

# 2022 Annual Report to the School Community

School Name: The Basin Primary School (2329)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 24 April 2023 at 12:59 PM by David Orlandi (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 24 April 2023 at 12:59 PM by Jo Rodriguez (School Council President)

## How to read the Annual Report

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### 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.

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### 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
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### 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)

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### 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.

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### 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.

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### 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

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## School context

The Basin Primary School is a progressive school which aims to provide a wide variety of rich and relevant learning opportunities for its 654 students. The Basin Primary School is located in the foothills of the Dandenong Ranges between Boronia and Kilsyth and is set on over 5 hectares of beautiful open land. The Basin Primary School is committed to continuous improvement and achieving excellence in teaching and learning at every year 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.

The school prides itself on the long-standing close partnership it shares with parents, students, staff and members of our local community. Whilst Covid was still affecting school operations in 2022 the school endeavoured to re-engage the students and community whilst complying with the Covid guidelines. As the year progressed the school was able to return to 'normal' with a range of events being held as well as maintaining a strong focus on the teaching and learning program.

Our enrolment continued to increase: in 2019 = 571 students, 2020 = 607 students, 2021 = 640, 2022 = 654. The school had 11 students funded under PSD and 6 students of Indigenous background. This increase is due in part to the changing socio-economic area and our school's positive reputation. The school has the equivalent full-time staff of 3 x Principal class, 41.6 x teachers and 8.9 x ESS staff. No Aboriginal and Torres Strait Islander staff are employed in this staffing profile. Students participated in weekly Physical Education, Visual Arts, Performing Arts, Science and German lessons with specialist teachers. The school is large enough to offer a full range of opportunities, whilst making every student and their family feel like they belong to our community.

Our Student Family Occupation and Education index, which takes into account the educational disadvantage related to socio-economic backgrounds of families was 0.2935 meaning we were considered to have a low-medium socio-economic profile in 2022.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In recent years, a strong emphasis has been placed on reviewing our curriculum practices (in particular the areas of Writing and Numeracy) and developing engaging learning opportunities for all students. A differentiated curriculum ensures that students are catered for at their appropriate level. Staff have continued to refine and document the school's practices to ensure that our teaching practices and expectations are consistent across the school.

Teacher assessments against the Victorian Curriculum indicate the percentage of students working at or above expected standards in English is 92.4%, 2.1% higher than similar schools and 5% higher than the state average, whilst in Numeracy it is 91.9%, 2.3% above similar schools and 6% above the state average.

Our NAPLAN results in 2022 show that the percentage of students in the top 3 bands for Year 5 Reading and Numeracy, including our respective 4-year averages for these areas are above similar schools and state averages. The Year 3 Reading data showed that in 2022 the cohort was below the state averages and well below the similar school averages and in Numeracy was above state averages but below similar school averages. These are areas which will be a focus in 2023 and beyond.

Funding provided by the Program for Students with Disabilities (PSD) provided the opportunity for the school to provide the adjustments and interventions to support students with diagnosed disabilities and learning needs. Achievements made were supported by targeted teaching approaches and the provision of Education Support staff to provide further assistance.

## Wellbeing

Our 2022 Attitudes to School – Sense of Connectedness and Management of Bullying data is slightly below similar schools and the state averages but the 4-year average is above in both. Our students were feeling safe and comfortable in their learning environment and were also feeling connected to their learning. The school continued to identify and support vulnerable/at risk students throughout remote learning periods and engaged with parents, carers, department supports and wider community organisations to support students and families wellbeing.

The return to onsite learning saw a return to the School Camp programs and the delivery of a whole school swimming program, sporting events for Gr 3-6 students and performance opportunities. Digital learning safety and Digi Tech were taught throughout the school and the school promoted healthy living by engaging in the Life Education program. All of these offerings ensured that our teaching and learning focus were underpinned by a robust commitment to student wellbeing and engagement.

The Basin Primary School continues to implement successful programs to support the various transition programs in which our students take part. Our school has a strong focus on transition across all grade levels. This includes 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.

Our Prep Transition program, which plays an important part in the transition from pre-school to school and is very successful in ensuring students become familiar with the facilities, teachers and other students.

