

Black Hill Primary School 2043

School Self-Evaluation for the period 2003-2006

Prepared April - May 2007



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1.0 Executive summary

The evaluation of our school programs, operation and data has been a very enlightening and rewarding process as it has given us the opportunity to gather, collate and examine our school's performance and achievements between 2003-2006. The findings of the School Self Evaluation process has helped us to better understand our school and the measures we will need to take in 2008-2011 to continuously improve outcomes for our learning community.

Black Hill Primary School's Charter of 2003-2005 priority was for the enhancement of teaching and learning strategies and included a student achievement 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, and a curriculum goal to provide a balanced and comprehensive CSF 11 based curriculum that catered for the needs of the whole child, with particular emphasis on thinking strategies. Improving student attendance was one of the priorities in the previous Charter and the target set was achieved.

While the overall level of student achievement at the school has been satisfactory in comparison to the Like School Group (Group 4) and state indicators, student learning outcomes have shown a degree of variance in many areas, including Literacy and Numeracy. Thinking strategies were introduced and substantial staff professional development in a range of teaching and learning areas has been undertaken. However, high staff expectations do not always seem to have translated into significant improvements in student learning outcomes, especially for some cohorts of students.

Enrolments at the school have increased significantly during the Charter period but the proportion of children receiving EMA or who have an ESL or Koorie background has remained constant. The staffing profile of the school has also changed with the retirement of experienced staff and the appointment of many graduate or beginning teachers. Overall staff retention levels remain high at 91%. Teaching staff absences are higher than is preferable and staff opinion is low on key areas as measured by the Organisational Health (Staff Opinion) survey.

Staff at Black Hill Primary School are hardworking and are committed to encouraging students to achieve their full potential. However data reviewed for the School Self Evaluation indicates that particular attention needs to be placed on improving low levels of student, parent and staff opinion on some key indicators, including connectedness, motivation, safety and teaching and learning.

The school is committed to continuing to build stronger relationships between teachers, students and the community and acknowledges that further improvements through thoughtful and strategic practice are needed in the next review period. We believe there are strong connections and improvements that need to be made between engagement, wellbeing and teaching and learning that are pivotal to our future improvement and the achievement of enhanced learning outcomes for all students and staff.

2.0 Methodology

Our School Self Evaluation has been undertaken through a process of discussion, consultation and feedback involving representatives of the school community and involved collecting and analysing relevant data and information to enable our school to form judgments about the school's progress in relation to our goals and priorities and to set appropriate directions for the coming 3 years.

Initially the Principal, Assistant Principal and Acting Assistant Principal attended a briefing facilitated by the Regional office in Term 1 and this was followed up with additional discussion and guidance from Regional Office staff. The actual review and consultation process was undertaken over Term 2. A School Review Team group comprising the Principal, Assistant Principal, Acting Assistant Principal, 2 volunteer teaching staff and a parent/School Council representative took on the task of analysing, collating information and data, and drafting the final report for comment by staff and School Council before approval by School Council and submission to the reviewer. The team was lead by the Assistant Principal, met weekly and used email and informal discussion to successfully support each other throughout the process.

The team used data from the School Level Reports, Student Attitudes to School Survey, Parent Opinion Survey, Organisational Health Survey (Staff Opinion), Early Years data and AIM results. Members of the team also consulted with other staff so as to canvas the broadest view possible of the school's performance and worked through each section of the School Self Evaluation (SSE) using the guideline questions. This was achieved by members of the team taking on specific areas to report on with the team leader compiling summaries of their findings for comment each week. Use of organisational grids assisted the team members focus on the key areas for evaluation.

For the section, 'Why did we/didn't we achieve improvements in student outcomes?' the team elected to use the 'Focus on teaching & learning' and 'Stimulating and secure learning environment' elements of the 'Effective Schools Framework' to focus their analysis.

The school's leadership, staff and School Council were informed of the process early in Term 2 and were regularly updated at relevant staff and School Council meetings by the team leader and Principal. An article was also published in the school newsletter at the beginning of the process in Term 2.

Formal consultations were undertaken with staff on May 23rd and School Council on May 28th. The intention of these sessions was for participants to become familiar with the team's assessments of the school's performance over 2003-2006, to provide advice on the findings of the Review Team and particularly to identify possible areas for future improvement. Staff and council members who could not participate in these forums were provided with a copy of the draft findings and a response sheet and invited to provide individual feedback.

The Review Team is looking forward to discussing the validation process with the external school reviewer and the opportunity to have an expert provide some advice on our future directions. We believe there is a strong link between engagement, student motivation, student safety and teaching and learning that is pivotal to our future improvement.

A summary of the report will be sent home to all parents containing the conclusions and recommendations contained in the School Self Evaluation once the final document has been presented to staff and School Council on July 23. This will be a precursor to beginning inclusive community consultations to develop the school's 2008-2011 Strategic Plan and 2008 Annual Implementation Plan.

3.0 School context

Established in 1878, Black Hill Primary School services a growing residential area in the north east sector of Ballarat. The school has a current enrolment of 515 and is the licensee of the Black Hill Kindergarten, which has proven to be a successful and innovative partnership. Parents are active participants in our school, with a strong School Council and extensive classroom and specialist support. The school takes great pride in and is well known for its Arts programs, sporting achievements and 'Thinking Skills' curriculum program and enjoys a highly regarded reputation in the community. The school received its *Performance and Development Culture Accreditation* in 2005 (Round 2).

The school is organised into 4 self managing teaching teams and in 2006 had 23 classrooms with five Preps, seven Year 1 & 2 class, five Year 3 & 4 and six Year 5 & 6 classes. Specialist programs operate in Library, Visual Arts, Music, LOTE (Japanese), Physical Education and support programs are provided in Reading Recovery, Integration and Special Assistance.

The physical environment of the school has been progressively improved since 2005. The school has specialist facilities for Library, Art, Music / Performing Arts and Physical Education, including a fully equipped gymnasium and canteen. Our classrooms are a mixture of permanent and modular flexible learning areas but the majority of rooms are modular, including the versatile 'Gallery'. The original school building serves as a staff and administration facility.

Concern over the physical state of our buildings and facilities has been an issue for our community and construction is soon to commence on 5 new permanent flexible learning spaces and an Art Room under the *Building Futures* program. This program identified that the school has approximately 45% less physical space than the Department of Education recommended entitlement for a school of 500-525 enrolments and while the school has taken steps to accommodate this, results on 'Safety' and 'Connectedness' in the Student Attitudes to School (Student Opinion) survey perhaps indicates that students feel anxious about these issues.

