

2016 Annual Report to the School Community



School Name: Blackburn Lake Primary School

School Number: 4860



Name of School Principal:	LOISIA STEED
Name of School Council President:	MARK EATON
Date of Endorsement:	28 / 03 / 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.



Education and Training



About Our School

School Context

Blackburn Lake Primary School is located in Melbourne's eastern suburbs, approximately 15 kilometers from the city centre. Research based initiatives and a school philosophy that sees student wellbeing and student learning as everyone's responsibility supports the preparation of our students for their future. We are 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. Curriculum planning documents provide a strong foundation for student learning, with all teachers committed to nurturing and developing the ability of each child through carefully planned and purposeful teaching programs. There is a strong emphasis on meeting students' individual needs within our curriculum, with a significant focus on the integration of learning technologies and communication tools and a strong emphasis on developing student role models and leaders.

Blackburn Lake Primary school has a reputation for high standards in Literacy and Numeracy and strong traditions in the school which promote a commitment to the Visual and Performing Arts, to LOTE and to Physical and Sport Education. Additionally, adjacent to the school is the natural bush environment of the Blackburn Lake Sanctuary. As the school has developed meaningful links to the Sanctuary, the school population is able to access many additional learning opportunities.

In 2016 the school staff consisted of 31.1 equivalent full time staff: 2 Principal class, 23.9 teachers and 5.2 Education Support staff. With 458 students in 2017 we aim to continue to provide high level educational opportunities and programs for all students.

Framework for Improving Student Outcomes (FISO)

To align with the improvement priorities of *excellence in teaching and learning* and *creating a positive climate for learning*, 'in 2016, Blackburn Lake Primary School consulted with a FISO network, which primarily focused on the implementation of STEM curriculum. The strategic participation in the STEM, FISO group has led to the formulation of a 3-year plan to further incorporate Digital Technologies, Science, Engineering, Arts and Mathematics into the curriculum.

Blackburn Lake Primary School continued to build upon its positive, engaged climate for learning in 2016 with the introduction of STEAM curriculum into Level 3 and 4. Partnership between Blackburn Lake Primary and the University of Melbourne's Realising the Potential of High Capacity Students Project (REAP) also enabled teachers of Level 5 and 6 an opportunity to critically reflect on the latest research based teaching practices and create engaged learning opportunities for students.

Achievement

Dedicated and professional teaching teams work to deliver meaningful and stimulating teaching and learning programs for all students. The implementation of evidence based research into how to enhance student achievement has provided a positive framework for improved teaching and learning practices within the school environment. Our NAPLAN results for Years 3 and 5 continue to be above the state median and trending higher than similar schools. Significant improvement was noted in NAPLAN Numeracy and Writing results with our Year 5 cohort showing 12% growth in Numeracy whilst 77% of year 3 students achieved within the top two bands for Writing. Accordingly, teacher AusVELS judgments had 97% of students achieving at, or above expected level across English and 96% achieved at, or above expected level in Mathematics.

The school's *Models of Practice* underpin a diverse and inclusive curriculum. Enrichment programs as well as our specialist programs, Music, Physical Education, Art and Italian provide an engaging curriculum; with the biennial school musical and annual Art Show a particular highlight. In 2017, we will continue to develop staff professional learning in both Mathematics, with the implementation of rich mathematical tasks that build upon 'big mathematical concepts', and STEAM, as we continue to make significant progress in realizing the schools Digi-Tech STEAM initiative.

Curriculum Framework implemented in 2016

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

Engagement

Explicit teaching which is personalized 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 recognize 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 2016 included our whole school programs: swimming, buddies, along with a number of exciting excursions, incursions and special events. Other extra-curricular opportunities enjoyed by students included camping (in Years 4-6), formal student leadership program and roles, musical instrumental program, (including StringStars), Kelly Sports, Tennis



Coaching, Robotics (Bricks for Kidz) school lunchtime clubs and extension activities such as Robotics, Gateways and WiseOnes. Further opportunities for student engagement were created in 2016 through State Schools Spectacular and the introduction of “Cre-8-ing STEAM” (Science Technology Engineering Arts Mathematics) for the middle school. Further engagement opportunities will occur throughout 2017 as the STEAM program is expanded to include Level 5 and begins to work towards incorporating additional digital technologies into the program such as Robotics and an assortment of Computer Assisted Design software platforms. An average whole school attendance rate of 93% indicates that the absence rate in 2016 was greater than what we would estimate, common reasons for non-attendance in 2016 included illness and extended family holidays.

