2022 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 of the previous calendar year 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 24 March 2023 at 11:59 AM by David Dowson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 01:05 PM by Duncan Hale (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
- 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Vision Statement SSP 2022-2025

At Blackburn Lake Primary School, we empower our students by giving them voice and agency in their learning and promoting 21st-century learning skills and behaviours. We encourage critical and creative thinking, building students' learning capacity and setting them up for success as they move through school and beyond.

Values Statement SSP 2022-2025

Blackburn Lake Primary School provides a respectful and caring environment where students are encouraged to adopt a positive attitude and take responsibility for their learning and actions. Our supportive learning environment encourages students to 'think well' and strive for their personal best. Our school's TRRAC values of Thinking, Respect, Responsibility, Attitude, and Caring, are embedded in daily practice and inform how our community collaborates and 'learns together'. At Blackburn Lake Primary School, we believe that:

- Everyone in our school has the right to learn
- Everyone in our school has the right to be treated with respect
- Everyone in our school has the right to be part of a responsible community
- Everyone in our school has the right to have a go
- Everyone in our school has the right to feel safe and be cared for by others.

The school's strong commitment to whole-school teaching and learning practices and use of High Impact Teaching Strategies (HITS) supports our culture of ongoing student improvement and the high standards the school achieves in Literacy and Numeracy. In addition, research-based teaching and learning practices directly impact student achievement, engagement, and motivation for learning.

The school's code of conduct: Everyone at Blackburn Lake has the right to learn, the right to be treated with respect, the right to be part of a responsible learning community, the right to 'have a go', and the right to feel safe and cared for by others underpins an education that balances the academic, social and emotional growth for all BLPS students.

In 2022, 28.5 effective full-time teaching staff, 6.3 Educational Support Staff, and 2 principal class staff supported 558 students; 267 female and 291 male.

Approximately 17% of students had English as an additional language, and NDP per cent were Aboriginal or Torres Strait Islander. We endeavoured to honour diversity and a shared sense of belonging and respect through Cultural Diversity studies, communication with parents in their first language, the flying of the Aboriginal and Torres Strait Island flags, and the Acknowledgement of Country.

Additional learning opportunities existed through the school's specialist programs; Visual Arts, Music, LOTE, and Physical and Sport Education. In addition, a range of additional and extracurricular opportunities, including STEAM, Maths Olympiad, private instrumental lessons, musical productions, swimming, camping

programs, sporting clinics, and lunch-time clubs such as choir, dance, coding, science, and games, among others also enhanced student learning programs.

The School Council and its sub-committees ensured that parents' views were regularly represented and expressed through an organised, cohesive, and focused body. In addition, the School Council developed school policies, representing the school's and community's spirit and culture.

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 because of its unique setting and in recognition of its commitment to maintaining the school as a haven for indigenous flora and fauna.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teachers at Blackburn Lake PS continued to develop their understanding of the PLC Improvement Cycle (Develop and Plan, Implement and Monitor, Evaluate and Diagnose, Prioritise and Set Goals). A key feature of PLC meetings was analysing individual and cohort data, identifying areas for improvement, and problems of practice. Pedagogies, including HITS and visible teaching practices, were explored; and teachers used data to evaluate their impact on student learning. Professional Learning included engagement in Community of Practice online forums by middle leaders and participation in Victorian Academy middle leader training programs.

With an emphasis on bedding down an instructional model for Reading and Writing, an English SIT team researched, trialled and ultimately implemented the 'workshop model'. To support the implementation of the model, new, whole-school assessments were created, including:

- Reading Strategy Checklist
- Reading Observation Sheet
- Writing Rubrics

A Wellbeing Strategic Improvement Team also began reviewing whole school Wellbeing initiatives within the school and sought to investigate further options. As a result, plans and processes were implemented for adopting DOE programs; Resilience, Rights and Respectful Relationships and School-Wide Positive Behavior Support Program. Additionally, plans were implemented to reinvigorate the school's Buddies and Values program.

School leaders also spent considerable time researching and reviewing the school's assessment and reporting procedures. As a result, the school made changes to align assessment practices and the written report provided to parents.

Wellbeing

Student safety and well-being were supported by classroom and yard protocols which are reinforced by the school's values: Thinking, Respect, Responsibility, Attitude and Caring. In addition, the TRRAC values are highly valued and regarded as part of the school culture.