All classrooms, with the exception of Prep, have access to networked computers in addition to a fully networked computer laboratory containing 30 computers, thus enabling individual student access within their class time. There are on average 2-3 computers shared between classrooms (again with the exception of Prep) and six Interactive Whiteboards spread across the Sections, including one in Prep. The school also has access to joint school-community facilities, including asphalted tennis courts, a local swimming pool and an oval.

Parents generally have had high level of satisfaction with the school as measured by the Parent Opinion Survey. The School Council and the parent community are committed to maintaining and improving the school, its facilities and equipment for the benefit of the students. Many hours of voluntary work are contributed by parents to assist with literacy, camps / excursions, grounds upkeep and other special activities.

Student achievements and successes are consistently acknowledged in newsletters and assemblies. Student leadership programs have been improved over the review period and extra curricular and support programs include swimming, camps, excursions, visiting performers, Junior School Council ('Kids' Voice'), buddies, choir, instrumental music tuition, and a bi-annual school concert which alternates with an 'Arts Week'. After School / Holiday Care is provided in partnership with Camp Australia.

The school is in 'Like School Group 4' and despite enrolments increasing from 400 in 2003 to over 500 in 2006, the proportion of students receiving EMA or who are from ESL or Koorie backgrounds has remained constant (0.004). While the school's male-female gender balance has varied slightly over the Charter period it has essentially remained balanced within a 10-15% margin of males vs. females but even ratios within classrooms have been difficult to maintain.

There are long standing and very successful partnerships between the school and the University of Ballarat-TAFE, and the University of Ballarat and ACU who utilise our school extensively for pre-service teacher training. The school also enjoys a strong relationship with the local council and the local media.

Staffing is comprised of fourteen Graduate class teachers, eight Expert Teachers, seven Accomplished Teachers, one Acting Leading Teacher, one Acting Assistant Principal (0.4), one Assistant Principal (1.0 non-teaching), one Principal (non-teaching) and nine non-teaching staff including School Support Officers and Integration Aides. There have been no appointments to substantive Leading Teacher positions at the school in the Charter period. In the years prior to the Charter, the school experienced changes in leadership and a number of significant events which impacted on staff and school morale. This situation occurred again in 2005-2006 with the sudden and unexpected illness of the Principal, necessitating her to take extended Sick Leave. The newly appointed (from outside the school) Assistant Principal became Acting Principal during this period.

4.0 Evaluation of performance

4.1 Student learning

The *Victorian Essential Learning Standards* specify three strands of student learning:

- Physical, personal and social learning
- Discipline based learning
- Interdisciplinary learning

What did we aim to do?

Black Hill Primary School's Charter of 2003-2005 priority was for the enhancement of teaching and learning strategies and included a student achievement 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, and a curriculum goal to provide a balanced and comprehensive CSF 11 based curriculum that catered for the needs of the whole child, with particular emphasis on thinking strategies.

The intended outcomes at the end of the charter period (extended to include 2006) were to have

- developed a complete 'thinking skills' program for the whole school
- improved the literacy and numeracy skills of all students
- improved the engagement of boys in literacy, particularly in Years 3-6
- extended higher achieving students
- implemented the Prep 'Pathways' program.

General targets included:

- Improving the Year 3 means for boys in the AIM data to be equal to, or above, the state and like school means by 2005.
- Improving the boys CSF assessments in Reading for Years 3 to 6 compared to the girls by 2005
- Increasing the proportions of higher achieving assessments in Number and Mathematics throughout the school, with 80% in these categories by 2005.
- Increasing the levels of boys' 'Connectedness to School' as measured by the Student Survey

Specific targets were set for:

Reading:

- At least 95% of Year 2 students reading Level 20 texts with 90% accuracy during the charter period
- By 2005 the proportion of students assessed as established or above will be at least:
 - Year 2 80%
 - Year 4 maintained
 - Year 6 80%
- To maintain an average level of achievement of at least 2.4 on the Year 3 AIM Reading test over the Charter period.
- To maintain a growth of at least 1.0 in the average level of achievement of the matched school cohort on the AIM Reading test over the Charter period.

Writing:

- By 2005 the proportion of students assessed as established or above will be at least:
 - Year 2 75%
 - Year 4 75%
 - Year 6 75%
- To maintain an average level of achievement of a least 2.5 on the Year 3 AIM Writing test over the Charter period.
- To maintain a growth of at least 1.0 in the average level of achievement of the matched school cohort on the AIM Writing test over the Charter period.

Number:

- By 2005 the proportion of students assessed as established or above will be at least:
 - Year 2 85%

- Year 4 85%
- Year 6 80%
- To maintain an average level of achievement of at least 2.4 on the Year 3 AIM Number test over the Charter period
- To maintain a growth of at least 1.0 in the average level of achievement of the matched school cohort on the AIM Number test over the Charter period.

What did we achieve?

Both CSF and AIM data is inconsistent from year to year, but overall the achievement has been trending down. Students achieved very low scores in both Year 3 and 5 in 2005 in particular. By contrast student results showed improvement in 2006. 2006 VELS data is difficult to compare with previous CSF data and so has limited value. The vast bulk of the students were rated as VELS 'C' (98% in one case).

Teacher assessments against the CSF show that proportionally there are more students in the low achieving range of beginning and consolidating than the high achieving range of better than established across the English and Mathematics KLAs. Furthermore teacher assessments indicate that the proportion of low range assessments increases as students progress through the years, that is, when students are tracked, more of the cohort slip into the beginning and consolidating group from the established group. Variation also occurs with the 'better than established' group, usually (but not always) this group shrinks. Therefore a study of the figures indicates that as students progress through the grades, the range of ability widens, but this seems biased towards the lower range of beginning and consolidating.

Teacher assessments of the Charter targets for Reading, Writing and Number are listed below, followed by the actual achievements. The targets are for proportion of students assessed at established or above. The Actual figure is an average over the three years (2003-2005). As mentioned above, figures for the 2006 VELS results have been omitted. The data indicates that Charter targets were not met, except in two cases. It also confirms that in English achievement levels drop as students progress through the school, though for Number there is some increase (although below target levels).

Reading			Writing			Number		
<i>Year Level</i>	<i>Target (at least)</i>	<i>Actual</i>	<i>Year Level</i>	<i>Target (at least)</i>	<i>Actual</i>	<i>Year Level</i>	<i>Target (at least)</i>	<i>Actual</i>
2	80%	84%	2	75%	79%	2	85%	71%
4	Maintain 91%	78%	4	75%	69%	4	85%	73%
6	80%	72%	6	75%	63%	6	80%	75%

The AIM goals from the Charter are listed below, followed by actual achievements. Charter goals were to be achieved by 2005. Figures quoted are for the Charter years of 2003, 2004 and 2005. 2006 figures are also presented. In comparison to the AIM results for 2000-2003, student performance has not improved and in some cases regressed by a factor of 0.1. Comparisons of the Matched Cohort Growth show similar trends resulting in an overall lack of growth when compared overall to state or Like School Group means.

