



Black Hill Primary School – 2043

Valuing Our Past – Preparing for Our Future

2007 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 just below the state benchmarks for state and schools with a similar parent profile in Reading and Number.

Teacher assessment data shows a continuing progress in the growth of literacy and numeracy skills for most students.

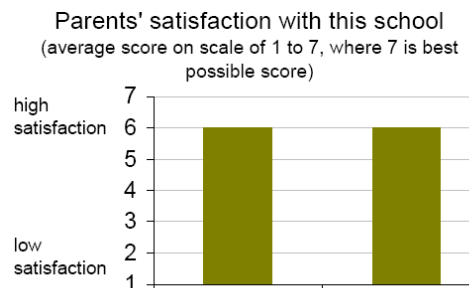
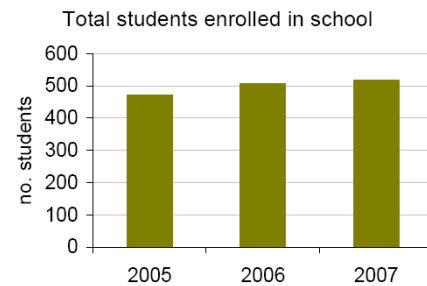
Parent's level of satisfaction with our school as shown in the annual survey results remained high. Student absences continue to improve with the average number of days absent per student decreasing from 11 to 10.3 days. This is below the state benchmark of 13.2 days.

Student Opinion surveys indicated that Grade 5 and 6 boys in particular experienced low levels of connectedness to their peers, expressing concerns about their learning, safety and the teaching at the school. Staff opinion survey results were again generally below the state benchmarks in many areas and staff sick leave also increased.

A key focus for the year was the completion of a comprehensive and consultative self evaluation of school performance and development of a new Strategic Plan.

In accordance with our 2008-2011 Strategic Plan, our school will be focusing on 4 key strategies in 2008 to provide improved outcomes for our students:

- enhancing Teaching and Learning
- strengthening curriculum planning
- fostering productive relationships and enhanced wellbeing
- preparing for the implementation of the DEECD 'Ultraneet'.



In a survey parents are asked to what extent they agree with the statement "Overall, I am satisfied with the education my child receives from their school." The results are shown on a scale where 1=strongly disagree and 7=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.

School Contact Information

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Principal's Report

It is with great pleasure and pride that I present my report for 2007 as part of our annual report to the Black Hill school community. This year was especially significant for me returning from extended leave due to ill health to a full year of work and good health!

Our enrolment was 517 students with 23 classes operating, including 5 Prep classes. The partnership with the kindergarten has continued to flourish and made all the stronger by the formation following the State Election of an enlarged Education Department to include Early Childhood Education. We now are part of the DEECD! Once again Black Hill's innovative practices are acknowledged!

We welcomed to the school Carmen Morris who joined our staff as a graduate teacher. Julie Fisher also joined our Office staff. At the end of the year we farewelled Shirley Richards, who retired from teaching after almost 40 years of service. We also farewelled Jasmine McCunnie and Stacey Oldham – Jasmine has accepted a position at Pleasant Street Primary School and Stacey has gone travelling overseas. Jill Norman, one of our office staff was also farewelled. We thank and acknowledge all of these people for the contribution they have made to our school and to education.

Sadly 2007 saw us lose a much loved and respected colleague and friend, Julie McCallum. Julie succumbed to Motor Neurone disease but will always be remembered for her skill as a teacher and also her courage. An annual award in Julie's name and memory, to be given to a child in Prep – 2 each year, has been introduced.

The biannual concert in September was a great success and this year was held at the Wendouree Performing Arts Centre. It followed the one theme "Are We There Yet" and was a whole school production involving the children producing the sets and many of the costumes. Under the excellent leadership and direction of Carmen Morris assisted by her team Jacqui White, Jenny Haynes and Jodie Carleton, the event was another highlight.

