

2022 Annual Report



BUNBURY
PRIMARY SCHOOL

School Overview



Bunbury Primary School is an Independent Public School. We are also a Department of Education DigiTech school, supporting other schools to develop their implementation of the Digital Capabilities Framework. We are committed to working to achieve excellence for all 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 (ICT), 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.

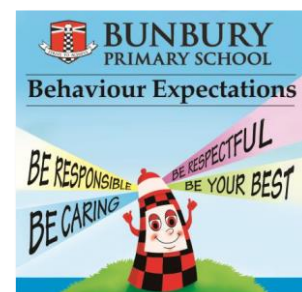
Our expectations for behaviour are Be Responsible, Be Caring, Be Respectful and Be Your Best. These expectations are reflected in our school's Positive Behaviour Support (PBS) approach.

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 which sets 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, BEBRAS Challenge, Primary Extension and Academic Challenge (PEAC) and Competitions. We use the 'Letters and Sounds' programme (K-2) and the Words Their Way programme (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 PEAC programme in years 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 sporting events. We also have specialist teachers in the Visual Arts, Music, Science and Language (Italian). The school received two highly prized awards this year – the first was the Education Perfect **Australian Primary School of the Year (Government)** and the second was the **Australian School of the Year**. The school also received an Excellence Award for **Best Use of Technology**, and we also received a Director General's **Making A Difference Award** for completing Gold level of the Changing Health: Acting Together' (CHAT) initiative. The school has demonstrated the highest level of commitment to implementing best practice whole-school approach to resiliency, alcohol, drugs and road safety education.



Student Numbers (as at Semester 2, 2022)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(21)	52	54	56	62	62	67	64	438
Part Time	42								

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

	Kin	PPR	Prim	Total
Male	18	29	200	247
Female	24	23	165	212
Total	42	52	365	459

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	3.9	0
Other Teaching Staff	24	16.3	0
Total Teaching Staff	28	20.2	0

School Support Staff			
Clerical / Administrative	5	2.6	0
Gardening / Maintenance	1	0.6	0
Other Non-Teaching Staff	26	16.2	0
Total School Support Staff	32	19.4	0

Total	63	42.5	0
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* 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
2020	94.0%	91.9%
2021	94.3%	91.0%
2022	88.9%	86.6%

Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2020	94%	93%	96%	93%	94%	94%	94%
2021	94%	95%	94%	95%	92%	95%	95%
2022	90%	89%	91%	88%	89%	88%	86%
WA Public Schools 2022	86%	87%	87%	87%	87%	87%	86%

Our attendance levels have remained consistently above the state average for all public schools. If we track each cohort diagonally in the table above (PP in 2020; Year 1 in 2021 and Year 2 in 2022), it can be seen that there has been a marked decline across all year levels. This trend is also reflected in the system data for schools and has, to a large degree, been attributed to the effect COVID19 has had upon school attendance. 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. Apart from the COVID19 effect, 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 Administration for follow-up. Strategies are then put in place, in consultation with the parent/carer, depending on the support required.

Student Achievement and Progress

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

Average Test Score - Numeracy

NAPLAN	NAPLAN - Numeracy								
	2019			2021			2022		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Average Score	444	516		398	520		406	510	




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

NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy								
	2019			2021			2022		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Above NMS	100%	89%		84%	97%		89%	98%	
At NMS	0%	11%		10%	2%		11%	2%	
Below NMS	0%	0%		5%	2%		0%	0%	

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

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Numeracy								
	2019			2021			2022		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Comparative Performance									

 Above Expected Performance level
 At the Expected Performance level
 Below Expected Performance level

Average Test Score – Reading

NAPLAN	NAPLAN - Reading								
	2019			2021			2022		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Average Score	478	532		424	542		456	537	




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

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading								
	2019			2021			2022		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Above NMS	100%	89%		83%	97%		96%	96%	
At NMS	0%	11%		10%	3%		4%	2%	
Below NMS	0%	0%		7%	0%		0%	2%	

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

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Reading								
	2019			2021			2022		
	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								
	2019			2021			2022		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Average Score	446	487		406	497		418	496	

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

NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing								
	2019			2021			2022		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Above NMS	100%	85%		90%	90%		92%	89%	
At NMS	0%	13%		5%	10%		6%	11%	
Below NMS	0%	2%		5%	0%		2%	0%	

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

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Writing								
	2019			2021			2022		
	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								
	2019			2021			2022		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Average Score	448	525		403	520		407	531	

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

NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling								
	2019			2021			2022		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Above NMS	100%	98%		84%	90%		86%	95%	
At NMS	0%	2%		7%	8%		9%	5%	
Below NMS	0%	0%		9%	2%		5%	0%	

