

2015 Annual Report to the School Community

Blackburn Lake Primary School

School Number: 4860



Name of School Principal:

Jason Walker

Name of School Council President:

Mark Eaton

Date of Endorsement:

Tuesday 22nd March 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

Blackburn Lake Primary School is committed to achieving excellence and continuous improvement in student learning outcomes in an environment that reflects what we value: thinking, respect, responsibility, attitude and care. There is a strong emphasis on meeting students' individual needs within our curriculum, with a significant focus on the integration of learning technologies tools. Student wellbeing is a genuine priority and a platform for success, with whole school buddies timetabled fortnightly.

The dedicated and professional teaching team work enthusiastically to deliver meaningful and stimulating teaching and learning programs for the students. These are supported by a wide range of social programs and a strong student leadership program. As well as encouraging student role models, the teachers themselves are committed to nurturing and developing the ability of each child through carefully planned and purposeful teaching programs. In 2015 the school staff consisted of 36.8 equivalent full time staff: 2 Principal class, 24 teachers and 8.8 Education Support staff.

Our school prides itself on continuous improvement in literacy and numeracy and also offers challenging Visual Arts, Performing Arts and Sports opportunities for our students. Opportunities such as instrumental music, choir, musical production, art show and sports carnivals are all highlights of student life at our school. With 470 students in 2016 we will continue to provide high level educational opportunities and programs.

Achievement

We are very proud of our student achievements at Blackburn Lake. We have consistently achieved excellent student learning outcomes with results matching those achieved by schools with a similar socio-economic profile. Our teacher assessments in English and Maths indicate that more than 50% of students are achieving above the state median.

School NAPLAN relative growth data indicates that we continue to make strong gains in the area of Reading and Writing, and Grammar & Punctuation – with over 30% of students gaining high growth in these areas. This is particularly pleasing as it shows staff have embedded whole school teaching practices in the core area of English having participated in a considerable amount of high quality professional development in these areas over the last few years. Development of teacher knowledge and understanding of assessment and moderation in Speaking & Listening saw an improved teacher confidence in end-of-year AusVELS judgements, with close to 50% of the students deemed to be working above expected level.

In 2015 a staff School Improvement Team attended a Leading Numeracy Bastow training course, providing staff school based professional learning as a whole school approach to Maths continues to be developed. Brokerage of “best practice” in mathematics was enhanced with all teaching staff participating in peer observations to support the Blackburn Lake “know, be, do” philosophy in Maths. Improved teacher knowledge has led to improved student understanding and skill, particularly in the focus area of Measurement & Geometry, with 57% of students assessed as working above the expected AusVELS level in this area.

Developing a consistent whole school differentiated Maths curriculum will continue to be a focus for staff professional development, with continued work in the area of assessment moderation to be a priority. Likewise, we aim to increase the numbers of students who are achieving high levels of “relative gain” achievement growth.

Engagement

Students who are engaged in their learning want to come to school. An average whole school attendance rate of 95% indicates that students and their family's value education and learning opportunities provided at our school.

To support student engagement and learning, expectations and the benefits of high attendance are promoted and regularly communicated to students and parents. A collective effort by all staff is made to promote punctuality and diligently follow up unexplained absences, with a parent portal (Compass) introduced to enable families to notify class teachers of absence.

Explicit teaching which is personalised combined with a high level of student involvement and investigation is essential to enhance engagement. Our ‘whole-part-whole’ teaching approach promotes explicit teaching together with student choice, voice and active involvement that leads to understanding. This approach is especially central to our core business in literacy and numeracy.

We recognise that engagement is also linked to wellbeing and we take a holistic approach for each child. Our goal is that every child will experience success, develop confidence and independence, through participation in curriculum and extra-curricular activities - in turn, resulting in higher levels of engagement. Provision of a broad range of extra-curricular activities is an ongoing focus for the school and some of the highlights for 2015 included our whole school programs: swimming, buddies, along with a number of exciting excursions, incursions and special events – with all students participating in the Alice In Wonderland production. Other extra-curricular opportunities enjoyed by students included camping (in Years 4-6), formal student leadership program and roles, musical instrumental program (including StringStars), lunchtime clubs, and extension activities such as Gateways and WiseOnes.

