

# 2020 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 ([www.vit.vic.edu.au](http://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 2020 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 30 March 2021 at 11:27 AM by Donna Bishop (Principal)

The 2020 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 13 May 2021 at 11:31 AM by Samantha Retelj (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

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.

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 2020 the school's enrolment was 495 students, comprising three prep classes, six year one/ two classes, six year three / four classes, three year five classes and three year six classes. The schools SFOE was .32. In 2020 the staffing profile was made up of one principal, one assistant principal, two learning specialists (1.0 EFT), 31 teachers (23.32 EFT), 8 education support staff (5.05 EFT), 7 Teaching support staff, (5.04 EFT) including a business manager, three administration staff, a maintenance person, a canteen administrator and librarian. The school has no Aboriginal staff members.

### Framework for Improving Student Outcomes (FISO)

In 2020 the school's Annual Implementation Plan (AIP) focused on the implementation of key improvement strategies (KIS) related to the Framework for Improving Student Outcomes (FISO). The FISO dimensions focused on were: Building Practice Excellence, Curriculum Planning and Assessment, Empowering Students and Building School Pride, Vision, Values and Culture and Health and Well being.

This included working on the Key improvement strategies:

- Embed consistent implementation of the Black Hill Primary School (BHPS) instructional model
- Build a shared understanding of student agency in leadership and learning at BHPS
- Review of the school vision and values
- Embed school wide positive behaviour support processes to build student well being and resilience

Despite the impact of remote learning Black Hill Primary School delivered on elements of our Key improvement strategies beginning the review of the schools vision and values within the staff and embedding the school wide positive behaviour process to build student well being and resilience.

There is a consistent and agreed upon instructional model and planning documents with the High Impact Teaching Strategies (HITS) evidenced across the school. During Remote Learning this was redesigned and the use of Guidelines for Remote Learning were adapted for use by Black Hill Primary School staff. Intervention continued remotely and on site for at risk students, with Education Support (ES) staff delivering those interventions with support from the Assistant Principal. Professional Learning Teams at each year level engaged in collaborative planning that supported ongoing learning and a smooth re-entry to term 4.

Throughout 2020 and remote learning Black Hill Primary School reviewed their focus on the FISO dimensions and focused on maintaining intellectual engagement and the health and well being of our students

A student risk scale is implemented at regular intervals, teachers utilise this information to inform well being plans for students and to inform the teaching of social skills from the Resilience Rights and Respectful Relationships curriculum. Resources to support the teaching and learning of respectful relationships are housed in each Professional Learning Team (PLT)

A completed Behaviour Matrix is used to inform discussions with students about expected behaviour. Over 2020 the school achieved certification in the 'Achievement Program' for: Safe environments and Mental health and Well being.

**Achievement**

In 2020 the school continued work on its strategic plan goal of maximising the learning growth in Literacy and Numeracy for each student. Data indicates: Overall P-6 teacher judgement data in English showed lower results compared to the State and Similar Schools. The State average was 86.3% and BHPS (Black Hill Primary School) reached 85.9%. That includes students who are working at or above age expected standards. Overall P-6 teacher judgement data in Mathematics showed lower results compared to the State and Similar Schools. The State average was 85.2% and BHPS reached 79.6%. That includes students who are working at or above age expected standards. These results were indicative of the anecdotal reports by teachers that the remote learning impacted on the ability to cover all aspects of the curriculum thoroughly. With no NAPLAN in 2020 our overall goal of showing growth will be determined by other assessments. The rigorous accountability regarding assessment at Black Hill is used to inform future learning needs. Assessment data is used at all levels of the school for planning and is a continuous and ongoing process. Teacher judgement tends to be conservative when compared to standardised tests and is an area that has been identified within the 2021 Annual Implementation Plan (AIP).

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. These goals were adjusted mid-year to reflect Remote Learning. Over 2020 through remote learning the staff were able to refine their consistent planning and delivery within their professional learning teams (PLT) which supported families with more than one child in a year level or across a band. The use of a consistent online app in P – 2 and 3 – 6 assisted families to support their children and understand expectations. The challenge of explicit teaching during remote learning was addressed by using WebEx video conferencing to offer small group and explicit learning opportunities as well as offering regular opportunities for students to maintain connection to their peers and teachers.

**Engagement**

Student engagement and Building Communities were significantly impacted through Remote Learning. Whilst the attendance data indicates that many students were engaged in their learning it was more difficult to ascertain the level of engagement. Anecdotal evidence suggests that students were either highly engaged in remote learning or staff had difficulty engaging both students and parents. Regular contact was made with families by all staff with technical support being significant in the beginning of remote learning. Staff were available online and via weekly phone calls for all parents and carers. Weekly small group online meetings for students were offered with differentiated and explicit teaching at the students’ point of need, this also assisted in maintaining connection between peers, with the teacher and the school. Black Hill Primary School continued to provide the community assembly and student news “The Blueprint” online. This assisted in maintaining engagement, connection to school and entertained the community. During lock down 'The Blueprint' provided excellent supports and ideas for learning, keeping fit and having fun for the whole family, all produced by students with the support of two staff.