## Engagement

Student attendance is a lead indicator for achievement and engagement outcomes. In 2022, average attendance rate across the school (P-6) was 89% with students absent on average 21.3 days. This is below the average for the State and Similar schools but is double the number of average days in 2021 (10.5). This is most likely a direct result of Covid which saw any student who was required to isolate to miss a minimum 5 days. A 4 year comparison average sees the school considerably lower than the State and similar school averages. A continued focus on attendance will continue in 2023. Absenteeism tracking processes will continue to target students with unexplained regular non-attendance. Close parent and school communication around attendance will continue to reinforce the link between attendance and student success. Strategies we use to address attendance concerns include - maintaining accurate attendance records, identifying and following up students with unexplained absences, making calls to parents to address the problem by implementing a range of improvement strategies including developing Individual Education Plans in consultation with families.

To support student engagement programs to boost engagement included - an early morning Good Start program that was offered before school each Wednesday, the introduction of before school tennis lessons, Friday Breakfast Club, weekly lunchtime activities include chess, dance, science, choirs and art programs and Grade 6 leaders also ran lunchtime events each term.

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## Other highlights from the school year

The 2022 school year allowed the school to celebrate the little things that are sometimes taken for granted, a return to onsite learning for the whole year ensured that activities and programs were delivered that were paused during the 2020 and 2021 school years. These provided a great opportunity to re-establish a strong presence within the local community and build connection between our school and the broader community. Students in Grades 3 - 6 all attended camps and Grade 2 students had a sleepover at school whilst students across all year levels attended a range of incursions/excursions to enhance their learning experiences. Science Week, Book Week, NAIDOC Week, Education Week and Harmony Day were all celebrated and Grandparents Day saw the school open for visitors, the annual Christmas Carols evening was held along with Footy Roadshow and a Colour Run.

In Performing Arts students participated in Wakakirri with the school winning a National Title for the first time. The school was also represented at the Victorian State Schools Spectacular as well as performing at a number of local events. In Sports the school was successful in District Swimming and Athletics and many students made it through to Division, Regional and State finals.

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## Financial performance

The Basin Primary School performed well financially in 2022. Our financial position has ensured that the program budgets continue to be well catered for, with an emphasis on continuing to provide a safe and accessible learning environment for our entire school community. The continued good financial management practices adhered to, enable the use of school funds to the optimum benefit of the school community

including technological improvements and maintenance and improvement of the school facilities. 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 The Basin Primary School School Council approvals and the intent/purposes for which funding was provided or raised.

**For more detailed information regarding our school please visit our website at**  
<https://www.thebasinps.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 654 students were enrolled at this school in 2022, 288 female and 366 male.

1 percent of students had English as an additional language and 1 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).

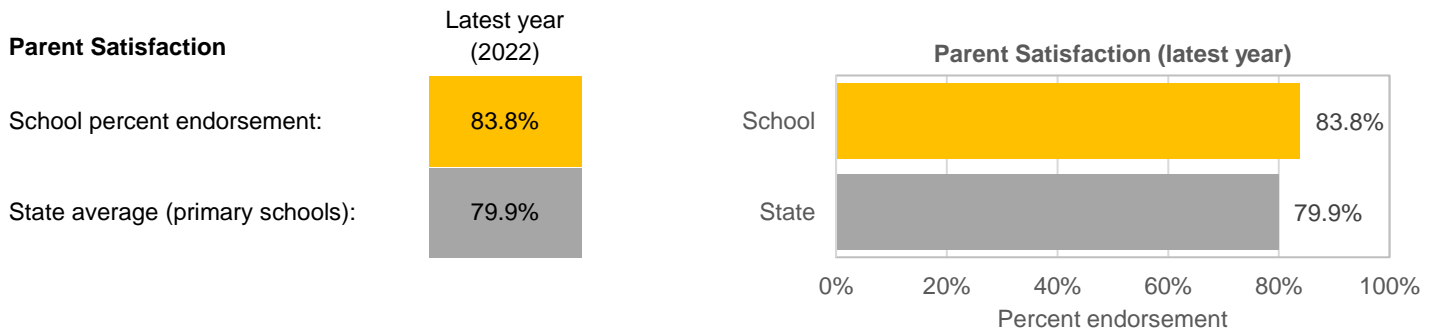
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