A full self evaluation and external review of the school and all aspects of our accountability was conducted during the second semester. This process, which was led most capably by our Assistant Principal Mark Kennedy, involved closely examining our performance over the past 3 years. A team consisting of staff and School Council representatives, Mark Kennedy, Jacqui White, Calvin Tromp, Denise Fitzpatrick Shane Hillas and myself, worked on the self evaluation and staff and community input was gained throughout the process. A most successful community forum was held and that affirmed our direction and helped set our agenda for the future. As an outcome of this review process we now have our school Strategic Plan which will guide and inform our directions in all aspects of the school for the period 2008 – 2011.

Funding for our building program was announced and confirmed in the May budget with work to commence in January 2008. This will see us with 5 new flexible learning spaces, new art room, upgraded music and multi media centre and upgraded administration facilities.

All of this was combined with School Council approving a significant increase in spending on ICT equipment, including interactive whiteboards in all rooms and new computers and laptops in all teaching areas. It has been an extremely busy, challenging year with many achievements and much to look forward to.

Thank you and congratulations to all staff and to all School Council members led capably by president David Wright, on a most successful 2007. Your support and hard work is greatly appreciated.

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 70.1 on a scale from 0 to 100 where 100 is the best possible score. The average across all government primary schools was 76.1.

Teacher Absence: The average number of days absent per teacher was 8.48 days. The average across all government schools was 5.61.

Teacher Retention: Of the 35 teaching service staff at June 2006 (including those on leave without pay), 29 or 83% were still at the school at June 2007. This figure across all Government schools was 86%. Of the 25 ongoing teaching service staff at June 2006 (including those on leave without pay), 21 or 84% were still at the school at June 2007. This figure across all Government schools was 90%.

Teacher participation in professional learning: All teaching staff have participated in professional learning throughout the year, such as the Teacher Education Network, Australian Government Quality Teacher program 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

Over the past twelve months we have experienced a year full of hard work, some drama and great successes. We started off 2007 with 517 enrolments and plenty of enthusiasm abounding.

Great excitement echoed throughout the School when it was announced and confirmed by Karen Overington that we were to receive State Government funding for our building program. Stage 1 will be constructed and completed during 2008.

A huge project conducted during the year was the School Review Process which included a comprehensive self-evaluation component and resulted in our school Strategic Plan 2008-2011. I wish to offer a huge thank you to Mark Kennedy who worked tirelessly and professionally to create a specific and comprehensive plan for the next three years. Thanks must also go to two of our Council members being Denise Fitzpatrick and Shane Hillas who supported this project and assisted in developing its core beliefs and strategies.

This year we have seen the implementation of:

- Working With Children application check
- Re-signing a two year contract with Camp Australia
- Creating our school Strategic Plan 2008-2011
- 1st year of the new VELS school reports system

Highlights for the year have included:

- Installation of shade sails over our playgrounds
- Purchase of a "Marimba" (like a xylophone!) for our music programme.
- A very successful Education Week
- A very successful and well attended Open Day
- Our annual School Dance with band "The All Ordinaries"
- "Are We There Yet?" bi-annual School Concert
- End of year Family Picnic

Praise and applause must go to:

- Fiona Hindson-Plews for implementing our water-wise programme throughout our school.
- Mark Kennedy, Catherine Moody, Carmen Morris, Jacqui White, Jenny Haynes and Jodie Carleton for their brilliant performances in coordinating our School Concert.
- Wayne Lillingston for completing 35 years as a teaching professional.
- Shirley Richards for her commitment and dedication to education, especially at our school.
- Stacey Oldham who is now enjoying an overseas transition!