Based on the 'Core School Performance Indicators', Reading and Mathematics has ranged from as low as an estimated 58% of students achieving at or above expected standards in Mathematics for Year 3, 2005 and as high as an estimated 85% of students achieving at or above expected standards in Reading for Year 3 in 2004. An average would be in the realm of an estimated 70% of students achieving at or above expected standards in Reading and Mathematics. This is less than the Charter goal of 80% for Number and Mathematics.

AIM - READING	Year	Level	Target	School means	State mean	Like school	Outcome
	2003-2005	Year 3	Maintain an average mean of at least 2.4	2.3 (2003) 2.5 (2004) 2.1 (2005) <i>average of 2.3</i>	2.3 (2003) 2.3 (2004) 2.4 (2005)	2.3 (2003) 2.3 (2004) 2.3 (2005)	Not achieved
		Matched Cohort Growth	Growth of at least 1.0	2.5 (2004)	3.2 (2006)	0.8 growth	Not achieved
				0.9 growth			
	Year 5	Not stated	3.2 (2003) 3.2 (2004) 3.1 (2005)	3.2 (2003) 3.2 (2003) 3.2 (2003)	3.2 (2003) 3.2 (2004) 3.2 (2005)		
2006	Year 3	Not stated	2.4	2.3	2.4		
	Year 5	Not stated	3.4	3.2	3.1		

AIM - WRITING	Year	Level	Target	School means	State mean	Like school	Outcome
	2003- 2005	Year 3	Maintain an average mean of at least 2.5	2.5 (2003) 2.5 (2004) 2.1 (2005) <i>average of 2.4</i>	2.5 (2003) 2.4 (2004) 2.5 (2005)	2.5 (2003) 2.4 (2004) 2.3 (2005)	Not achieved
		Matched Cohort Growth	Growth of at least 1.0	2.5 (2004)	3.4 (2006)	0.7 growth	Not achieved
				0.9 growth			
	Year 5	Not set	3.2 (2003) 3.2 (2004) 3.2 (2005)	3.2 (2003) 3.2 (2004) 3.2 (2005)	3.1 (2003) 3.1 (2004) 3.1 (2005)		
2006	Year 3	Not set	2.4	2.4	2.4		
	Year 5	Not set	3.4	3.2	3.1		

AIM - NUMBER	Year	Level	Target	School means	State mean	Like school	Outcome
	2003-2005	Year 3	Maintain an average mean of at least 2.4	2.5 (2003) 2.4 (2004) 2.0 (2005) <i>average of 2.3</i>	2.4 (2003) 2.4 (2004) 2.2 (2005)	2.4 (2003) 2.4 (2004) 2.2 (2005)	Not achieved
		Year 5	Not set	3.3 (2003) 3.3 (2004) 3.1 (2005)	3.1 (2003) 3.2 (2004) 3.2 (2005)	3.1 (2003) 3.1 (2004) 3.1 (2005)	
				Matched Cohort Growth	Growth of at least 1.0	2.4 (2003)	3.2 (2006)
				0.9 growth			
2006	Year 3	Not set	2.4	2.4	2.3		
	Year 5	Not set	3.3	3.2	3.1		

The Prep 'Pathways' program was designed to place emphasis on the development of speaking and listening skills, social and emotional development along with early literacy and numeracy in less formal experiences. The program was intended to provide students with confidence in approaching formal learning, oral language skills appropriate to Prep and increased maturity. Enrolments in Prep Pathways have remained at an average of 10 students per year over 2004-2006 with some students transiting to Prep before the year completed or repeating the program for a subsequent year. This represents approximately 10% of the yearly prep enrolment. Although enrolled as a Prep student, Pathways children are not assessed as such and are provided with an individualised school report but are not included in the school's achievement data reported to the system. The program has not been formally reviewed to date but anecdotal teacher records and reflections indicate a belief that the program is meeting its aims. However there are issues with student selection based on parent expectations and their children's suitability for the program. Further investigation and analysis of any connections between the performance of children in 'Pathways' and subsequent Year 1, and data from other year levels over time, is necessary as is some consideration on the impact on the school's overall retention.

The school provides an extensive Integration (PSD) program and caters for a range of non funded students with special learning needs through PSGs and ILPs. PSD students are not assessed against

the CSF/VELS and are usually excluded from AIM testing with parental support. PSD student's results are not included in the school's achievement data and are not tracked systematically internally either. They are provided with an individualised school report.

On a gender basis, overall boys have tended to have lower levels of achievement than girls. This is also borne out by PAT Test scores but which are above the Eureka cluster schools results. Significant resources have been devoted to addressing these issues over the period of the Charter and include Early Years literacy and numeracy, Reading Recovery, MYRAD, Middle Years literacy, intervention programs such as 'BRIDGES', school based Special Assistance P-6, one to one assistance, participation in Habits of Mind, Relational Learning, 'Success For Boys', extensive professional development for staff (particularly on PoLT), appointment of staff with specific responsibilities for improving literacy and numeracy, steps towards the development of a common core curriculum and the implementation of a thinking skills based curricula.

The levels of boys' 'Connectedness to School' as measured by the Student Survey showed an increase in 2004 to be above the state mean from being at below the bottom 10th percentile in 2003 but a dramatic decrease again in 2005 to be in the bottom 25th percentile. In this respect the Charter goal was not achieved. Comparatively, the girls' results in the same period showed a steady decline in each of the three years from being at the state mean in 2003 to being in the bottom 25th percentile in 2005.

Substantial professional development was devoted to the implementation of the thinking skills curricula and this has underpinned teaching and learning at the school. In this respect, the Charter goal was achieved and external opinions rate the success of the school's approach highly. However the same level of professional learning has not been systematically sustained for the newly appointed staff to the school, many of whom are Graduate or Beginning teachers and no formal review or evaluation of the program has been undertaken to measure its continuing effectiveness, structure or applicability.

Correlations between the trends in the Student Attitudes to School Survey (Student Opinion) data concerning 'Teaching and Learning', Parent Opinion data concerning 'Student Motivation', 'Curriculum & Standards', AIM results, teacher assessments (especially for high achievers) and Staff Opinion survey data concerning curriculum (specifically Items 9 – 18 and Items 1-2, 5, 19-20) need to be examined as they point to discrepancies between staff and student learning expectations.

Why did we achieve / not achieve our aims?

