2016 Annual Report to the School Community

School Name: Black Hill Primary School

School Number: 2043

THE **EDUCATION STATE**

Name of School Principal:	Donna Bishop
Name of School Council President:	Julian Govan
Date of Endorsement:	8th March, 2017

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

VICTORIA State Government | Education and Training

About Our School

School Context

Black Hill Primary is an inviting, inclusive and vibrant school, offering high quality learning opportunities and an engaging learning environment. Our values reflect our culture in which excellence in education is prized and Aspiration, Respect, Integrity, Responsibility and Teamwork form the basis of all that we do.

In addition to our key priorities of excellence in English and Mathematics, we prioritise excellence in Sport and Physical Fitness, Performing and Visual Arts and Italian. We have a small number of Koorie students; English as Second Language students; and students funded through the Program for Students with Disabilities, along with a range of intervention programs and teaching strategies that ensure all students reach their learning goals.

Students are catered for in a nurturing school environment from Kindergarten to Year 6, with our pre-school children attending the Black Hill Kindergarten located adjacent to the school. Our Kindergarten offers 15 hours to each child commensurate with DET Early Years guidelines. The relationship between home and school is of paramount importance at Black Hill.

Our staff professional learning is focussed on effective teaching and differentiated learning. The learning is based on our strategic priorities of Student Achievement, Engagement, Wellbeing and Productivity.

In 2016 Black Hill Primary employed 49 staff, 2 Principal Class, 1 Leading Teacher, 23 full time teachers, 7 part time teachers and 16 Education Support Staff who work across administration, student support and maintenance. The Kindergarten has a staff of 5. Black Hill Primary School continually strives for excellence in Education.

Framework for Improving Student Outcomes (FISO)

In 2016 Black Hill Primary School focused on the improvement initiatives of building practice excellence and building communities.

Under the initiative of building practice excellence the school leadership worked collaboratively to initiate a process for professional learning teams to focus on student outcomes and utilise the data to plan for improvement. The school implemented a team log approach focusing on individual and small groups of students. This has been successful in focusing the team work on student learning and improving student outcomes. Also under this initiative, the teachers agreed on a whole school teaching and learning approach to Mathematics. This work will continue in the area of English in 2017.

Under the initiative of building communities the school undertook a review of the feedback gathered from parents and students to inform our work and decision making. This process is ongoing in working to strengthen the supportive school culture that fosters positive and productive relationships between staff, students, parents and the wider community.

The school also began the process of implementing the School Wide Positive Behaviour Process a whole school approach to building wellbeing and resilience. This work will continue into 2017.

Achievement

In 2016 emphasis on building an understanding of each individual student's point of need continued to be a key focus at Black Hill Primary School. This, coupled with building of professional skills to address student needs in mathematics has ensured that positive outcomes continue to be demonstrated.

Ongoing assessment is a feature of every classroom, which ensures targeted learning experiences are delivered and tracks students' growth.

Planning takes into account student needs across each year level and a team approach is used to plan effectively for groups of students with similar needs. Our student achievement data is very healthy, demonstrating positive trends. Our goal is to grow the percentage of students achieving medium to high growth. This goal was common for all teachers across the school and informed all professional development undertaken.

In 2016 coaching of the team leaders was in place to support the consistent message across the staff. Our Administration and Education Support staff played an integral role in supporting the education of our students, through targeted literacy support and speech therapy techniques as well as providing information and communication support.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework ☒ AusVELS ☒ Victorian Curriculum ☒ A Combination of these

Engagement

Black Hill Primary School has a significant number of positive strategies in place to continually revise and improve our focus on Student Engagement. Student voice is a focus of the student leadership positions in the school and gives students an opportunity to have a say and be consulted on the teaching, learning and the school environment. Other strategies include a suggestion cow allowing students to have their suggestions recognised, implemented and funded through their walkathon fundraising. Three way conferences (student led interviews) were implemented in 2016 and provide students with the opportunity to take ownership of their learning.

The average number of student days absent is below the State median and similar to like schools. The school communicates daily with parents about absences and works constantly to reduce the number of days absent not explained by illness for our students.

Our parent opinion survey similarly indicates a good level of satisfaction with our school. In addition, we continue to focus on parental involvement in school life with our School Council members and Parent Representative Group working closely in classrooms and across the broader school context.

Wellbeing

Black Hill Primary School has identified a range of wellbeing strategies within our school setting. Over 2016 the school engaged with the Resilience Project and social and emotional learning was integrated into the curriculum and taught across the school. The student's Attitude to School Survey shows the student responses to connectedness and perceptions of safety to be in the positive range. Black Hill Primary School began a process of reviewing the processes and procedures to ensure a consistent approach to student management across the school through the School Wide Positive Behaviour Process. This work will continue in 2017.

