2022 Annual Report to the School Community

School Name: Bass Valley Primary School (5195)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 of the previous calendar year 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 2023 at 07:54 PM by Sharon King (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 10 May 2023 at 10:31 AM by Jo Rawson (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Bass Valley Primary School is located on the Bass Coast, near the coastal town of Corinella, approximately 100km from Melbourne. The school was founded in 1979 bringing together rural communities of Bass, Corinella, Coronet Bay, Pioneer Bay, Grantville, The Gurdies, Kernot, Almurta and Woodleigh. Due to the geographic location a high percentage of students travel to and from the school by bus each day.
Bass Valley PS has a transient student population. While the total school population on average remains relatively stable within each year, there are many changes to enrolments during each term. The Student Family Occupation and Education (SFOE) band value for Bass Valley PS is described as medium socio-educational disadvantage.
In 2022 there were 235 students were enrolled consisting of 117 female and 118 males. Four percent of students had English as a second language (EAL) and three percent of the student population were ATSI (Aboriginal and Torres Strait Islander) students. Bass Valley PS had four students supplementary funded under the Program for Students with Disabilities.
A High Achievers program was and offered to selected students as a part of the DET High Achievers Program. In term 3 and 4 2022, approximately 20 preschool students attend the 6-month prep transition program ensuring that children were well orientated and prepared for school.
Bass Valley PS was staffed with a Principal, Assistant Principal, a Learning Specialist and 13.4 full time effective teaching staff who were supported by 5.23 full time effective Education Support (ES) staff and 1.91 full time effective tutors and 1.2 office administration staff. The ES staff worked within classrooms to support the specific learning needs of individual students to ensure they have additional opportunities to learn.
The school values underpin our belief that everyone has the right to feel safe, have a sense of belonging and experience success in meaningful ways so they can be their best! We pride ourselves on having a fun and friendly vibe to promote a community school where everyone is welcome.
The school is very proud of the curriculum programs offered and also the extensive school facilities which include a full-sized basketball and gymnasium, a heated outdoor swimming pool a vegetable garden and orchard, a STEAM room, well-resourced library, a wellbeing space and a wetland with adjoining outdoor learning areas.
In 2022 the school was organised into 11 classes using a combination of straight and composite year levels based on age. There were five junior classes in P-2, four in the middle school 3-4 and two senior year 5-6 classes. The specialist subjects offered to all students were PE and Auslan.
The Bass Valley school community is resourced by a number of local and regional services to support the wellbeing of families. The Parents Association has been very active and successful in engaging new families through their support of special days and activities such as the Colour Run and annual DUCKLOTTO fete.

Progress towards strategic goals, student outcomes and student engagement

Learning

Bass Valley PS focused on improving student learning growth in literacy and numeracy including an emphasis on extending students capable of high achievement. The teacher focus was on building practice excellence and this was supported by a focus on professional development for staff in creating Professional Learning Communities (PLC's) within the school. Teachers completed the training and worked with a consultant to revise timelines and work structure in order to provide a deeper focus on the work required to use high impact teaching strategies and track student achievement. The PLC leaders indicated an improvement in the level of trust and respect for colleagues across the school in leading the work and having a focus on understanding the needs of each cohort of students.
The percentage of students working at or above the expected level in English was slightly lower than similar schools and the state, however Mathematics according to teacher judgement was ranked the same as similar schools and had closed some of the gap with the state average.
NAPLAN reading results in the top 3 bands are lower than similar schools and the state, however by year 5 the results were almost 10% higher than similar schools and nearly at state average. In Mathematics the student results in year 3 and 5 were higher than similar schools and lower than the state, however the 2022 results showed an improvement than previous years.
In 2023 the school will operate in mini school HIVES, where teachers in Junior school (p-2), middle school (3-4) and senior school (5-6) work closely together to analyse student needs through intensive data collection and planning for interventions and adjustments to engage and meet their needs.

