

2016 Annual Report to the School Community



School Name: Black Rock Primary School

School Number: 3631



Name of School Principal:	Sam Tyndall
Name of School Council President:	Neil Lyons
Date of Endorsement:	16/05/2017

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

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

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



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. The school has an abundance of open-space, including a variety of leisure/adventure playground facilities include a full-sized sports stadium. Plans for a significant upgrade of the open spaces and surrounds are currently being developed. The school also boasts a comprehensive '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 Care facility. Digital Technologies are integrated extensively across the school to augment learning across the curriculum.

Our fundamental PURPOSE is to provide a dynamic learning climate that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation towards society and the environment.

At Black Rock Primary School we are concerned with the development of the whole child which includes Academic, Physical, Emotional, Social and Creative growth.

The following values are seen as being 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, Strong Relationships, Teamwork, Learning, Innovation and Environmentalism.

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.

Enrolment is stable, with 594 students enrolled in 2016. 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.

Staffing profile is varied in terms of both gender and teaching experience with 56 staff (48.34 EFT), consisting of 1 principal class member, 35.60 EFT teachers and 11.74 EFT education support staff.

Framework for Improving Student Outcomes (FISO)

EXCELLENCE IN TEACHING & LEARNING

- Building practice excellence
- Curriculum planning and assessment

Ensuring strong student learning growth in the target areas of Writing, Spelling and Numeracy was a focus and was facilitated by development of an effective whole-school approach to planning, assessment and teaching in these areas. Programs are reviewed annually based on student assessment data, with staff 'data literacy' developed to use student assessment data to inform differentiated, targeted teaching and learning programs, as well as required interventions.

Further focus on these initiatives will occur in 2017 through strengthening the collective responsibility of leadership and teams at all levels, with a robust focus on creating and sustaining the cultural conditions, structures and that support a high performance learning culture for students, staff and the entire Black Rock PS community.

Achievement

The school's academic excellence is the result of innovative teaching and learning practices and rigorous curriculum planning and assessment practices.

The achievement level of students at Black Rock Primary School places them **well above** the Victorian medians in all areas of student learning. Our SFO (Student Family Occupation) has placed us in the highest cohort of 'similar schools' when grouping schools for comparison based on the characteristics of the school and its students.

In 2016 students from Year P-6 have achieved **higher outcomes in English (Reading) and Mathematics** than our similar schools when assessed against Australian Curriculum/Victorian Essential Learning Standards (AusVELS).

Black Rock Primary School's 2016 NAPLAN results demonstrated that our Year 3 students are excelling and achieving **higher** results than similar schools in Reading and Numeracy, with Year 5 students also achieving **higher** results in Reading. Year 5 maintained higher achievement results than 'similar schools' when averaged over the past 4 years. All other measured areas maintained **similar** results, with these achievement results **similar to like schools** when averaged over the past 4 years.

One of the more pleasing aspects of our school's NAPLAN data is the relative growth measure for students between Year 3 and Year 5. In Years 3 and 5 in the domains of Reading, Numeracy, Writing, Spelling and Grammar and Punctuation is **very robust. High growth percentages** are very strong, as are the percentage of students achieving



medium – high growth. Decreasing the number of students demonstrating low relative growth is a key improvement priority for Black Rock PS this year.

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

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

Engagement

Student attendance at Black Rock Primary School 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.

In all levels from P-6 the *attendance rate was above 92%*. Strategies implemented this year to support better identification of approved and unapproved attendance include parent direct access to COMPASS to record and report absence and the reasons for absence, improved communication regarding student attendance obligations through the school newsletter and the appointment of a School Attendance Officer to oversee roll and absence management. We would hope to see improvement in this area next year.

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.

Parallel learning (single gender classes) is available to all students in Years 5 and 6. Our students requiring extension and enrichment activities have access to the *CEAL (Conditional Entry for Accelerated Learners)* Program in Years 3-6. Students deemed 'at risk' accessed *Reading Recovery, Maths 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 had the opportunity to take part in a school tour of China and to visit our sister school. Our sister school also completed their inaugural visit to Black Rock PS.

Wellbeing

Key measures in the Student Attitudes to School Survey (SATSS) in 2016, *Connectedness to School* and *Student Perceptions of Safety* both rated slightly below the average for all Victorian Government Schools, although the 4 year average 2013-2016 was rated slightly above. These results were 'similar' to like schools. Some of the strategies employed to improve key measures in many of the the SATSS elements in 2017 are to restructure classes in Year 5/6 from multi-age to straight year levels with lower average class sizes.

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. We have a Student Wellbeing Officer who, along with DET SSSOs, support students when dealing with social, emotional and behavioural issues.

The successful introduction of the *Friendly Schools* program in 2016 strengthened students' social/emotional knowledge, skills and understanding. The program aims to create and maintain a friendly and safe school culture and recognises that developing students' resilience, positive self-esteem, empathy, social skills, self-management skills, decision-making skills and conflict resolution can help to protect students from the harmful effects of bullying. All students participate in curriculum-based lessons in this area on a weekly basis.

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.

