

2017 Annual Report to the School Community



School Name: The Basin Primary School

School Number: 2329





About Our School

School Context

The Basin Primary School is committed to continuous improvement and achieving excellence in teaching and learning at every Grade level. We focus on the development of the 'whole' child. We encourage each student to maximise their potential, to have respect for themselves, others and the environment. It is important to us that our students grow into well-balanced, happy and productive members of society by participating in a variety of academic, language, visual and performing arts, sporting and social programs. In 2016 we introduced a Science specialist area, which has been embraced by our students and school community.

The school prides itself on the long-standing close partnership it shares with parents, students, staff and members of our local community.

This school has the equivalent full-time staff of 2 x Principal class, 30.8 x teachers and 9 x ESS staff. Our enrolment continued to increase: 2017 = 527 students in 24 grades, in 2018 = 559 students in 26 grades. This increase is due in part to the changing socio economic area and our school's positive reputation.

In 2015, the school was notified that the State Government had allocated \$5.8 million for upgrade works in 2016/2017. The priorities are an upgrade to the admin building, a new gymnasium, exterior and internal refurbishment of the Grade 3/4 and 1/2 Buildings plus storm water, asphaltting, sewerage and landscaping works. The delivery of two double portables in 2017 and 2018 provided new learning spaces for the additional classes.

Our students continue to shine in many areas including the Academic, Sporting and Performing Arts fields. A feature has been the continued success of our Wakakirri Dance teams and our continued sporting achievements at a District & Regional level. In the last 14 years, we have been district champions in Athletics 13 times and Cross Country champions 12 times. A continued focus on diversifying the leadership roles available to Grade 6 students (school captains, house captains, junior school council / captains, ICT captains and environmental captains) has allowed them an increased number of forums to participate in decision making and implementation of whole school activities. OSHCLUB provide before and after school care for our students and now offer a holiday program.

At The Basin Primary School, we aim to ensure each student reaches his or her true potential. Our data indicates consistent improvement over time and we remain committed to achieving higher value-added results in all areas of Student Learning in 2018 and beyond.

Framework for Improving Student Outcomes (FISO)

Professional leadership

The current leadership team identified future leaders and engaged the services of outside consultant to deliver a leadership program as well as sending staff to appropriate Bastow Courses. The leadership team will also identify roles for each curriculum team and professional learning team who will have the responsibility of one area of the Strategic Plan. The school will provide funds for identified professional learning to enhance and strengthen leadership opportunities.

Excellence in Teaching and Learning.

The Basin PS will build teacher and student confidence in utilizing a range of assessment strategies to effectively plan for and assess teaching and learning. There will be a focus on teacher capacity to analyse data to inform teaching and learning. Teams will also develop the capacity of the school to maintain accurate data sets to know each student 'point of learning.'

Achievement

The Grade 3 Student trend data from the National Assessment Program in 2017 (NAPLAN) acknowledges that over a four year period our Grade 3 students achieve results well above like schools in Reading and Numeracy. Our Grade 5 Naplan results over a four-year timeframe places our students also above like schools in both Reading and Numeracy. Overall, our Naplan results in 2017 were quite good with improvement required in Grade 5 Writing and improvement in spelling required across the school. Four-year trend data places our Grade 5 students in the similar range when compared to other schools. The 2017 Relative Gain data, which compares student's growth from Grade 3 to Grade 5, saw students achieving similar results to most schools in reading with Spelling and Grammar & Punctuation achieving low growth. These results are in contrast to our teacher judgments in the 2017 June and December reporting cycles. In 2018, our continuing focus will be on building the capacity of our staff to plan and deliver explicit teaching and learning activities in Writing, Spelling (Sound Waves) and Numeracy across the school.

Educational consultants - Julie Shepherd and Michael Ymer have worked closely with our staff in 2017 and helped us implement the new Victorian Curriculum areas of Literacy and Numeracy. A whole staff peer-coaching program was introduced in 2015 and continued in 2017, with teachers working in coaching crews to achieve improved teaching practices. 'Coaching is a dialogue in which the coach and coachee collaborate to unlock a coachee's potential and maximise performance.'

The Basin Primary School continues to strive for excellence by setting high expectations in meeting the individual needs of all students. Across the school, the December teacher judgments place 57% of students above the expected growth in Reading and Viewing, and 47% above in Numeracy.



A focus on the whole child includes a total involvement in our successful specialist programs of PE & Sport, Music & Performing Arts, German, Science and Visual Arts. The addition of Science as a specialist subject in 2016 was embraced by our students and the school community. Extra curricula activities include - choirs, involvement in Wakakirri & Dance Fair events, private music classes, lunch time activities including our social club, art club, dance club, garden and chess club.

The Quicksmart Mathematics (Grade 5&6) and Reading Lab (Prep to Grade 6) programs have been highly successful. In 2017 these programs continue. Our successful Literacy Lab continues to achieve wonderful results with many children progressing above their expected levels. The 2017 December 'Reading & Viewing' teacher judgments resulted in 47% of Prep children, 58% of Grade 1 children and 55% of Grade 2 children achieving results above the expected level.

Engagement

The Basin Primary School is performing within the middle or average band in relation to student attendance when compared to other Victorian Government Schools. We consider this a continued area for improvement at The Basin PS in 2018 with a goal of reducing this figure.