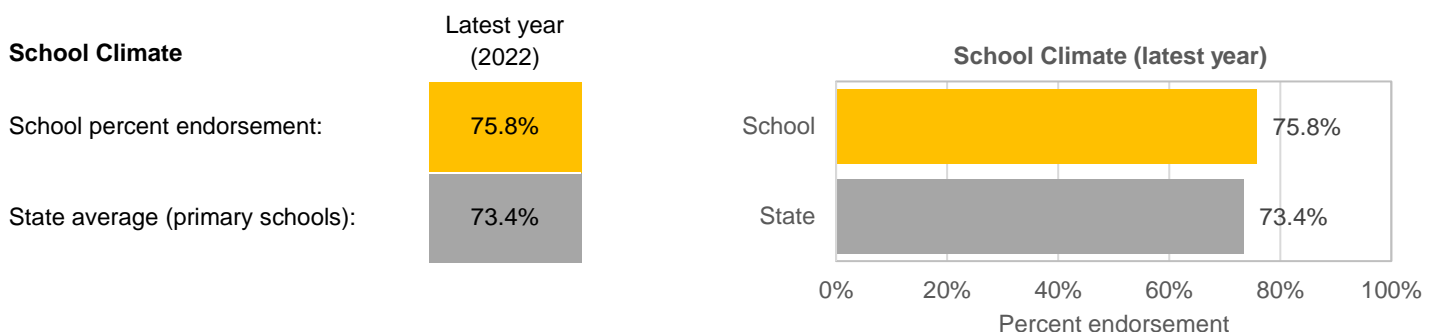


### School Staff Survey

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.



## 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:

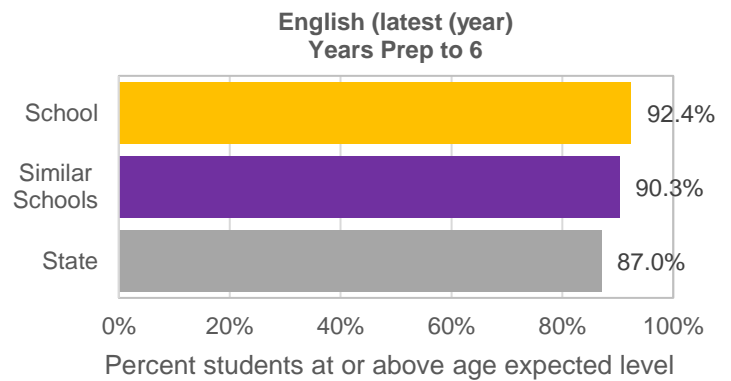
92.4%

Similar Schools average:

90.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

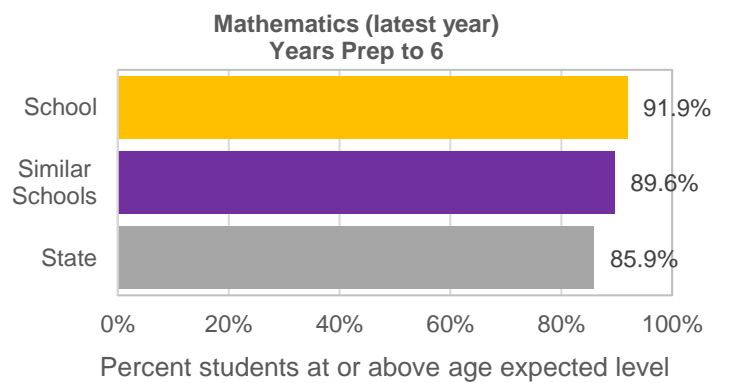
91.9%

Similar Schools average:

89.6%

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.