Staff at Black Hill Primary School are hardworking and are committed to encouraging students to achieve their full potential. Strategies were implemented to assist students with learning difficulties and there was regular parent contact that enabled effective reporting on student progress. Connections between low levels of student, parent and staff opinion appear to be complex and may reflect factors in the school's leadership experience and staffing profile.

Direct connections between school goals and individual professional development needs may have not always been carefully identified and with the significant numbers of Graduate and Beginning teachers joining the school in the Charter period, Section based professional learning has often needed to focus on foundation teaching skills and literacy, especially in the Early Years. The school has held a day-evening Staff Conferences conference each year but these have received mixed feedback on their effectiveness. With the exception of PE, staff do not attend other conferences such as MAV (Maths) or STAV (Science) but there has been active participation in the Early Years networks.

Considerable effort was put into designing reporting formats and activities that encouraged students to set realistic social and academic goals for themselves and subsequently assess their achievement, particularly in the Middle Years. Programs and activities are intended to be designed to ensure all students are suitably challenged and can experience success in a range of multiple teaching techniques and learning activities where teachers must have clear goals and objectives for each class and have planned strategies that will enable them to achieve.

The majority of learning activities cater for mixed-ability classrooms with specific intervention programs for low achievers. Following extensive professional development in 2004, thinking skills curricular was incorporated across all curriculum areas with strategies and skills assessed yearly school wide in line with set criteria and tasks. In 2005-2006 teaching staff spent some time and

resources reviewing the curriculum in order to implement VELS and in the process contributed to the development of a 'Common Core Curriculum', following a visit to Bellfield Primary School, as a vehicle to ensuring that the most essential content should be covered in class (other than Specialists). This has yet to be fully implemented.

Over the 2003-2006 period the school has also purchased a range of assessment and diagnostic tests to give the staff the tools required to measure student progress and therefore identify needs and weaknesses. The school has also continued to invest in learning resources and has continually added to the Guided Reading and Home Reading collections, the school library book collection and the Maths resources.

Considerable time in professional development was also given to examining PoLTs over 2004-2005. The leadership team monitors teaching practice and learning outcomes across the school but as Sections are individually responsible for curriculum design and delivery, whole school coordination of teaching and learning and the use of multiple sources of feedback and data could be improved. Whole staff professional development was reduced in 2006 in light of leadership concerns that PD was taking too much time from section planning. Staff Briefings on a Tuesday morning before school were introduced in 2006 by negotiation with staff to release more time for planning after school. Sections met on average 3 out of the 4 weeks each month over the Charter period and all teaching staff are provided with 3 hours APT each week and at least 2 hours joint release as a Section at the end of Terms 2 and 3 Term for planning.

Staff Opinion data for 'Curriculum Coordination' show a sudden decrease in 2006 so the degree of oversight of quality of curriculum coordination may be of concern. Data for 'Professional Growth', 'Professional Interaction' and 'Participative Decision Making' also indicates a similar, declining trend. Curriculum development and implementation can often be largely left to classroom teachers' discretion and the relationship between this, professional leadership and professional learning could be key factors in the declines in academic outcomes.

A 'Specialist Section' was created in 2005 with representation on the leadership team in light of the increased number of staff working in these areas. However as section teams tend to be largely self managing the only whole school overview and coordination has to come from within the leadership team meetings (Principal, Assistant Principal and section leaders meeting weekly). Linking of Charter goals and priorities has not always been explicit and enhanced accountability processes in terms of setting, targeting and reviewing goals may need to be considered.

The use of ICT to enhance teaching, learning, assessment and reporting has largely not been undertaken in a consistent or planned manner. Few staff seem to routinely plan for including and using ICT in curriculum areas or use ICT for their planning. ICT use has usually been to locate, create and use simple digital resources. Some staff have attempted to develop appropriate strategies to manage ICT in the classroom but most rely upon the use of the Computer Laboratory with its 1:1 ratio. MS Word was used by staff to write student reports until 2005 when the QuickVic reporting package was adopted. The leadership team also took the decision in consultation with the Specialists to introduce a system of individualised comments for all students in Art, Music and PE to better acknowledge student achievement in these subject areas, to more comprehensively and accurately report to parents on student learning. This was also seen to be in keeping with the school's Charter values. No other recording, tracking or analysis of student achievement or need using ICT had been undertaken in the Charter period.

The school has a networked computer laboratory with an additional 2-3 computers on average shared between classrooms (with the exception of Prep) and 6 Interactive Whiteboards spread across the Sections. However, these resources are probably not used effectively. The school also employed a part time computer technician and all teaching staff have access to a networked notebook computer. All classes have a scheduled time in the computer laboratory each week (30 minutes for Prep and 60 minutes for 1-6) with their class teacher. Access to peripherals was limited prior to 2005-2006. Although some staff were involved in cluster based projects and learning (e.g.: digital portfolios), ICT based professional learning for teachers was based on personal interest to little whole school benefit. Prior to the introduction of the IWBs, no organisational structures existed for the routine sharing of practise or skills. No data exists to quantify if / how teachers might have used ICT to improve teaching and learning. Anecdotally the level of staff skills would seem to be mainly at the Foundation level (1 of 5) for 'Planning & Organisation', 'Learning', 'Teaching & Curriculum' and 'eLearning Resources' (3 of 5) of the Teacher Capabilities matrix with only a few staff operating at the Integrated level (2) in some of these areas. Consequently classroom use of ICT also tends to be of a uniformly low end nature

focused on presentation and unstructured retrieval of Internet resources or the use of drill and skill games – often as a reward.

How effectively did we manage our resources to support the achievement of our aims?

Increased enrolment and employment strategies have enabled the school to increase funding over the Charter period for all staff to participate in extensive professional development to enhance student learning outcomes and to provide a wide range of resources. However it is difficult to ascertain correlations between outcomes and the allocation of resources.

Staff are involved in the financial budget review and planning process. Programs are reviewed annually with outcomes recorded and recommendations made. Resources are then allocated based on these recommendations and within the constraints of the school's global budget. However, this process failed to identify Charter goals and priorities when resources were allocated.

Over the Charter period the percentage of allocation of financial resources for English and Maths varied and there have not been any direct correlations made between Charter priorities and program resourcing. An average of 50% of the curriculum budget has been allocated to Numeracy and Literacy for the purchase of class sets and equipment over the Charter period.

This does not take in to account the human resource allocation which is difficult to ascertain in relation to charter outcomes. For example, in 2003, 50% of the numeracy budget was allocated to professional development. However, this was not consistent in other years and has no correlation to the outcomes in Literacy in 2003.

