All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.
About Our School

School Context

Bass Valley Primary School (BVPS) is a rural school situated between the Bass Highway and the small Coastal town of Corinella. The school was established 36 years ago, midway between a number of small communities from which it draws its population. The school population runs between 175-180 students, with a further 25-30 attending the 6 month prep transition program.

The school was rebuilt in 2001 and has excellent, well-designed facilities supportive of a sound learning environment. A further BER building was built in 2010. Bass Valley Primary School has a central core building, a separate senior centre together with three relocatable classrooms. One relocatable is used as an Art Room, while the others provide valuable spaces for science and the pre prep readiness program Ready, Set, Go! The school has a full sized basketball/gymnasium and a 12m heated outdoor swimming pool. There is also a well-stocked Library/Resource centre in the core of the school. In the main building there is an administration area, together with the school and senior staff offices, a first aid area and a spacious staff amenities area.

Currently the student enrolment is organised into eight classes using a composite grade model. Staffing comprises the Principal, an Assistant Principal, 10 Level 2 teachers and 1 Level 1 teacher. Within this staffing there is a literacy support teacher (.8) an Art specialist teacher (.4) and a full time PE specialist teacher. From 2015 the school will also provide a Language (French), beginning with the junior grades. This will be staffed from within the existing teaching staff.

Information Technology (IT) is incorporated into daily programs to enhance learning opportunities. The school has an Office Manager who receives support for part of the week. Seven ES staff support the classroom and specific learning needs of individual students. BVPS currently has 7 students supported by the Program for Students with Disabilities – funded for Autism Spectrum Disorder, Severe Behaviour and Intellectual Disability.

BVPS has a transient population. While the total school population remains relatively stable, there are many changes to enrolments during each term. There are currently 2 students at BVPS with an Aboriginal and Torres Strait Island descent, and 2 students who speak another language at home. BVPS has 70% of families receiving Education Maintenance Allowance (EMA) and has a Student Family Occupation (SFO) of 0.62 in 2014. This has ranged from 0.6 to 0.7 from 2010 to 2014. The SFO is a broad indicator of the socio-economic status of school families; the higher the index, the lower the socio-economic status.

The school encourages community support and involvement. Regular celebration days, family evenings and information sessions operate throughout the school year. Parents are encouraged to be active partners in their children’s education. Activities such as school concert, the fair and activity evenings generally see strong support and participation by families.
The academic goal for 2014 was to improve student achievement in literacy and numeracy.

Teacher VEL’s judgments were similar to state in both English and Numeracy.

2014 NAPLAN Results

- **Year 3 Reading** – exceeded the state mean.
  School 457.9 : State 430.2
  Four year trend exceeded state mean.

- **Year 5 Reading 2014** – just below the state mean.
  School 492.8 : State 507.3
  Four year trend exceeded state mean.

- **Year 3 Numeracy 2014** – Exceeded the state mean.
  School 434.8 : State 414.4
  The four year trend exceeded state mean.

- **Year 5 Numeracy 2014** – Below the state mean.
  School 482.9 : State 495.3
  The four year trend exceeded state mean.

The following have all had a positive impact on the school wide improvements in achievement.

- Establishment of Professional Learning Teams (PLTs)
- Data driven approach to planning for teaching and learning
- Targeted whole school professional development in literacy and numeracy
- Review and development of whole school curriculum documentation
- Differentiated literacy and numeracy teaching approach
- Use of ICT to support and enhance learning
- gLIS training
- Establishment of Ready, Set, Go program
- Regular review and adjustments of whole school programs
- Development and implementation of Individual Learning Plans (ILPs)
- Team-based, consistent approach to planning
- Auditing and updating school resources to support literacy and numeracy
- Improved student classroom behaviour and engagement through consistent whole school approach
- Consistent approach to managing and improving student attendance
- Teacher coaching – external coaching in literacy
- Team teaching
- Student goal setting and reflection
- Raising expectations academically and behaviourally
- Focus on oral language and vocabulary development
- Regular Talking Time sessions bi-weekly
- Education Support Staff in all grade levels
- Education Support Staff professional learning with teachers
- Improved parent engagement
- Speech Therapy Assistance (STA) program
- Literacy Support Program

Student data has shown significant growth with differentiated curriculum and enrichment being planned all students and to provide further extension of the top cohort.
The engagement goal for 2014 was to develop students’ knowledge, skills and behaviours in Interpersonal Development and Personal Learning, and strengthen transition into and through the school. The attendance data for the school indicated we had similar results to state, with the four year trend being below. Families with attendance concerns are supported through a variety of means such as follow ups to absences, wellbeing and/or case meetings, phone calls, attendance plans etc.

