

2018 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).
- 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 2018 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 25 March 2019 at 01:46 PM by Graeme Russell
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 26 March 2019 at 01:24 PM by Darrell Holden
(School Council President)



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. 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 3 x Principal class, 30.8 x teachers and 7 x ESS staff. Our enrolment continued to increase: in 2018 = 559 students, 2019 = 571 students. This increase is due in part to the changing socio economic area and our school's positive reputation.

Framework for Improving Student Outcomes (FISO)

Professional Leadership GOAL - Develop the capacity of middle level leaders to drive the teaching and learning of Writing across the school

The current leadership team identified future leaders and were enrolled in 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. Three staff completed the BASTOW Leading Literacy program and have led the teaching staff through a writing 'workshop' model and revisited in detail the Gradual Release of Responsibility learning model of instruction.

Excellence in Teaching and Learning GOAL 1 Build teacher and student confidence in utilizing a range of assessment strategies to effectively plan for and assess teaching and learning. Goal 2 - Build teacher capacity to analyse data to inform teaching and learning. Goal 3 - Develop the capacity of the school to maintain accurate data sets.

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 2018 (NAPLAN) acknowledges that over a four year period our Grade 3 students achieve results similar to all state primary schools in Reading and Numeracy. Four-year trend data placed our Grade 5 students in the similar range in Reading and Number when compared to all Victorian Primary Schools. Overall, our Naplan results in 2018 were quite good with improvement required in Grade 5 Writing and Spelling across the school. The 2018 Relative Gain data, which compares student's growth from Grade 3 to Grade 5, saw students achieving HIGH growth when compared to National, State, Like School and Network schools in Reading, Writing, Number and Grammar & Punctuation. Spelling is the area we are focussing upon. These results are very similar to our teacher judgments in the 2018 June and December reporting cycles with the exception of Grade 5 writing results. In 2019, 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.

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. When compared to the previous year absences in Prep to Grade 6 decreased overall from 16% to 14.5% and ahead of State, similar schools and our network. Increased

communication and support for parents with COMPASS has assisted in this decrease. Two gradually increasing areas of absence are family holidays and medical appointments during the day. Absenteeism tracking processes will continue to target students with unexplained regular non attendance. Implementation of the new DET initiative 'Every Day Counts' along with close parent and school communication around attendance will continue to reinforce the link between attendance and student success. The Bounce Back Resiliency program continues to be used successfully across the school 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. This program will continue in 2019. 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.

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 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. A "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.

Financial performance and position

The \$48,048 High Yield money belongs to the PFA and is earmarked to the installation of a synthetic running track and a new shade structure.
'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.'

For more detailed information regarding our school please visit our website at
<http://thebasinps.vic.edu.au/>




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 556 students were enrolled at this school in 2018, 251 female and 305 male.</p> <p>1 percent were EAL (English as an Additional Language) students and ND 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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> 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 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Lower</p> <p> Similar</p> <p> Lower</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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>50%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>41%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>54%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>40%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>47%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	50%	26%	Numeracy	31%	41%	28%	Writing	12%	54%	33%	Spelling	40%	40%	19%	Grammar and Punctuation	30%	47%	23%	<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 2018 attendance rate by year level:</p> <table border="1" data-bbox="536 853 995 943"> <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>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	91 %	92 %	92 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	91 %	92 %	92 %	92 %										

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$3,946,005
Government Provided DET Grants	\$527,945
Government Grants Commonwealth	\$630
Revenue Other	\$17,128
Locally Raised Funds	\$451,629
Total Operating Revenue	\$4,943,337

Equity ¹	
Equity (Social Disadvantage)	\$47,169
Equity Total	\$47,169

Expenditure	
Student Resource Package ²	\$3,863,996
Books & Publications	\$7,224
Communication Costs	\$10,565
Consumables	\$159,274
Miscellaneous Expense ³	\$255,522
Professional Development	\$7,675
Property and Equipment Services	\$236,258
Salaries & Allowances ⁴	\$267,845
Trading & Fundraising	\$60,715
Utilities	\$52,803
Total Operating Expenditure	\$4,921,877
Net Operating Surplus/-Deficit	\$21,460
Asset Acquisitions	(\$1,132)

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$12,385
Official Account	\$27,924
Total Funds Available	\$40,309

Financial Commitments	
Operating Reserve	\$40,309
Other Recurrent Expenditure	\$87,909
Total Financial Commitments	\$128,218

- (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 15 March 2019 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.

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.

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)

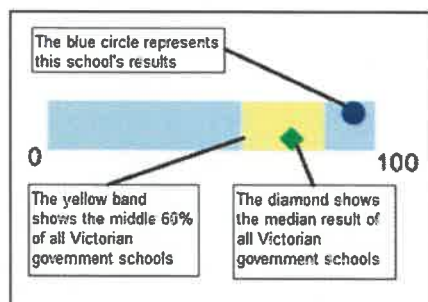
Engagement

- 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).

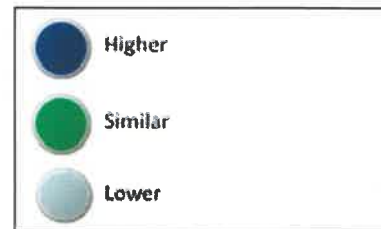


What does *School Comparison* refer to?

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' or 'ND' 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').