- Jasmine McCunnie for her great smile and caring manner.
- Jill Norman for assisting part time in our School office and benefiting from her interaction with the children, staff and parents.
- Chrissy Biggin on her marriage to Shaun Davidson

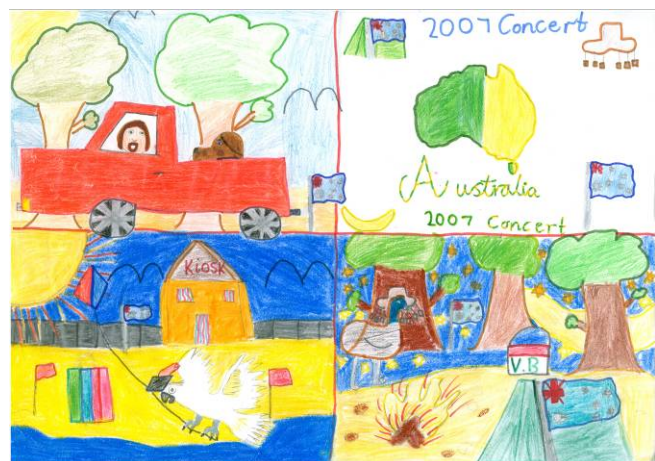
Sadly, we were also touched by Julie McCallum who passed away in June as a result of Motor Neurone Disease. Julie was a former teacher and colleague and is fondly remembered as an excellent educator who had an incredible ability to understand and nurture her students.

I wish to thank all representatives of the School Council for their time and commitment to ensuring that we continue to operate on the basis of solid parental involvement in a democratic manner. You have continued to ensure that we remain accountable, viable and progressive.

My thanks are always extended to Ann Campbell, Mark Kennedy and Nita Sharp who are all extraordinary examples of people who genuinely care for the school and have the professional ability to create outstanding results.

So it looks like 2008 will be another big year with the commencement of our building programme along with everything else that makes Black Hill Primary school tick! I am looking forward to this year's challenges and looking forward to working with you all again.

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.

Analysis of AIM data included in the DEECD provided School Level Report (SLR) for both Number and Reading in 2007 demonstrated that our students are performing on par with the State means. However our students performed less successfully compared to schools with a similar parent profile. The percentage of students achieving at or above expected standards at Years 3 and 5 in both Reading and Mathematics at the school, is consistent with state means for students performing at the expected level (a "C" grading) or higher ("A" or "B") against the Victorian Essential Learning Standards (VELS). The percentage in 2007 was slightly lower than in 2006.

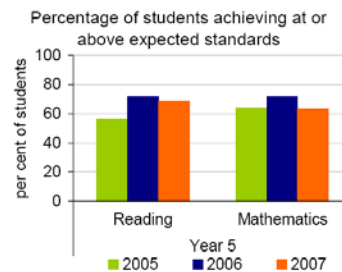
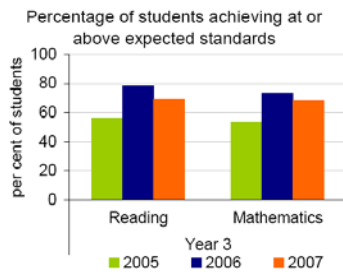


Additional data in the School Level Report in terms of teacher judgments compared to the expected VELs levels indicates that staff are assessing students appropriately when compared to state means. However teachers assessed our students as performing less successfully when compared to schools with a similar parent profile.

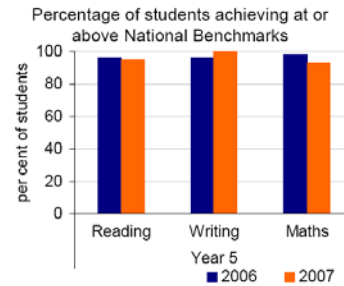
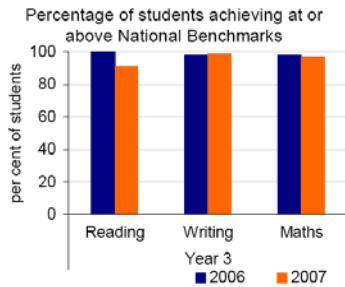
Across the school our Prep – Grade 6 student results are, in the areas of: Reading - 94% at or above expected levels; Writing - 93% at or above expected levels; Speaking and Listening - 94% at or above expected levels; Number - 94% at or above expected levels; and Measurement Chance & Data - 95% at or above expected levels. These results are based on teacher judgments and indicate that the majority of students are performing well and making good progress.