All students have an individual learning goal for literacy, numeracy and personal learning documented in their portfolios and monitored each semester.

A target of 5.80 had been set on the Parent Opinion survey for transitions. This was exceeded in achieving 6.1. A target of 4.0 was set for the Attitudes to School survey for connectedness to peers. The school exceeded the target by achieving 4.34.

This was achieved through:

- Introduction of Positive School Wide Behaviour
- Development of whole school expectations
- Development of whole school behaviour matrix
- Explicit teaching of social skills
- Restorative conversations in line with whole school expectations
- Increased student engagement in the classroom through improved teacher practice
- Targeting teaching to student learning needs
- Education Support Staff across all grades
- Raised expectations of student behaviour and learning
- Development of student learning goals
- Focus on being responsible for own behaviour
- Use of ICT to support and engage students
- Celebration of positive behaviour, attendance, academic achievement and excellence
- Lunch time clubs and activities
- Buddy day activities, cross-age – 1 per term
- Student voice through Junior School Council
- Improved attendance
- Ready, Set, Go program
- Improved communication and engagement by parents
- Shared teaching across different subject areas
- Term 4 transition program for students changing grades within the school
- Arranged extra transition with local secondary colleges as required – particularly PSD students
- New student transition processes: pre-enrolment, careful grade selection, background information gathering, staged entrances as required, communication and sharing of information between schools
- Participation in the Careers Expo to increase student awareness of future career opportunities and to raise student aspirations
- Participation in the Cows Create Careers project to foster transition, career aspirations as well as social skills
- Ongoing community work with Landcare and Phillip Island Nature Parks
- Student leadership positions
- Kids Teaching Kids program
- Active After School program
The wellbeing goal for 2014 was to develop students’ knowledge, skills and behaviours in Interpersonal Development and Personal Learning.

The 2014 Attitudes to School survey indicated that the school results were similar to the state for 2014, with the 4 year trend being higher than state results.

Strategies used included developing the capacity of students and teachers to work together as members of a learning community in each class, and to strengthen the practices to ensure a safe and orderly learning environment.

This was achieved through:
- Introduction of Positive School Wide Behaviour
- Development of whole school expectations
- Development of whole school behaviour matrix
- Explicit teaching of social skills
- Restorative conversations in line with whole school expectations
- Education Support Staff across all grades
- Raised expectations of student behaviour and learning
- Development of student learning goals
- Focus on being responsible for own behaviour
- Celebration of positive behaviour, attendance, academic achievement and excellence
- Improved attendance
- Ready, Set, Go program
- Improved communication and engagement by parents
- Shared teaching across different subject areas
- New student transition processes: pre-enrolment, careful grade selection, background information gathering, staged entrances as required, communication and sharing of information between schools

Productivity

What was achieved:

Finance
- Maintained a surplus over the term of the strategic plan
- Accessed numerous grants to support teaching and learning. A science specialisation grant of $100 000 was of major benefit in professional development, resources and infrastructure for a sustainable P-6 science program.

Academic
- Improvements across all areas of NAPLAN
- NAPLAN Growth Comparison was greater than the state in all areas except grammar and punctuation
- Exceeded set targets in Literacy VELS Teacher Judgements across reading and writing in all year levels except year 6
- Exceeded set targets in Numeracy VELS Teacher Judgements across number & algebra, measurement & geometry, and statistics & probability in all year levels except Year 4 number and algebra, and Year 6.

