns	4.6	4.6
Parents at this school can talk to teachers about their concerns	4.6	4.6
Student behaviour is well managed at this school	4.4	4.5
Students like being at this school	4.7	4.6
This school looks for ways to improve	4.7	4.5
This school takes staff opinions seriously	3.6	3.8
Teachers at this school motivate students to learn	4.6	4.7
Students' learning needs are being met at this school	4.4	4.5
This school works with parents to support students' learning	4.6	4.5
I receive useful feedback about my work at this school	3.8	3.8
Staff are well supported at this school	3.7	3.9
This school has a strong relationship with the local community	4.5	4.4
This school is well led	3.9	4.2
I am satisfied with the overall standard of education achieved at this school	4.5	4.6
I would recommend this school to others	4.7	4.6
Teachers at this school are good teachers	4.8	4.9
Teachers at this school care about their students	4.9	4.9
Average Rating	4.47	4.51

Annual Budget and Accounts

The tables below show a breakdown of our income and expenditure for the 2020 school year. The following needs to be noted, that when reading the tables:

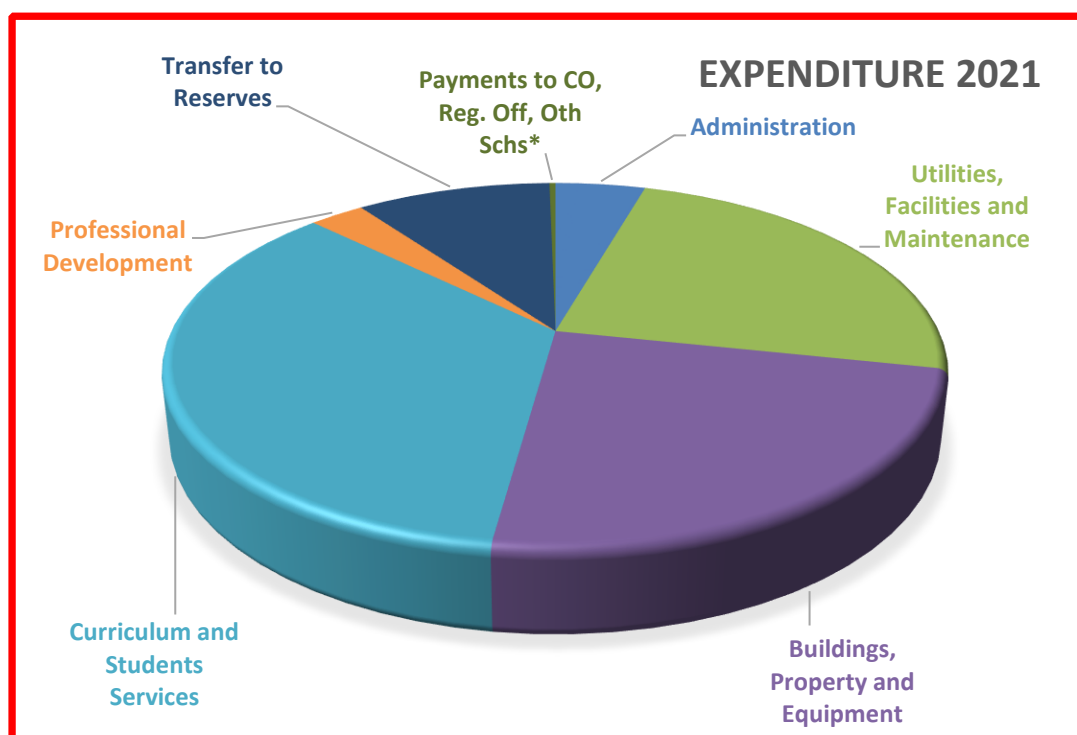
- Revenue –
 - The first column is a breakdown of the income streams;
 - The Budget column is the amount of income; and,
 - The percentage column shows the % of the overall budget it represents
- Expenditure –
 - The first column is the collective line items in the accounts;
 - The *Budget* column shows the total allocated amounts;
 - The *Actual* column shows the expenditure up to the end of December; and,
 - The *Percentage* column shows the % of the planned budget that was spent.

