2023 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 (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 29 April 2024 at 10:22 AM by Sharon King (Principal)

- This 2023 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 29 April 2024 at 03:05 PM by Casey Masinovic (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the '*Performance Summary*' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program 'Results and Reports' page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 often 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 2023 there were 215 students were enrolled with 105 female and 110 males identified. Two percent of the student population had English as a second language (EAL) and two percent of the population were enrolled with an ATSI (Aboriginal and Torres Strait Islander) status. Bass Valley PS had four students supplementary funded under the Program for Students with Disabilities and fifty-eight students additionally supported with equity funding. Overall our socio economic profile is listed as medium. A High Achievers program was offered to selected students as a part of the DET High Achievers Program. In term 4 2024, approximately 35 preschool students attend our Ready-Set-Go prep transition program ensuring that children were well orientated and prepared for school. Bass Valley PS was staffed with a Principal, Assistant Principal, four HIVE leaders and 13.4 full time effective teaching staff who were supported by 5.4 full time effective Education Support (ES) staff and one full time tutor and one part time wellbeing teacher. The office is staffed with one full time and one part time 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 in conjunction with their classroom teachers. 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! Our values Be Safe, Be Kind, Be Problem Solvers are well known to all staff, students and parents. 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 2023 the school was organised into 10 classes using a combination of straight and composite year levels based on age. There were four junior classes in P-2, three in the middle school 3-4 and three senior year 5-6 classes. The specialist subjects offered to all students were PE, STEAM, AUSLAN and Visual Arts (P-2). The Bass Valley school community is resourced by a number of local and regional services to support the wellbeing of families. The fundraising arm of the School Council has been very active and successful in raising funds and 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 and those who are most vulnerable. The teacher focus in 2023 was to work in HIVE teams to carefully look at student data to plan for learning tasks in line with the Victorian Curriculum and monitor student growth by engaging in weekly HIVE team planning meetings. Each HIVE leader also participated in high impact professional learning workshops in mathematics with other educators in our school network. HIVE leaders were tasked with sharing this learning with other members of their HIVE team (junior, middle and senior school) and utilise the information to plan for more targeted learning and assessment tasks. Teaching and Education Staff indicated and improvement in school climate as the percentage endorsement of a positive school climate as measured through the annual staff survey, increased to 80% which was slightly higher than the state average. In 2023 there were changes in the way NAPLAN was reported to schools and families, indicating that in year 3 we had 64.3% of students strong or exceeding in reading, which was 6% higher than similar schools. There were 71% of students in year 5 reported as strong or exceeding indicating 5% higher than similar schools and slightly lower than the state average. In year 3 our students were significantly stronger and exceeding in numeracy than similar schools by nearly 20% and 5% higher than the state average. The results of the students are attributed to a focused effort to align teacher practices P-2 and the instructional model for how maths is taught. In year 5 student results were slightly lower than similar schools and the state, which has prompted a school based focus on how maths is taught in the middle and senior years of the school. The appointment of an instructional leader working with leadership to update teacher knowledge and skills in mathematics will be a focus of our 2024 staff structure and professional learning.

Wellbeing

In 2023 students in years 4-6 once again completed the Student Attitude to School survey and results indicate that students attitudes to management of bullying has improved and is in alignment with similar schools and the state. We believe this is due to a focused whole school adoption of the School Wide Positive Behaviour Systems (SWBPS) and implementation with fidelity throughout the year. Student sense of connectedness has continued to increase exponentially and for the first time in years is now 5% above similar schools and the state average. We believe this is attributed to the introduction of student voice leaders who worked with teachers and leadership to design and implement innovative strategies and activities to engage students in class and whole school events. We also targeted student voice and choice in the way the curriculum is implemented so it is more responsive to their needs and building a greater sense of connection to the school and each other. The implementation of our whole school values system that started in 2022 and embedded in 2023 has continued to strengthen and align the whole school and the results are evident. Student leadership roles have been updated and student awards at assembly became the norm each week acknowledging positive behaviours and excellence. The class dojo system implementation to acknowledge and recognise students consistently meeting expectations has been a favorite for students, staff and parents alike.

