

2023 Annual Report to the School Community

School Name: Black Hill Primary School (2043)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 13 March 2024 at 03:01 PM by Donna Bishop (Principal)

- This 2023 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 21 April 2024 at 08:56 PM by Samantha Retelj (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Black Hill Primary School is located in Chisholm Street, approximately three kilometres from the city centre of Ballarat.

Black Hill Primary School's vision is to provide a dynamic learning environment where all learners can gain the knowledge, skills and values necessary to achieve their personal best in an increasingly complex world. Black Hill Primary School's values are Respect, Responsibility, Teamwork, Aspiration and Integrity.

This Statement of Values sets out our behavioural expectations of all members of the school community. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities where everyone feels connected.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child.

Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

In 2023 the school's enrolment was 431 students, comprising three prep classes, five year one/ two classes, five year three / four classes, five year five / six classes. The school's SFOE was low – medium (.28) with a diverse population of students with a mixed level of socio-educational disadvantage. In 2023 the staffing profile was made up of one principal, one assistant principal, 27 teachers (22.9 EFT) including 2 learning specialists and one learning tutor, 9 education support staff (6.18 EFT), 4 teaching support staff, (4.5 EFT) including a business manager, two administration staff and a maintenance person.

Progress towards strategic goals, student outcomes and student engagement

Learning

Over 2023, substantial financial resources in the form of learning specialists in Mathematics and English were allocated to improving instructional practices. Professional Learning Teams, the FISO inquiry process, coaching and observation assisted to embed consistent, evidence informed practice. Over 2023, teacher judgement of P – 6 students were similar to like schools and state averages in both English and Mathematics. Black Hill Primary School invested in upgrading its formative assessment tools that supported teachers in making consistent judgments of students' learning as well as assisting in identifying students' learning goals in a timelier manner. This data directly informed the planning of teaching and learning sequences. Interim reports on relative growth from the 2023 NAPLAN results show that 23% of students had high growth in both Reading and Mathematics higher than like schools. Writing was an area of focus over 2023. Naplan results for Writing showed that 73% of students in Year 5 and 77% of students in Year 3 achieved strong to exceeding proficiency in Writing.

Our strategic plan direction to focus on clear expectations for learning and behaviour was further strengthened as we engaged in the second year of our three-year partnership with Real Schools. Significant time was spent in reflecting on our understanding of restorative conversations. This was further enhanced through the work of our School Improvement Teams in English, Mathematics, Wellbeing and Community Engagement.

Goal 3 to strengthen partnerships across the whole school community, continued as a core focus in 2023 with dress up and 'giving' days such as Footy Day and Christmas Fair being wonderful community celebrations. Our PSD and Disability Inclusion students were supported throughout 2023 with individual tailored teaching and learning in 1:1 or small group sessions within the classroom to achieve their Individual Education Plan goals.

Wellbeing

Throughout 2023, we continued our journey with REAL SCHOOLS embedding restorative practice and the use of circle time. These key concepts underpin our wellbeing approach at Black Hill Primary School. The Resilience Rights and Respectful Relationships curriculum has continued to be an integral part of the teaching and learning program taught from Foundation to Year 6. 84% of our students expressed endorsement for the differentiated and individualised learning challenges they experienced in the classroom which was similar to like schools, along with 85% of students saying they had an advocate at school which was lower than similar schools, however similar to our network. 71% of students expressed positive endorsement for the management of bullying in our Attitudes to School Survey. In 2023 the school allocated a staff member as Wellbeing Coordinator. They were trained in providing interventions through the Peaceful Kids, Peaceful Classrooms program and Seasons for Growth, a grief and loss program.

The staff perception of School Climate was below state average over 2023 with many staff choosing a neutral position in key areas resulting in a 71% positive endorsement. However, staff perception of academic emphasis and trust in students and parents' items that contribute to school climate were rated significantly higher than like school and state.

Participation in the parent / guardian / caregiver opinion survey was low. The survey was sent out to all families the response rate was 11%. The school notes that this trend has been consistent since moving to an online survey. Parent general school satisfaction of the 11% of parents that responded was 79% positive, below like school and state average. Over 2023 the school offered whole school community building events such as Sports Day, Welcome picnic, and school concert. All were extremely well attended by the community.