Resourcing for greater musical options (such as choir and State School Spectacular), and introduction of “Cre-8-ing STEAM” (Science Technology Engineering Arts Math) for the middle school will complement existing programs designed to engage the students of the school.

Wellbeing

The staff of Blackburn Lake Primary are privileged to work with children and families of a high social capital. This creates an environment of strong parent, student, and teacher role-models.

The wellbeing of all of our students is of the highest priority. Teachers develop nurturing and caring relationships with their students and much thought is given to the grouping of students within the school. The school's 'On TRRAC' transition program also ensures that all students retain a sense of belonging as they move from one area of the school to another; through the support of the school's 'On TRRAC' booklets giving all students the skills they need as they face new challenges.

Weekly timetabled 'Buddies' and 'Bounce Back' social competencies programs and promotion of the school's core TRRAC values (Thinking, Respect, Responsibility, Attitude, Caring) encourages students to take personal responsibility for their own learning and behaviour. Making "strong choices" underlies our proactive approach to developing appropriate social and co-operative learning skills.

In addition, the M- Power Girls and Revved Up wellbeing programs also specifically target the social and emotional wellbeing of Grade 6 students. There is a strong expectation of personal behaviour with mutual respect paramount across our school.

Student leadership is highly valued and students in Years 5 and 6 have leadership training, enabling them to fulfil formally (or informally) the crucial provision of positive role modelling within the school. The Student School Council is an active group who provide opportunities for student feedback and support a range of student related activities and events – locally, nationally and globally.

'Student Relationships' in the Student Attitude to School survey along with all variables in the Parent Opinion survey (excepting 'Homework') are above state average. Many parents also demonstrate their support and commitment to students through their active involvement in many facets of the school through Council, committees, interest groups, activities and the daily learning program.

Along with a pro-active approach to developing social and cooperative learning skills, there is an expectation of high levels of personal behaviour at all times. As well as continuing proactive and pro-social programs, consistent use of a restorative practices approach by staff will continue to promote a positive and safe environment for the students of the school.

Our school motto, 'learning together', endorses our belief that we must all continue to work together to assist students to reach their full potential and ensure that school is a positive and rewarding experience for all. In 2016 we will introduce parent/student/teacher conferences to enhance the parent partnership and provide parents the opportunity to engage their children in discussions about their learning – at the same time giving the school's students greater responsibility for their learning.

Productivity

Blackburn Lake Primary School has effectively utilised the school's resources to provide a high quality curriculum within a well maintained and engaging learning environment. In 2015 the students were organized into 21 classrooms and were given weekly access to a full specialist program of Visual Arts, Performing Arts, Physical Education and Languages (Italian). Weekly visits to our well-appointed Library were also a feature. A number of student intervention support programs were provided including Reading Recovery, Toe-by-Toe and Quicksmart Maths.

Ongoing professional learning is undertaken by all staff supporting the performance and development focus for our school. In 2015 all staff participated in a range of professional learning events and sessions to support both our strategic priorities and to develop teaching and leadership capacity. Highlights of this include staff professional learning in both Mathematics and also Speaking & Listening priority areas. Following the successful introduction in 2014, the organisational structure of School Improvement Teams continued to successfully drive Strategic Plan areas and developed leadership capacity of staff as well as teacher capacity. As in previous years, an aspirant staff member was resourced to undertake the Leaders In the Making Program (LIMP).

All staff have an individual Performance and Development Plan, outlining the expectations for their ongoing professional development. A feature of the 2015 cycle was the collective reflection at mid-cycle of progress, enabling sharing of successes and development with a collective responsibility for student progress as well as developing a culture of feedback. The school's meeting schedules will be optimised further in 2016 with staff to be timetabled collegiate time to focus on planning for teaching within AusVELS level teams.