The percentage of students achieving at or above National Benchmarks at Years 3 and 5 at the school, who according to their AIM results, were at or above the National Benchmarks on Reading, Writing and Numeracy (Maths) was consistently high at 90% or greater. However results were slightly lower than in 2006.

The school reported on Program for Students with Disabilities (PSD) students to parents only in 2007. This was achieved through regular Program Support Group Meetings (PSGs) and a modified written report at the end of each semester. With parental agreement, the students were assessed against Individual Learning Plans (ILPs) and not the VELs. Staff were able to report that PSD students had progressed satisfactorily against their set specific goals. In addition a small number of PSD students participated in parts of AIM at parental request.



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 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. This data is available from 2006.

Intended Outcomes

- All staff teaching at the point of need to improve outcomes for all children
- All staff using multiple forms of feedback to inform Teaching and Learning
- All staff using on going school wide record keeping and tracking of individual student performance data
- Staff rethinking and reviewing how classroom space and time can be used more effectively to increase student motivation to learn, their engagement in learning and their connectedness to school and peers
- Staff developing deeper understandings of learning and thinking processes, and examining the implications for their practice



School Targets

Reading:

- By the end of 2007 the proportion of students in the 2007 Year 5 matched school cohort to be assessed as established or above will be at least 85%.
- By the end of 2007 the proportion of students in the 2007 Year 5 matched cohort to have achieved a mean of at least 3.1 on VELS levels.
- To maintain a growth of at least 0.9 in the average level of achievement of the Year 5 matched school cohort on the AIM Reading test.

Writing:

- By the end of 2007 the proportion of students in the 2007 Year 5 matched school cohort to be assessed as established or above will be at least 80%.
- To maintain an average level of achievement of at least 3.0 on the Year 5 matched school cohort AIM Writing test.
- To maintain a growth of at least 0.9 in the average level of achievement of the Year 5 matched school cohort AIM Writing test.

Number:

- By the end of 2007 the proportion of students in the Year 5 matched school cohort to be assessed as established or above will be at least 85%.
- To maintain an average level of achievement of at least 3.0 on the Year 5 matched school cohort AIM Number test.

Key Improvement Strategies

- Individual Learning Plans for targeted students
- Linking of P&D Culture to staff performance and review processes
- Review of approaches to assessment and assessment schedule and how data is utilised to inform teaching
- Flexible student groupings
- Implement student focussed engagement programs -
- Revised 5x6 rotation program
- Revised 3x4 Life Skills program
- Targeted assistance to students identified at risk, especially Year 5
- Teacher observation of and reflection on classroom practises
- Staff researching, trialing and reflecting on different teaching strategies to engage students across the Middle Years.



STUDENT PATHWAYS AND TRANSITIONS

The school was not required to set a goal in this area in 2007 as it was not originally incorporated in the 2003-2005 Charter.

Transition in primary schools is generally focussed on Kindergarten to Prep and Year 6 to Year 7. However we have a number of transition support strategies in place including the 'Class Buddies' program, providing mentors for graduate teachers, 'White Folders' containing relevant student information and an induction program for new teachers to the school. In these ways staff are supported in developing their knowledge of students in their classrooms. The Prep-Pathways program also provides an important opportunity for children who require additional support to successfully manage the transition to schooling.

The formal transition programs between Kindergarten to Prep and Year 6 to 7 are seen as effective and are highly regarded by the community, especially the Kinder to Prep and Integration transition programs. Our programs include information evenings, preparation for school sessions for parents and child orientation sessions. Our Prep teachers also build a strong understanding of students entering the school through the considerable work undertaken with the Early Years interview. This provides staff with valuable information to help match students to their learning programs and other needs.

