



Black Hill Primary School – 2043

Valuing Our Past – Preparing for Our Future

2006 Annual Report to the School Community

This report is proudly provided to our school community on behalf of the School Council and staff. The enhancement of teaching and learning strategies continued as our Charter priority. Data indicates that our students continued to perform at or above the benchmarks for state and Like School Groups in Reading and Number.

Our enrolments increased to 505 with a Prep enrolment of 90 and lowest possible class sizes were maintained across the school. Teacher assessment data shows a continuing improvement in the literacy and numeracy skills of nearly all students.

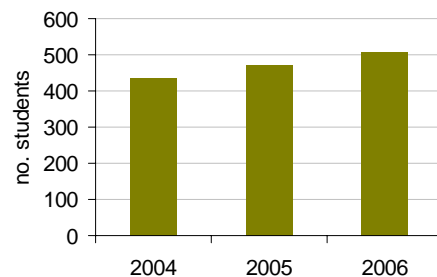
Parent's level of satisfaction with our school as shown in the annual survey results remained high. Student absences have improved since 2005 with the average number of days absent per student decreasing from 11.4 to 10.6. This is below the Like School Group and state benchmarks with the exception of Years 1 and 4 which were above.

Student Opinion surveys indicated that Grade 5 and 6 students experienced low levels of connectedness to school, their learning and the teaching at the school. Staff opinion survey results were generally below the state benchmarks in many areas.

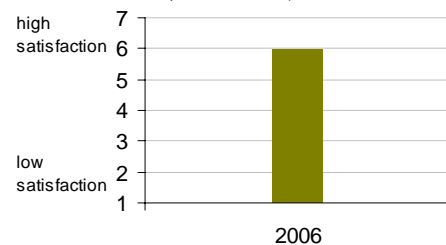
In 2007 our school will be focusing on two key strategies to provide improved outcomes for our students:

- The enhancement of teaching and learning strategies
- To implement a comprehensive and consultative self evaluation of school performance.

Total students enrolled in school



Parents' satisfaction with this school
(average score on scale of 1 to 7, where 7 is best possible score)



The Parent Opinion Survey changed in 2006 and is not comparable to the pre-2006 survey. Pre-2006 data is therefore not shown.

School Contact Information

Address:	601 Chisholm Street, Ballarat, 3350
Principal:	Mrs. Ann Campbell
School Council President:	Mr. David Wright
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Web site:	http://www.blackhillps.vic.edu.au/

Principal's Report

As you would be aware, I was absent for almost three terms of the year battling breast cancer. The support that I received from the School Council and the staff, in fact the whole school community was quite overwhelming and greatly appreciated. Mark Kennedy assumed the role of Principal and did a wonderful job considering his limited experience and preparation for the role.

Penny Westlake served as acting Assistant Principal and was an excellent support to Mark. Together they worked tirelessly to ensure the school ran smoothly.

During the year the school continued to grow and flourish with much work being done in the grounds utilising the *Investing in Our Schools* funding from the Federal Government.

All playgrounds have shade sails as do the newly established outdoor eating and learning areas. The asphalt areas have been resurfaced and painted with games and creative artwork.

Arts Week was an outstanding success coordinated by our Art teachers Catherine Moody, Jacqui White and Jenny Haynes. Much of the work produced by students has been placed in and around the school grounds

It was very exciting that our school was announced for a \$3 million capital works program at the end of the year. This will result in five new teaching and learning spaces, new art room, upgraded music room and administration facilities.

Also we hope to upgrade the library/computer area. Much work was done by Mark Kennedy in preparing our submission for this funding. During Term 4 Mark and I attended many meetings in Melbourne with the Department of Education personnel and an architect, Greg Kennedy. We now anxiously await the Autumn State budget to have the funding confirmed for this year.

I returned to work in Term 4, continuing with Mark and Penny filling Assistant Principal roles. This was made possible by additional support from the Regional Office of the Department of Education. I wish to publicly acknowledge and thank them for their support and assistance.

Congratulations to Mark and Penny and to David Wright as President and all Council members and staff for an excellent year in challenging and difficult circumstances.

Thank you to all staff, School Council and community members for a job well done!