In addition to the VIT mentoring programs for Graduate teachers, provision was made in 2005-2006 for teachers to be released to work with mentors or observe other classroom practice. Additional release for section leaders each week as part of a leadership development program was also provided in 2006. No formal evaluation of these programs was conducted to ascertain their impact on student learning or professional practice.

Inconsistencies in policy and planning for the management of ICT (e-Learning) resources and infrastructure are progressively being addressed. The school received a grant in 2005 for the installation of six Interactive Whiteboards. Staff have been provided with training and are beginning to use these resources to enhance student learning. Allocation of resources for e-Learning needs to be a long-term, feasible and constructive process with at least a 5-year plan submitted and followed.

Guidelines for the accountability of allocation of resources for Strategic Plan priorities and goals need to be introduced and be consistent over the period of the plan.

Year	KLA	\$	% Curriculum	% CRT	% Class Sets
2003	English	7200	20%		65%
	Maths	15400	40%	50%	30%
<i>Total all KLAs</i>		<i>38843</i>			
2004	English	6000	20%		70%
	Maths	8200	30%	40%	40%
<i>Total all KLAs</i>		<i>27970</i>			
2005	English	8000	27%		70%
	Maths	5949	20%		60%
<i>Total all KLAs</i>		<i>30187</i>			
2006	English	9645	30%		65%
	Maths	5224	17%		55%
<i>Total all KLAs</i>		<i>30513</i>			

ICT Expenditure		% Equipment
2003	15800	80%
2004	10600	75%
2005	65287	80%*
2006	34884	35%
* IWB Trial grant \$48,000/Special Grant \$10800		

Resources (Human hours)	ICT			English			Maths		
	P-2	3-4	5-6	P-2	3-4	5-6	5-6	3-4	5-6
2003	6	6	6	40	40	40	20	20	20
2004	6	6	6	40	40	40	20	20	20
2005	7	7	7	40	40	40	20	20	20

PD Expenditure	
2003	22379
2004	13000
2005	22086
2006	23643

What can we do in the future to continue to improve?

In considering all of the data and available evidence, the School Review Team proposes the following provisional goal for Student learning for the 2008-2011 Strategic Plan:

To provide a comprehensive and inclusive student orientated curriculum that caters for all learning needs.

4.2 Student pathways and transitions

What did we aim to do?

With the exception of the implementation of the Prep 'Pathways' program as part of the Charter priority for the enhancement of teaching and learning strategies, the existing School Charter did not set out specific goals or priorities relating to student pathways and transitions as it was not a Departmental requirement at that time.

In the Early Years the aim has been to ensure that the new Preps and their parents are familiar and ready for entry into school through an extensive transition program.

In the Middle years the aim has been to ensure that the students are provided with the necessary skills and experiences to make the successful transition to their secondary college. This program is provided in conjunction with the destination government and non government secondary schools in Ballarat. A separate transition program operates for PSD students in the Middle Years who are planning to enrol in particular secondary schools or the Ballarat Specialist School.

A buddy program also operates across the school and includes the Black Hill Kindergarten, which assists existing and new students enrolling throughout the year to settle into the school with greater success.

What did we achieve?

Black Hill Primary School has a whole school transition program for students moving into the school and through grade levels. The school has established effective links with neighbouring kindergartens and cooperates with all secondary schools in their Year 6 to 7 transition programs. The Prep 'Pathways' program was implemented in 2004 after investigating the Reggio Emilia approach and is intended to support children who have been to Preschool but are considered 'not ready' for a more formal learning setting.

In the early years there is a comprehensive transition program from Black Hill Kindergarten and other feeder kindergartens into the Pathways or Prep program. A Prep transition program is provided for every child in Term 4 comprising of three sessions (PE, Music/Drama, and Computer) and an 'Orientation' morning. The kindergarten parents value this transition as evidenced in the school's kindergarten parent satisfaction survey. The school buddy program continues through each grade with transition in the middle years from junior buddy to senior buddy and includes the new Prep students in transition. There is a short period of time at the end of the year where students have the opportunity to visit their new classroom and/or teacher for the following year.

The 2006 Parent Opinion survey shows satisfaction with transitions in 2006 equivalent to the state benchmark. This was a positive trend on 2005 and similar to 2004.

In terms of transition to secondary school, there has not been a formal survey. Black Hill Primary School developed the 'Moving On' program to aid the transition of students to Ballarat Secondary College and this continues under the auspices of that school. The school supports the particular transition programs of any secondary school where students may be exiting to each year. These vary considerably each year with Black Hill students enrolling in a range of government and non government secondary schools. Although no analysis has been carried out on the destination schools, a high percentage of students transit to non government schools each year.

Anecdotally, feedback usually comes from private schools and is generally positive. It is unknown whether the cohorts of Integration students (PSD), English as a Second Language (ESL) students and Koorie students are satisfied with their transition process across the grades. There is no formal data available for these students, and there is not a formalised approach to specialising their transition according to need.

Black Hill Primary School collects exit data on student's year level (grade) and destination (where possible) for all students leaving the school at all year levels. The data for the most part is accurate, although there are occasionally anomalies in destination or destination will be 'unknown'. The data does not include reasons for leaving if the student is leaving prior to Grade 6, although often the reason is evident from the destination data. Retention trends are not analysed at this point. Between 6% and 8% of total enrolments leave the school prior to Grade 6. In 2003 this number was 11%. Upon

analysis and without the benefit of a reason code which would explain why a particular student may have left the school; the number of students exiting the school is of concern. The 2006 data may suggest an increased cohort of female Prep / Grade 1 students exited the school. The point of interest was that most of these students transferred to nearby schools, usually in the Catholic or private sectors.

Why did we achieve / not achieve our aims?

Significant planning, preparation, communication and interaction throughout the year ensure that strong and effective links with the Black Hill Kindergarten and other feeder kindergartens are nurtured and maintained. Families are welcomed into the school by the whole school community on a professional and personal level. However some elements of the transition program as it currently operates may need to be reviewed in light of the outcomes achieved when compared to the resources needed to maintain it.

In the years 2001-2004 the time allocated to each Key Learning area was constant. During this period the time spent teaching the disciplines of English and Maths were below the state average by about 1-1.5%. Whilst the stated objective during the period was to improve literacy and numeracy skills across the school, the results have been inconsistent and have trended down in some cohorts at various times, most significantly in 2005 across all Core School Performance indicators for teaching and learning.

Anecdotally children in the Prep 'Pathways' program seem to feel comfortable in the physical environment of the school, which enhances their transition into Prep. But some children are being enrolled in school before they are ready with some parents seeing Pathways as a more affordable option to a second year at kinder. Staff believe it would be beneficial for children to have a full year of 4 year old kinder before commencing.