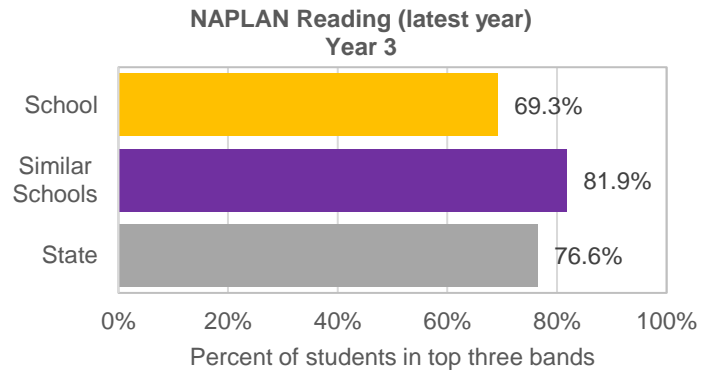
### NAPLAN

Percentage of students in the 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.

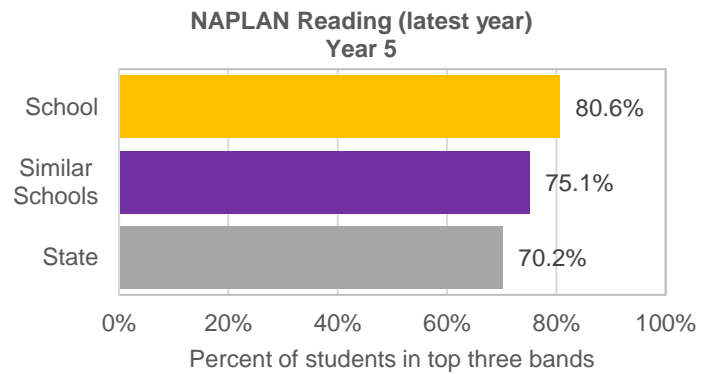
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.3%	74.4%
Similar Schools average:	81.9%	81.4%
State average:	76.6%	76.6%



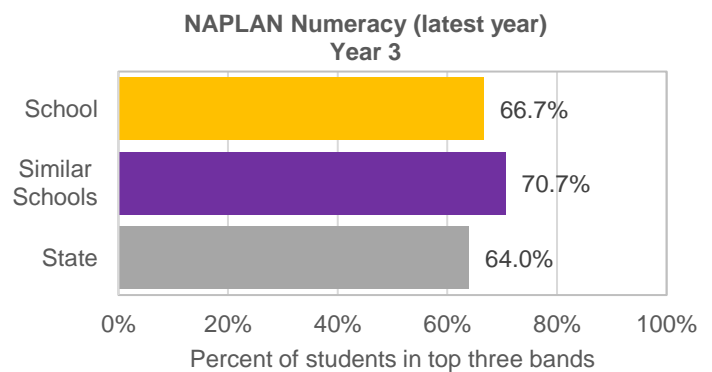
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.6%	77.4%
Similar Schools average:	75.1%	75.1%
State average:	70.2%	69.5%



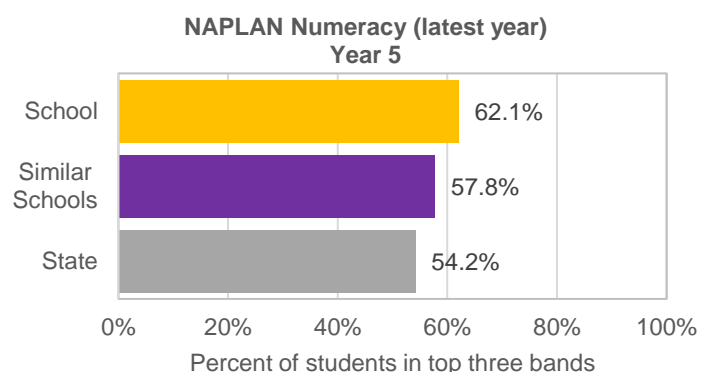
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	70.3%
Similar Schools average:	70.7%	72.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.1%	69.2%
Similar Schools average:	57.8%	62.9%
State average:	54.2%	58.8%



