

# 2017 Annual Report to the School Community



School Name: Black Rock Primary School

School Number: 3631

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## 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. Learning spaces across the school allow flexible groupings to support independent and collaborative student learning arrangements. The school has an abundance of open-space, including a variety of leisure/adventure playground facilities and a full-sized sports stadium. Planning for a significant upgrade of the sports facilities and surrounds is finalised and awaiting funding.

At Black Rock Primary School, the following values are central to life at our school and we attempt to apply these in our everyday dealings with each other and in the development of our programs and policies: Respect, Relationships, Cooperation, Learning, Innovation and Sustainable Practices.

The school aims to foster the highest individual learning achievement and learning growth. Every child should leave the school with a high sense of self-confidence and appreciation that learning is a lifelong process. While catering for all ability levels and learning styles, our focus is on the students being happy, engaged and achieving the best possible learning outcomes in Literacy and Numeracy.

Our integrated units of work and our capacity to provide high quality specialist programs offer every child the opportunity to experience success. All students have the opportunity to participate in the school's outstanding performing arts and sports programs and be involved in numerous extra-curricular activities. To support this, the school also boasts a variety of specialised learning spaces which include: library and IT lab, a multi-purpose hall for performing arts, a visual arts centre, LOTE (Chinese) centre, a music centre and an Out of School Hours Care facility. Digital technologies are integrated extensively throughout the school to augment learning across the curriculum.

As we challenge each of our students to achieve his/her full potential we are supported by staff and parents whose enthusiastic efforts continue to ensure the provision of the best possible outcomes and learning environment for the students at Black Rock Primary School.

Staffing profile is varied in terms of both gender and teaching experience with 55 staff (47.6FTE), consisting of 1 principal class member (1.0FTE), 1 leading teacher (1.0FTE), 38 teachers (35.80FTE) and 16 education support staff (10.8FTE).

### Framework for Improving Student Outcomes (FISO)

Black Rock Primary School maintained a focus on the key FISO Improvement Initiatives *"Building Practice Excellence"* and *"Curriculum Planning and Assessment"* in 2017.

A feature of 2017 was enhancing the conditions for effective collaboration between teachers, helping them to understand and work through the FISO Improvement Cycle, increase their capacity to effectively use student learning data to evaluate the effectiveness of their teaching and modify practice to improve outcomes for students.

In 2018 we are continuing to focus on *"Building Practice Excellence"* by further strengthening collaborative practices and use of the FISO Improvement Cycle.

To drive improvement through the school, and ensure consistent implementation of high-impact pedagogical practices, we have also identified the FISO Initiative *"Instructional and shared leadership"* as a priority area for development. Through this initiative we are building the capacity of middle leaders to lead their teams to effectively implement key actions and identified high-impact strategies consistently.

### Achievement

Black Rock Primary School continues to be recognised as a high performing school as evidenced by the Victorian Curriculum and NAPLAN results. We recognise that high quality teaching in every classroom every day is crucial to improving student outcomes. Teachers work in collaborative teams and work through the FISO Improvement Cycle to ensure high levels of program delivery and student achievement. We are committed to the continual development of the school as a Professional Learning Community, one that aims to provide high quality instructional practice and further develop teacher capacity to provide meticulously planned and challenging programs to extend the potential of each individual child.

In 2017, students from Year P-6 have achieved **outcomes in English (Reading) and Mathematics** well above similar schools when assessed against the Victorian Curriculum Standards.

NAPLAN data in key areas indicates not only high achievement, but also strong growth (or *learning gain*) across key measures over time.



**Achievement:** Reading indicates that 74% of Year 3 students and 57% of Year 5 students are performing in the top two NAPLAN bands. Results in Numeracy indicate that 66% of our Year 3 and 56% of Year 5 students performed in the top two NAPLAN bands. All of these measures are in a similar range but above results for primary schools with similar characteristics (similar schools).

**Learning Gain:** In 2017, we have again demonstrated learning gain that is well above the average of all Victorian primary schools, including those in our similar school group. The percentage of students with *high learning gain* between 2015 to 2017 in Reading (40%) and Numeracy (34%) is strong validation of the quality of teaching practice across the school.

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

## Engagement

Student attendance at Black Rock Primary School again fell within the median range of all Victorian Government Schools, however the absence rate was greater than schools with similar characteristics. Extended family holidays often impact on the attendance rate for our school community.

Coming to school every day is vital and although the *attendance rate was above 90%* in all levels from P-6, 2018 will see a renewed focus on lifting attendance. Strategies will include promoting community awareness of the direct connection to the attainment of high student learning achievement data and student attendance through:

- newsletter articles
- improved communication to parents for unexplained absences
- reporting on student attendance in SSG meetings held for students in priority cohorts

As part of our engagement strategy the focus of our school is *personalised learning for every student*. All students are comprehensively assessed to ascertain their individual learning growth path and to ensure learning is targeted to the point of need. Students requiring additional assistance or extension and enrichment are provided access to *CEAL (Conditional Entry for Accelerated Learners)* English and Maths in Years 4-6, as well as *Maths Support and LAP (Language Assistance Program)* provided by experienced teachers in addition to the classroom program.

We are increasingly directing our attention towards developing a culture that promotes stronger student voice and agency in their own learning. A staff 'Student Voice/Agency' team has evaluated our current level of performance against the FISO Continua of Practice in this area. As a starting point, we have empowered students by providing increased access to leadership roles through authentic student action groups in the senior school.

