2019 Annual Report to The School Community

School Name: Blackburn Lake Primary School (4860)

- 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 2019 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 04 March 2020 at 06:14 PM by Loisia Steed (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 October 2020 at 04:14 PM by Jennee Chan (School Council President)

About Our School

School context

Blackburn Lake Primary School's mission is to provide an enriching, supportive and motivating learning environment that optimises learning opportunities, and challenges students to strive for their personal best. Blackburn Lake aims to provide a broad based education, balancing academic, social and emotional growth for all students.

By embracing the development of the whole child, Blackburn Lake's education focuses on creative, critical, compassionate and resilient learners operating in an environment where work is engaging and appropriately challenging. With research suggesting that effective teaching is the single biggest determinant of student improvement in our school, teachers then not only have a direct impact on student achievement but also student engagement and motivation for learning. (John Hattie)

Committed to achieving excellence and continuous improvement in learning outcomes, staff, students and parents work together to help all students reach their full potential in an environment that reflects what we value: thinking, respect, responsibility, attitude and caring.
Located in Melbourne's eastern suburbs, approximately 15 kilometres from the city centre, Blackburn Lake is situated next to the Blackburn Lake Sanctuary. The school has been recognised as a 'Land for Wildlife' property, in view of its unique setting and in recognition of the school's commitment to the maintenance of the school as a haven for indigenous flora and fauna.

In 2019, the school operated with 525 students, with twenty-one home classes and four specialist classes, Physical Education, Music, Visual Arts and LOTE. Our staffing profile consisted of 30 equivalent full time staff, including a principal and an assistant principal. In addition, the school was supported by 5.0 educational support staff and 2.4 office staff.

Multicultural families enrolling in the school have provided opportunities to further ensure we remain a cohesive and accepting school community. With increased English as a second language (EAL) student enrolments, staff were supported to effectively assess EAL students.
The introduction of the unit study, Connections, focusing on Cultural Diversity, communication to parents in their first language, the flying of the Aboriginal and Torres Strait Island Flags and the Acknowledgement to Country at school assemblies are all steps honoring diversity and a shared sense of belonging and respect at Blackburn Lake Primary.

A strong Parent's Association focussing on fundraising and building community and family connections, as well as the school and community sporting clubs training in the David Jewell Centre continue to develop a sense of community and strengthen home-school partnerships.
The school motto, 'learning together' underpins the belief that all members of the school community feel welcome, engaged, informed and empowered.

Framework for Improving Student Outcomes (FISO)

Applying up-to-date research based understandings in teaching and learning, Blackburn Lake Primary maintained its reputation for high standards in Literacy and Numeracy.

Recognising the vital role teachers play in improving student outcomes, the school staff continued to engage and collaborate in Professional Learning Communities (PLC's) in 2019.

During timetabled Professional Learning Communities, (PLC's) staff worked interdependently and synergistically in teams. Supported by the FISO improvement cycle staff they collaborated using Google docs, successfully establishing common cohort learning intentions and success criteria for their students, always aiming towards building a culture of excellence in teaching and learning.

PLC structures and practices continued to evolve, as staff understanding of the improvement cycle developed through the implementation of school-wide research projects. These projects, based on Mathematics and Writing, were shared through the introduction of regularly scheduled vertical PLCs and were well received by staff with a positive impact being seen in attitudes and planning.

With a focus on improvement in Writing, using the Six Traits +1, and Numeracy, as well as embedding High Impact Teaching Strategies (HITS), our PLC's continue to support improved teaching and learning practises for improved student achievement.

Achievement

Blackburn Lake's NAPLAN results in 2019 for Writing, Reading and Numeracy continue to be above the expected standard for Victorian Government Schools. Moreover, the percentage of students in the top 3 bands in Reading and Numeracy NAPLAN testing at both Year 3 and Year 5 were above that of similar schools.

Maintaining an excellent academic record, staff professional learning will continue to focus on staff and student capacity and capability. Aiming high, Blackburn Lake Primary will continue to aim for a higher percentage of students achieving high relative growth across the primary subject areas: Mathematics, Reading, Writing, Spelling and Grammar. This will be supported by teaching and learning consultants, the school's coaching program and sustained by the continued implementation of staff professional Learning Walks.