Ann Campbell
Principal

Staff Overview

The Commonwealth Schools Assistance Act 2004 requires school Annual Reports to provide a brief statement on the following areas:

- **Teacher Satisfaction:** The average score for teacher satisfaction (morale) at this school was 3.9 on a scale from 1 to 5 where 5 is the best possible score.
- **Teacher Absence:** The average number of days absent per teacher was 7.54 days. The average across all government schools was 6.73. This represented a 21% percent improvement for the school over 2005.
- **Teacher Retention:** Of the 32 teaching staff at Black Hill Primary School at June 2005 (including those on leave without pay), 29 or 91% were still at the school at June 2006. This figure across all Government schools was 87%.
- **Teacher participation in professional learning:** All teaching staff have participated in professional learning throughout the year, such as the Teacher Education Network and the Induction / Mentoring program for Beginning teachers.
- **Teacher Qualifications:** All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at http://www.vit.vic.edu.au/content.asp?Document_ID=241



School Council President's Report

The past year has been extremely busy with activities both visible in the playground and behind closed doors.

Once again, I have been involved with and witnessed an incredible array of decision-making, dedication, thoughtfulness, consideration and fortitude.

Our school has experienced an incredible array of good fortune, hard work and consistent management.

This year we have seen the implementation of:

- Camp Australia taking control of our after school and holiday programme
- Victorian Essential Learning Standards (VELS) structure for assessing and reporting on our children
- Soap dispensers in all toilets!

This year we have been fortunate enough to:

- Receive a major grant under the Investing In Our Schools initiative for in excess of \$140,000
- Receive confirmation of capital works approval (subject to confirmation in the next State budget) from The Hon. Lynne Kosky, Minister for Education and Training when she visited our School on 7th November 2006.

Highlights for the year have been:

- Ann Campbell's return to work and good health on 21st August 2006
- Our bi-annual Arts Week in August 2006 which created an enormous array of individualistic art, some of which is now on permanent display throughout our school.
- Department of Education and Training Regional Office agreeing to a peak student neighbourhood enrolment of 400 + 10% margin for our school. Current total enrolments sit at 516 students which makes us the third largest State Primary School in our Region
- Working Bees, Family Picnics, a Welcoming BBQ, Parent Teacher Interviews and our House Sport's Day.



Praise and applause must go to:

- Mark Kennedy for his brave and diligent role as Acting Principal whilst Ann was away
- Penny Westlake for her enthusiasm and professionalism as Acting Assistant Principal whilst Ann was away
- Fiona Hindson-Plews for her initiative, planning and coordination of improvements to our school grounds
- Julie Bradby for her life-time of commitment to primary education and an extremely loyal and respected senior member of staff who will be greatly missed in her retirement
- Julie McCallum for her inspirational dedication to education and teaching at our School. She will be greatly missed by all and we wish her well.

Welcome must go to:

- Raelene Cushion who was appointed as our First Aid Officer this year
- Rob Matheson who was employed as our casual Grounds & Maintenance person this year
- Jacqui White, Daniel Paxton, Scott Walker and others who have joined our school this year. Welcome most sincerely to you all.

Finally, I wish to thank all representatives of our School Council. Your commitment is just as valuable and necessary as the teachers and staff working on a full time basis and you have been part of a team which keeps this school accountable, viable and alive.

Special thanks must go to Nita Sharp for once again keeping the School "ticking" and to Ann and Mark for their acceptance of me and their friendship.

Council has seen the retirement of a number of members including Rob Osborne and Binky Henderson. These parents have given long, loyal and invaluable service to our School Council and their contributions are greatly appreciated. In particular I also wish to thank Shane Hillas for his efficient and committed role as Treasurer.

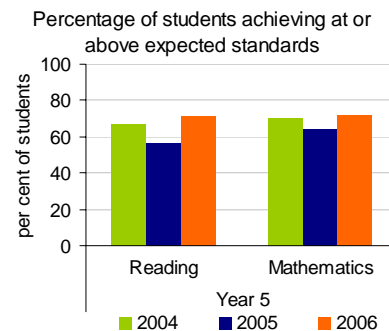
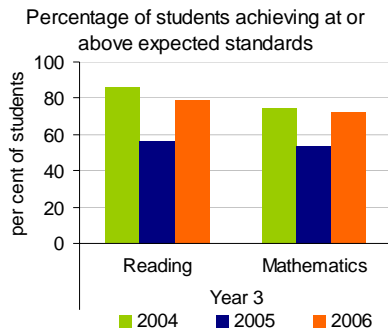
Thank you for putting up with me for another year and I assure you that we will continue to discuss and debate anything that relates to the betterment of Black Hill Primary School, its staff and students.