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 collaborate and contribute to decision making processes. This also fosters community mindedness in students, as they contribute to the wellbeing of other less fortunate students in the world-wide community. Additional student leadership positions such as Sustainability Leaders and ICT Captains were introduced successfully in 2016.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

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

School Profile

Enrolment Profile

A total of 594 students were enrolled at this school in 2016, 266 female and 328 male. There were 3% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

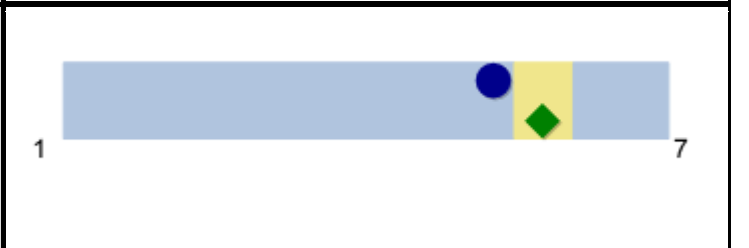
Overall Socio-Economic Profile

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



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 judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</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> Higher</p> <p> Similar</p> <p> Higher</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> Higher</p> <p> Higher</p> <p> Similar</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>36%</td> <td>46%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>65%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>33%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>58%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>67%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	36%	46%	Numeracy	16%	65%	19%	Writing	26%	33%	40%	Spelling	22%	58%	19%	Grammar and Punctuation	11%	67%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<div style="text-align: center; margin-bottom: 20px;"> Lower </div> <div style="text-align: center;"> Similar </div>														
	<table border="1" style="width: 100%; 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>93 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	93 %	93 %	93 %	92 %	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	93 %	93 %	93 %	92 %										



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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

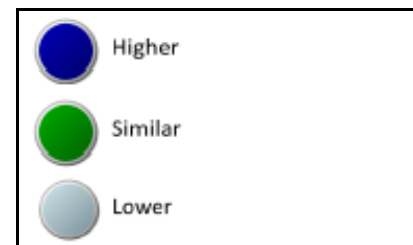
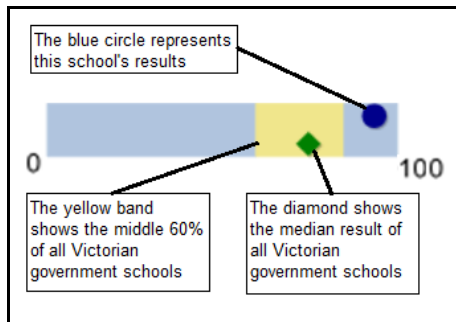
What are student outcomes?

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

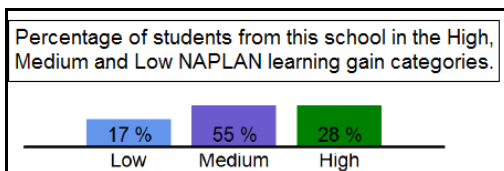
You can see these results for the latest year, as well as the average of the last four years (where available).

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



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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



What are the changes in student achievement?

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

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

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

What is a School Comparison?

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

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

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

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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

Black Rock Primary School completed 2016 in a financially sound position with \$207,026 being carried forward to the new year. This surplus was due to a number of factors, primarily a balance of \$86,959 carried forward from the previous year, a significant increase in enrolments and contingencies/accrued funds for short-to-medium term staff profile arrangements. 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 in the new year.

The school's commitments were closely monitored by the School Council. Some of the expenditure for 2016 related to installation of shade sails in the passive play area and development of a significant masterplan and feasibility study for the upgrade of the school oval and entire external surrounds. Maintenance of buildings and grounds, the cost of leased equipment and innovative curriculum initiatives continue to be significant items of expenditure. The school community contributes to the maintenance of the buildings and also provides Black Rock Primary School funds for educational resources across the school.

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, 2016

Revenue	Actual
Student Resource Package	\$4,254,802
Government Provided DET Grants	\$397,456
Revenue Other	\$25,079
Locally Raised Funds	\$804,549
Total Operating Revenue	\$5,481,886

Expenditure	
Student Resource Package	\$4,047,776
Books & Publications	\$2,762
Communication Costs	\$11,566
Consumables	\$67,649
Miscellaneous Expense	\$505,687
Professional Development	\$54,770
Property and Equipment Services	\$247,502
Salaries & Allowances	\$77,412
Trading & Fundraising	\$138,608
Travel & Subsistence	\$10,080
Utilities	\$31,001
Total Operating Expenditure	\$5,194,813

Net Operating Surplus/-Deficit	\$287,073
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$324,740
Official Account	\$31,914
Other Accounts	\$25,909
Total Funds Available	\$382,563

Financial Commitments	
Operating Reserve	\$182,699
Asset/Equipment Replacement < 12 months	\$67,129
Maintenance - Buildings/Grounds incl SMS<12 months	\$57,501
School Based Programs	\$25,233
Provision Accounts	\$5,000
Other recurrent expenditure	\$45,000
Total Financial Commitments	\$382,563

Student Resource Package Expenditure figures are as of 06 March 2017 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.