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

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Spelling								
	2019			2021			2022		
	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								
	2019			2021			2022		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Average Score	488	517		437	527		445	522	

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

NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation								
	2019			2021			2022		
	Year 3	Year 5		Year 3	Year 5		Year 3	Year 5	
Above NMS	100%	84%		88%	95%		92%	95%	
At NMS	0%	16%		5%	2%		4%	5%	
Below NMS	0%	0%		7%	3%		4%	0%	

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

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Grammar & Punctuation								
	2019			2021			2022		
	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

The performance of the Year 3 and Year 5 cohorts was at the expected level in all areas. Even so, analysis of the data identified a small number of children whose performance became a point of focus for additional support. Although performance for both year levels was 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 became 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 2023.

School Board Chair Report

The year 2022 saw a stabilisation on the COVID front, allowing our school community to reconnect and resume educational practices and events without too many disruptions.

I have had the pleasure and honour to appreciate BPS from 3 different perspectives over 3 decades. As a student in the 90's, with both my sons progressing through their primary education and now as a Board member and (soon a Past) Chairperson. It is gratifying to see the continuing dedication to exceptional educational practices while continuing to nurture that small family feel and sense of belonging....delivered so consistently over so many years.

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 2022 were:

Board Chairperson – Charmain Slater	School Principal - Shane Doherty
P&C President – Bridget Archer	School Associate Principal – Franca Dillion
Parent Rep – Sora Ransom-Marin	School Associate Principal – Adriana Palermo
Parent Rep – Dane Tappenden	Teacher – Jodee Whittaker
Parent Rep – Ludita McLean	Teacher – Joanne Parry
Parent Rep – Andrew Creswell	Minute Taker – Kylie Young

Collectively as a Board we have worked together to identify issues to work on and set goals and strategic paths to achieve them.

A major effort was implemented to reinvigorate our relationship with our school community. This involved developing strategies and effective means of demonstrating and communicating to the community the school's progress against the School Business Plan.

The introduction of three new parent rep Board members this year saw us revisit the school Business Plan and review from fresh perspectives on how we could report on it to the community. We identified areas we felt important to share and report on, including how the school was progressing. This enabled us to demonstrate to the community the continued high standards and incredible work ethic and successes being delivered by our school. Developing a measuring tool to improve communications with our school community, included a meeting with the appropriate school member involved, developing a recording template, and then summarised via snippets in the newsletter.

Understanding the Board's structure, aims and undertakings, I feel it is essential to give new board members the tools needed to deliver valued input and involvement. This again will improve the Board's ability to deliver on plans and also look at ways to improve communication avenues to our school community.

As a Board we also continued to work on previous years' projects, with ongoing surveys and reapplication of the Pedestrian and Vehicle Interaction. Again, this is a worthwhile, but slow process and I hope to see it come to fruition in the near term.

We cannot look past some outstanding achievements awarded to BPS in 2022 which understandably was a major focus and input on our time in the middle of the year. I congratulate and thank Shane, Franca, Adriana and the School Staff on their efforts in promoting our school practices and achievements. It is eminently gratifying that as a board we have seen BPS receive the highest accolades in Australia. WELL DONE!

- **School Review** – amazing feedback and to be congratulated
- **Australian Education Awards***
 - Australian Primary school of the Year (Government)
 - Australian School of the Year
 - Australian Excellence Award: Best Use of Technology
- **WA Education Awards**
 - WA Education Award Finalist in Teaching & Learning
- **Australian Primary English Teaching Association** - Finalist
- **WA Department of Education** - Making a difference Award

Some of my thoughts and suggestions going forward in 2023

- * New Board members understanding their role on the Board and how important it is to engage with our school community. We can share the school's progress and achievements in so many ways.
- * Continual surveys and reapplication for a traffic warden for the safety of our children and to encourage walking and riding to and from school.
- * Review of the School Business Plan...should be a priority at the start of each year.
- * Rationalising and simplifying the school uniform requirements.
- * Moving the meeting dates to Week 5 & 9 of the term to accommodate how busy the school is with week 8 deadlines and give the P&C rep time to process their meeting and report to the board.
- * Parent Reps being introduced to the community and becoming more visible and approachable.

I pass on thanks to Sora for the last three years on the board as a parent representative. Her ability to bring voice and elevate controversial topics from our parent community to the board has been passionate. I feel sure Sora will continue to contribute within the School Community and will welcome any input she may provide us as her children proceed through BPS.

I also thank Jodee and Jo for filling the staff rep positions on the Board.... yet again.... adding to the many years they have contributed. Having the resource of highly motivated and experienced teachers is so valuable to our Board.