Staff complete a Risk Scale for their classes twice a year with the data being used to identify students for intervention sessions and to develop supports for students with anxiety, school refusal, challenging behaviour concerns, disengagement, and social emotional issues. Student Snapshots are also developed as an integral way to capture each students needs using a strengths-based document with a range of strategies to support student goals.

Engagement

Student Engagement and Building Communities have been a focus over 2023. We have strived to build strong engagement of students in their learning and provide a sense of connectedness and belonging. Over 2023 the average number of absence days for students was 19.7 and an overall attendance rate of 90% for students P - 6. Over 2023 we implemented a focused attendance strategy, working with our community to reduce the high number of days absent. The school has a dedicated staff member following up unexplained attendance with attendance data. Regular contact is made with families where absences are high. Black Hill Primary School provided community assemblies and student news through "The Blueprint". This has assisted in maintaining engagement, connection to school and continues to entertain and inform the community on the happenings within the school community and beyond. The Blueprint forms an integral part of Black Hill Primary Schools' extensive student leadership opportunities developing students' confidence and skills in both public presentation, script writing and editing.

Each term, student support group (SSG), meetings for students on the Program for Students with Disabilities (PSD), Disability Inclusion Profiles and other vulnerable students are held with students, teachers, Education Support Staff, Specialist Involvement (Occupational and Speech Therapists etc.) and parent participation. The SSG meetings have been a great avenue for student and parent voice and agency over student learning. The school's Student Attitudes to School survey data saw a high percentage of positive responses in Sense of Inclusion (87%), similar to like schools.

Other highlights from the school year

Some of the many highlights from 2023 include the Black Hill Primary School concert 'Juke Box Journey', the school Trivia night, Christmas Fair, Bike Education Day, Field Day and whole school wellbeing day (Ru OK). Excursions and incursions included trips to the Werribee Zoo and incursions such as Mad about Science, Alpha shows, Yoga meditation and Mind Matters. Our school athletics sports in Term 1 were a highlight, engaging the whole community as participants, volunteers, and spectators. The swimming program was another highlight with our Year 3 – 6 students completing a one-week intensive program at the Black Hill pool followed by five sessions once a week at the Ballarat Aquatic Centre in Term 1. Our Year Prep – 2 students completed their swimming program in Term 4, attending the Ballarat Aquatic Centre once a week for ten weeks.

In 2023, our school was able to provide a full camping program with our Year 5/6 students attending a three-day, two-night camp at Somers, the Year 3/4 students attending a three-day, two-night camp at Campaspe Downs and our Year 2 students having a one-night camp at Sovereign Hill introducing them to the camping program.

Financial performance

Black Hill Primary School showed an operating surplus for 2023 of \$147 639. The school managed the 2023 funds available for staffing at capacity and ensuring adequate support for students. However, the school has been playing catch up since COVID with successive deficits recorded in previous years, contributing to a lower level of cash available after financial commitments are considered. Our equity funding was spent on providing intervention programs Multi-lit, Speech (STAP) and QuickSmart numeracy intervention provided by our trained Education Support staff. In 2023 Black Hill Primary School acquitted grants totalling \$67126 including the removal of trees that had been deemed a high risk, a new shade structure outside the library, community road safety

bike education, new hearing loop equipment, a WW1 memorial and professional learning to combat racism. Two major projects managed by the Victorian Schools Building Authority were the accessible pathways improving the access for all students, but particularly those with mobility challenges and the disabled carparking. All the ramps across the school were audited and updated. These were both large projects, making the school a more accessible place for everyone while simultaneously improving the amenity of the school grounds.

For more detailed information regarding our school please visit our website at
<https://www.blackhillps.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 429 students were enrolled at this school in 2023, 218 female and 211 male.

1 percent of students had English as an additional language and 3 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).

