

2015 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".

Name of School Council
President:

Neil Lyons

A handwritten signature in blue ink, appearing to read "Neil Lyons".

Date of Endorsement:

21/03/2016

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 framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Located in a beachside suburb of Melbourne, Black Rock Primary School offers its students well-maintained heritage classrooms, and a contrasting modern, open space BER designed building. Outstanding playground facilities include a full sized sports stadium. The school also boasts a 'state of the art' Information Resource Centre which includes a Library and Multi-media Centre, a Multi-purpose Hall for Performing Arts, a Visual Arts Centre, LOTE (Chinese) Centre, A Music Centre and an Out of School Hours Facility. The Information, Communication and Technology (ICT) program has also been extensively resourced.

The school's academic excellence is the result of innovative teaching and learning practices and rigorous curriculum. Enrolment is stable, currently around 573 students. The school's Student Family Occupation density index reflects the high socio-economic status of the families within the community. The majority of students come from homes where English is the only language spoken. There are 39 Teaching staff (34.0 EFT) and 21 Education Support staff (14.44 EFT).

Achievement

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**.

Our SFO (Student Family Occupation) has placed us in the highest cohort. Therefore our similar cohort contains like SFO schools.

In 2015 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).

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 and our Year 5 students are achieving above SFO in Mathematics.

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**.

Engagement

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.

In all levels from P-6 the **attendance rate is above 92%**.

The focus of our school is **personalised learning for every student**. All students are comprehensively assessed to ascertain their individual learning growth path.

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.

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.

Students deemed 'at risk' are able to access **Reading Recovery, Math's Support and LAP (Language Assistance Program.)** Black Rock Primary School is a **School of Excellence in Science**. The Science Grant we received has ensured that we deliver an advanced curriculum in the Science Program.

All students on the Program for Students with Disabilities (**PSD**) showed progress at or above in **achieving their individual goals**.

We have established a sister school 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 and our Year 6 students have the opportunity to take part in a school tour of China and to visit our sister school.

Wellbeing

BRPS students' enjoyment of school and sense of belonging is in the top 20% of Victorian Government Primary Schools.

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.**

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.

Student wellbeing will be further supported through strengthening students' knowledge, skills and behaviors in Physical, Personal and Social Learning. These areas of interpersonal skills are promoted through, Program Achieve (**The You Can Do It! Program**) as well as Year 6 Leadership structures and the Prep Buddy Program

Productivity

At BRPS we allocate resources which include human, financial, time, facilities, and materials to maximise student achievement, engagement and wellbeing.

We analyse and Strategically direct a broad range of resources to support our programs

We develop links with neighboring schools and other educational providers to maximize learning opportunities for staff and students.

The budget allocation has sustained the purchase of quality resources to support the implementation of the Literacy and Numeracy programs.

Sophisticated ICT hardware and improved infrastructure has been installed across the school to support high quality instructional practice and improved student engagement and wellbeing

For more detailed information regarding our school please visit our website at
<http://blackrockps.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.

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 573 students were enrolled at this school in 2015, 258 female and 315 male. There were 2% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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
<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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

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
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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> Higher</p> <p> Similar</p>

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																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6%</td> <td>57%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>7%</td> <td>46%</td> <td>46%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>34%</td> <td>47%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>53%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>46%</td> <td>41%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	6%	57%	37%	Numeracy	7%	46%	46%	Writing	19%	34%	47%	Spelling	15%	53%	32%	Grammar and Punctuation	13%	46%	41%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	6%	57%	37%																							
Numeracy	7%	46%	46%																							
Writing	19%	34%	47%																							
Spelling	15%	53%	32%																							
Grammar and Punctuation	13%	46%	41%																							

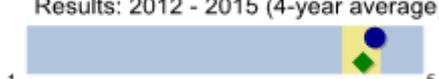
Performance Summary

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: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>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.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>94 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	94 %	93 %	95 %	95 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	94 %	93 %	95 %	95 %										

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: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

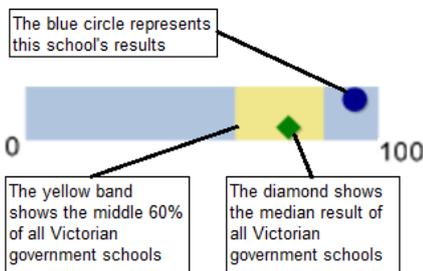
What are student outcomes?

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 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?

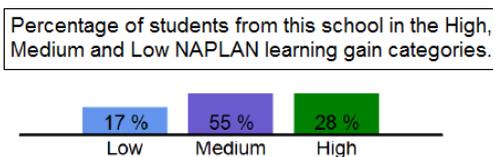
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of 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.

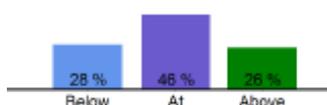
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$3,961,884
Government Provided DET Grants	\$336,633
Revenue Other	\$22,295
Locally Raised Funds	\$786,541
Total Operating Revenue	\$5,107,353

Funds Available	Actual
High Yield Investment Account	\$239,934
Official Account	\$50,638
Other Accounts	\$8,713
Total Funds Available	\$299,286

Expenditure	
Student Resource Package	\$3,874,925
Books & Publications	\$19,295
Communication Costs	\$12,925
Consumables	\$44,977
Miscellaneous Expense	\$372,123
Professional Development	\$35,676
Property and Equipment Services	\$234,616
Salaries & Allowances	\$93,774
Trading & Fundraising	\$139,665
Travel & Subsistence	\$75,740
Utilities	\$26,417
Total Operating Expenditure	\$4,930,132

Financial Commitments	
Operating Reserve	\$160,990
Asset/Equipment Replacement < 12 months	\$47,033
Maintenance - Buildings/Grounds incl SMS<12 months	\$44,550
Beneficiary/Memorial Accounts	\$8,713
Provision Accounts	\$3,000
Other recurrent expenditure	\$35,000
Total Financial Commitments	\$299,286

Net Operating Surplus/-Deficit **\$177,221**

Asset Acquisitions **\$0**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include 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.

Financial performance and position commentary

The surplus funds from 2015 are to support the growth of student enrolment for 2016 through the recruitment of staff through the SRP. Any remaining surplus funds are for the continual long term plans for the school grounds upgrade and to support additional curriculum programs.