David Wright
School Council President

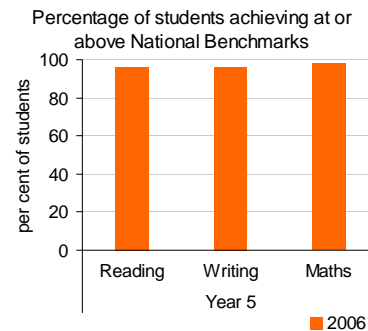
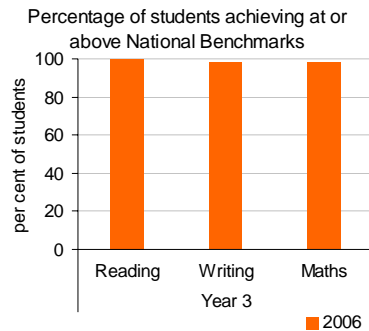
Core School Performance Indicators

STUDENT LEARNING

Goal: To challenge and inspire all students to achieve to their optimum levels in all Key Learning Areas with particular emphasis on literacy and numeracy.



The percentage of Year 3 & 5 students who, according to their AIM results, would have been considered as performing at the expected level (a "C" grading) or higher ("A" or "B"). (The letter gradings refer to assessment against the CSF/VELS. They do not refer to the national benchmarks).



The percentage of Year 3 & 5 students who, according to their AIM results, were at or above the National Benchmarks.

Intended Outcomes

- Provision of a balanced and comprehensive VELS based curriculum that caters for the needs of the whole child, with particular emphasis on thinking strategies.
- Challenge and inspire all students to achieve to their optimum levels in all Strands with particular emphasis on literacy and numeracy.

School Targets

- Improve the year 3 means for boys in the AIM data to be equal to, or above, the state and like school means by 2005.
- By 2005, improve the boy's CSF assessments in Reading for years 3 to 6 compared to the girls.
- Progressive increases in the proportions of higher achieving assessments in Number and Mathematics throughout the school, with 80% in these categories by 2005
- Progressive increases in the levels of boys' 'Connectedness to School' as measured by the Student Survey.

Key Improvement Strategies

- Developing, implementing and evaluating a complete 'thinking skills' program for the whole school with open-ended tasks designed by students and teachers so that higher achieving students are challenged.
- Extension of Special Needs support programs across P-6 for students achieving below and above expected levels.
- Encouraging students to participate in Australasian Schools Competitions, Science Talent Search and poster/writing competitions.

STUDENT PATHWAYS AND TRANSITIONS

Goal: To enhance individual student's capacity to perform at their optimum levels utilizing their personal skills

Intended Outcomes

- Implementation of a Pathways program which is a pre-Prep year to cater for children who are not developmentally ready for the more formal Prep year.
- Refined, developed, implemented and assessed our Thinking Skills program for the whole school.
- To equip students with resiliency skills and strategies so they will persist with learning and to become responsible educational 'risk takers'.
- Children being able to adapt to different teaching and learning styles and contexts.

School Targets

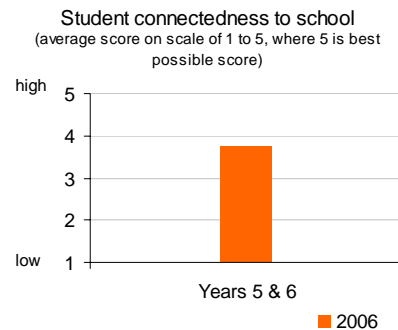
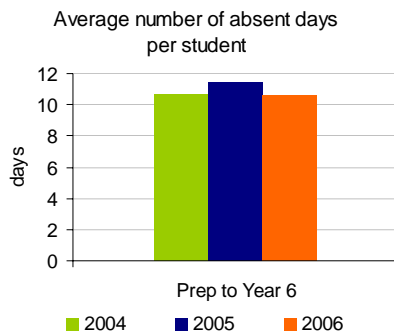
- All students to be actively involved in the 'Buddies' program throughout the year.
- Increased engagement and enthusiasm for learning and school in general.
- Improved oral language skills, cooperative interactions, turn taking, sharing and negotiation of roles.
- Classroom activities to be more open ended and allowing for a greater degree of problem solving.