The transition from Kindergarten to Prep offers an opportunity for children to integrate gradually into the school setting. We work closely with both our own Black Hill Kindergarten and other Kindergartens to offer a significant number of school visits during Term 4, in addition to seeking information from parents and Kindergarten teachers regarding children's needs.

We value the Prep Transition Statements prepared by Kindergarten teachers. In supporting students in their transition from Primary to Secondary School, we work closely with our secondary colleagues to provide a gradual program of transition for students moving from Year 6 into Year 7. Primary and Secondary teachers share information to assist our secondary colleges to provide educational opportunities that meet each student's individual needs.

We also focus on the transition of students from one year level to the next, undertaking transition meetings to ensure data transfer, student information and student history is shared successfully between teaching staff. Additional transition visits between classes were held last year to cater for students with additional needs, gaining positive feedback from parents.

For more detailed information regarding our school please visit our website at
[http://www.blackhillps.vic.edu.au/]

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels:
Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 529 students were enrolled at this school in 2016, 276 female and 253 male.
There were 3% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.

low	low-mid	mid	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

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

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 —————————— 100 Results: Mathematics 0 —————————— 100	● Higher ● Higher

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 22 % Low 57 % Medium 21 % High **Numeracy** 33 % Low 55 % Medium 12 % High **Writing** 29 % Low 64 % Medium 7 % High **Spelling** 34 % Low 49 % Medium 17 % High **Grammar and Punctuation** 31 % Low 56 % Medium 14 % High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students. Average 2016 attendance rate by year level:	Results: 2016 Low absences <------> high absences Results: 2013 - 2016 (4-year average) Low absences <------> high absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	93 %	94 %	93 %	93 %	92 %	92 %

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar

How to read the Performance Summary

What are student outcomes?

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

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
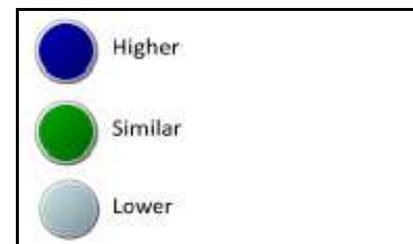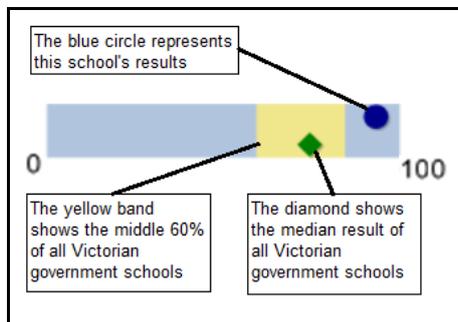
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
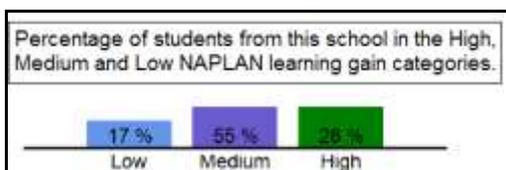
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a *School Comparison*?

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

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available'*?

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

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Black Hill Primary School was the coordinator school for the Student Support Services Program for the Ballarat area. During 2016 the coordinating school moved to Mount Clear Secondary College and $288 870.00 which is accounted for in the miscellaneous expenses was transferred to the new coordinating school. This was not reflected as a revenue for 2016 as the school already held the money. In fact the school's actual operating statement would show a surplus of $93 540.00 without this transfer. The school operated within its budget and left itself in a good position for 2017.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016	
Revenue	**Actual**
Student Resource Package	$3,611,213
Government Provided DET Grants	$769,118
Government Grants Commonwealth	$4,162
Revenue Other	$64,230
Locally Raised Funds	$364,191
Total Operating Revenue	**$4,812,915**

Expenditure	
Student Resource Package	$3,583,796
Books & Publications	$4,166
Communication Costs	$10,531
Consumables	$91,988
Miscellaneous Expense	$456,694
Professional Development	$25,183
Property and Equipment Services	$260,568
Salaries & Allowances	$461,380
Trading & Fundraising	$78,692
Travel & Subsistence	$1,045
Utilities	$34,201
Total Operating Expenditure	**$5,008,245**
Net Operating Surplus/-Deficit	**($195,330)**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2016	
Funds Available	**Actual**
High Yield Investment Account	$125,082
Official Account	$22,905
Other Accounts	$376,041
Total Funds Available	**$524,028**

Financial Commitments	
Operating Reserve	$223,397
Maintenance - Buildings/Grounds incl SMS<12 months	$25,192
Revenue Receipted in Advance	$35,959
School Based Programs	$96,557
Provision Accounts	$142,922
Total Financial Commitments	**$524,028**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include, school to school transfers, bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.