Attitudes to School Survey
- Exceeded set targets in Student Motivation and Teacher Empathy

For more detailed information regarding our school please visit our website at http://www.5195bvps.global2.vic.edu.au
The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

<table>
<thead>
<tr>
<th>School Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Enrolments</strong></td>
</tr>
<tr>
<td>A total of 180 students were enrolled at this school in 2014, 76 female and 104 male.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall socio-economic profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the school's Student Family Occupation index which takes into account parents' occupations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proportion of students with English as a second language.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent Satisfaction Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average level of parent satisfaction with the school, as derived from the annual <em>Parent Opinion</em> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Staff Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures the percent endorsement by staff on school climate derived from the annual <em>School Staff survey</em>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.</td>
</tr>
</tbody>
</table>

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
### Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
</table>
| Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) | Percentage of students in Years Prep to 6 with a grade of C or above in:  
- English  
- Mathematics  
The grades are the same as those used in your child's end of year report.  
A 'C' rating means that a student is at the standard expected at the time of reporting. | ![Similar] |

#### NAPLAN Year 3
Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.  
Year 3 assessments are reported on a scale from Bands 1-6.  
Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.  

![Results: Reading](chart)  
![Results: Reading (4-year average)](chart)  
![Results: Numeracy](chart)  
![Results: Numeracy (4-year average)](chart)  

#### NAPLAN Year 5
Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.  
Year 5 assessments are reported on a scale from Bands 3-8.  
Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.  

![Results: Reading](chart)  
![Results: Reading (4-year average)](chart)  
![Results: Numeracy](chart)  
![Results: Numeracy (4-year average)](chart)  

[State Government Victoria Logo]  
Bass Valley Primary School
Bass Valley Primary School

Performance Summary

### Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

### Student Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>35%</td>
<td>52%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>25%</td>
<td>52%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>25%</td>
<td>57%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>55%</td>
<td>32%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>45%</td>
<td>41%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### School Comparison

NAPLAN Learning Gain does not require a School Comparison.
### Performance Summary

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Attendance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absence from school can impact on students’ learning. A school comparison rating of ‘lower’ indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average 2014 attendance rate by year level:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prep</td>
<td>Yr1</td>
<td>Yr2</td>
</tr>
<tr>
<td>93 %</td>
<td>91 %</td>
<td>88 %</td>
</tr>
</tbody>
</table>
### Performance Summary

#### Wellbeing

**Students Attitudes to School**

Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

<table>
<thead>
<tr>
<th>Results: 2014</th>
<th>1</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results: 2011 - 2014 (4-year average)</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

**School Comparison**

- **Similar**
- **Higher**
How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous 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 measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance. Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.


What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘About Our School’ statement provides a summary of this school’s improvement plan.
## Financial Performance and Position

### Financial Performance - Operating Statement

**Summary for the year ending 31 December, 2014**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$1,432,142</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$276,815</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$5,790</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$3,000</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$9,449</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$112,057</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$1,839,252</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$1,428,562</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$1,232</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$3,355</td>
</tr>
<tr>
<td>Consumables</td>
<td>$43,722</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$46,340</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$12,504</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$115,517</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$83,089</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$22,750</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$68</td>
</tr>
<tr>
<td>Utilities</td>
<td>$25,772</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$1,782,911</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit       | $56,341      |
| Asset Acquisitions                   | $12,418      |

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

### Financial Position as at 31 December, 2014

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$87,966</td>
</tr>
<tr>
<td>Official Account</td>
<td>$4,126</td>
</tr>
<tr>
<td>Other Accounts</td>
<td>$70,000</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$162,091</strong></td>
</tr>
</tbody>
</table>

### Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$20,000</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$1,285</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$5,806</td>
</tr>
<tr>
<td>Region/Network/Cluster Funds</td>
<td>$35,000</td>
</tr>
<tr>
<td>Provision Accounts</td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$162,091</strong></td>
</tr>
</tbody>
</table>

Financial performance and position commentary

Bass Valley Primary School is in a sound financial state and carried forward a surplus of $56,341. This was in line with money yet to be spent, such as the Science specialization grant, which is for a specific purpose. The school has been resourced well to support teaching and learning and prioritises spending to meet these needs. Local payroll is mainly spent on extra Education Support provided in classrooms to maximize learning opportunities for all students.