2024 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 30 April 2025 at 05:02 PM by Sharon King (Principal)

- As executive officer of the school council, I attest that this 2024 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 30 April 2025 at 05:02 PM by Sharon King (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Bass Valley Primary School (BVPS) is dedicated to providing to providing a high quality, rounded education for all students. We believe everyone has the right to feel safe, have a sense of belonging and experience success in meaningful ways to be their best. Our school values "Be Safe, Be Kind, Be Problem Solvers" guide our daily work in order to have a high relational, high performing school culture focused on improvement.

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.

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 STEM room, well-resourced library, a wellbeing space and a wetland with adjoining outdoor learning areas. In 2024 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, STEM, AUSLAN and Visual Arts and Music. 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.

As at December the 16th, 2024 there were 220 students enrolled.

In 2024, we celebrated the following special events: **Wakakirri -** Grade 3/4 students participated in the Wakakirri, a nationwide initiative for Australian schools that provides a platform for students to express their thoughts, ideas, and aspirations through the art of storytelling and dance. The BVPS students performed a story called 'A new world' at the Frankston Arts Centre. **Sporting success:** Our state school sporting success continued with our senior girls Tee-Ball, Softball and Cricket all crowned state champions. Additionally we had 3 representatives in the state softball side.
Workforce planning: In 2024, we had one new teacher join the school community. Additionally we employed six new education support staff to address the additional needs of students, supplementary funded through the Disability Inclusion Plan grant funds. Our workforce included: Three principal class officers, with job sharing capacity. Three wellbeing staff on a part time basis. Three specialist teachers. A part time learning tutor. Ten classroom teachers (part time equivalent). Two administration staff and thirteen education support staff (part time equivalent).

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning

Improving student achievement remains the central focus of daily teaching and learning at Bass Valley Primary School. Our 2024 student achievement data reflects ongoing progress to improve NAPLAN results for Grade 3 and Grade 5. While our Grade 5 results in Writing and Spelling are below those of similar schools, we are focused on addressing these areas of need through teacher professional learning and explicit teaching practices. Key drivers of improvement in 2024 included:

- **Professional learning** with leading education experts. Professional development with Di Siemon and additional work in the regional CoP updating our professional practice.
- **The implementation of two Learning Specialists** to drive literacy and numeracy across the school. These specialists will play a key role in supporting both teachers and students, ensuring targeted and consistent strategies are in place to improve literacy and numeracy outcomes school-wide.
- **The Tutor Learning Initiative**, which provided students with targeted intervention and additional support tailored to their specific learning needs.
- **Resourcing additional targeted time within the timetable** for literacy and numeracy support, overseen by the School Improvement Team to maximise student learning.
- **The continued adoption of evidence-informed practices**, including a shift towards structured literacy models and a focus on the science of learning, which are expected to improve overall student outcomes.

Equity and Inclusion:

All students supported by the Program for Students with Disabilities (PSD), Disability Inclusion Profiles, and Koorie students at Bass Valley Primary School demonstrated progress against the individual goals set within their education plans.

Looking ahead, 2025 will focus on: Strengthening the Professional Learning Team (PLT) approach, ensuring teachers use student achievement data to drive instructional planning and decision-making. **Targeted coaching** on our Instructional Playbook to ensure consistency in teaching practices and high-quality instruction across the school. **Building the capacity of our new staff members**, equipping them with the knowledge and understanding required to align with our evidence-informed teaching practices. These initiatives will ensure continued growth in student learning outcomes, reinforcing Bass Valley Primary School's commitment to academic excellence and our ongoing efforts to improve literacy and numeracy.

Wellbeing

In 2024 students in years 4-6 once again completed the Student Attitudes to School survey. The percentage of positive endorsement for sense of inclusion was scored at 85%. We believe this is due to a continued focus on whole school practices through School Wide Positive Behaviour Systems (SWBPS) and implementation with fidelity throughout the year. Positive parent endorsement continued to increase in the areas of school ethos and environment and general school satisfaction, and staff endorsement for school climate, collective responsibility, shielding and buffering, and trust in colleagues also increased. We believe that the continued focus on consistent whole-school practices and shared responsibility has contributed to the increase in staff endorsement. The implementation of our whole school values system (from 2022) has further strengthened. Our SWPBS Self Assessment indicated that Tier 1 classroom systems improved from 77% to 80%, and the Tiered Fidelity Inventory increased from 80% in 2023 to 90% in 2024. Continued focus on school-wide practices were further strengthened through Wellbeing Action Team meetings. The focus of these sessions was on the refinement of our school-wide practices for acknowledging expected behaviour (Class Dojo) and managing unexpected behaviour (Behaviour Flowchart). Behaviour referrals through Compass chronicles increased following these sessions, allowing the team to utilise data to further explore student needs and plan accordingly.