I too have completed my 3-year term on the board. With my youngest leaving for year 7, I will no longer be directly involved with the school. However, I will forever hold this experience, many memories, and friendships very close to my heart.

To the 2023 Board, I am sure you will be continually wowed by the work ethic of the staff and success of BPS in all areas.

I wish you all a very safe, happy Christmas and summer break with your families.

Charmain Slater

Bunbury PS CHAIRPERSON 2022

- * Being named the Primary School of the Year (Government) and then Education Perfect Australian School of the Year was an exciting time and fantastic recognition of the work done by the entire school staff



National School Satisfaction Survey

The next bi-annual School Satisfaction Survey of parents/carers, staff and students in Years 5 and 6 is scheduled for 2023. Results from the most recent survey (2021) are available in the 2021 Annual Report.

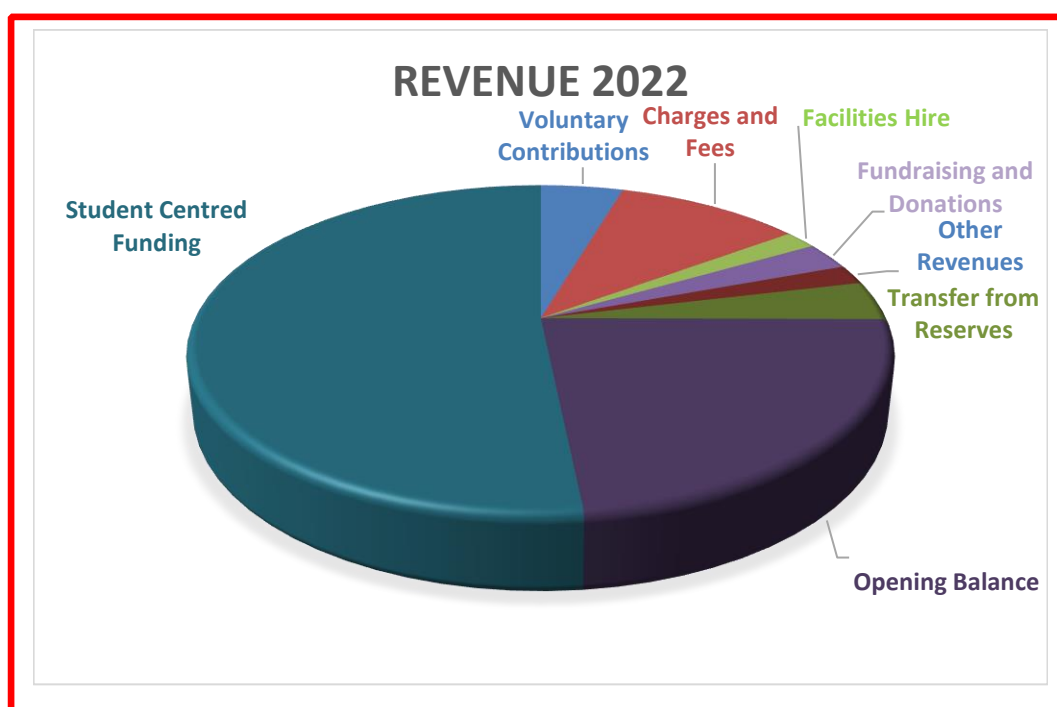
Annual Budget and Accounts

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:

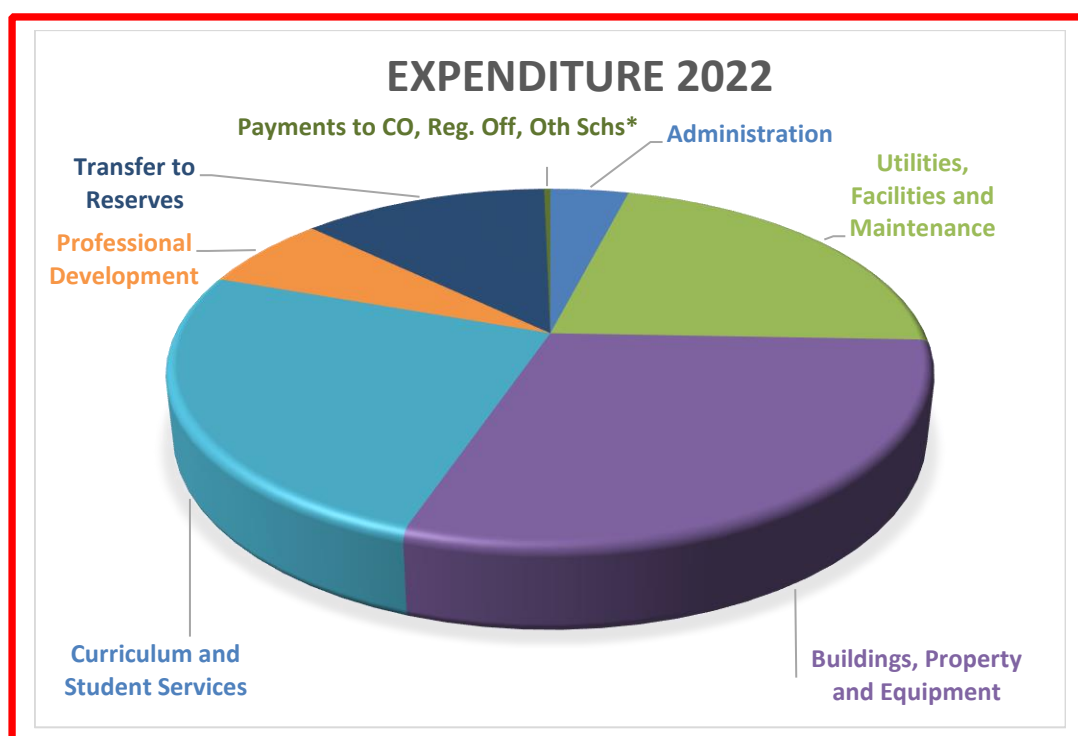
- Revenue –
 - The first column is a breakdown of the income streams;
 - The Budget column is the amount of income; and,
 - The percentage column shows the % of the overall budget it represents
- Expenditure –
 - The first column is the collective line items in the accounts;
 - The *Budget* column shows the total allocated amount;
 - 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	\$23,124.00	4.6%
Charges and Fees	\$52,364.80	10.3%
Fees from Facilities Hire	\$9,090.92	2.0%
Fundraising/Donations	\$13,685.45	3.0%
Commonwealth Govt. Revenues	\$0.00	0.0%
Other State Govt./Local Govt. Revenues	\$0.00	0.0%
Revenue from CO, Reg. Off, Other Schs	\$0.00	0.0%
Other Revenues	\$9,688.87	2.0%
Transfer from Reserves	\$19,532.00	4.0%
Opening Balance	\$118,230.79	23.0%
Student Centred Funding	\$262,255.04	51.6%
Total Cash Funds Available	\$507,971.87	100.0%

* Central Office; Regional Office; Other Schools



EXPENDITURE	BUDGET	ACTUAL	%
Administration	\$22,487.00	\$19,148.25	85.2%
Lease Payments	\$0.00	\$0.00	0.0%
Utilities, Facilities and Maintenance	\$108,484.00	\$103,404.30	95.3%
Buildings, Property and Equipment	\$128,858.00	\$141,991.12	110.2%
Curriculum and Students Services	\$166,946.00	\$120,843.24	72.4%
Professional Development	\$20,000.00	\$32,128.61	160.6%
Transfer to Reserves	\$60,000.00	\$60,000.00	100.0%
Other Expenditure	\$0.00	\$10.38	0.0%
Payments to CO, Reg. Off, Other Schools	\$1,540.00	\$1,516.36	98.4%
Total Goods and Services Expenditure	\$508,315.00	\$479,042.26	94.2%



Our Primary Voluntary Contribution (\$60.00) continues to be used to offset the costs of on-line literacy and numeracy programs (Mathletics, Reading Eggs, Eggspress and Accelerated Reader) which are accessible at school and at home. The cost of these programs is off-set by the Parents and Citizens Association through their '*Dollars for Scholars*' fundraising. The Kindergarten Voluntary Contribution (\$60.00) was used to purchase Oral Language resources, playground development and outdoor equipment whilst the Pre-primary Contribution (\$60.00) was used to purchase equipment for Playground Development 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 85%, which is a significant improvement on last year and back to around our usual collection rate. The breakdown of the contribution rate is as follows: Primary (86.3% - up about 11%); Pre-primary (75% - up about 5%); and, Kindergarten (89.8% - up about 7%). The previous drop in the collection rate, from historical levels, is felt to have been a carry-over from the COVID restrictions that kept parents/carers out of school and classrooms. The upward growth, and return to normal levels, might reflect the renewed involvement of parents/carers with the school. Cost of living pressures may cause the upward trend to slow or reverse in the coming year. 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 for 2022 (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. It can be seen from the table above that we over-expended in the areas of buildings, property and equipment as well as professional development. This was due to the installation of reverse cycle air-conditioning in a number of classes and other minor works. We also took advantage of the improved access to presenters to review and consolidate the teaching and learning programmes that we use school-wide.

The school did expend at least 95% of its One Line Budget (salaries, consumables and contingencies) as is required by the Department of Education.

We also hold 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>).