Engagement

Student absences in 2023 have improved due to a focus on the creation of a safe and orderly, welcoming school environment. Student illness and unexplained absences have also reduced over the year. The average days absence P-6 has fallen 3 days on average, however is still slightly higher than average schools by one day and the state by 3 days. The focus in 2024 will be to introduce attendance reward certificates and prizes and also the staff are committing to building stronger relationships with parents and carers to encourage attendance. Our system of sending notification via the Compass app through to parents on the day they are absent has proven helpful in identifying reasons for absence. In some cases school refusal has strengthened communication with parents, staff and the wellbeing team as they have worked on innovative strategies to engage with students and promote attendance. One of the most successful strategies has been the re-introduction of a breakfast facility for all children who require it on a daily basis and a whole school scrumptious breakfast program two days a week for the whole school community. Another strategy implemented was the staffing of the 'ready room' a space for children to go when they arrive at school if they are not ready to learn. Individualised support strategies are utilised in the ready room to prepare the students with the confidence and resilience to get back into regular classroom practices.

Other highlights from the school year

In 2023 the school had many sporting highlights which included four students selected for the Victorian State Softball Team which made up 30% 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 again 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 again and looked after livestock at school and learnt how to care for the young animals before they were returned to the farms. Our annual Ducklotto fete proved to be a success once again bringing together the community and raising funds for the improvement of our school grounds and facilities.

Financial performance

The school has managed funds to enable a strong teaching and learning environment supporting the employment of four HIVE leaders that managed and led numeracy across the school and we also continued to fund additional Education Support staff to support students with additional needs, particularly those struggling with emotional regulation. Additional equity funds and tutor learning initiative funds have supported the purchase of resources and IT equipment for student use, ensuring that the device ratio continues to be 1:1. The school continues to remain in a sound financial position at the end of 2023, with revenue being spent on the current student cohort. The minor capital works funding was directed towards updating garden spaces and maintain outdoor learning and playground spaces. The school will continue to expend all finance on grounds and facility improvements and student learning resources including an increase in human resources in 2024.

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 215 students were enrolled at this school in 2023, 105 female and 110 male.

2 percent of students had English as an additional language and 2 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.

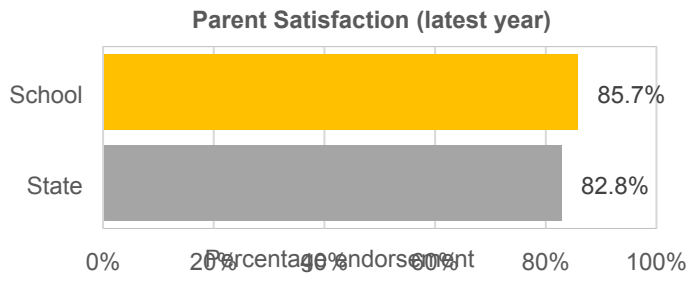
This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian 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 (2023)
School percentage endorsement:	85.7%
State average (primary schools):	82.8%



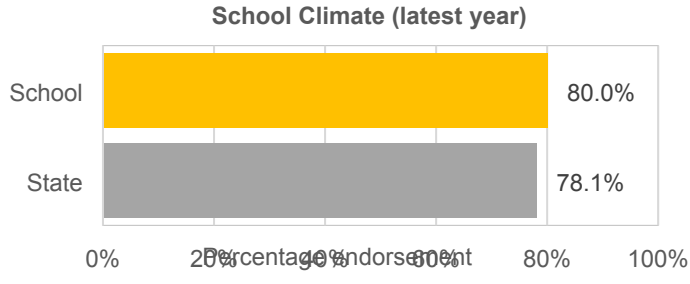
School Staff Survey

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 (2023)
School percentage endorsement:	80.0%
State average (primary schools):	78.1%