A focus of the HIVE work for 2023 will be to develop whole school agreed practices in numeracy, including aligned assessment practices which are shared with parents. A regional coach has been appointed to work with the school as a 'critical friend' offering situated professional development and training for staff to refine and update their professional knowledge and skill particularly in the teaching and learning of mathematics which is a statewide priority.

Wellbeing

In 2022 students in years 4-6 once again completed the Student Attitude to School survey and results indicate that students attitudes to management of bullying is approximately 10% lower than similar schools and the state. Student sense of connectedness has increased 5% than in previous years but is still below similar schools and the state.
The focus in 2023 will be to introduce student voice leaders who will work with teachers and leadership to design and implement innovative strategies and activities to engage students in class and whole school events. A focus will also be to target student voice in engaging in choice in the way the curriculum is implemented that is responsive to their needs.
The implementation of a whole school values system with the aim to align school beliefs began in 2022 and will be further implemented and strengthened in 2023. Students were involved in designing the mascot logos for Be Your Best! Be Safe, Be Kind and Be Problem Solvers.
Student awards at assembly will be introduced to promote and acknowledge positive behaviours and the class dojo system used as currency for students to be recognised for meeting expectations.

Engagement

Student absences in 2022 continue to be a source of concern for the school leadership with an increase of up to 2 days on average for each student across the year. It is unknown if the additional days are due to COVID illnesses and expectations for quarantine.
The school wellbeing team continued to focus on supporting families of students with chronic absence and sought support via the Dept. of Ed regional project officers and other agencies. A few students who relied on their families for transport to school often had issues with lateness, however plans to support them once at school have proved successful in assisting them become ready to learn.
Attendance and late arrivals are monitored by leadership and parents are contacted daily by administration via the COMPASS platform to confirm the reason for lateness and absence. Implementation of strategies to address attendance include regular monitoring of student absence through leadership meetings, compass, data walls, absence alert cards, daily phone calls and text messages to students at risk, traffic light attendance notifications per term and regional notification with absence plans developed and implemented. The school newsletter highlights the importance of attendance and educational attainment on a regular basis.

Other highlights from the school year

In 2022 the school had many sporting highlights which included five students selected for the Victorian State Softball Team which made up 40% of the entire state team. This was attained by the commitment and dedication of the students, the PE teachers and the parents who supported the girls to be their best and represent not only Bass Valley PS but their entire state.
A huge honour and privilege indeed!
The school also partnered with Kids Thrive to participate in the Kids as Catalysts program which involved children partnering with several local community groups to implement positive change. Projects included awareness of over fishing; connecting kids in remote areas; fishing as a leisure activity; protecting endangered species; and community art projects.
The senior students also were involved in the Cows Create Careers program and they won the local and Gippsland segments with their innovative and engaging presentations and were runners up finalists in the state competition.
The school principal of twelve years retired in term three 2022, with a new principal welcomed by the school community to take over the reins in term 4, 2022.

Financial performance

The school has managed funds to enable a strong teaching and learning environment supporting the continued employment of a Learning Specialist to manage and lead literacy across the school and additional Education Support staff to support students with additional needs.

Additional equity funds and tutor learning initiative funds have supported the purchase of resources and IT equipment for student use, bringing the device ratio to 1:1.
The school continues to remain in a sound financial position at the end of 2022, with revenue being spent on the current student cohort.
The minor capital works funding was used to refurbish and maintain outdoor learning and play spaces. Funding received as part of the planned maintenance program has been allocated for future maintenance and repairs of the playgrounds, gardens and building upgrades.

For more detailed information regarding our school please visit our website at
http://bassvalleyps.vic.edu.au/WordPress/

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 235 students were enrolled at this school in 2022, 117 female and 118 male.