The successful 'Linking TRRAC's' and 'TRRAC into Transition' programs focused on the school's values. The programs aim to build strong classroom communities and peer connectedness, which are crucial for student success. Weekly awards linked to 'TRRAC' behaviours also acknowledged students' hard work, demonstrating actions associated with the TRRAC values.

Blackburn Lake utilised several well-being programs to support student well-being. Across all year levels, the school promotes a culture of respect, resilience, and self-confidence through participation in whole school buddy and peer support programs, as well as Bounce-Back, circle-time, and pro-social initiatives such as M-Power Girls and Boys Program.

Engagement

Blackburn Lake Primary School recognises that engagement is linked to well-being. Therefore, all students are encouraged to take risks with their learning in an environment where a sense of belonging and connectedness is created. Teachers aim to provide a supportive and caring environment and cultivate a sense of belonging that supports students to flourish.

Blackburn Lake's learning programs cater to a diverse range of students. Individual Learning Plans supported student needs, as did the resource allocation and implementation of intervention programs, Toe-by-Toe, and Quicksmart Maths. In addition, the High Abilities program and the Tutor Learning Initiative continued throughout 2022 despite challenges with staffing.

The school's STEAM program, "STEAM 4 Innovation", provided additional opportunities for students to advance their Science and Technology skills in Grades 3,4 and 5. Students participated in units on Lego/Robotics, Computer Assisted Design (CAD) Software, Engineering Unplugged, and Coding.

Student voice was encouraged through formal leadership positions, student school council, and activities such as class discussions and student forums. Students were also encouraged to be active participants in their learning via teacher conferences, reflecting on current competencies and areas to work on and setting goals for future learning.

A myriad of extra-curricular user pays and free clubs and activities also help to provide engagement for students, including but not limited to:

- Instrumental Music ($)
- After-School Sports ($)
- After-School Robotics ($)
- String Stars ($)
- Chess Unlimited ($)
- Coding Club 3-6
- Senior Choir
- Tennis in Stages P-2 ($)
- Tennis In Stages 3-6 ($)
- Coding Club P-2
- Drawing Club
- Environment Club
- Science Club
- Coding Club P-2
- Dance Club P-2
- Gymnasium Games 3-6
- Dance Club 3-6
- Library Club
- Gymnasium Games P-2
- Junior Choir
- Games Club
- Student School Council
- Marimba Ensemble

Our strong student leadership program continued with the year 6 cohort voting for a limited number of available positions (approx 50%). Students continued to lead and perform at assembly.

Absence data from 2022 for Blackburn Lake Primary School showed higher attendance levels than the state.

Other highlights from the school year

The Blackburn Lake PS motto of 'Learning Together' was truly embodied throughout 2022, which was a reconnection period for the community and one of transition with the retirement of established principal Loisia Steed. A host of extra-curricular events, many of which were supported by an active Parent's Association and the school council, enabled the school to reconnect and re-establish a sense of community. Events and activities included but were not limited to:

- Scones, Jam and Cream morning teas for parent-level teams
- Tea and Tissues for new Foundation parents
- Plant-giving ceremony for new students
- Colour Run & Community BBQ
- House Cross Country
- Easter Raffle
- Hawt Diggity Dog Foodie day
- 2 Toasty Truck Foodie days
- The return of incursion and excursions
- Ride to School Day
- Interschool Sports
- Level 4 and 6 Hooptime
- Sushi Foodie day
- 2 Election BBQs and cake stalls
- Mango fundraiser
- Gingerbread houses fundraiser
- Family photo shoot fundraiser
- Super cool student icy poles
- Education Week Art Show
- Education Week Musical Showcase evening
- Education Week Grandparents and Special Persons day
- Beach themed student disco
- World Teachers' Day celebrations
- Movie Munchies at indoor movie night
- Parents' Trivia night
- Canteen (Monday and Friday)
- Christmas stall
- Mother's Day stall
- Father's day stall
- Grade 6 Graduation ceremony and dinner
- Level 4,5 and 6 camps.
- Swimming Program
- Creation of Loisia Steed TRRAC award
- Installation of a School Sign at the front of the school
- Led light installation
- CCTV installation
- Bi-termly Parent Rep meetings
- OSHC Tender process
- School Report Reform