## WELLBEING

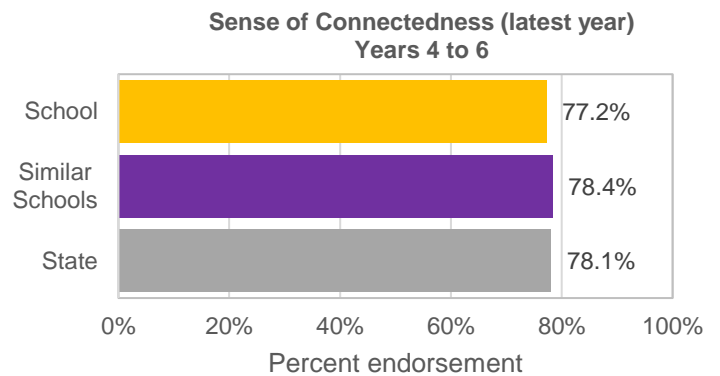
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	77.2%	83.3%
Similar Schools average:	78.4%	80.9%
State average:	78.1%	79.5%

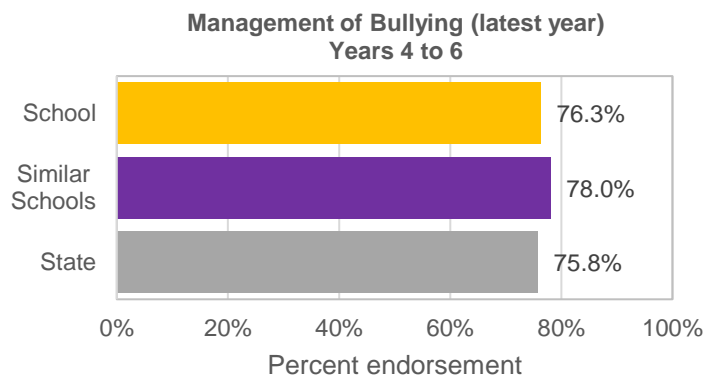


### Student Attitudes to School – Management of Bullying

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:	76.3%	83.2%
Similar Schools average:	78.0%	81.1%
State average:	75.8%	78.3%



## ENGAGEMENT

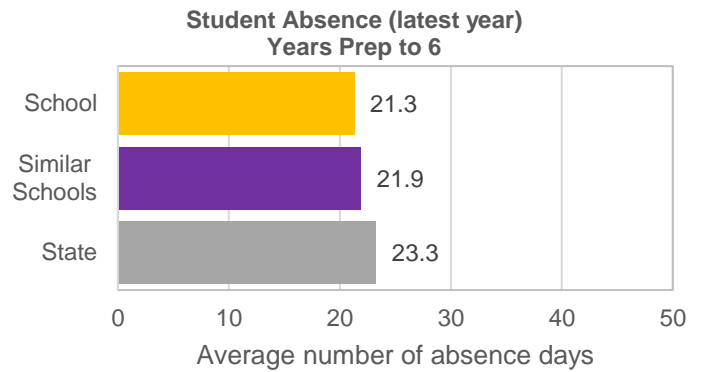
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.3	13.6
Similar Schools average:	21.9	15.4
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%	89%	89%	89%	89%	90%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,671,050
Government Provided DET Grants	\$973,201
Government Grants Commonwealth	\$0
Government Grants State	\$20,000
Revenue Other	\$35,314
Locally Raised Funds	\$497,171
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,196,736</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$62,209
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$62,209</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,448,188
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$280,504
Communication Costs	\$14,425
Consumables	\$187,967
Miscellaneous Expense <sup>3</sup>	\$10,253
Professional Development	\$12,070
Equipment/Maintenance/Hire	\$114,720
Property Services	\$379,147
Salaries & Allowances <sup>4</sup>	\$397,075
Support Services	\$60,618
Trading & Fundraising	\$51,338
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$53,975
<b>Total Operating Expenditure</b>	<b>\$7,010,280</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$186,456</b>
<b>Asset Acquisitions</b>	<b>\$10,725</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$451,695
Official Account	\$31,137
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$482,832</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$199,642
Other Recurrent Expenditure	\$54,273
Provision Accounts	\$0
Funds Received in Advance	\$68,691
School Based Programs	\$50,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$432,607</b>

*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.*