Key Improvement Strategies

- Prep 'Pathways' program based on the principles of a Play Based curriculum and Reggio Emilia.
- Prep and Grade 6 transition activities, e.g. 'Kinder Buddies' and the 'Moving On' program.
- Family evening nights, e.g. Curriculum Expo, 'PAN'.
- Provision of extended transition program for children from kinder entering primary school and for children leaving primary school and entering secondary school.

STUDENT ENGAGEMENT AND WELLBEING

Goal: To provide a safe, secure, supportive and stimulating environment that is responsive to the social, emotional, and learning needs of all members of the school community.



Year 5 and 6 students were asked to what extent they agreed with each of the five statements (I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school) on a scale where 1=strongly disagree and 5=strongly agree. The mean score is reported. The survey changed in 2006 and is not comparable to the pre-2006 survey. Pre-2006 data is therefore not shown.



Intended Outcomes

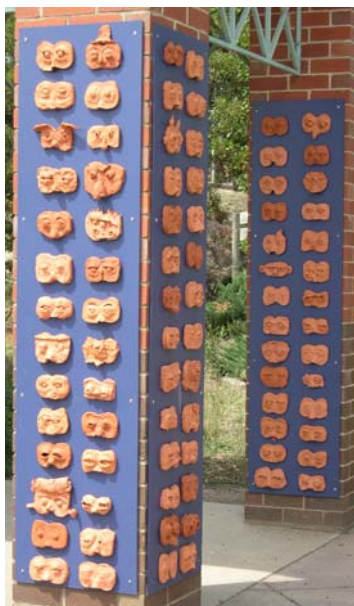
- To provide a safe, secure, supportive and stimulating environment that is responsive to the social, emotional, and learning needs of all members of the school community.
- To challenge and inspire all students to achieve to their optimum levels in all VELs Domains with particular emphasis on literacy and numeracy.
- To provide students with increased opportunities to develop leadership skills and abilities.

School Targets

- Progressive improvement of literacy, numeracy levels as measured by VELs data.
- Progressive increases in the levels of connectedness to school as measured by the Student Survey.
- Average student absences to be less than 10 days.

Key Improvement Strategies

- Review of current programs and strategies to enhance opportunities for students to develop leadership skills and abilities with a particular focus on Grades 3-6.
- Develop an interest based rotation program in Grades 5 & 6.
- Develop a Grades 3 & 4 'Life Skills' unit.
- Ongoing professional development for consistent approaches to student management across the school.
- Continue and extend our school 'Buddies' program and links with the Black Hill Kindergarten.
- Ensured that class sizes are as low as possible across the school and careful monitoring of student absence and follow up as soon as possible.
- Sporting programs, e.g. Winter Sports, Hollioake Park Challenge, Sports Expo, and Tabloid Sports Carnival.
- Whole school active participation programs (e.g. Concert, Fantastic Lunchtimes Program, Walking School Bus, Arts enrichment and whole school family days (e.g. athletics, Harmony Day, Science and Maths Challenge Days).
- Special assemblies, e.g. Student Leaders, ANZAC Day, Grade 6 Graduation.



Black Hill Primary School's Plans & Future Directions

Key Improvement Strategies for 2007

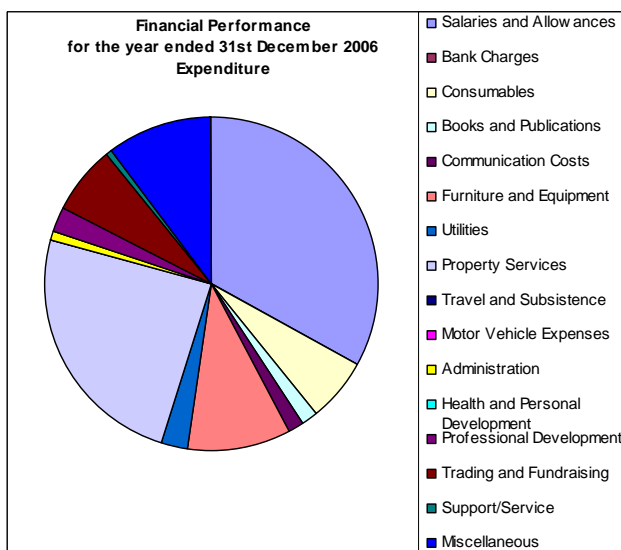
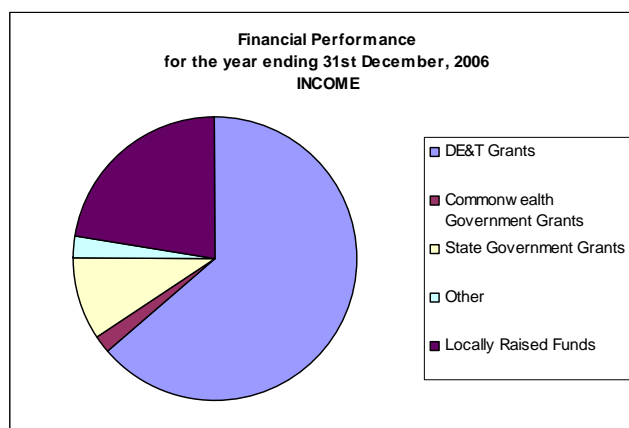
The enhancement of teaching and learning strategies