Engagement

Student attendance in 2024 has improved due to a focus on the creation of a safe and orderly, welcoming school environment. Student illness and unexplained absences 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 2025 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 2024 the school continued it’s success with sporting highlights which included another three students selected for the Victorian State Softball Team for the second year in a row. 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. Other sporting highlights included the girls team being awarded State Champions in Softball, T'Ball and Cricket for the second year in a row. Our PE teacher was awarded the 2024 School Sport Victoria Outstanding Teacher of the year award.

The school continued the partnership with Kids Thrive to participate in the Kids as Catalysts program which involved children partnering with several local community groups to implement positive change.
The senior students also were involved in the Cows Create Careers program and looked after livestock at school and learnt how to care for the young animals before they were returned to the farms.

The school funded an artist in school to assist preparation for the students to participate in Wakakirri the largest story dance festival in Australia and they performed at the Frankston Arts Centre with a variety of schools. A team of senior students won the Gippsland Region Tournament of Minds competition at Federation Uni and competed at State level, where they received a commendation. The school 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.
Equity funding and tutor learning initiative funds have supported the purchase of resources and individualised equipment for student use.
The Commonwealth Student Wellbeing program grant has assisted with the employment of a Student Wellbeing Officer in a 0.6 capacity in 2024.
The OSHC (Out of School Hours Care) program delivered at the school has been supported by a grant spanning over 18 months that will ensure the viability of the service and the additional funds to purchase equipment and resources.
The school received grant funding to assist with the preparation of the grounds and wetland areas for the upcoming fire season, ensuring that tree debris and buildings were compliant with fire regulations and safe for the fire season.
A consistent proportion of school funds has been directed towards the repair and maintenance of buildings and grounds and the expansion of playground fenced spaces to ensure security and safety from neighbouring roads and farmland.
The school continues to remain in a sound financial position at the end of 2024, with revenue being spent on the current student cohort. The school will continue to expend all finance on grounds and facility improvements and student learning resources including human resources to meet specialised needs in 2025.

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

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 222 students were enrolled at this school in 2024, 102 female and 120 male.

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

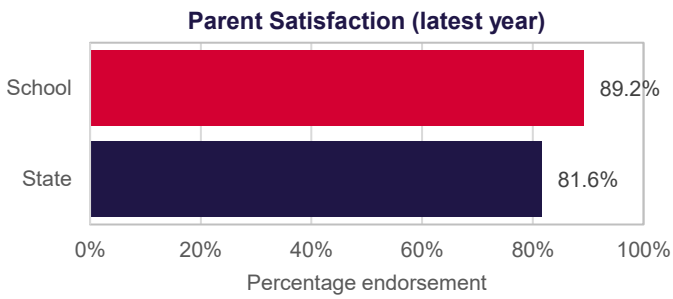
This school's SFOE band value is: **Medium**

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 (2024)
School percentage endorsement:	89.2%
State average (primary schools):	81.6%



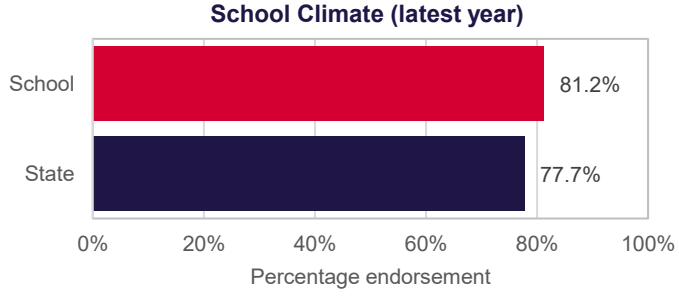
School Staff Survey

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 (2024)
School percentage endorsement:	81.2%
State average (primary schools):	77.7%