While the Prep transition program has been highly valued and rated by parents over successive years, especially by parents from Black Hill Kindergarten children, anecdotally staff believe that children from other kindergartens or 'kinder' programs in the childcare setting are not as well prepared, despite a number of opportunities to be involved in orientation activities. Increased feedback to the main feeder programs would be beneficial – especially for the childcare settings. The Prep Entry Assessment gives the teacher, the student and the parent the opportunity to get to know each other and provides a profile of each student that will inform the planning and teaching and learning path. The staggered start at the beginning of the year and the midweek rest provides respite for the Prep students.

The buddy system provides a secure, supportive environment on an individual basis. However this has not been evaluated and may need to be in light of responses on the Student Attitudes to School (Student Opinion) survey. However some staff have raised questions about the appropriateness of Prep students having new and different buddies from those they had in kinder. (This applies to children from the Black Hill Kindergarten only).

While the school has endeavoured to put in place strategies to respond to increasing student numbers, these have mainly focussed on the yard and environs. Staff comment on the difficulty in being able to know all of the students. There has not been any consideration given to transition between sections across the school and these may be contributing factors to some of the Student Attitudes to School Survey (Student Opinion) data. Staff have also identified the need for increased cross-age interaction as a way to develop rapport with students across the school and for staff to develop increased professional understanding of other teacher's roles.

There is also no consistent process or protocol in place for students either entering the school outside of Prep or exiting the school, and there is no structured transition or pathway for cohorts outside the mainstream e.g. PSD students, Koorie students, ESL and high achiever students. There is also no data collected to inform the success or otherwise of the transitions for these students. The school endeavours to hold Program Support Group (PSG) meetings once a term for every child. Sometimes these occur more frequently in response to a request from parents/caregivers, staff or Department of Education officers. The structure and format of these meetings may need to be reviewed in relation to the preparation of ILPs and planning for the specific needs of students and staff.

Grade 6 teachers support the various transition programs of all of the secondary schools who approach the school. Because Black Hill Primary School children exit to a wide range of government

and non government secondary schools, these programs vary in their structure but generally comprise of speeches to students at school, activity days, site visits, liaison with Year 7 transition coordinators and information evenings. The closest relationship is with Ballarat Secondary College, which is also within both our Network and I&E Clusters. Transition meetings are held for PSD students exiting to secondary schools at the end of Grade 6 each year.

Attempts have been made to improve the transition process with the compulsory transfer of confidential reports to government secondary colleges. Except for PSD students this process has not been successful and essentially was abandoned in 2006 at the secondary schools request. While there is a belief that secondary colleges generally ignore transition data, Black Hill Primary School could improve this process by continuing to highlight students at risk and high achieving students. In addition, Grade 5 and 6 staff could review their internal transition activities undertaken in Term 4 each year and consider following up on our students transition experiences early in the next year.

How effectively did we manage our resources to support the achievement of our aims?

All key transition programs have been budgeted and funded. As a rule, these are not major cost centres.

What can we do in the future to continue to improve?

In considering all of the data and available evidence, the School Review Team proposes the following provisional goal for Student pathways and transitions for the 2008-2011 Strategic Plan:

To improve student engagement with schooling through supportive and relevant transition programs that promote effective learning and wellbeing strategies.

4.3 Student engagement and wellbeing

What did we aim to do?

In relation to student engagement and wellbeing, the Black Hill Primary School's Charter of 2003-2005 included the 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.

The chief aim was to further develop and maintain a cooperative learning environment where all members of the school community would feel safe, supported and empowered to realise their potential and aspirations through the provision of a comprehensive curriculum for the children that was engaging and challenging and based on 'thinking skills'. An important aspect of this being to reduce the number of absences and increase the connectedness of all students.

The specific target was set to reduce the average number of absence days per student for each year level to be no more than 11 days per student by 2005.

The school also set out to achieve a range of improvement outcomes. These included:

- reduction in student absence rates
- higher level of personal, social and leadership skills for all students
- higher levels of engagement of boys in the life of school
- develop a complete 'thinking skills' program for the whole school
- improve the engagement of boys in literacy, particularly in Years 3-6
- extending higher achieving students
- implementing the Prep 'Pathways' program.

This was encapsulated in the school's Vision statement contained in the charter *"That every child will learn successfully in a safe, happy environment, and that we celebrate our achievements within a positive school community, proud of the high reputation of Black Hill Primary School"* and underpinned in the school's Values statement:

"At Black Hill Primary School we value:

- *Mutual respect between every member of the school community*
- *The development of the whole child including the individual's academic, social, artistic, physical and emotional needs*
- *Caring relationships between people and their environment*
- *Celebrating success, building self-esteem and a positive approach to school*
- *People with integrity, who are trustworthy, supportive of one another and maintain a good humour*
- *A school environment where all people feel valued, safe and secure*
- *High quality teaching and learning"*.

What did we achieve?

Enrolments have increased significantly at the school in the years 2004 – 2006, primarily due to increases in Prep enrolments. This can be attributed in part to the close relationship the school has with the Black Hill Kindergarten and the community perception of the school. The EMA (3 year average) has remained constant at 0.370 as has the LOTE (3 year average) at 0.004. The school has a number of students from non Anglo-Saxon backgrounds (anecdotally a significant number for the Ballarat community in the Charter period) and on average, approximately 10-12 Koorie students at any one time. No specific programs are provided for these students.

Year	Total school enrolment			Prep Enrolment		
	Boys	Girls	TOTAL	Boys	Girls	TOTAL
2003	208	192	400	31	27	58
2004	224	212	436	47	41	88
2005	229	243	472	43	51	94
2006	236	271	507	41	53	94

Absenteeism is generally below the state benchmark, although Grade 4 and Grade 6 absenteeism has trended up at times during this period. The average number of absent days (per student) has progressively increased over the period of 2003-2005 but decreased in 2006. There is no particular year level with significant patterns of absence. The children, who are absent the most, range in year level. E.g. Grade 5, 4, 1, 6. It would appear that there is a relationship between student absences and low achievement levels for some year levels. The number of days absent has increased over the last 3 years and at the same time, the percentage of students achieving at or above expected standards has dropped over the 3 years, particularly in 2005, then rose again in 2006.

In this respect the Charter goal of reducing the average number of absence days per student for each year level to be no more than 11 days per student by 2005 was achieved – just, with an average of 10.47 days absent per student during the period 2003-2005. The average of the state means for this period is 12.63 days per student.