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) firmly embedded to enable families to notify class teachers of absence.

Wellbeing

Blackburn Lake Primary aims to provide a broad based education, balancing academic, social and emotional growth, and as such, the wellbeing of our students is a high priority. Weekly timetabled ‘Buddies’ and ‘Bounce Back’ social competencies programs and promotion of the school’s core TRRAC values (Thinking, Respect, Responsibility, Attitude, Caring) encourage students to take personal responsibility for their own learning and behaviour. During 2016 Helen McGrath, co- author of the Bounce Back Program was re-engaged to update staff with the latest research and associated teaching practices to further enhance the quality of our Bounce Back program. Similarly, leading expert Andrew Fuller was employed to deliver professional learning to students, staff and parents around the practices that can enhance student resilience and wellbeing. Making “strong choices” underlies our proactive approach to developing appropriate social and co-operative learning skills, the M- Power Girls and Revved Up wellbeing programs were once again provided to specifically target the social and emotional wellbeing of Level 6 students. Additionally, Level 5 students participated in the Fantastic Friends Program, an initiative to enable students to form stronger social connections. There is a strong expectation of personal behaviour with mutual respect paramount across our 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.

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 Attitude to School survey data indicates a “School Connectedness” mean score of 4.38 for students in Level 5 and 6 which is comparable to the state mean score of 4.39. Parent Opinion survey data indicates a “Parent Satisfaction mean score of 5.67 which is comparable to the state mean score of 5.75. Many parents 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. School Staff Survey Data indicates a “School Climate” percentage of 87.6 which is above the state mean of 78.4%.

For more detailed information regarding our school please visit our website at
[\[www.blps.vic.edu.au\]](http://www.blps.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	
<p>Enrolment Profile</p> <p>A total of 468 students were enrolled at this school in 2016, 227 female and 241 male. There were 5% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>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> 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 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> Higher</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" 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>21%</td> <td>45%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>55%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>38%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>64%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	45%	34%	Numeracy	17%	55%	28%	Writing	21%	47%	32%	Spelling	30%	38%	32%	Grammar and Punctuation	15%	64%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	21%	45%	34%																							
Numeracy	17%	55%	28%																							
Writing	21%	47%	32%																							
Spelling	30%	38%	32%																							
Grammar and Punctuation	15%	64%	21%																							



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

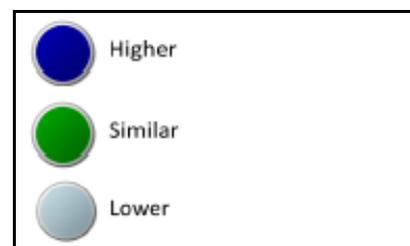
What are student outcomes?

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

Financial Performance and Position Summary

The Operating Statement was generated by DET and includes the total financial Revenue and Expenditure for the School's Global Budget.

The Financial Position (right hand table) indicates the finances held in the school's accounts as of the end of Dec, 2016. The total funds have increased by approximately \$75,000 over the previous year and approx. \$27,000 more than expected in the Final Budget. The Financial Commitments section shows an operating reserve to safeguard cash flow, the money set aside from a DET grant in 2015 to assist with work on the old art room and the revenue received in advance refers to grade 5/6 camp deposits. The remaining money, \$331,236 will be used for school programs and projects to assist with meeting the children's educational needs.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,063,971	High Yield Investment Account	\$510,000
Government Provided DET Grants	\$641,085	Official Account	\$10,593
Revenue Other	\$16,589	Other Accounts	\$2,708
Locally Raised Funds	\$589,426	Total Funds Available	\$523,301
Total Operating Revenue	\$4,311,070		
Expenditure		Financial Commitments	
Student Resource Package	\$2,964,875	Operating Reserve	\$171,716
Books & Publications	\$2,750	Maintenance - Buildings/Grounds incl SMS<12 months	\$13,941
Communication Costs	\$9,767	Revenue Received in Advance	\$6,407
Consumables	\$151,336	School Based Programs	\$331,236
Miscellaneous Expense	\$221,198	Total Financial Commitments	\$523,301
Professional Development	\$32,568		
Property and Equipment Services	\$283,581		
Salaries & Allowances	\$280,911		
Trading & Fundraising	\$111,963		
Utilities	\$36,796		
Total Operating Expenditure	\$4,095,745		
Net Operating Surplus/-Deficit	\$215,326		
Asset Acquisitions	\$41,156		

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.