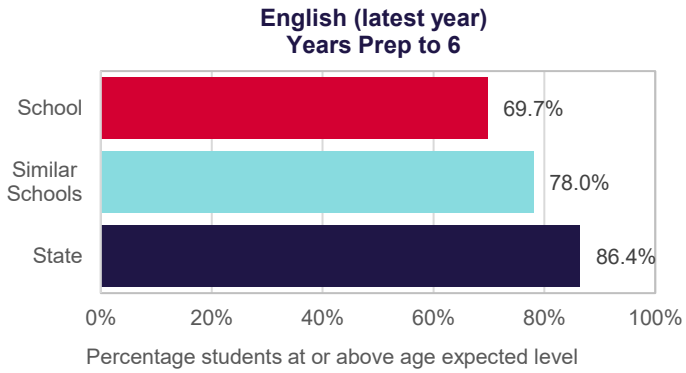
LEARNING

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.***

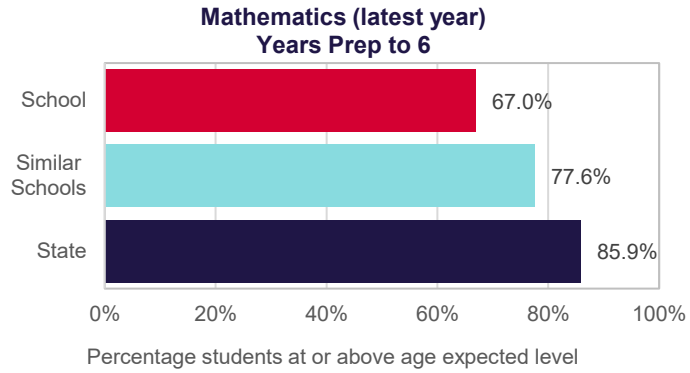
Teacher Judgement of student achievement against the Victorian Curriculum

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

English **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	69.7%
Similar Schools average:	78.0%
State average:	86.4%



Mathematics **Years Prep to 6**	Latest year (2024)
School percentage of students at or above age expected standards:	67.0%
Similar Schools average:	77.6%
State average:	85.9%



LEARNING (continued)

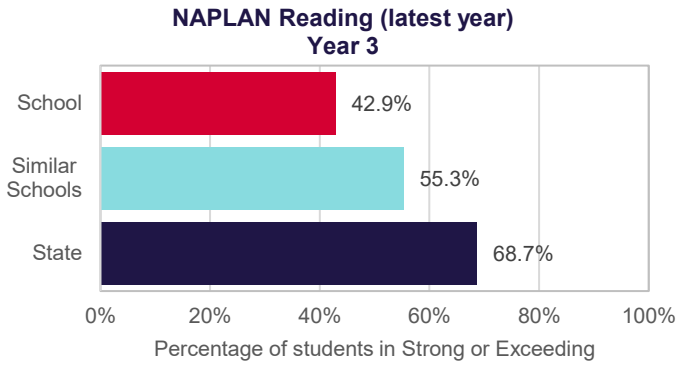
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN

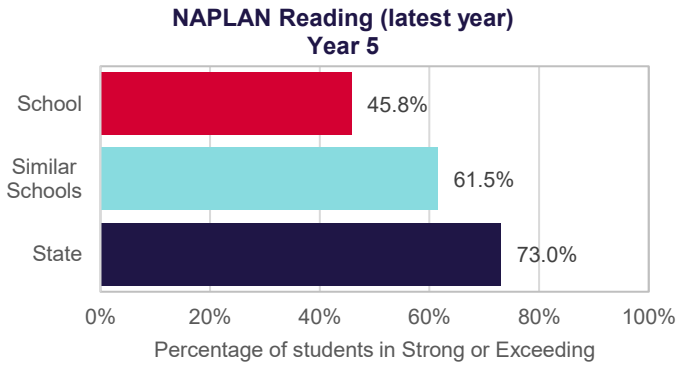
Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

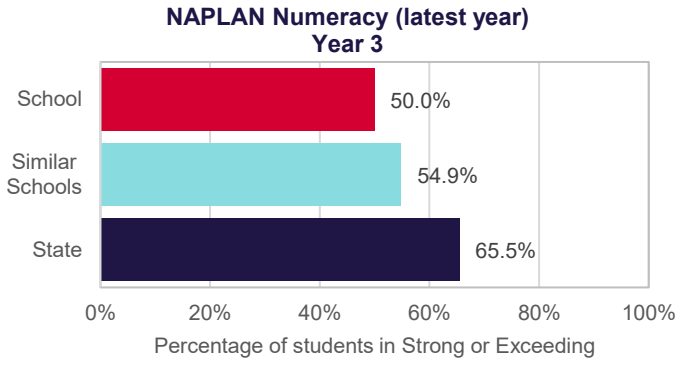
Reading Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.9%	55.1%
Similar Schools average:	55.3%	56.5%
State average:	68.7%	69.2%