4 percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

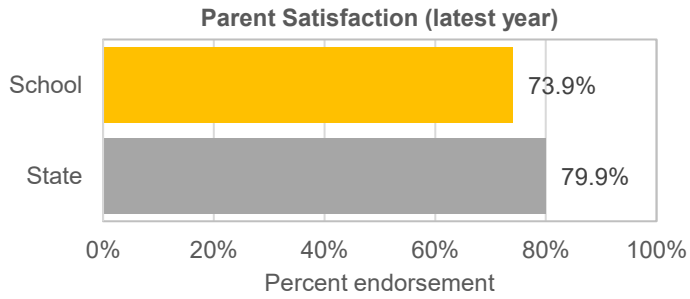
This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	73.9%
State average (primary schools):	79.9%



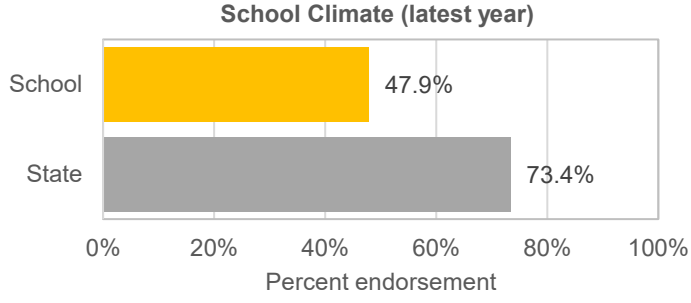
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	Latest year (2022)
School percent endorsement:	47.9%
State average (primary schools):	73.4%



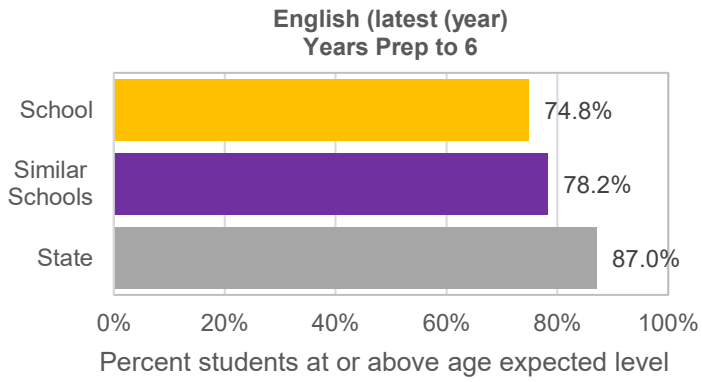
LEARNING

Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

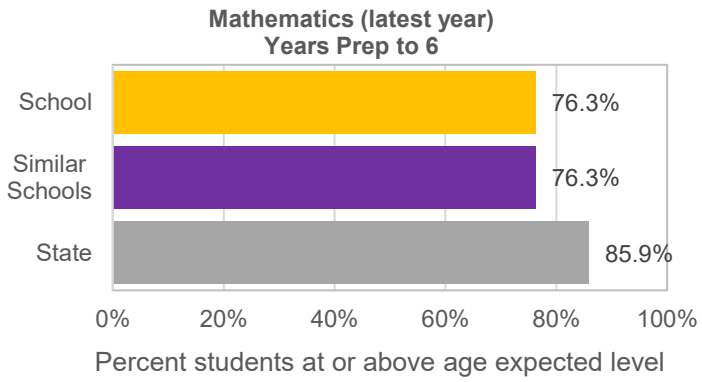
Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	74.8%
Similar Schools average:	78.2%
State average:	87.0%



Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	76.3%
Similar Schools average:	76.3%
State average:	85.9%



LEARNING (continued)

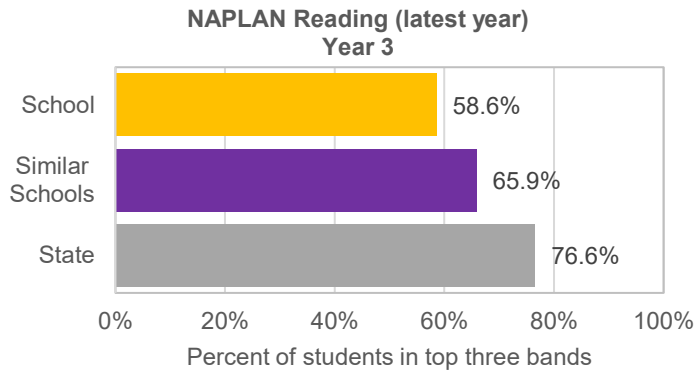
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

