

2013 Annual Report to the School Community

Black Rock Primary School

School Number: 3631



Name of School Principal:

Julie Luiten

A handwritten signature in blue ink, appearing to read "Julie Luiten", written over a horizontal line.

Name of School Council President:

Neil Lyons

A handwritten signature in blue ink, appearing to read "Neil Lyons", written over a horizontal line.

Date of Endorsement:

24 March 2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Black Rock Primary School has an enrolment of 554 students and is located in a beachside suburb of Melbourne. Our primary purpose is to provide the best possible education for every student in an exciting, challenging and rewarding environment. We aim to be at the leading edge of learning through a committed staff who maintain the highest standards of knowledge, skill and care for all students.

The school has 49.39 equivalent staff - 2 principal class, 35.2 teachers and 14.19 education support staff.

We provide innovative, high quality care and enriched learning experiences complemented by extensive learning, intervention and extension programs to ensure students have the confidence to achieve and reach their full potential.

The school focus is on personalised learning for every student. We recognise that every student is an individual and has the right to achieve at his or her own rate. Teachers work collaboratively to ensure the development of the whole child which includes Academic, Physical, Emotional, Social and Creative growth.

The school provides a 'state of the art' Information Resource Centre which includes a Library and Multi-media Centre. Other facilities include a Sports Stadium, Multi-purpose Hall for Performing Arts, large well equipped Visual Arts Centre, LOTE (Chinese) Centre and an Out of School Hours Facility. Our extensive Information, Communication and Technology (ICT) program incorporates interactive whiteboards, computers, netbooks, iPads, iPod touches and digital cameras which are integrated into the teaching and learning programs of all classrooms.

Achievement	Engagement	Wellbeing
<p>The students at Black Rock Primary School perform well above the Victorian medians in all areas of student learning, placing the school in the top 20% of Victorian Government Primary Schools.</p> <p>Our SFO (Student Family Occupation) has placed us in the highest cohort. Therefore our similar cohort contains like SFO schools.</p> <p>In 2013 students from Year P-6 have achieved higher outcomes in both English and Mathematics than our similar schools according to the Australian Curriculum/Victorian Essential Learning Standards (AusVELS).</p> <p>Black Rock Primary School's National Assessment Program in Literacy and Numeracy (NAPLAN) results in Reading and Numeracy indicate that our Year 3 and Year 5 students are achieving similar results to the top 20% of schools in Australia.</p> <p>Our Year 5 Numeracy results indicate we are achieving at an even higher level than similar schools.</p> <p>Our school's NAPLAN relative growth in Years 3 and 5 in the domains of Reading, Numeracy, Writing, Spelling and Grammar and Punctuation is very robust.</p>	<p>Students at Black Rock Primary School have an excellent attendance record with results at the median of other Victorian Government Schools in the same SFO (Student Family Occupation) cohort.</p> <p>In all levels from P-6 the attendance rate is above 92%.</p> <p>The focus of our school is personalised learning for every student.</p> <p>All students are comprehensively assessed to ascertain their individual learning growth path.</p> <p>INDIVIDUAL LEARNING IMPROVEMENT PLANS (ILIP's) are developed for every child at Black Rock Primary School. Our differentiated curriculum caters to the needs of all students.</p> <p>PARALLEL LEARNING (single gender classes) is available to all students in Years 5 and 6. Our students requiring extension activities have access to the CEAL (Conditional Entry for Accelerated Learners) Program in Years 3-6.</p> <p>Students deemed 'at risk' are able to access Reading Recovery, Math's Support and LAP (Language Assistance Program.)</p> <p>Black Rock Primary School is a School of excellence in Science.</p> <p>The Science Grant we received has ensured that we deliver an advanced curriculum in the Science Program.</p> <p>All students on the Program for Students with Disabilities (PSD) showed progress at or above in achieving their individual goals.</p> <p>We have established a sister school</p>	<p>BRPS students' enjoyment of school and sense of belonging is in the top 20% of Victorian Government Primary Schools.</p> <p>Our student wellbeing program ensures that all children are treated equally and fairly. Bullying and intolerance are not accepted. The standard of student behaviour at Black Rock Primary School is extremely high.</p> <p>Junior School Council and the Student Representative Council provide opportunities for students to be recognised and encouraged in leadership roles. As the elected representatives of the student body these students are provided with the opportunity to contribute to a wide variety of decision making. This also fosters community mindedness in students, as they contribute to the wellbeing of other less fortunate Students in the world wide community.</p> <p>Student wellbeing will be further supported through strengthening students' knowledge, skills and behavior's in Physical, Personal and Social Learning. These areas of interpersonal skills are promoted through, Program Achieve (The You Can Do It! Program) and Year 6 Leadership structures and the Prep Buddy Program.</p>

relationship with Juqianjie P.S. in China to enhance our Chinese (Mandarin) program. Our Media Centre has allowed students to communicate with their Chinese counterparts.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 554 students were enrolled at this school in 2013, 256 female and 298 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>40%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>47%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>62%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>64%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	40%	38%	Numeracy	24%	52%	24%	Writing	16%	47%	38%	Spelling	16%	62%	22%	Grammar and Punctuation	16%	64%	21%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1042 891"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	93 %	93 %	94 %	93 %	94 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	93 %	93 %	94 %	93 %	94 %										

Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

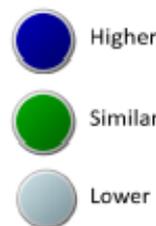
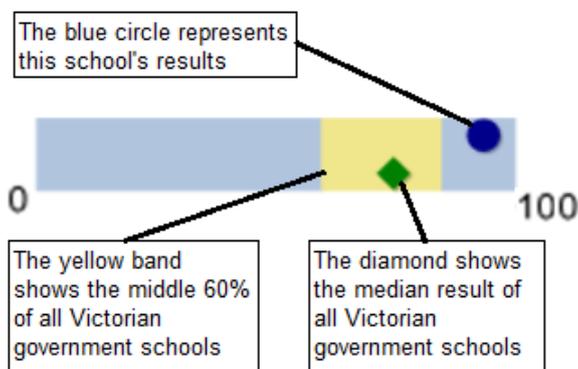
What are student outcomes?

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

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

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

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



What is a *School Comparison*?

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

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

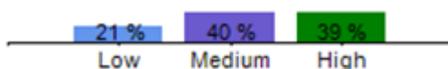
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.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

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

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$312,269	High Yield Investment Account	\$137,441
Revenue Other	\$36,265	Official Account	\$15,741
Locally Raised Funds	\$637,503	Other Accounts	\$36,402
Total Operating Revenue	\$986,038	Total Funds Available	\$189,585

Expenditure	Actual	Financial Commitments	Actual
Books & Publications	\$14,799	Operating Reserve	\$43,053
Communication Costs	\$11,517	Asset/Equipment Replacement < 12 months	\$10,560
Consumables	\$60,299	Maintenance - Buildings/Grounds incl SMS<12 months	\$24,061
Miscellaneous Expense	\$325,562	School Based Programs	\$72,180
Professional Development	\$85,514	Other recurrent expenditure	\$39,731
Property Maintenance	\$261,369	Total Financial Commitments	\$189,585
Salaries & Allowances	\$97,697		
Trading & Fundraising	\$77,735		
Travel & Subsistence	\$18		
Utilities	\$26,245		
Total Operating Expenditure	\$960,756		

Net Operating Surplus/-Deficit **\$25,282**

Asset Acquisitions **\$9,600**

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.

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

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

The school has all appropriate internal control procedures in place according to DEECD guidelines. This has been confirmed in all of our external auditor's reports.