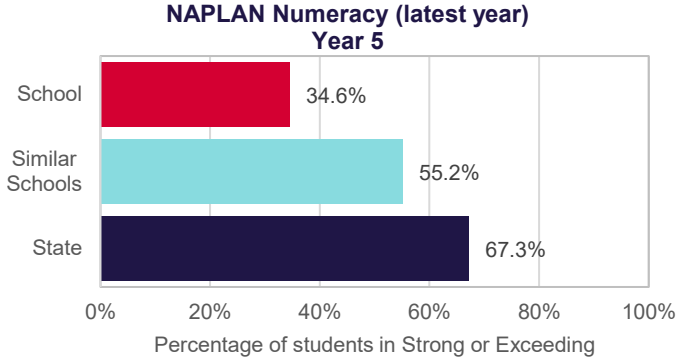
Reading Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	45.8%	62.9%
Similar Schools average:	61.5%	63.5%
State average:	73.0%	75.0%



Numeracy Year 3	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	50.0%	62.0%
Similar Schools average:	54.9%	56.0%
State average:	65.5%	66.4%



Numeracy Year 5	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	34.6%	44.4%
Similar Schools average:	55.2%	55.8%
State average:	67.3%	67.6%



LEARNING (continued)

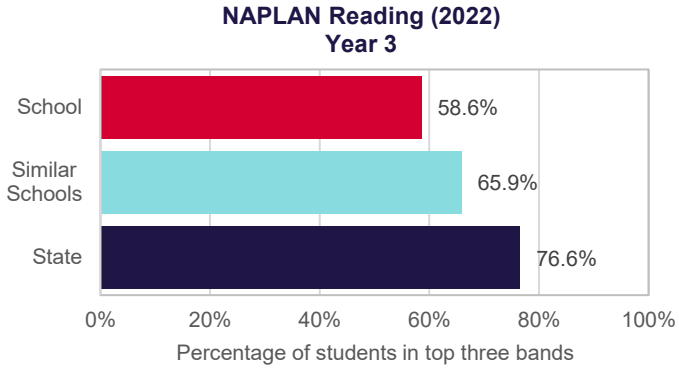
Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