There seems to be a connection between student absence and low levels of student connectedness. 2005 data showed that Year 5 and 6 student connectedness was very low. Grade 6 students showed that motivation and self esteem was extremely low. Grade 5 girls indicated that they feel unsafe at school because of verbal bullying, whereas the boys lacked motivation to learn and self esteem was extremely low. If they feel safe they are motivated if they feel unconnected they are less motivated and this is reflected in academic results.

The connection between 'Safety and Motivation' has a distinct but variable gender basis from year to year. Similarly, Student Attitudes to School Survey (Student Opinion) data has varied both in an upward and downward fashion for different areas over the period 2003-2005 making trending comparisons difficult. Although the survey questions changed in 2006, data from 2005-2006 indicates quite different perceptions for boys compared with girls, depending upon the year level.

A number of key indicators seem to be showing a downward trend or plateauing for 'Connectedness', 'Motivation', 'Safety' and 'Teaching & Learning' with students identifying their low motivation to learn, low connectedness to peers, school and teachers and low teacher effectiveness. Although it has no statistical validity, school data on student attitudes to school in Years 3 and 4 collected in 2006 indicated similar patterns in perceptions for that age group.

The student survey also reflected a lower than state benchmark result for teaching and learning areas such as 'Teacher Effectiveness'. Grade 6 was the lowest with females less satisfied than males. The Grade 5 survey suggested the female cohort were at or above state benchmark, however the male cohort had significantly lower satisfaction levels.

In 2004 – 2005, some staff at the school trialled single gender classes for PE & Library (in 2004 for Grade 5 only) and separate playgrounds for each section, 'Safety Club' Monitors, increased numbers of staff on supervision in the yard at recess and lunch time were introduced and the student leadership program was extended significantly for students in Grades 5 and 6. Student Attitudes to School Survey (Student Opinion) data from the Charter period 2003-2005 shows:

Student Opinion Trend	Boys	c/f State	Girls	c/f State	Student Opinion Trend	Boys	c/f State	Girls	c/f State
Quality of Instruction	→	↑	↑	↑	Connectedness - Teachers	↓	↓	↑	↑
Helpfulness/Responsiveness	↓	↓	↑	↑	Connectedness - School	↓	↓	↑	↑
Fairness/ Firmness	↓	↑	→	↑	Connectedness - Peers	→	↓	↓	↓
Teacher Energy/Enthusiasm	↓	↓	→	↑	Motivation to Learn	↓	↓	→	↑
High Expectations	↓	→	↓	→	Student Safety	→	→	↑	→
Feedback	↓	↓	→	→	Self Esteem	↓	↓	↓	→

Parent Opinion survey data had been uniformly high above 70% on all indicators. However in the 2004-2005 period significant downward trends (up to 20%) were recorded for 'Curriculum and Standards', 'Reporting and Feedback', 'School Resources/Facilities' and 'General Satisfaction'. Conversely 'Student Behaviour' rose nearly 20% over 2004 to be well above the state mean. All other indicators dropped by about 5%. Questions in the 2006 survey were changed and comparisons of trends are not directly possible. When compared to 2006 state means, Parent Opinion rated the school as being within the 'Excellent' band for 'Teacher Morale' and 'Extra Curricular' and in the lower to middle range in the 'Effective' band for most of the other indicators. However 'Student Safety', 'Connectedness to Peers' and 'Student Motivation' were rated as being in the middle of the 'Developing' band and represented the schools lowest rankings. In summary, the 2004-2005 data showed:

Parent Opinion	Trend	c/f State	Parent Opinion	Trend	c/f State	Parent Opinion	Trend	c/f State
Quality of Teaching	↓	↑	Student Behaviour	↑	↑	Extra-Curricular	↓	↑
Curriculum and Standards	↓	↑	School Climate	↑	↑	School Resources/Facilities	↓	↑
Reporting and Feedback	↓	→	School-Parent Relations	↓	↑	General Satisfaction	↓	↑

Data from the Staff Opinion survey from the same period indicates:

Staff Opinion	Trend	c/f State	Staff Opinion	Trend	c/f State	Staff Opinion	Trend	c/f State
Morale	↓	→	Empathy	↓	↓	Clarity	↓	↓
Engagement	↓	↓	Learning	↓	↓	Outcomes	↓	→
Distress	↓	↓						

The Prep 'Pathways' program intended to develop positive attitudes to school so the children would feel comfortable in the physical environment of the school and enhances their transition into Prep. In addition, the program sought to enhance student engagement in early literacy and numeracy. Anecdotally staff believe that the program has achieved these aims for the majority of participating students, but no data is available to verify this.

Policies exist to cover the most commonly expected wellbeing issues and are updated and published annually. A system of school values was instituted and children (and occasionally staff) exhibiting these values around the school were acknowledged and rewarded. A 'Kindness Cake' is presented at most Monday morning assemblies. Student wellbeing is considered to be the responsibility of all staff with transgressors being sent to the Principal or Assistant Principal for action.

Why did we achieve / not achieve our aims?

Early on in the Charter period, whole staff involvement in 'thinking skills' professional development took place as a precursor to the implementation of a Thinking Skills Continuum at the school. This also influenced approaches to student management with the adoption of a 'Behaviour Plan' incorporating DeBono's 6 Thinking Hats, although this was mostly used with middle and senior level students and by the Principal and Assistant Principals.

Through the Innovations and Excellence program, staff professional development focused on the Relational Learning, Habits of Mind (HOM), Principles of Learning and Teaching and Boys Education. In addition staff took part in a wide range of professional learning activities through the school's membership of the Teacher Education Network (TEN) and through 'in house' in-servicing. Individual staff participation in other professional learning tended to be on individual interest base and sometimes occurred in small groups, which may have been cross sectional, depending on the topic.

Some of Ian Lillico's approaches to engaging boys were adopted and while the HOM trial lasted 18 months, this approach was not followed through. Some elements of the learnings from the Relational Learning Hub have been incorporated into the 5 & 6 curricula. Connections between Charter priorities and professional learning do not appear to have been explicit.

Careful consideration of developmental needs of children was given in the Prep 'Pathways' program. This resulted in careful consideration of placement of children in grades in relation to behaviour, readiness to learn, and learning difficulties. Based on individual teacher assessments, the Prep 'Pathways' children seem to be developmentally ready to attend a formal setting fulltime. The school offers many opportunities for students to participate in sport at a local level (school house sports), a community level (school teams for various sports and participation in interschool and community sporting events) and regional and state level. The PE teacher was provided with additional release from 2006 to support these teams. The time allocated to Physical Education was greater than the state benchmark during the period 2001-2004 and it remains one of the 'drawcards' for the school with parents.