Financial performance

The school continues to be in a comfortable financial position by careful planning and prioritising of needs. By the end of 2022, the surplus was in line with what was expected in the School's Final Budget. There was an appropriate amount in our bank accounts

above the Operating Reserve to support student learning additional infrastructure projects were carried out accordingly including School Signs, CCTV installations and office creation. School Council has worked to improve the operating efficiencies of the school by installing LED lighting. The parent community continues to successfully fundraise for the benefit of the school. These monies will be used in 2023 to continue to improve the facilities of the school, targeted areas being identified as the toilets, bike shed and gymnasium cooling. Beyond the Operating Reserve the finances are committed to investment in technologies and continued develop of curriculum understandings of the teaching and support staff. The school received a grant to establish a nature play space playground late in 2020 with the project to be completed by June 14 2023.

The school's equity funding was utilised to ensure that ES and Tutor/Intervention staff were employed to support learning catch-up and extension.

For more detailed information regarding our school please visit our website at
https://www.blps.vic.edu.au/

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 558 students were enrolled at this school in 2022, 267 female and 291 male.

17 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
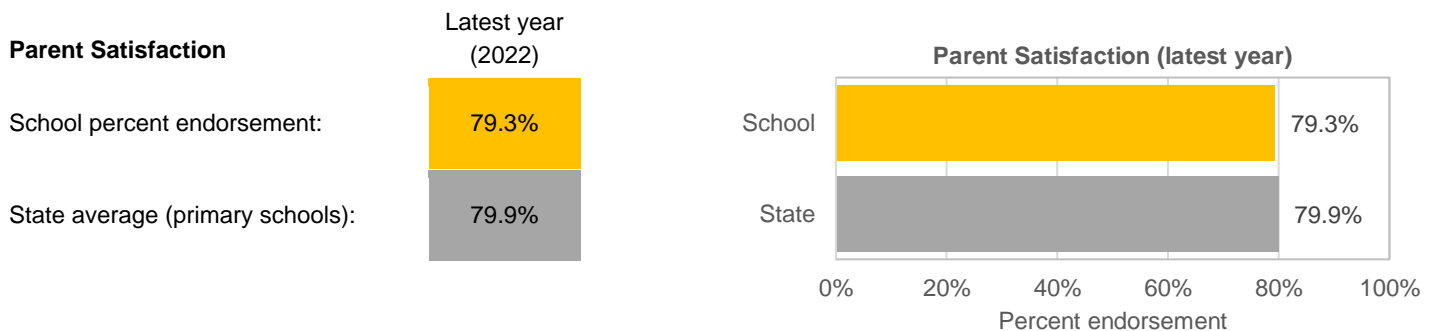
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
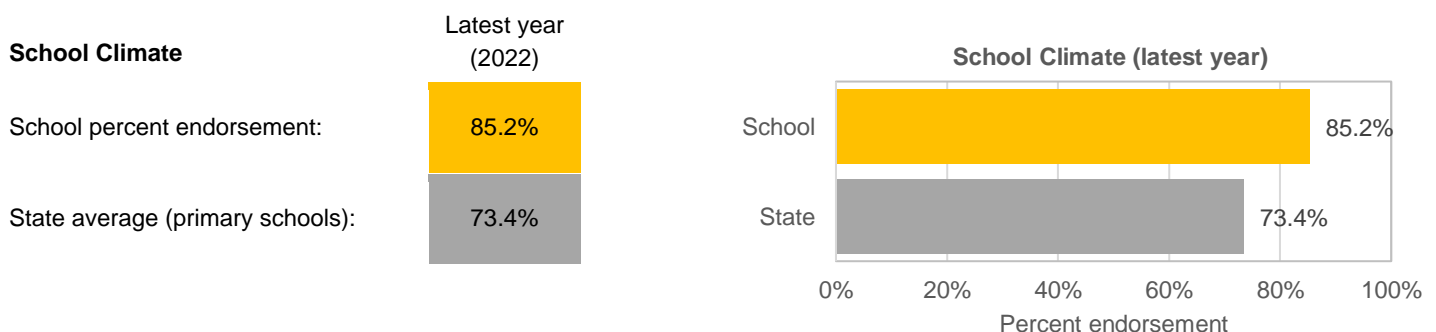
Parent Satisfaction	Latest year (2022)
School percent endorsement:	79.3%
State average (primary schools):	79.9%