## Wellbeing

Student Attitudes to School Survey in 2017 indicated strong connectedness to school and sense of belonging for students in Years 4-6. The percentage of positive responses across all measures in 2017 increased considerably when compared to 2016. The school is initiating a number of strategies to build on this momentum.

A key aim of Black Rock Primary School is to continue to develop a positive climate for learning in which strong, supportive relationships are fostered, a growth mindset is valued and students develop the knowledge, skills and habits to positively affect and manage their wellbeing and to meet life's challenges.

Enhanced work towards achieving this goal began in the second half of 2017 with the establishment of a student wellbeing team whose initial focus was to begin to implement the 'KidsMatter' framework to promote positive mental health and provide support structures in times of need. We also collaborated successfully with 'The Resilience Project' who worked with students, staff and parents to inspire 'whole of community' positive mental health understanding and practices.

Student wellbeing and a positive climate for learning have continued to be a priority in 2018. Preliminary exploration and training in the principles of Positive Education has been initiated with a core group of passionate teachers, and we are excited about the prospect of embedding this approach as a cornerstone to wellbeing at all levels across the school in coming years.

Black Rock Primary School continued implementing the 'Friendly Schools' program across all levels in 2017. All students participate in curriculum-based lessons in this area on a weekly basis. They develop resilience, positive self-esteem, empathy, social skills, self-management skills, decision-making skills and conflict resolution to maintain a friendly and safe school culture and protect them from the harmful effects of bullying.



We have a comprehensive and engaging *Transition Program* of which we are very proud. Coupled with the *Better Buddies Program* students and their families commencing at Black Rock are ensured a positive and successful school beginning.

For more detailed information regarding our school please visit our website at <http://www.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 583 students were enrolled at this school in 2017, 274 female and 309 male.</p> <p>5 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>NAPLAN Year 5</b></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><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>51%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>6%</td> <td>57%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>43%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>61%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>63%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	51%	36%	Numeracy	6%	57%	37%	Writing	32%	43%	25%	Spelling	21%	61%	17%	Grammar and Punctuation	9%	63%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	93 %	91 %	92 %	90 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	93 %	91 %	92 %	90 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

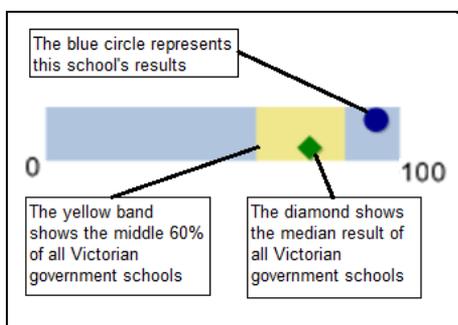
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

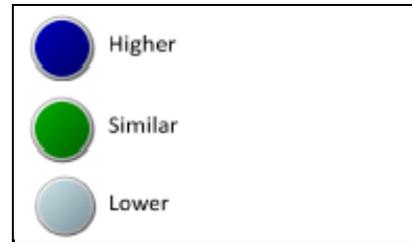


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## Financial Performance and Position

### Financial performance and position commentary

Black Rock Primary School completed 2017 in a financially sound position with \$161,653 carried forward to the new year after the release of the confirmed budget. This surplus was primarily due to unplanned staff leave and a balance of \$205,863 carried forward from the previous year. A substantial portion of the funds carried forward were used to develop the staff profile and support ongoing, high-quality teaching and learning programs across the school into 2018. The school's commitments were closely monitored by the School Council. A number of identified facilities projects to be supported through locally raised funds (which is inclusive of voluntary payments and fundraising) were held off as we awaited the outcome of a grant application through the Victorian Government's Shared Facilities Fund (SSF). Projects that were completed included the landscaping between oval classrooms and preliminary planning/design of community performance stage, interactive sand play area and upgraded bike shed as per the masterplan.

Equity funding of \$10,465 was utilised for coaching, staff professional learning and resources to support an enhanced phonics based approach to teaching spelling, as outline in our 2017 Annual Implementation Plan.

Black Rock Primary School did not receive additional State/Commonwealth funding beyond the Student Resource Package in 2017.

School Condition Assessment Grant funding of \$14,000 was utilised to refurbish the school administration entrance and communal hallway to meet OHS requirements.

Black Rock Primary is committed to continuing the provision of high quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities at the current high standard.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,280,802	High Yield Investment Account	\$380,559
Government Provided DET Grants	\$428,360	Official Account	\$7,170
Revenue Other	\$16,752	Other Accounts	\$34,243
Locally Raised Funds	\$743,079	<b>Total Funds Available</b>	<b>\$421,971</b>
<b>Total Operating Revenue</b>	<b>\$5,468,992</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$10,465		
<b>Equity Total</b>	<b>\$10,465</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,131,339	Operating Reserve	\$179,336
Books & Publications	\$6,280	Provision Accounts	\$10,000
Communication Costs	\$10,956	Other recurrent expenditure	\$97,635
Consumables	\$92,004	Asset/Equipment Replacement > 12 months	\$10,000
Miscellaneous Expense <sup>3</sup>	\$483,902	Maintenance -Buildings/Grounds incl SMS>12 months	\$125,000
Professional Development	\$35,485	<b>Total Financial Commitments</b>	<b>\$421,971</b>
Property and Equipment Services	\$289,957		
Salaries & Allowances <sup>4</sup>	\$71,837		
Trading & Fundraising	\$128,576		
Utilities	\$27,883		
Adjustments	\$337		
<b>Total Operating Expenditure</b>	<b>\$5,278,555</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$190,437</b>		



**Asset Acquisitions**

**\$0**

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.*