REVENUE	BUDGET	%
Voluntary Contributions	\$20,490.50	3.7%
Charges and Fees	\$46,449.09	8.5%
Fees from Facilities Hire	\$0.00	0.0%
Fundraising/Donations	\$42,824.83	7.9%
Commonwealth Govt. Revenues	\$0.00	0.0%
Other State Govt./Local Govt. Revenues	\$0.00	0.7%
Revenue from CO, Reg. Off, Other Schs	\$168.00	0.0%
Other Revenues	\$2,660.15	1.0%
Transfer from Reserves	\$12,148.00	2.2%
Opening Balance	\$78,825.50	14.5%
Student Centred Funding	\$336,388.05	62.1%
Total Cash Funds Available	\$541,954.95	100.0%



EXPENDITURE	BUDGET	ACTUAL	%
Administration	\$18,850.00	\$18,910.77	100.0%
Lease Payments	\$0.00	\$0.00	0.0%
Utilities, Facilities and Maintenance	\$118,570.95	\$100,993.98	85.0%
Buildings, Property and Equipment	\$145,129.00	\$101,240.49	69.7%
Curriculum and Students Services	\$193,920.00	\$148,704.19	76.6%
Professional Development	\$25,168.00	\$11,606.20	46.1%
Transfer to Reserves	\$41,000.00	\$41,000.00	100.0%
Other Expenditure	\$0.00	\$2.70	0.0%
Payments to CO, Reg. Off, Other Schools	\$1,375.00	\$1,265.00	92.0%
Total Goods and Services Expenditure	\$544,012.95	\$423,723.33	77.8%

* Central Office; Regional Office; Other Schools



Our Primary Voluntary Contribution (\$60.00) for 2021 continues to be used to offset the costs of on-line literacy and numeracy programs (Mathletics, Reading Eggs, Eggspress, Words Their Way, Accelerated Reader, etc.) which are accessible at school and at home. The Kindergarten Voluntary Contribution (\$60.00) was used to purchase Oral Language resources and outdoor equipment whilst the Pre-primary Contribution (\$60.00) was used to purchase equipment for Fine Motor Skills, Problem Solving, Numeracy and Outdoor Games and Equipment. They also contributed to the cost of the on-line learning programs they accessed.

The collection rate of the voluntary contribution (i.e. the percentage of families who paid it) this year was 72%, which is an improvement on last year but still below our usual collection rate. The rate of collection was usually maintained at above 80% for a number of years. The breakdown of the contribution rate is as follows: Primary (71.3% - up about 3.7%); Pre-primary (70.4% - down about 7%); and, Kindergarten (77.3% - up about 3.2%). The drop in the collection rate, although improving, can be attributed to two main reasons; primarily, it is felt that the disruption to work and life that Covid19 created would be the main reason and, secondly, the need to keep parents/carers at 'arms length' for health reasons leads to a feeling of disconnection with the school. We continue to actively encourage parents and carers to make the voluntary contribution by being clear about what benefits it provides for all children in our school.

Our Opening Balance (carryover funds) was significantly higher than usual due to a combination of additional funds being put into the school for Covid19 cleaning and our reduced ability to expend planned funds in 2021. This was

particularly in the areas of professional learning and the contracting of programme-related presenters. Money was also held over for an installation programme that would occur over the summer break. The school did still expend at least 95% of its One Line Budget (salaries, consumables and contingencies) as is required by the Department of Education.

The school met its required expenditure of funds and has a modest carryover of funds to start the 2022 school year with. It also has funds in reserve accounts that are required to replace technology equipment, furniture, machinery and general resources such as photocopiers and laminators. Such items require the development of funds over the predicted lifespan of the equipment so that the school is in a financial position to replace such items as and when needed.

❖ The figures quoted in this report will be different than those which may be seen on the *My School* website as our figures only reflect the funds that the school actually receives with which to manage its daily affairs. Funding reported on the *My School* website takes into account other costs incurred by the school, such as salaries, maintenance, capital works, and, the school's 'share' of central and regional office costs.

Further information about school performance can be obtained from the My School Website (<http://www.myschool.edu.au/>) and the Department of Education (<http://www.det.wa.edu.au/schoolsonline/home.do>).