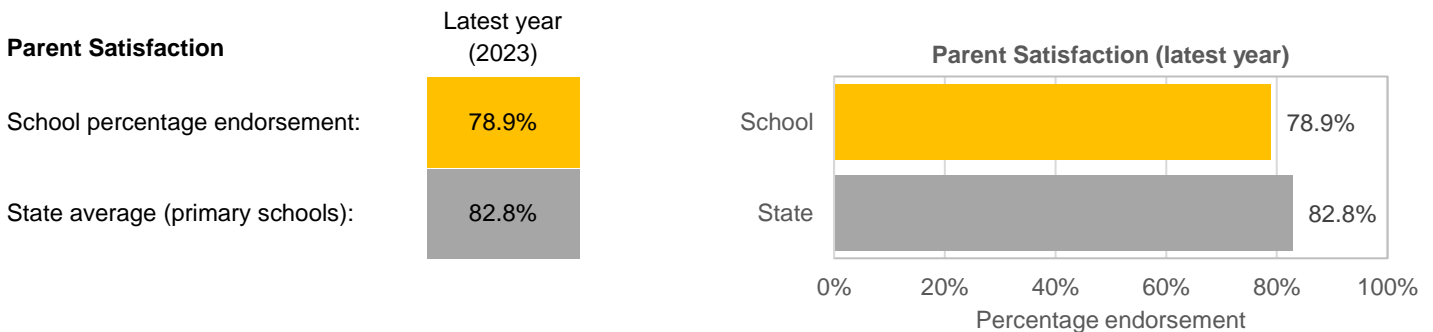
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

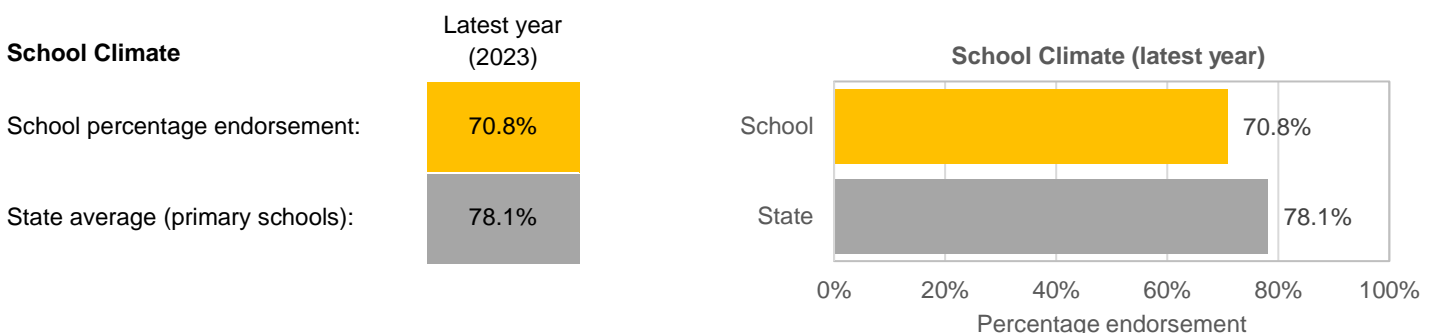


School Staff Survey

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.



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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

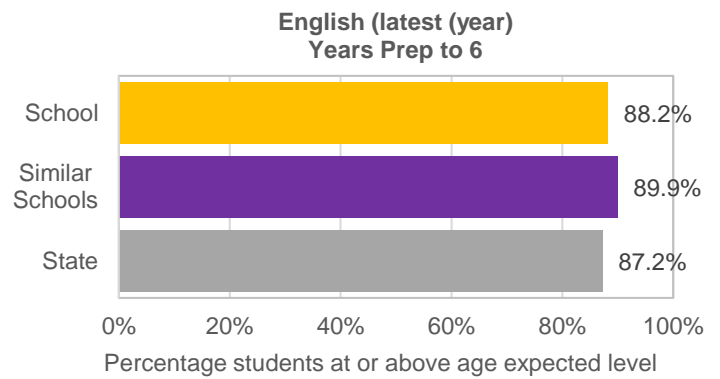
88.2%

Similar Schools average:

89.9%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

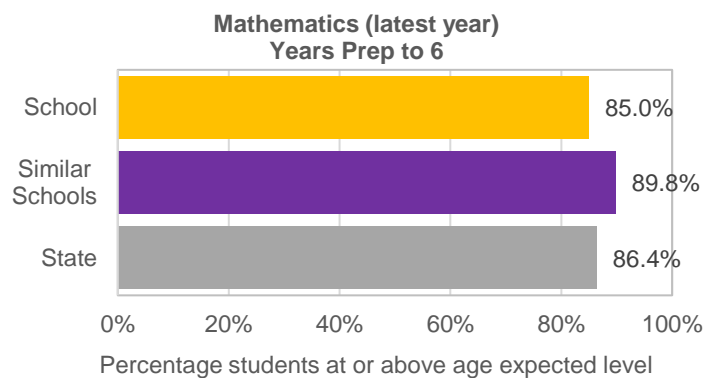
85.0%

Similar Schools average:

89.8%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.0%

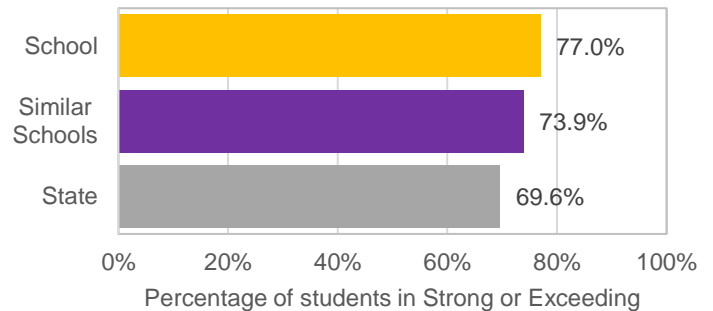
Similar Schools average:

73.9%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.0%

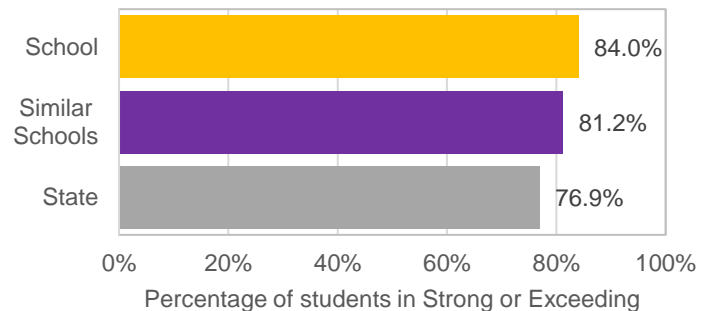
Similar Schools average:

81.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

72.1%

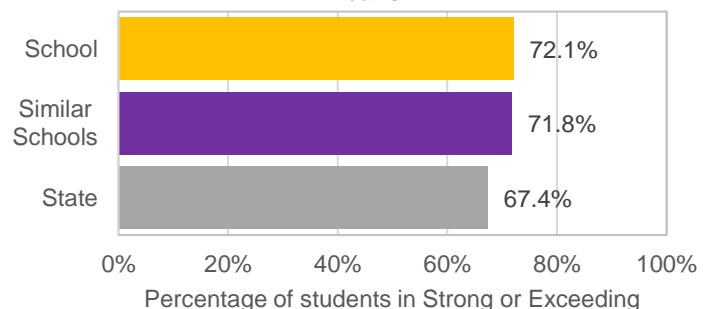
Similar Schools average:

71.8%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.3%

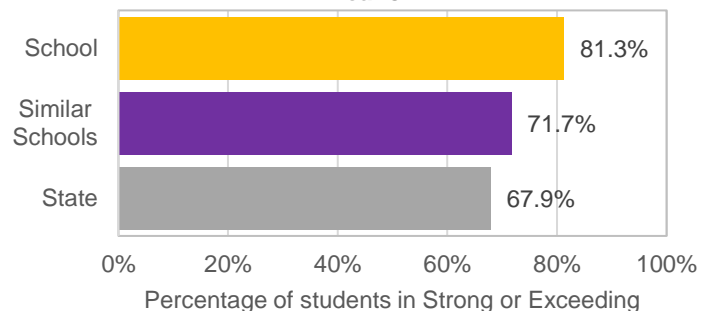
Similar Schools average:

71.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

62.1%

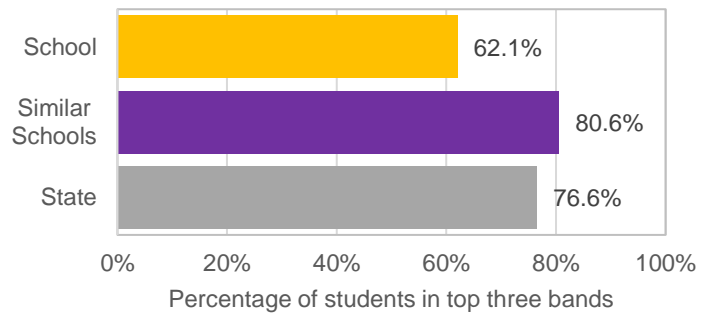
Similar Schools average:

80.6%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

63.0%

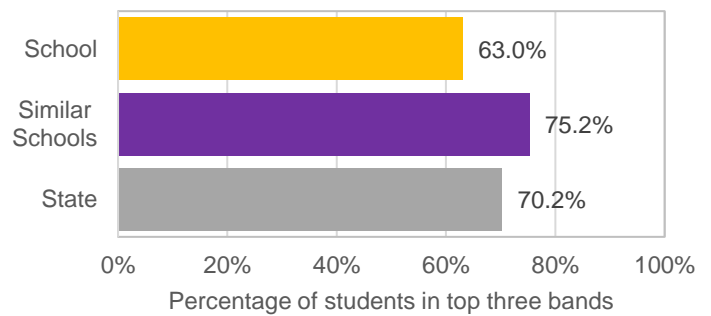
Similar Schools average:

75.2%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

57.1%

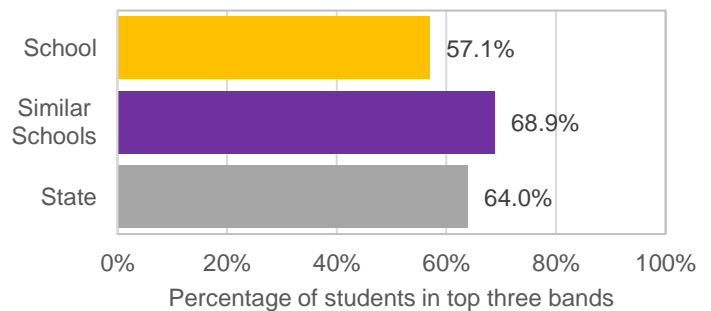
Similar Schools average:

68.9%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

44.3%

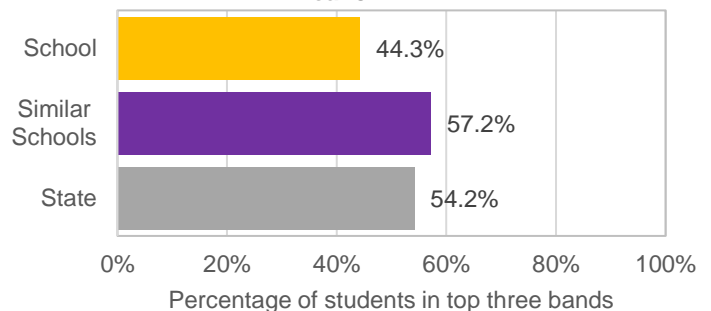
Similar Schools average:

57.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

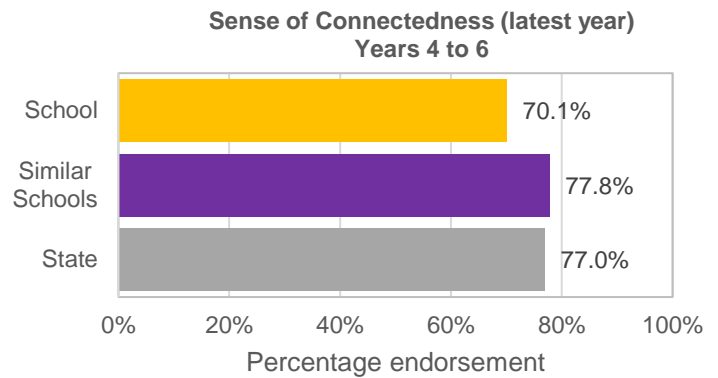
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 70.1% | 74.3% |
| Similar Schools average: | 77.8% | 79.3% |
| State average: | 77.0% | 78.5% |

