

2018 Annual Report to The School Community



School Name: Black Rock Primary School (3631)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 02 April 2019 at 07:56 PM by Samuel Tyndall
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 April 2019 at 11:41 AM by Steve Martin (School
Council President)

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. In addition, the school has commenced the development of a Sustainability 10-year strategic plan that will include improvement of sustainable practices, natural play and functional garden areas.

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 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 studio, LOTE (Chinese) space, a music space 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), 36 teachers (34.90FTE) and 16 education support staff (9.2FTE).

Framework for Improving Student Outcomes (FISO)

Throughout 2018, Black Rock Primary School completed its quadrennial review of School Strategic Plan (SSP) 2015-2018. A new SSP with targeted goals has been established and work towards those goals has commenced through our 2019 Annual Implementation Plan.

Black Rock Primary School maintained a focus on the key FISO Improvement Initiatives "Building Practice Excellence" and "Instructional & Shared Leadership" in 2018.

Teachers elected to utilise the new Professional Practice Days initiative to collaborate in PLTs to develop their practice in alignment with overarching school goals and intended improvements in student outcomes. This again included developing their shared understanding of the FISO Improvement Cycle.

In 2019 we are continuing to focus on "Building Practice Excellence" by further strengthening collaborative practices and use of the FISO Improvement Cycle. This will be supported by focusing on the FISO Initiative "Building Leadership Teams" and the continued focus on developing a Professional Learning Culture through involvement in Bastow's "High Impact Leadership Teams" program and participation in the Victorian Professional Learning Communities (PLC) initiative.

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 2018, we commenced an improvement strategy that targeted improved Writing outcomes for students from Year P-6. Indicators such as NAPLAN relative growth and teachers' assessment against Victorian Curriculum Standards indicate that our collaborative efforts to strengthen consistent and cohesive teaching approaches have resulted in improved outcomes in this area. NAPLAN relative growth outcomes for Writing in 2018 indicated 55% high growth, 41% medium growth and only 4% low growth. This is well above similar schools and students with the same starting scores.

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

Achievement (Students in Top Two Bands of NAPLAN)

Reading 74% of Year 3 students (similar to like schools) and 74% of Year 5 students (well above like schools).
 Writing 69% of Year 3 students (similar to like schools) and 38% of Year 5 students (well above like schools).
 Numeracy 63% of Year 3 students (similar to like schools) and 58% of Year 5 students (above like schools).

Learning Gain (Relative Growth Year 3-5)

In 2018, 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 average percentage of students with high learning gain between 2016 to 2018 in Reading (40%), Writing (40%) and Numeracy (26%) is strong validation of the quality of teaching practice across the school. Improvement in Numeracy growth will be achieved by improving outcomes for the highest ability students.

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

Engagement

Engagement

Student engagement continued to remain a key for focus for Black Rock PS in 2018. It is our aim to provide a rich, challenging and exciting personalised learning environment for all students. This included catering for individual student needs to extend and support, and to offer a wide range of classroom and extra-curricular learning activities to empower our students. Initiatives to engage our students in 2018 included:

- Strengthening of student action groups in the senior school empowered students by supporting expanded opportunities to be involved in leadership roles with authentic decision-making opportunities.
- Senior students have also been involved in VicSRC workshops to plan for increased student voice opportunities that are facilitated by students at school level.
- Development of natural interactive play spaces to encourage creativity, risk-taking and socialisation.
- Established a specialist Science and Technology centre with resources to expand and enhance our Science program.
- Facilitation of a lunchtime "Clubs" program catering to a wide range of student needs and interests
- Employing Teaching & Learning Support teachers to cater for individual student differences and extend talented learners. Support is provided to students and teachers in addition to the classroom program by these experienced teachers.
- Maintaining inclusive and competitive pathways for students to participate in a range of sporting activities and competitions.

Student Attitudes to School data demonstrated that positive responses to Student Voice and Agency categories

increased from 2017-2018.

Student attendance at Black Rock Primary School again fell just below the median of all Victorian Government Schools, demonstrating an absence rate similar to schools with similar characteristics. Family holidays have the most significant impact on our attendance rates, just above illness and parent choice.

Coming to school every day is vital and although the attendance rate was above 91% in all levels from P-6, 2019 will see a continued focus on lifting attendance rates. 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.
- Consistent development of Absence Learning Plans for students missing 10 or more days of instruction due to family holiday.
- Reporting on student attendance in SSG meetings held for students in priority cohorts.

Wellbeing

Wellbeing

Student Attitudes to School Survey in 2018 indicated strong connectedness to school and sense of belonging for students in Years 4-6. The percentage of positive responses across all measures in 2018 increased again from 2017 levels. We aim to maintain momentum through increased staff emphasis and understanding of building a positive climate for learning.