Parent Satisfaction (latest year)

	Percent endorsement
School	79.3%
State	79.9%

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	Latest year (2022)
School percent endorsement:	85.2%
State average (primary schools):	73.4%

School Climate (latest year)

	Percent endorsement
School	85.2%
State	73.4%

LEARNING

Key: ***'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.***

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	95.9%
Similar Schools average:	95.8%
State average:	87.0%

English (latest (year)
Years Prep to 6

School	95.9%
Similar Schools	95.8%
State	87.0%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
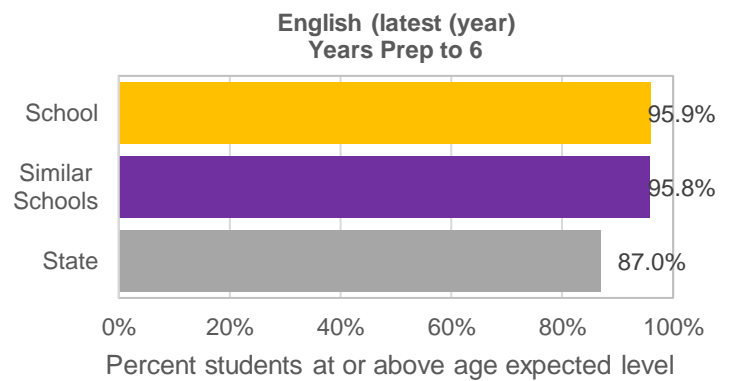
Mathematics **Years Prep to 6**	Latest year (2022)
School percent of students at or above age expected standards:	95.1%
Similar Schools average:	95.9%
State average:	85.9%

Mathematics (latest year)
Years Prep to 6

School	95.1%
Similar Schools	95.9%
State	85.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
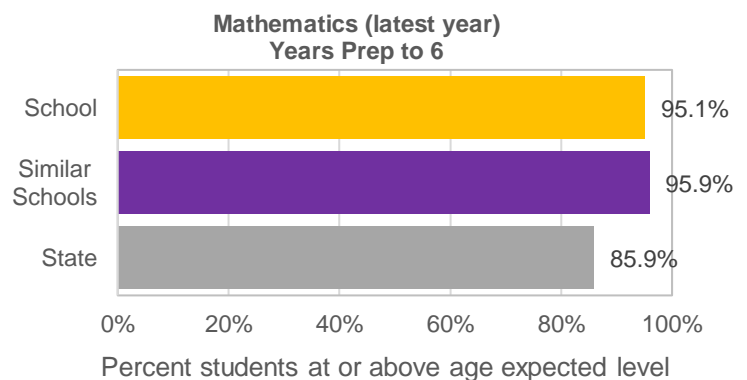
LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.
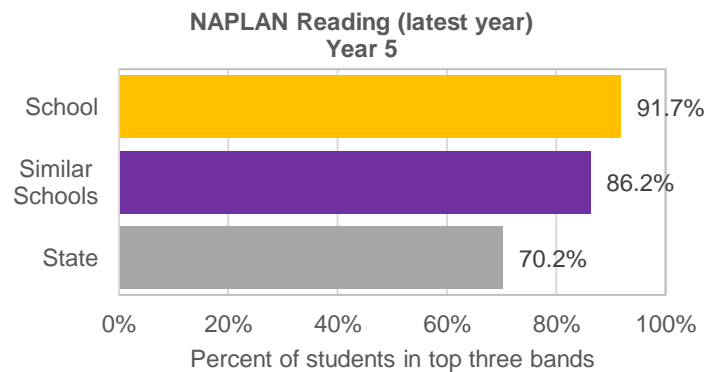
Reading Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	88.3%	91.1%
Similar Schools average:	90.9%	90.4%
State average:	76.6%	76.6%