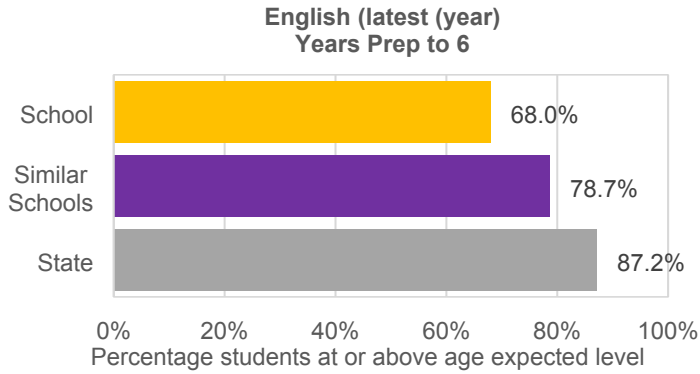
LEARNING

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.***

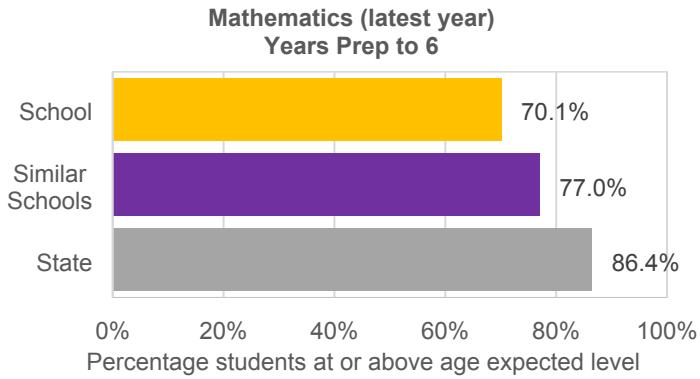
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	68.0%
Similar Schools average:	78.7%
State average:	87.2%



Mathematics **Years Prep to 6**	Latest year (2023)
School percentage of students at or above age expected standards:	70.1%
Similar Schools average:	77.0%
State average:	86.4%



LEARNING (continued)

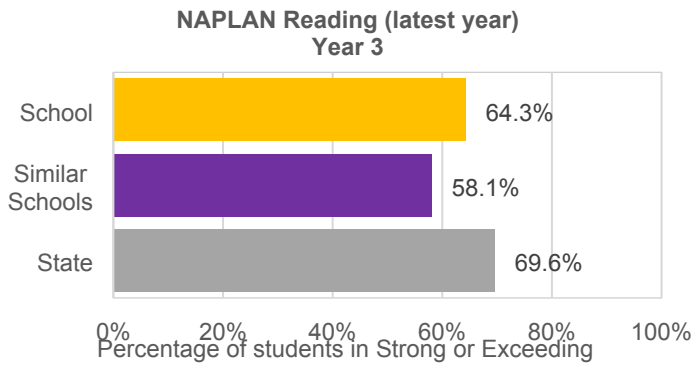
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

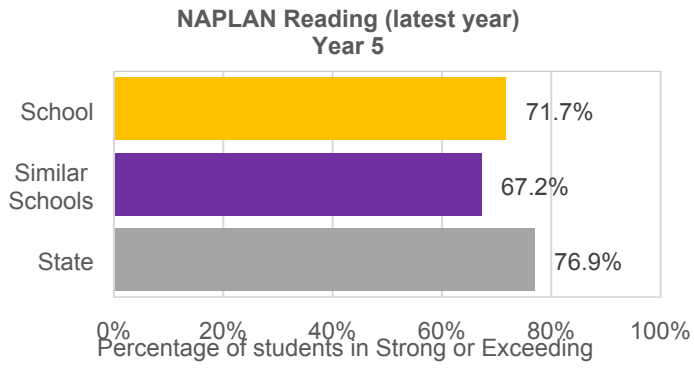
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

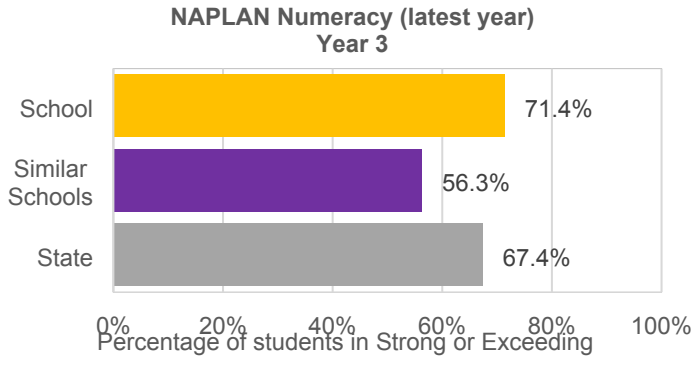
Reading Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	64.3%
Similar Schools average:	58.1%
State average:	69.6%



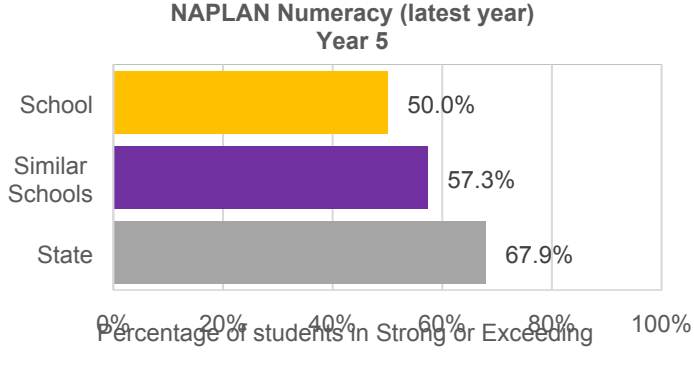
Reading Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	71.7%
Similar Schools average:	67.2%
State average:	76.9%