Furthermore, the timetabled use of the school's Digi-tech library space has evidenced our commitment to deliver progressive STEAM programs and ensured all students were exposed to a stimulating Learning Technology program.

Our commitment to staff professional development is a significant strategy in the improvement of classroom instruction and pedagogy. It is also a vehicle for creating consistency of practice and where research based teaching and learning models and student engagement are explored.
Blackburn Lake's learning programs cater for a diverse range of students. Individual Learning Plans support student needs as does the resource allocation to, and the implementation of Literacy intervention programs; Toe-by-Toe and the school's Quicksmart Maths program.

In 2019, all students accessing funds from the Program for Students with Disabilities had adjustments made to their programs to ensure an inclusive education was delivered. Individual Learning Plans and or a Behaviour Management Plans supported their learning. Student progress was monitored and reported to parents via the classroom teacher and through the wider support team at termly Student Support Group meetings; allowing timely and regular monitoring of student learning goals. Student progress was formally reported each semester.

Engagement

All students are encouraged to take risks with their leaning in an environment where a sense of belonging and connectedness is created. At Blackburn Lake we strive for a rich, engaging and challenging curriculum that encourages independent and self-motivated learners. This was reflected by the positive response of 82% for the element Stimulating Learning in the 2019 Student's Attitude to School Survey.

Underpinning a learning environment driven by curiosity was the teaching of 'growth mindset' and 'the learning pit'. Students became co-designers and co-creators in their learning, ably managing their own learning by giving as well as receiving feedback.

Student voice is encouraged through formal leadership positions, Junior School Council and activities such as 'The Blacky Lake News,' class discussions and student forums. Programs such as the Perceptual Motor Program for our Foundation students and Year 6 students' Mpower Girls and Rev'd Up Boys aim to increase engagement for targeted groups.

Moreover, in promoting an engaging curriculum and enhancing the learning experiences for every child, opportunities existed through a range of extra -curricular opportunities. These included, Maths Olympiad, private instrumental lessons, the Lion King musical production, swimming, camping programs, sporting clinics, Wise-Ones, excursions and lunch-time clubs such as choir, dance, coding, library, science and games.

Our future challenge is to foster an environment where the teaching and learning emphasis is always on the learner, requiring them to be active participants in their lifelong learning adventure.

Overall, student attendance continues to be low, by comparison to similar schools. Common reasons given for non-attendance include family holidays and illness.

Wellbeing

Developing positive relationships in the classroom, playground and wider community is essential for creating a safe and inclusive environment.

Central to the positive school culture is the school's strong Wellbeing Programs, 'TRRAC' values and the school's Code of Conduct as well as our successful Linking TRRAC Start-up Programs. These set a high standard for students and a shared community expectation that everyone at Blackburn Lake has a right to learn, be treated with respect, be part of a responsible learning community, positively embrace learning opportunities, and feel safe and cared for.

Student wellbeing is a genuine priority. Research tells us that school connectedness has the potential to increase academic performances up to 11%. Our successful 'Linking TRRAC's' and 'TRRAC into Transition' programs focus on the school's TRRAC values and aim to build strong classroom communities whilst fostering connectedness. Crucial for student success.

Student safety and wellbeing is supported by classroom and yard protocols which are reinforced by our school's values: Thinking, Respect, Responsibility, Attitude and Caring. Our TRRAC values are highly valued and regarded as part of our school culture.

Through the school's Student Leadership program, Circle time, Whole-school Buddy Program, Bounce Back and Pro-social Programs we aim promote a culture of respect and self-confidence.

Our Student's Attitude to School survey measures indicate proactive Management of Bullying and building a Sense of Connectedness above that of similar schools.

The 2020 goal is to continue a positive trend in the Student Attitude to School Survey with the training of new staff in the school's Bounce Back programs.

Financial performance and position

The school continues to be in a comfortable financial position by careful planning and prioritising of needs. By the end of 2019, the surplus was in line with what was expected in the School's Final Budget. There was a significant amount in our bank accounts above the Operating Reserve due to budgeted expenditure not been made in the 2019 period.