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.

In 2018 there was a school-wide approach to promoting a growth mindset. The staff and student Wellbeing teams continued to promote mindful practices across the school. A number of dedicated "Wellbeing Homework" weeks were held with a whole school focus. Our second annual "Wellbeing Day" again promoted 'whole of community' positive mental health understanding and practices.

All students at Black Rock Primary School participate in the 'Friendly Schools' program, completing 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. Student Attitudes to School Survey data demonstrated a 6% increase in students not experiencing bullying, this is above similar schools. We would like to see this percentage continue to increase.

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.

Financial performance and position

Black Rock Primary School completed 2018 in a financially sound position with \$146,000 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 \$161,653 carried forward from the previous year. A 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 2019.

The school's commitments were closely monitored by the School Council. A number of facilities projects, as identified on our masterplan, were completed. These were supported through locally raised funds (which is inclusive of voluntary payments and fundraising). Projects that were completed included the landscaping and development of the interactive natural play area as well as the community performance stage. Refurbishment of a specialist STEM centre also commenced and is expected to be completed throughout 2019. Equity funding of \$5000 was utilised for teaching staff CRT cover to develop skills in using and interpreting student data tracking systems (e.g. data walls & Student Performance Analyser) to inform instruction at the point of need for individuals and cohorts of students. A Commonwealth grant of \$5800 was received through the Sporting Schools fund. This was used to purchase sports equipment and also provide sporting programs i.e. AFL Schools. 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.




For more detailed information regarding our school please visit our website at
<https://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: 

School Profile

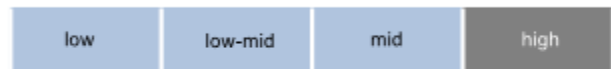
Enrolment Profile

A total of 601 students were enrolled at this school in 2018, 288 female and 313 male.

5 percent were EAL (English as an Additional Language) students and ND 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.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</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>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> Higher</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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>13 % 48 % 39 % Low Medium High</p> <p>Numeracy</p> <p>17 % 62 % 21 % Low Medium High</p> <p>Writing</p> <p>4 % 41 % 55 % Low Medium High</p> <p>Spelling</p> <p>23 % 48 % 29 % Low Medium High</p> <p>Grammar and Punctuation</p> <p>14 % 48 % 38 % Low Medium High</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 

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</p> <p>School Comparison 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>95 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	93 %	92 %	93 %	92 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	93 %	92 %	93 %	92 %	91 %										

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>Students Attitudes to School - Sense of Connectedness</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,413,835	High Yield Investment Account	\$401,111
Government Provided DET Grants	\$461,464	Official Account	\$19,180
Government Grants Commonwealth	\$5,800	Other Accounts	\$3,659
Revenue Other	\$52,069	Total Funds Available	\$423,949
Locally Raised Funds	\$794,919		
Total Operating Revenue	\$5,728,088		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,268,036	Operating Reserve	\$181,439
Books & Publications	\$13,412	Other Recurrent Expenditure	\$120
Communication Costs	\$9,770	Capital - Buildings/Grounds > 12 months	\$242,511
Consumables	\$96,047	Total Financial Commitments	\$424,069
Miscellaneous Expense ³	\$565,405		
Professional Development	\$33,726		
Property and Equipment Services	\$362,999		
Salaries & Allowances ⁴	\$58,379		
Trading & Fundraising	\$128,400		
Travel & Subsistence	\$936		
Utilities	\$34,997		
Total Operating Expenditure	\$5,572,107		
Net Operating Surplus/-Deficit	\$155,981		
Asset Acquisitions	\$10,492		

- (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 15 March 2019 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.

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)

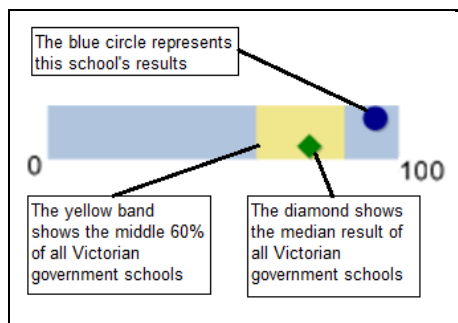
Engagement

- 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).

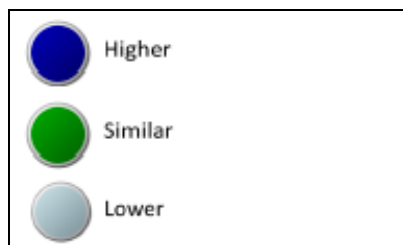


What does *School Comparison* refer to?

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*' or '*ND*' 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').