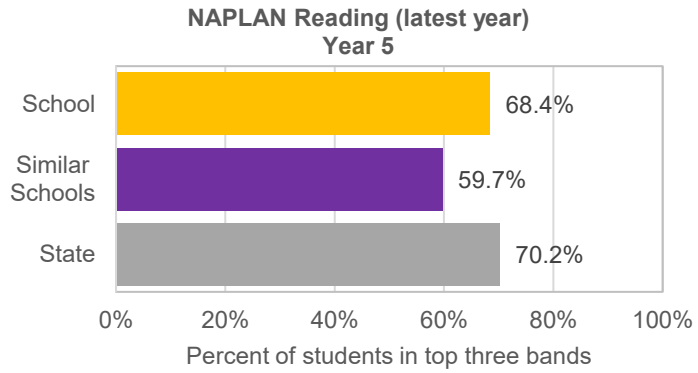
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

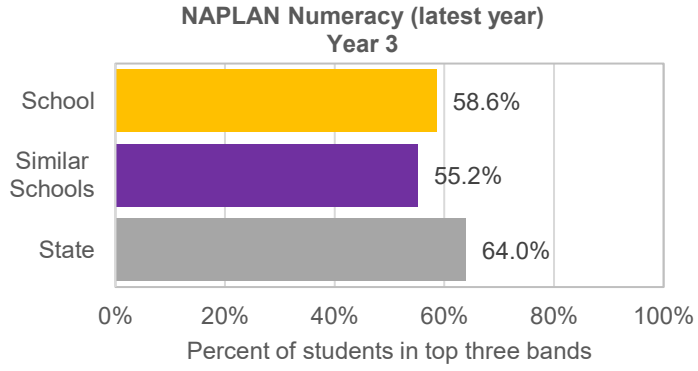
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	58.6%	63.5%
Similar Schools average:	65.9%	67.8%
State average:	76.6%	76.6%



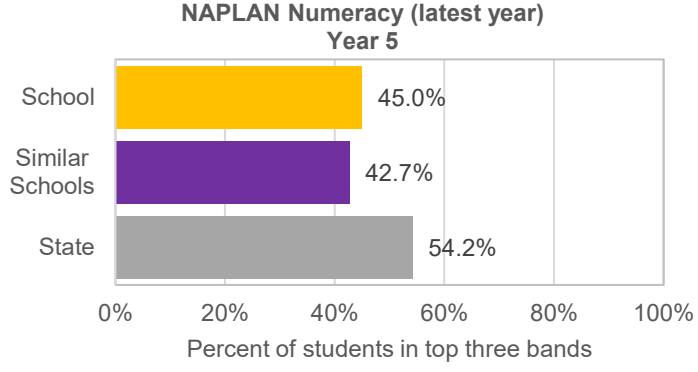
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	68.4%	54.5%
Similar Schools average:	59.7%	60.0%
State average:	70.2%	69.5%



Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	58.6%	52.9%
Similar Schools average:	55.2%	57.5%
State average:	64.0%	66.6%



Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	45.0%	41.0%
Similar Schools average:	42.7%	47.6%
State average:	54.2%	58.8%