The school's male-female gender balance has varied slightly over the Charter period but has essentially remained balanced within a 10-15% margin of males vs. females. However even ratios within classrooms have been much more difficult to maintain although this is one of 3 key factors taken into consideration when creating classes for the following year. While no data has been collated over time, classes seem to have been maintained at 60-40 ratio, but with the majority of males vs. females changing depending on the class and year group. Gender Play is used in Prep/'Pathways' and some ad hoc trials of gender based programs have occurred at teacher instigation in Grade 5.

These trials were discontinued due to difficulties with timetabling but may be an area where further investigation is warranted as one means to address the disparity between staff and student perceptions about learning and motivation at the school and to cater for gender based learning preferences. Specialist teachers in particular have expressed interest in further investigating gender based classes. This also has potential implications for Student Wellbeing and Engagement.

The school's Junior Council ("Kids Voice") continues to be active and provides an important opportunity for children to participate in the school. Other elements of the school's leadership program were significantly revised and expanded in 2005-2006 to offer children increased opportunities. Staff leadership of these programs has been outstanding. Trial leadership and team development programs hosted by the YMCA were conducted in 2005 but not continued with. 'Fun Days' each term were introduced in 2006 and seem popular with students. However, staff opinion remains divided on their appropriateness. A review of these programs / approaches and their capacity to meet both real and perceived student needs should be considered.

During the period 2004-2006, the school enrolments have increased dramatically (by 25 %) and were at 509 in 2006. Class sizes however have remained constant. The Building Futures program has identified that the school has approximately 45% less physical space than the Department of Education recommended entitlement for a school of 500-525 enrolments. While the school has endeavoured to mediate the 'crush' factor in the yard with zones, additional supervision, increased playgrounds, 'interactive' line marking and a revamp of the Arts Week program in 2005 to have artwork produced by students displayed prominently throughout the school, the correlation to the results on 'Safety' and 'Connectedness in the Student Attitudes to School (Student Opinion) survey needs to be more closely examined.

The chief spaces in the school capitalise on the potential of ICT to drive powerful learnings consist of the Computer Laboratory and the 6 classrooms with Interactive Whiteboards installed in them. With the exception of Prep, Music and Art, most classrooms have access to 2-3 networked computers, often on a 'pooled' basis. ICT is used in a limited way at the Monday morning assembly, mainly to present songs and some images of events and activities from the preceding week(s). ICT is not extensively utilised in the specialist programs of Art, Music or PE with the exception of the replay of audio visual materials. While no data has been collected on the classroom use of ICT, anecdotal observations indicate that this tends to be of a low end nature focussed on presentation and unstructured retrieval of Internet resources or the use of drill and skill games – often as a reward.

Approximately 20-30 students elect to participate in the UNSW Computer testing program each year usually with up to 5 receiving a Credit or above. Some use of multi media was attempted in 2005 through the use of Kahootz and Stop Motion Pro but this was most often teacher instigated, driven and directed. As predicted in the available research, the use of Interactive Whiteboards anecdotally

seemed to have a positive influence on engaging children, especially boys. But the limited number of boards and their sporadic use has tended to minimise this impact.

The student leadership program was expanded in 2006 to include 4 ICT Captains for the first time. While the duties of these students (all boys) tended to be organisational in nature, the experience seemingly enhanced the self esteem if not the skill levels of these students. Online gaming clubs were also established in 2006 at lunch times and while boys formed the majority of users, some girls also participated. As research indicates, the gender preferences for the type of ICT use was clearly evident here with boys preferring competition based interactivity whilst the girls tended to opt for mathematical and organisational games.

A pre-test survey of ICT skills was conducted in 2005 for all Grade 2-6 students and staff as part of the IWB trial program. This data was analysed by researchers at Melbourne University but results have not been returned to the school. No other evidence can be found of any attempt in the Charter period to quantify student access to technology at home or skill levels in order for staff to be able to capitalise on this knowledge.

Data on late or absent students is collected and forwarded to the General Office. Classroom teachers are expected to contact parents/guardians if a child is habitually late or absent without notice for more than 2 days. Daily attendance data was not made available nor was it routinely analysed on an ongoing basis. There has been no tangible change in the number of students coming to school late. Participation in the Grampians Region 'It's Not Okay to Be Away' initiative in 2006 resulted in greater parental awareness through information in the weekly newsletter and the introduction of termly 'Fun Days' as a way to improve attendance and connectedness to school.

Student behaviour is primarily managed through sending children to the Principal, withdrawal from class, Behaviour Plans and 'Case Study' presentations in staff meetings. No consistent process or procedure for tracking incidents in classroom, on activities or in the yard has been established or followed. ICT had not been used prior to 2006. Therefore the school only has anecdotal evidence with which to differentiate the Student Attitudes to School (Student Opinion) survey data and wellbeing issues tend to be responded to on a case by case basis. There is no structured pastoral care approach at the school and greater consistency is needed.

While the school has comparatively few major behavioural issues, the recording, tracking or analysis of information relating to student wellbeing and management has been sporadic during the Charter period. Staff perception in the Staff Opinion Survey is that student misbehaviour is not a particular issue but this contrasts with their perceptions of classroom misbehaviour. The percentage of time spent dealing with behaviour issues in the classroom is trending up over 2005-2006 with 52% of staff believed that they were spending more than 10% of classroom time dealing with behaviour issues.

How effectively did we manage our resources to support the achievement of our aims?

Student wellbeing resourcing has increased substantially over the Charter period (2006 - \$16,000, 2005 - \$4924). This has allowed for the employment of a part time First Aide Officer commencing in 2005 to provide increased levels of support for students and staff and for a Special Assistance teacher for children at risk and extension programs (2005-2006). Allocations for student leadership were also made but the long term support for this and the 'Fun Day' initiatives needs to be determined.

The physical environment was substantially enhanced through external funding received as part of the 'Investing In Our Schools' initiative. The focus of this project was on safety in the yard and a new playground, shade sails, 'interactive' line marking, seating, playground resurfacing and rebound walls were installed. Anecdotally this has been very well received by students, parents and staff and seems to have contributed to visually enhancing the 'look', 'feel' and 'tone' of the school.

What can we do in the future to continue to improve?

In considering all of the data and available evidence, the School Review Team proposes the following provisional goal for Student wellbeing and engagement for the 2008-2011 Strategic Plan:

To provide a physical, educational and emotional school environment that focuses on safety, security, health and wellbeing to create a stimulating and secure outward looking learning environment for all students.

5.0 Signatures

The principal and school council endorse this school self-evaluation as being both fair and accurate.

SIGNED by the principal



Name

Ann Campbell

Date

29/5/07

SIGNED by the School Council President



Name

David Wright

Date

29/5/07