Numeracy Year 3	Latest year (2023)
School percentage of students in Strong or Exceeding:	71.4%
Similar Schools average:	56.3%
State average:	67.4%



Numeracy Year 5	Latest year (2023)
School percentage of students in Strong or Exceeding:	50.0%
Similar Schools average:	57.3%
State average:	67.9%



LEARNING (continued)

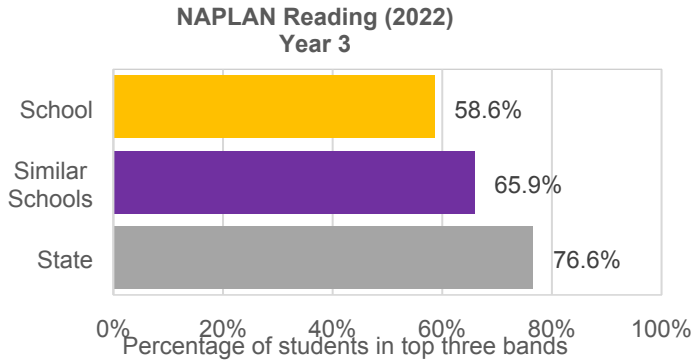
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN 2022

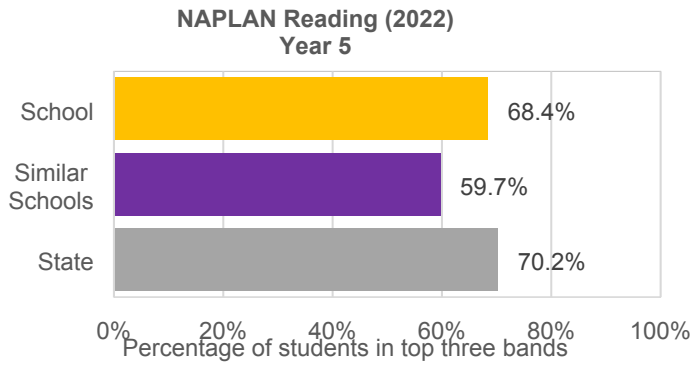
Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

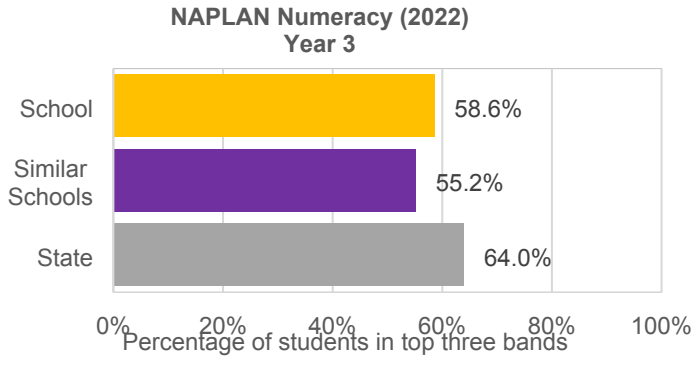
Reading Year 3	Latest year (2022)
School percentage of students in the top three bands:	58.6%
Similar Schools average:	65.9%
State average:	76.6%



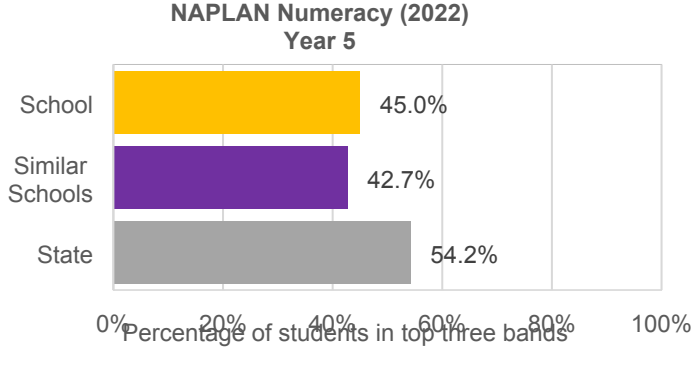
Reading Year 5	Latest year (2022)
School percentage of students in the top three bands:	68.4%
Similar Schools average:	59.7%
State average:	70.2%



Numeracy Year 3	Latest year (2022)
School percentage of students in the top three bands:	58.6%
Similar Schools average:	55.2%
State average:	64.0%



Numeracy Year 5	Latest year (2022)
School percentage of students in the top three bands:	45.0%
Similar Schools average:	42.7%
State average:	54.2%