STUDENT ENGAGEMENT AND WELLBEING

Goal: To provide and maintain a safe, secure, supportive and stimulating environment that is responsive to the learning needs of all students

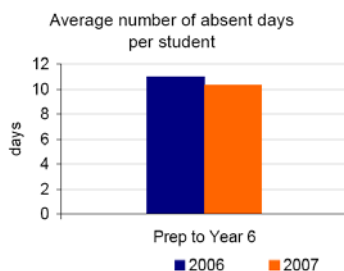
One of the focus areas for improvement throughout the Charter period was on reducing student absences. The Charter goal was to reduce the number of absence days per student for each year level to be no more than 11 days per student by 2005. In 2007 average absence was 10.3 days compared to 13.2 for the state mean. This result also compares very favourably with schools with a similar parent profile.

The effects of the increased awareness and attention on student absences through the weekly newsletter, House 'Fun Days' and improved communication with parents have contributed to this result. However the School Level Report indicates that there are some fluctuations to note between years with various year levels recording higher or lower absences without obvious cause.

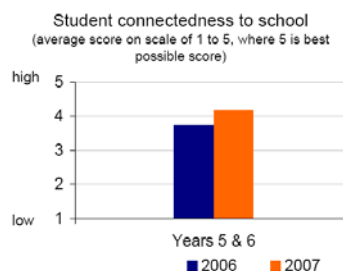
Student connectedness to school is an area of focus of an innovative curriculum program 'Windows to Learning' which was successfully introduced in Grades 5 and 6 in 2007. The enhanced Student Leadership program was continued from 2006 as were the popular ICT games and chess clubs. Large numbers of children continue to participate and perform at very high levels in athletics, swimming and field sports such as soccer. Student involvement and support for water conservation projects was instrumental in the school receiving several grants and awards. Student self assessments and individual goal settings continue to be an integral part of our Thinking Skills Curriculum and take place at all year levels. These initiatives have been directed at improving student connectedness to school and have provided many opportunities for students to excel.



In terms of student wellbeing, a manual is provided to all Casual Relief Teachers (CRTs) to inform them of the school's philosophy and practices and each classroom has a 'Purple Folder' which contains information from the teacher about students with specific needs in that class in order to ensure learning continues smoothly even if the teacher is away. The school adopted the 'Mark Book' reporting package in 2007 and this will allow staff to track student needs over successive years more clearly. The Wellbeing 'Learning Enhancement Group' (LEG) also developed a revised approach to student management to provide more consistency when dealing with behaviour issues.



The total number of absent days per full-time equivalent student. From 2006, the previously reported "per student headcount" measure has been replaced by the more accurate "per full-time equivalent student" measure.



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

- Sections to take collective ownership and responsibility of their student cohort
- Staff and students demonstrating enthusiasm and motivation in classroom and school activities
- Students feeling more positive in their connectedness to school, teachers and peers
- Parents believing levels of motivation have improved
- All staff consistently applying agreed student management process and practices
- Students participating in House based connectedness activities.



School Targets

- Increase in the levels of Student Relationship as measured by the Student Attitudes to School Survey to at least Effective, particularly for boys
- Increase in the levels of Teaching and Learning measured by the Student Attitudes to School Survey to at least Effective, particularly for boys
- Increase in the levels of Student Wellbeing measured by the Student Attitudes to School Survey to at least 'Effective', particularly for boys
- Increase in the levels of Effective Discipline Policy as measured by the Staff Organisational Health Survey to be at or above the state mean (school 2006 mean 72.0; state 2006 mean 79.9)
- Increase in the levels of Student Motivation as measured by the Parent Opinion Survey to be at or above the state mean (SM - school 2006 mean 5.47; state 2006 mean 5.66).