NAPLAN Reading (latest year) Year 3

School 88.3%
Similar Schools 90.9%
State 76.6%

Percent of students in top three bands
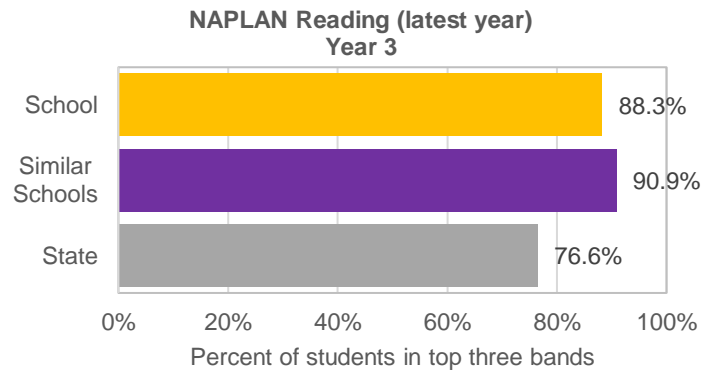
Reading Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	91.7%	88.5%
Similar Schools average:	86.2%	85.5%
State average:	70.2%	69.5%

NAPLAN Reading (latest year) Year 5

School 91.7%
Similar Schools 86.2%
State 70.2%

Percent of students in top three bands

Numeracy Year 3	Latest year (2022)	4-year average
School percent of students in top three bands:	88.3%	88.8%
Similar Schools average:	80.9%	83.8%
State average:	64.0%	66.6%

NAPLAN Numeracy (latest year) Year 3

School 88.3%
Similar Schools 80.9%
State 64.0%

Percent of students in top three bands
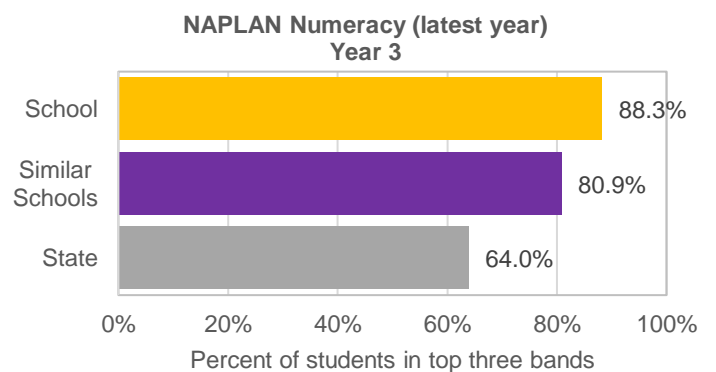
Numeracy Year 5	Latest year (2022)	4-year average
School percent of students in top three bands:	86.1%	86.3%
Similar Schools average:	74.6%	78.5%
State average:	54.2%	58.8%

NAPLAN Numeracy (latest year) Year 5

School 86.1%
Similar Schools 74.6%
State 54.2%

Percent of students in top three bands
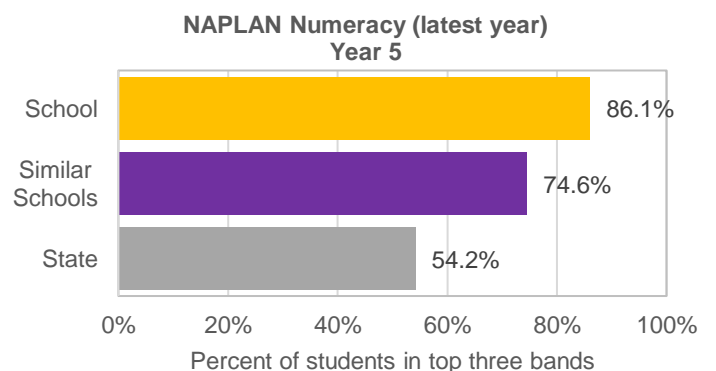
WELLBEING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	82.1%	81.9%
Similar Schools average:	78.4%	79.6%
State average:	78.1%	79.5%