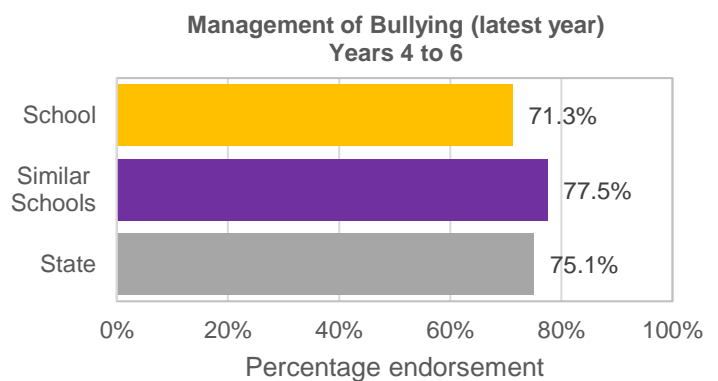


Student Attitudes to School – Management of Bullying

The percentage 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 (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 71.3% | 73.4% |
| Similar Schools average: | 77.5% | 79.6% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

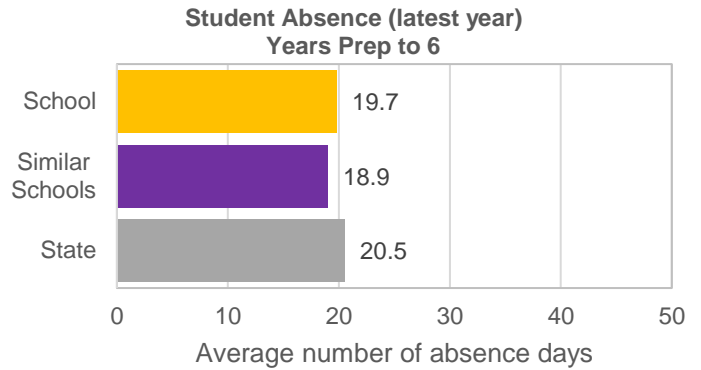
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023) | 4-year average |
|----------------------------------------|--------------------|----------------|
| School average number of absence days: | 19.7 | 19.1 |
| Similar Schools average: | 18.9 | 16.4 |
| State average: | 20.5 | 18.1 |



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 (2023): | 92% | 90% | 89% | 92% | 90% | 87% | 90% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,258,913 |
| Government Provided DET Grants | \$721,992 |
| Government Grants Commonwealth | \$6,938 |
| Government Grants State | \$35,884 |
| Revenue Other | \$33,698 |
| Locally Raised Funds | \$306,977 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$5,364,402 |

| Equity ¹ | Actual |
|-----------------------------------------------------|-----------------|
| Equity (Social Disadvantage) | \$68,577 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$68,577 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,137,553 |
| Adjustments | \$0 |
| Books & Publications | \$45 |
| Camps/Excursions/Activities | \$112,796 |
| Communication Costs | \$4,484 |
| Consumables | \$141,910 |
| Miscellaneous Expense ³ | \$76,890 |
| Professional Development | \$12,129 |
| Equipment/Maintenance/Hire | \$86,504 |
| Property Services | \$200,082 |
| Salaries & Allowances ⁴ | \$350,059 |
| Support Services | \$29,202 |
| Trading & Fundraising | \$25,608 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$39,500 |
| Total Operating Expenditure | \$5,216,763 |
| Net Operating Surplus/-Deficit | \$147,639 |
| Asset Acquisitions | \$17,974 |

- (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 17 Feb 2024 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 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$99,321 |
| Official Account | \$6,617 |
| Other Accounts | \$0 |
| Total Funds Available | \$105,939 |

| Financial Commitments | Actual |
|---------------------------------------------|------------------|
| Operating Reserve | \$105,939 |
| Other Recurrent Expenditure | \$3,375 |
| Provision Accounts | \$1,000 |
| Funds Received in Advance | \$72,758 |
| School Based Programs | \$0 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$15,687 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$198,759 |

All funds received from the Department of Education, 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.