NAPLAN 2022

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

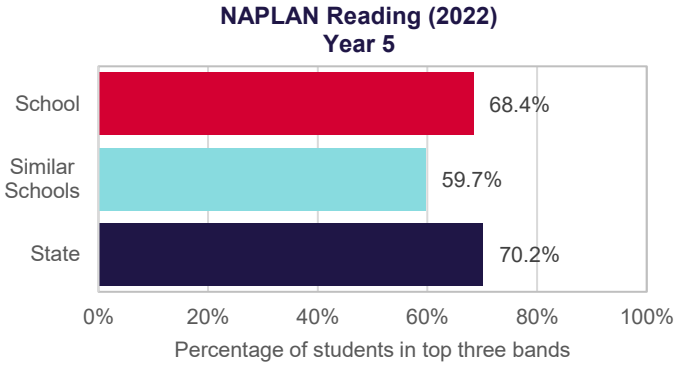
Reading
Year 3

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



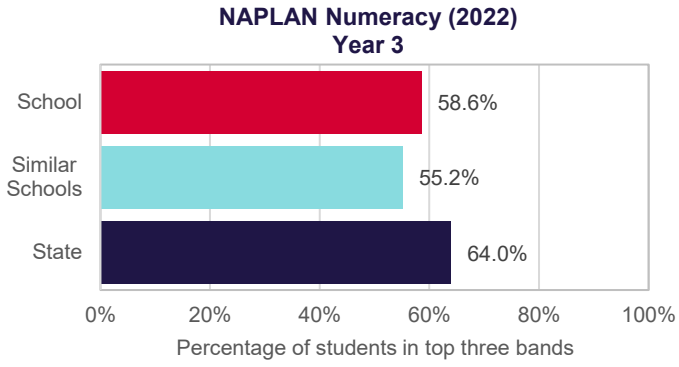
Reading
Year 5

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



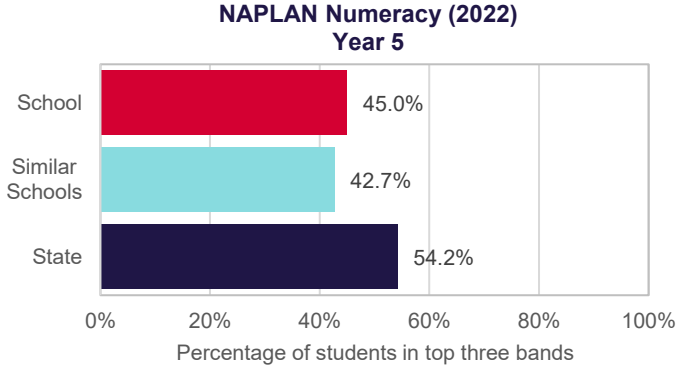
Numeracy
Year 3

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



Numeracy
Year 5

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



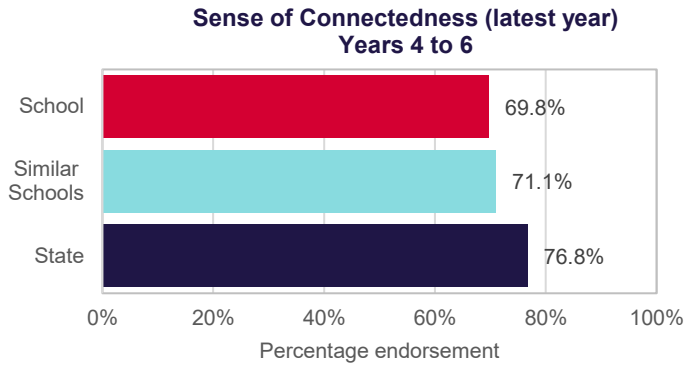
WELLBEING

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).

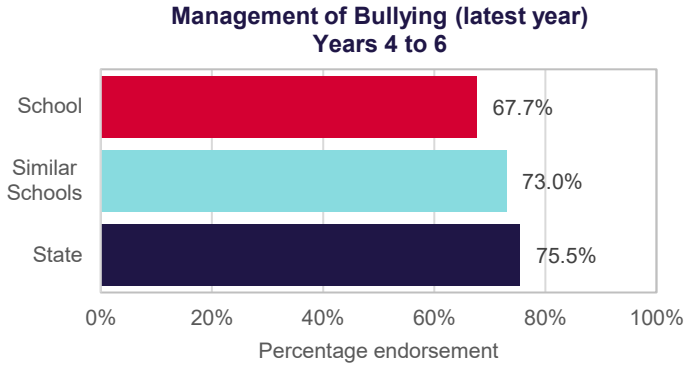
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	69.8%	67.8%
Similar Schools average:	71.1%	74.8%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	67.7%	69.2%
Similar Schools average:	73.0%	76.3%
State average:	75.5%	76.3%



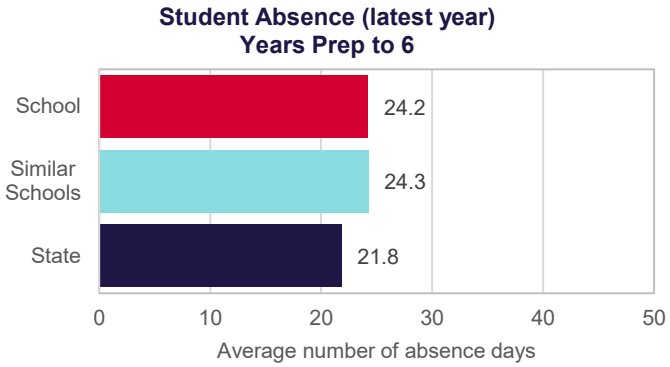
ENGAGEMENT

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 (2024)	4-year average
School average number of absence days:	24.2	24.6
Similar Schools average:	24.3	22.6
State average:	21.8	20.1



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 (2024):	89%	90%	88%	88%	90%	86%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	$2,904,866
Government Provided DET Grants	$568,935
Government Grants Commonwealth	$9,350
Government Grants State	$0
Revenue Other	$8,388
Locally Raised Funds	$133,290
Capital Grants	$0
Total Operating Revenue	**$3,624,829**

Equity [1]	Actual
Equity (Social Disadvantage)	$179,496
Equity (Catch Up)	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$179,496**

Expenditure	Actual
Student Resource Package [2]	$2,756,559
Adjustments	$0
Books & Publications	$1,737
Camps/Excursions/Activities	$48,064
Communication Costs	$1,939
Consumables	$42,327
Miscellaneous Expense [3]	$25,036
Professional Development	$7,124
Equipment/Maintenance/Hire	$63,125
Property Services	$154,130
Salaries & Allowances [4]	$370,533
Support Services	$0
Trading & Fundraising	$85,302
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$25,081
Total Operating Expenditure	**$3,580,957**
Net Operating Surplus/-Deficit	**$43,871**
Asset Acquisitions	**$30,403**

(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 2025 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 2024

Funds available	Actual
High Yield Investment Account	$186,997
Official Account	$41,164
Other Accounts	$0
Total Funds Available	**$228,161**

Financial Commitments	Actual
Operating Reserve	$137,460
Other Recurrent Expenditure	$5,793
Provision Accounts	$2,018
Funds Received in Advance	$148,693
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$28,894
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
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	**$322,858**

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.