Sense of Connectedness (latest year)
Years 4 to 6

|	Percent endorsement
School	82.1%
Similar Schools	78.4%
State	78.1%
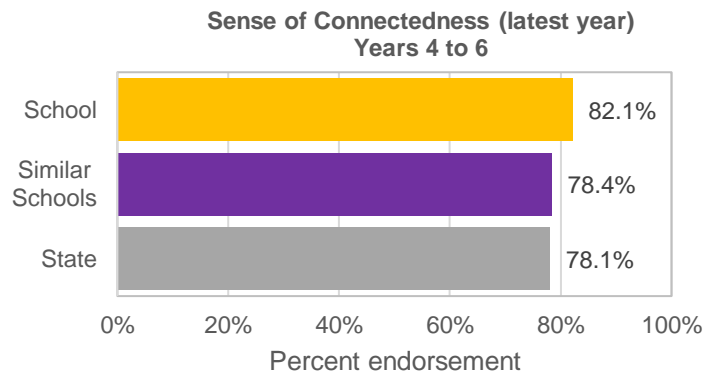
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	79.8%	79.9%
Similar Schools average:	75.8%	77.8%
State average:	75.8%	78.3%

Management of Bullying (latest year)
Years 4 to 6

|	Percent endorsement
School	79.8%
Similar Schools	75.8%
State	75.8%
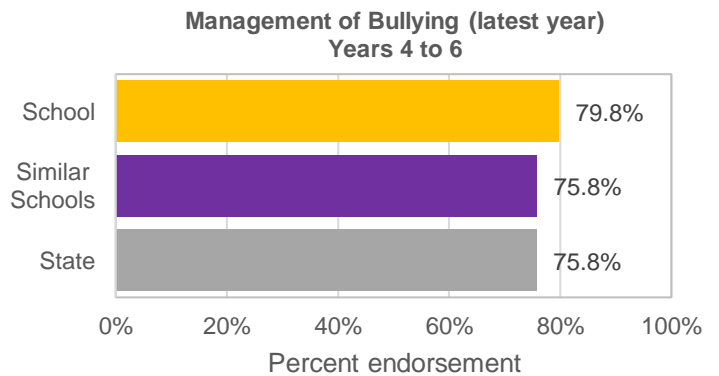
ENGAGEMENT

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6	Latest year (2022)	4-year average
School average number of absence days:	17.0	11.8
Similar Schools average:	18.9	12.9
State average:	23.3	17.0

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	17.0
Similar Schools	18.9
State	23.3
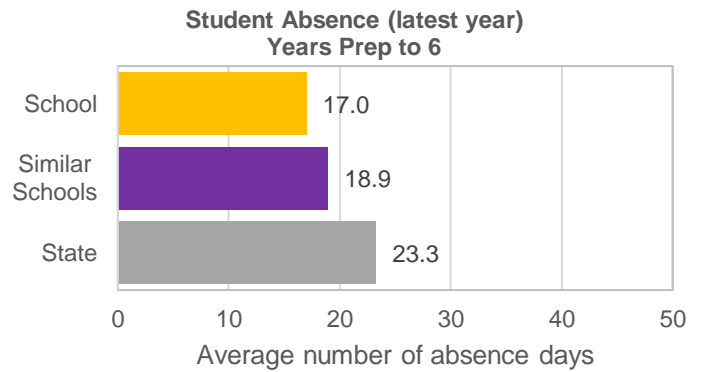
Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	91%	93%	91%	92%	90%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	$4,892,079
Government Provided DET Grants	$643,061
Government Grants Commonwealth	$6,385
Government Grants State	$826
Revenue Other	$12,526
Locally Raised Funds	$604,431
Capital Grants	$0
Total Operating Revenue	**$6,159,310**

Equity [1]	Actual
Equity (Social Disadvantage)	$5,000
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$5,000**

Expenditure	Actual
Student Resource Package [2]	$4,155,165
Adjustments	$0
Books & Publications	$2,767
Camps/Excursions/Activities	$174,873
Communication Costs	$3,793
Consumables	$144,239
Miscellaneous Expense [3]	$30,997
Professional Development	$9,882
Equipment/Maintenance/Hire	$131,286
Property Services	$116,094
Salaries & Allowances [4]	$586,240
Support Services	$25,003
Trading & Fundraising	$99,886
Motor Vehicle Expenses	$0
Travel & Subsistence	$273
Utilities	$43,541
Total Operating Expenditure	**$5,524,039**
Net Operating Surplus/-Deficit	**$635,270**
Asset Acquisitions	**$51,865**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	$484,904
Official Account	$59,455
Other Accounts	$15
Total Funds Available	**$544,374**

Financial Commitments	Actual
Operating Reserve	$212,977
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$9,950
School Based Programs	$14,570
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$86,017
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$155,430
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$65,430
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$544,374**

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.