Key Improvement Strategies

- Implement student focussed engagement programs -
- Revised 5\6 rotation program
- Revised 3\4 Life Skills program
- Use of revised student management process and practices
- Students organising and participating in 'Fun Days'; special interest theme days and House events
- Staff researching, trialing and reflecting on different teaching strategies to engage students across the Middle Years.



Black Hill Primary School's Plans & Future Directions

Key Improvement Strategies for 2008

To enhance Teaching and Learning by:

- developing and implementing a comprehensive Teaching and Learning Framework that caters for the needs of all learners
- embedding a Performance and Development Culture
- engaging all staff in PoLT strengthening school wide assessment and reporting processes to enable effective monitoring of student progress
- expanding the authentic use of ICT across the school

To strengthen curriculum planning to ensure:

- development and documentation of a whole school planning of learning sequences across the VELs using a common planning format
- full implementation of VELs with particular focus on the Personal and Interpersonal Learning domains
- the development of a school wide teaching and learning framework for writing, spelling and reading

To foster productive relationships and enhanced wellbeing by:

- implementing a consistent approach to student wellbeing and management across the school
- improving induction processes
- improving student transition processes.

Major Programs for 2008 - 2011

Summary of Black Hill Primary School's Financial Performance

Financial Performance

for the year ending 31st December, 2007

REVENUE	2007 ACTUAL \$
DEECD Grants	594,679
Commonwealth Government Grants	24,540
State Government Grants	94,180
Other	27,387
Locally Raised Funds	257,314
Total Operating Revenue	\$998,100

EXPENDITURE

Salaries & Allowances	269,771
Bank Charges	1,033
Consumables	67,372
Books & Publications	17,569
Communication Costs	15,069
Equipment Maintenance/Hire	65,599
Utilities	22,293
Property Services	214,740
Travel & Sustenance	100
Administration	11,067
Health & Personal Development	1,285
Professional Development	44,224
Trading & Fundraising	52,892
Support/Service	13,656
Miscellaneous	169,822
Total Operating Expenditure	\$966,492

Net Operating Surplus/Deficit **\$31,608**

Capital Expenditure **\$27,066**

Asset Write Downs **\$8,731**

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, 2007

FUNDS AVAILABLE	2007 ACTUAL \$
High Yield Investment Account	60,202
Official Account	7,499
Fixed Term Investment Account	70,003
Pre School Leave Reserve Account	26,425
TOTAL FUNDS AVAILABLE	\$164,129

FINANCIAL COMMITMENTS

2007 ACTUAL \$

Camps/Excursions	18,547
Professional Development	3,421
Buildings/Grounds including SMS	11,113
Special Programs inc Student Services	69,468
Region/Cluster Funds	51,580
School Operating Reserves	10,000
TOTAL FINANCIAL COMMITMENTS	\$164,129

Allocation of Resources

The external auditors appointed by the Department of Education and Early Childhood Development found that in 2007 our financial management was in accordance with the policy and regulations. Operating surplus reflects sound financial management and provision for commitments for future and ongoing projects. With the completion of the Commonwealth *Investing in Our Schools* project, new playgrounds, shade sails, external seating and ground works enhance the school's environment and the health & wellbeing of students. Maths & Science grant enhanced children's learning in both areas with purchase and maintenance of Maths & Science equipment. ICT, buildings & grounds maintenance still provides a challenge for the School Council. A successful walkathon was held to raise funds for goal nets and fencing behind goal posts on oval, and to supplement the ICT program for future equipment projections. In collaboration with the local city council, works on the nets and fencing will be completed in 2008. Kindergarten funds are managed through the official account and the Pre School Leave Reserve account. Region funds for Leadership Development and Professional Leadership are also managed by the school through the official account.

Future Financial Plans

ICT equipment and the possibility of lease arrangements will be a major focus of financial planning for 2008. With the school currently undergoing a major building works project, emphasis will also be on supplementing the project to provide improved facilities and new furniture to the classrooms.