To implement a comprehensive and consultative self evaluation of school performance

Major Programs for 2007

- Review of teacher approaches to assessment, the school's assessment schedule and how test data can be better used to inform teaching.
- Introduction of ongoing school wide record keeping and tracking of individual student achievement.
- Through Australian Government Quality Teaching Project , staff in Grades 3 - 6 will research, trial & reflect on different teaching strategies to engage students across the Middle Years.
- Completion of School Self Assessment Review as per Department of Education guidelines involving staff, students, parents, School Council and other community groups.
- Additional assistance to students identified 'at risk', especially in Grades 3-6.
- Grades 5 & 6 interest based rotation program.
- Grades 3 & 4 'Life Skills' unit.
- Provision of training and support for student leaders and across school student leadership.
- Development and implementation of revised whole school approach to student wellbeing and management policy, strategies and practices.
- Review outcomes of 2003-2005 School Charter and develop new strategic directions.
- Establish school vision, purpose and values for inclusion in new Strategic Plan.
- Completion of the 2008-2010 Strategic Plan involving all groups.

Summary of Black Hill Primary School's Financial Performance



Financial Performance

for the year ending 31st December, 2006

REVENUE	2006 Actual \$
DE&T Grants	676,372
Commonwealth Government Grants	21,268
State Government Grants	101,313
Other	24,704
Locally Raised Funds	239,993
Total Operating Revenue	1,063,650

EXPENDITURE

Salaries and Allowances	370,779
Bank Charges	1,382
Consumables	69,700
Books and Publications	17,425
Communication Costs	15,399
Furniture and Equipment	111,404
Utilities	30,792
Property Services	272,555
Travel and Subsistence	155
Motor Vehicle Expenses	0
Administration	9,510
Health & Personal Development	2,360
Professional Development	26,242
Trading and Fundraising	74,842
Support/Service	6,810
Miscellaneous	115,912
Total Operating Expenditure	\$1,125,267

Net Operating Surplus/-Deficit **-\$61,617**

Capital Expenditure (Cases 21 Finance Only) **\$18,832**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Ann Campbell at the school.

Financial Position

as at 31st December, 2006

FUNDS AVAILABLE	2006 Actual \$
High Yield Investment Account	65,042
Official Account	6,528
Fixed Term Investment	65,860
Pre School Leave Reserves	25,178

Total Funds Available **\$162,608**

FINANCIAL COMMITMENTS 2006 Actual \$

Accounts Payable Control	
Camps/Excursions	500
Building/Grounds including SMS	21,033
Special Programs inc Student Services	
Region/Clusters Funds	43,796
Professional Development	
Pre School Program	50,894
Investing In Schools Program	32,207
School Operating Reserve	68,077
Total Financial Commitments	\$216,507

Allocation of Resources

The external auditors appointed by the Department of Education and Training found in 2006 that our financial management was in accordance with policy and regulations. Through careful budgeting processes and financial controls, all programs were fully funded. Surplus monies at the end of the year were carried forward into programs endorsed by the School Council to support the long term planning and operation of the school for the next financial year and beyond. Possible additional expenditure as a consequence of the Building Futures project has also been included in forward financial planning.

Future Financial Plans

The school will maintain allocated reserves for Music, Facilities and Information and Communications Technologies to allow the interior refurbishment of the Library Wing, ongoing replacement of furniture, equipment and computers across the school and the purchase of major items of new equipment in accordance with Section budgets. The Facilities Reserve will also allow ongoing building maintenance in addition to the annual Maintenance and Minor Works funding provided in the School Global Budget. This work could include repainting rooms and the replacement of carpeting.