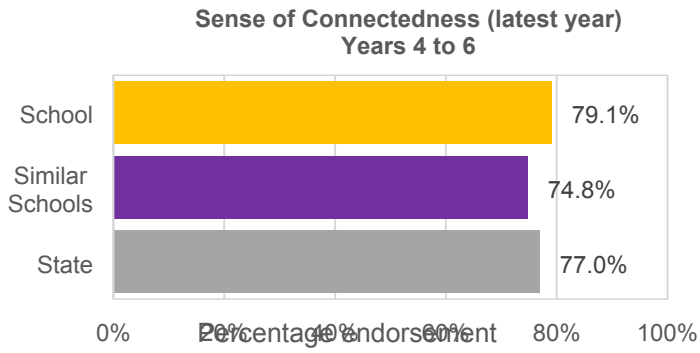
WELLBEING

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 percentage 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).

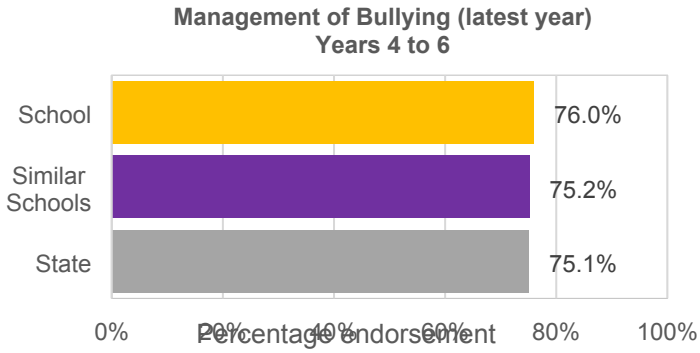
Sense of Connectedness Years 4 to 6	Latest year (2023)	4-year average
School percentage endorsement:	79.1%	67.0%
Similar Schools average:	74.8%	76.4%
State average:	77.0%	78.5%



Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	76.0%	69.8%
Similar Schools average:	75.2%	77.2%
State average:	75.1%	76.9%



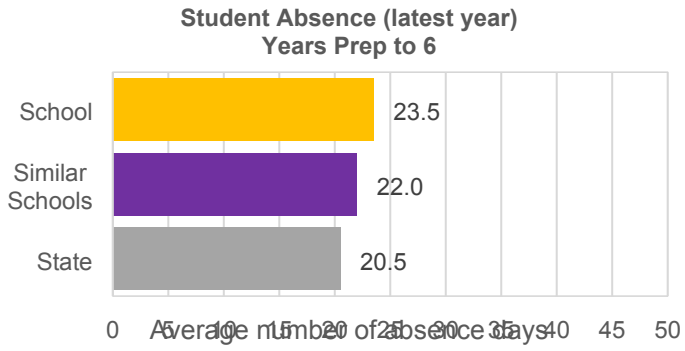
ENGAGEMENT

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 (2023)	4-year average
School average number of absence days:	23.5	26.0
Similar Schools average:	22.0	20.4
State average:	20.5	18.1



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 (2023):	87%	89%	88%	90%	87%	88%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	$2,746,656
Government Provided DET Grants	$585,426
Government Grants Commonwealth	$7,562
Government Grants State	$2,700
Revenue Other	$12,348
Locally Raised Funds	$121,878
Capital Grants	$0
Total Operating Revenue	**$3,476,570**

Equity [1]	Actual
Equity (Social Disadvantage)	$184,496
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$184,496**

Expenditure	Actual
Student Resource Package [2]	$2,523,168
Adjustments	$0
Books & Publications	$1,421
Camps/Excursions/Activities	$45,362
Communication Costs	$2,090
Consumables	$38,639
Miscellaneous Expense [3]	$24,740
Professional Development	$5,555
Equipment/Maintenance/Hire	$70,446
Property Services	$111,266
Salaries & Allowances [4]	$309,887
Support Services	$0
Trading & Fundraising	$29,972
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$21,529
Total Operating Expenditure	**$3,184,076**
Net Operating Surplus/-Deficit	**$292,494**
Asset Acquisitions	**$27,484**

(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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	$223,428
Official Account	$49,485
Other Accounts	$0
Total Funds Available	**$272,913**

Financial Commitments	Actual
Operating Reserve	$103,478
Other Recurrent Expenditure	$3,814
Provision Accounts	$2,018
Funds Received in Advance	$103,275
School Based Programs	$30,000
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$17,924
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$10,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$270,509**

All funds received from the Department of Education, 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.