To support student learning and well-being a number of interactive Smartboards were purchased and the large sail covering the play equipment was replaced.

Work commenced on the school's DET funded Inclusive Play Space late in the year. The School Council agreed to additional monies being allocated to this project so the original vision for the playground could be realized. Furthermore, School Council agreed to finance a substantial Civil Works project adjoining the play area.

Significant monies were spent on the improvement of grounds including the repair of drainage and the construction of a curb and channel for flood mitigation. BARR funds have been used to assist the school to manage gutters, grounds and tree growth.

The parent community continues to successfully fundraise for the benefit of the school; assisting with the purchase of Smartboards and accumulating funds for the purchase of a large projector and screen.

Beyond the Operating Reserve the finances are committed to dealing with the completion of Play Spaces and adjoining Civil Works, investment in technologies, including the large projector screen and furniture for two additional classrooms.

For more detailed information regarding our school please visit our website at
https://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 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 521 students were enrolled at this school in 2019, 271 female and 250 male.

10 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.

| low | low-mid | mid | high |
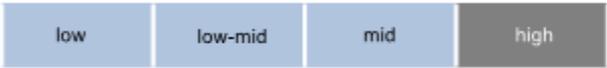
Parent Satisfaction Summary

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

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ◆ ● 100 Results: Mathematics 0 ◆ ● 100	Above ● Similar ●

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

Student Outcomes

Reading

30 %	51 %	19 %
Low	Medium	High

Numeracy

23 %	47 %	31 %
Low	Medium	High

Writing

28 %	42 %	30 %
Low	Medium	High

Spelling

19 %	51 %	30 %
Low	Medium	High

Grammar and Punctuation

24 %	52 %	24 %
Low	Medium	High

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain
(all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ———————————— 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ———————————— 50 Few absences <------> Many absences	**Below** ●

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	91 %	93 %	92 %	94 %	93 %	93 %	92 %	

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: ◆ | Key: | Similar School Comparison
 ● Above ● Similar ● Below |

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ▬▬▬▬ 100 Results: 2017 - 2019 (3-year average) 0 ▬▬▬▬ 100	**Above** ●
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ▬▬▬▬ 100 Results: 2017 - 2019 (3-year average) 0 ▬▬▬▬ 100	**Above** ●

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, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$3,780,761	High Yield Investment Account	$468,546
Government Provided DET Grants	$827,270	Official Account	$46,832
Government Grants Commonwealth	$2,400	Other Accounts	$12
Revenue Other	$13,882	**Total Funds Available**	**$515,390**
Locally Raised Funds	$635,493		
Total Operating Revenue	**$5,259,805**		

Equity[1]			
Equity (Social Disadvantage)	$5,792		
Equity Total	**$5,792**		

Expenditure		**Financial Commitments**	
Student Resource Package[2]	$3,306,475	Operating Reserve	$198,168
Books & Publications	$3,373	Funds Received in Advance	$3,216
Communication Costs	$4,198	Funds for Committees/Shared Arrangements	$112,696
Consumables	$177,665	Asset/Equipment Replacement < 12 months	$37,470
Miscellaneous Expense[3]	$273,930	Maintenance - Buildings/Grounds < 12 months	$169,011
Professional Development	$29,024	**Total Financial Commitments**	**$520,561**
Property and Equipment Services	$330,014		
Salaries & Allowances[4]	$383,940		
Trading & Fundraising	$98,364		
Utilities	$46,619		

Total Operating Expenditure	**$4,653,603**
Net Operating Surplus/-Deficit	**$606,202**
Asset Acquisitions	**$80,244**

(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 26 February 2020 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
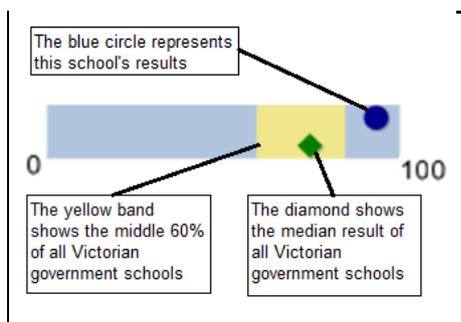   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below

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').