Absenteeism tracking processes will continue to target students with unexplained regular nonattendance. Implementation of the new DEECD initiative 'Every Day Counts' along with close parent and school communication around attendance will continue to reinforce the link between attendance and student success. During 2016, we introduced the COMPASS Management System, including the attendance module, which has provided us daily attendance data and the ability to quickly follow up absentee issues with parents.

The Bounce Back Resiliency program was successfully embedded across the school and continues to enhance positive student interactions. A lunchtime social club which focused on engaging disengaged students has proved to be very successful with all of these children developing friendships and this program will continue in 2018. Weekly lunchtime chess, dance, science, junior and senior and German choirs and art programs provide our students with different options during lunchtimes along with a generous supply of sporting equipment. Grade 6 leaders run lunchtime events each term.

The 2017 Attitudes to School Survey places our school above both state and similar schools showing how Connected our students are at 87%. Parent survey data in the area of General Satisfaction is very high with a score of 100% placing our school above both state and national means.

Student leadership in 2017 was strengthened and expanded to maximise participation in decision-making and provide leadership opportunities throughout the year for every Grade 6 student. At the Basin Primary School, we consider all Grade 6 students as leaders and all have responsibilities around the school.

Wellbeing

The Basin Primary School continues to implement rigorous and successful programs to support the various transition programs in which our students take part.

The Prep Transition to School program was again successful with enrolment numbers increasing from previous years. Feedback will again be sought from parents to further improve and refine this process. An open door policy exists at TBPS where we encourage parent input to help make this a great school. OSHCLUB provide before and after school care for our students as well as holiday programs.

Our school has a strong focus on transition across all grade levels. This will include a concise document for each grade teacher to complete with information about each child's academic progress and social needs. We will continue to allocate additional time in February and December for the formal handover process of student information between staff to allow for a smooth transition for every student. "Things to Look Forward to at TBPS" at The Basin PS is a document aimed at building positivity in students and it outlines term by term what they have to look forward to in their education, e.g. camps, pen license, excursions, sport, moving to new area of the school and building, specialist areas, concerts, etc. This has been successful in building positive attitudes throughout the school.

Strong relationships with secondary schools ensure that our students make a successful transition from Year 6 to Year 7. In 2016, we extended the Year 6 to Year 7 transition program by including an information night for parents and advertising the Knox Secondary School Expos. Our parents are very happy with our school transitions with data at 99% satisfaction and our students' general attitudes survey areas are very good.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 525 students were enrolled at this school in 2017, 256 female and 269 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>53%</td> <td>38%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>61%</td> <td>4%</td> </tr> <tr> <td>Spelling</td> <td>53%</td> <td>44%</td> <td>4%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>47%</td> <td>44%</td> <td>9%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	49%	24%	Numeracy	53%	38%	9%	Writing	35%	61%	4%	Spelling	53%	44%	4%	Grammar and Punctuation	47%	44%	9%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1029 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	92 %	91 %	91 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	92 %	91 %	91 %	91 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

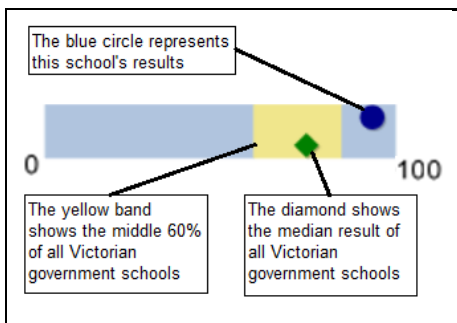
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

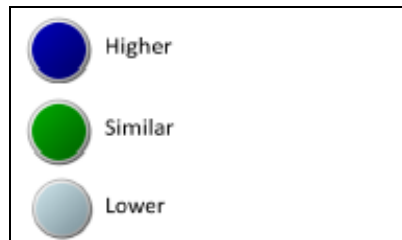


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,561,141	High Yield Investment Account	\$48,048
Government Provided DET Grants	\$595,894	Official Account	\$44,829
Revenue Other	\$41,062	Total Funds Available	\$92,876
Locally Raised Funds	\$483,498		
Total Operating Revenue	\$4,681,595		
Equity¹			
Equity (Social Disadvantage)	\$37,674		
Equity Total	\$37,674		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,473,759	Operating Reserve	\$20,376
Books & Publications	\$668	Other recurrent expenditure	\$72,500
Communication Costs	\$12,698	Total Financial Commitments	\$92,876
Consumables	\$168,689		
Miscellaneous Expense ³	\$307,762		
Professional Development	\$8,184		
Property and Equipment Services	\$383,033		
Salaries & Allowances ⁴	\$157,954		
Trading & Fundraising	\$66,565		
Utilities	\$37,617		
Adjustments	(\$384)		
Total Operating Expenditure	\$4,616,545		
Net Operating Surplus/-Deficit	\$65,050		
Asset Acquisitions	(\$1,736)		

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

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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

Committed monies will be used to furnish our new administration building and gymnasium on completion in 2018 and \$35,000 of PFA monies raised is committed towards installing a synthetic surface to our oval.

'All funds received from the Department, or raised by the school, have or will be 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.'