Following careful fiscal management our school is in a very strong financial position. As such, a Landscape Architect was engaged to speak to staff, students and parents; and following input a grounds master plan has been developed. It is expected that works will begin in 2016.

For more detailed information regarding our school please visit our website at
<http://www.blps.vic.gov.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 472 students were enrolled at this school in 2015, 235 female and 237 male. There were 4% of EAL (English as an Additional Language) students and 0% 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> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p>

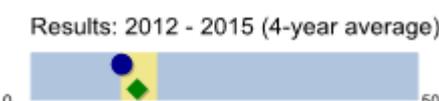
Performance Summary

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" style="margin: auto;"> <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>43%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>54%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>51%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>59%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	43%	39%	Numeracy	25%	54%	21%	Writing	23%	44%	33%	Spelling	30%	51%	20%	Grammar and Punctuation	11%	59%	30%	<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 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" data-bbox="563 824 1040 920"> <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>91 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	95 %	94 %	95 %	95 %	94 %	<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										
91 %	94 %	95 %	94 %	95 %	95 %	94 %										

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

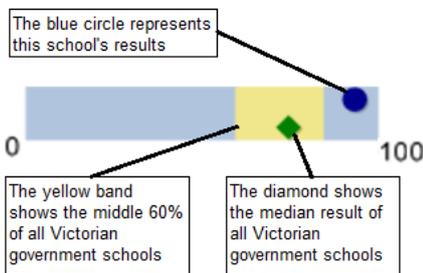
What are student outcomes?

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.

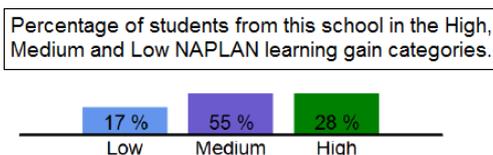
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

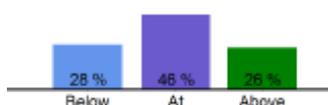


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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.



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

Revenue	Actual
Student Resource Package	\$2,964,055
Government Provided DE&T Grants	\$668,415
Revenue Other	\$14,196
Locally Raised Funds	\$571,224
Total Operating Revenue	\$4,217,891

Expenditure	
Student Resource Package	\$2,748,889
Books & Publications	\$23,179
Communication Costs	\$9,360
Consumables	\$79,533
Miscellaneous Expense	\$336,153
Professional Development	\$17,333
Property and Equipment Services	\$251,152
Salaries & Allowances	\$345,960
Trading & Fundraising	\$80,182
Utilities	\$37,205
Total Operating Expenditure	\$3,928,947

Net Operating Surplus/-Deficit	\$288,944
Asset Acquisitions	\$0

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$425,488
Official Account	\$15,562
Other Accounts	\$6,792
Total Funds Available	\$447,842

Financial Commitments	
Operating Reserve	\$185,371
Maintenance - Buildings/Grounds incl SMS<12 months	\$21,710
Revenue Received in Advance	\$3,450
School Based Programs	\$237,068
Total Financial Commitments	\$447,598

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 Operating Statement for 2015 is a statement of the revenue and expenditure for the Global Budget. The final net result is a healthy surplus of \$266,332, a slight increase on the previous year's surplus.

The Financial Position at year's end (right hand table) shows money in bank accounts held by the school. These funds include (for example) all Parents Association monies and surpluses from previous years. Financial Commitments at year's end for Maintenance (Buildings/Grounds) were for painting the school's Prep classrooms and repairing the oval. Revenue Received in Advance is unpaid Sundry Debtor invoices. The Operating Reserve is an arbitrary amount to ensure there are no cash flow problems. Locally held funds with few outstanding commitments shows the school has substantial funds available to it, with School Council committing to a Grounds Master Plan (following engagement of a Landscape Architect).