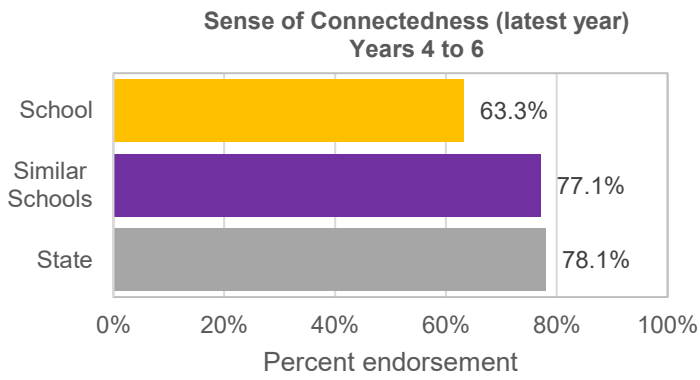
WELLBEING

Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

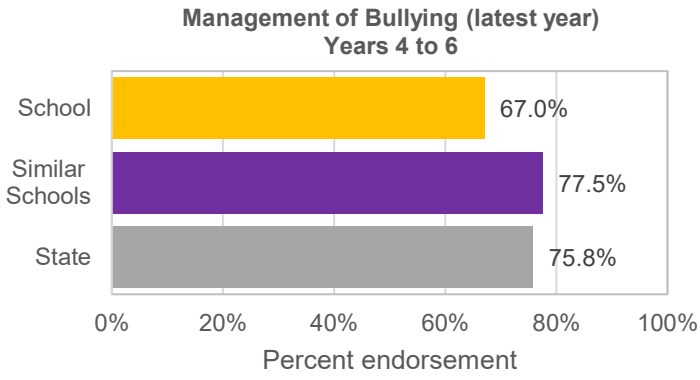
Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	63.3%	58.1%
Similar Schools average:	77.1%	77.4%
State average:	78.1%	79.5%



Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	67.0%	64.0%
Similar Schools average:	77.5%	78.4%
State average:	75.8%	78.3%



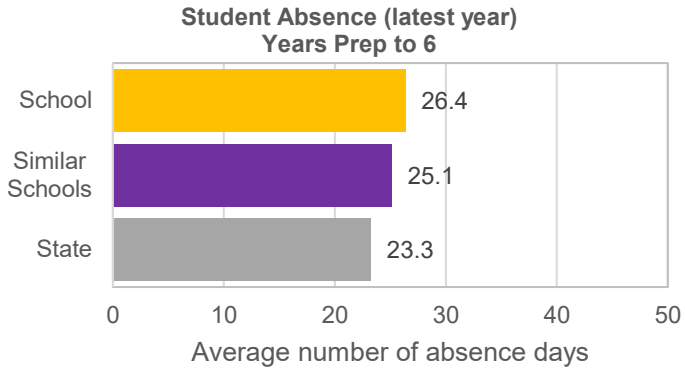
ENGAGEMENT

Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	26.4	24.9
Similar Schools average:	25.1	19.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	85%	88%	85%	86%	86%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$2,588,780
Government Provided DET Grants	$457,556
Government Grants Commonwealth	$5,473
Government Grants State	$7,500
Revenue Other	$48,358
Locally Raised Funds	$122,465
Capital Grants	$24,780
Total Operating Revenue	**$3,254,911**

Equity [1]	Actual
Equity (Social Disadvantage)	$244,617
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$244,617**

Expenditure	Actual
Student Resource Package [2]	$2,421,880
Adjustments	$0
Books & Publications	$2,873
Camps/Excursions/Activities	$25,197
Communication Costs	$2,625
Consumables	$38,407
Miscellaneous Expense [3]	$21,561
Professional Development	$38,291
Equipment/Maintenance/Hire	$47,920
Property Services	$118,292
Salaries & Allowances [4]	$316,788
Support Services	$0
Trading & Fundraising	$41,734
Motor Vehicle Expenses	$0
Travel & Subsistence	$235
Utilities	$26,719
Total Operating Expenditure	**$3,102,522**
Net Operating Surplus/-Deficit	**$127,609**
Asset Acquisitions	**$49,081**

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

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

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

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	$204,784
Official Account	$31,509
Other Accounts	$0
Total Funds Available	**$236,293**

Financial Commitments	Actual
Operating Reserve	$104,756
Other Recurrent Expenditure	$9,241
Provision Accounts	$2,018
Funds Received in Advance	$18,512
School Based Programs	$522
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$24,658
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$10,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$10,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$55,000
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$234,707**

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.