Places on site were made available for vulnerable and at risk students with up to 90 students attending onsite daily. Extra Education Support was also offered to those students at risk of disengagement. With no parents or visitors onsite, building communities continued in a different way. Some events were held before Remote Learning and these were very successful. During Remote Learning, communication was much stronger with the parents. The relationship between staff and families has grown significantly with Term 4 seeing a high return to school and the anecdotal evidence was that both students and parents / carers were relieved and happy to be back, with a new appreciation for the opportunities that school offers.

Many students at Back Hill Primary School connected strongly with the learning opportunities for agency during the remote learning period. The staff worked within each year level to provide elements of choice during remote learning and students responded well to self-directed and project-based learning tasks. Some examples of this included the implementation of – Maths menus which were developed and trialled with various year levels as well as well being day grids allowing a selection of tasks; the school learning specialists implemented a year 3/4 Maths Extension during remote learning –using a virtual classroom.

In 2021 our Professional Learning Teams will focus on opportunities to continue building student agency in the classroom.

**Wellbeing**

The role of the school altered significantly over 2020 with the well being of students, staff and parents being prioritised. The Resilience Rights and Respectful Relationships program continued both onsite and online during Remote Learning as well as the introduction of a dedicated well being day being introduced during the times of lock down. The need for other engagement strategies including some fun learning time was much needed. The school continued to ensure that students and their parents received support in all emotional and social aspects of their school life. Staff were encouraged to continue to also make use of extra supports offered -e.g. virtual gym (DET), Employee Assistance Program etc. Rotations of duties to cater for differing home learning scenarios were also taken into account. The leadership team had regular check-ins with staff and were responsive to providing supports when needed. The clear guidelines for Remote Learning provided greater certainty although not totally negating the ever changing nature of the landscape. Whilst the School Climate (School Staff Survey) is below state level over 2020 the staff reported working longer hours and feeling stressed during the periods of lock down, with the ability to support those students who did not engage in the learning being particularly challenging and provided its own level of worry for the staff. Parent satisfaction data indicates that we are below state average. The parent satisfaction is a continued focus with parent focus groups being implemented in 2021 to be more responsive as well as ensuring our whole school events such as Sports Day and Welcome picnic and Mini Mudder can once again be welcoming and enthusiastic school experiences for the whole community. Different entry and exit points for the school is one strategy that we have kept for 2021 ensuring that the leadership are present on the gates to meet and greet students and their parents / guardians. They have been joined by our school therapy dog Dewey who has been an amazing asset supporting students, their families and staff well being.

### **Financial performance and position**

Black Hill Primary School showed an overall surplus in 2020 despite receiving less revenue than expected and unexpected costs associated with resources required to cater to the changed circumstances. However over 2020 the staffing budget (student Resource package) showed the staffing costs being greater than the revenue in part relating to the decline in student enrolments over the last few years related to the shifting demographics of Ballarat, this has been accounted for as a financial commitment (repayable to the department). The costs of salaries and allowances for relief staff was higher than usual due to the nature of restrictions placed on schools during 2020 through lock down and the necessity to provide relief for teachers who were supervising onsite while providing remote learning for students at home. Extra IT support was included which was in support of both the BYOD program and the Remote Learning situation with all staff including office, ES and teaching staff requiring extra support. Our equity funding was again spent on providing intervention programs Multit Lit, Speech (STAP) and Quick Smart numeracy intervention provided by our trained Education Support staff at school and online during Remote Learning. The school received additional funding to cover the extra cleaning required during 2020. The school tracked costs associated with the pandemic which amounted to \$21124.00 this ensured quick and responsive adjustments within the budget to allow for the changes required. Overall the school is in a sound financial position despite the challenges of 2020.

**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.

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 496 students were enrolled at this school in 2020, 255 female and 241 male.

2 percent of students had English as an additional language and 4 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) which takes into account parents' occupations and education.

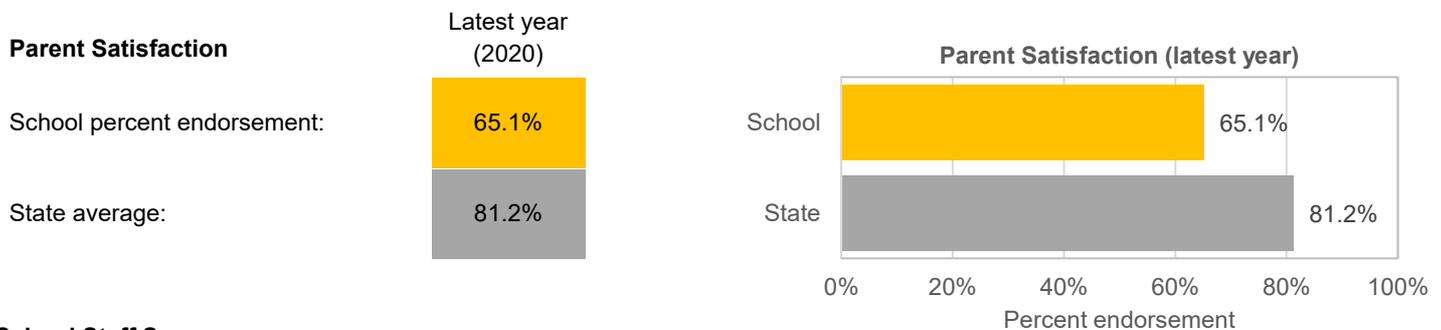
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### 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.

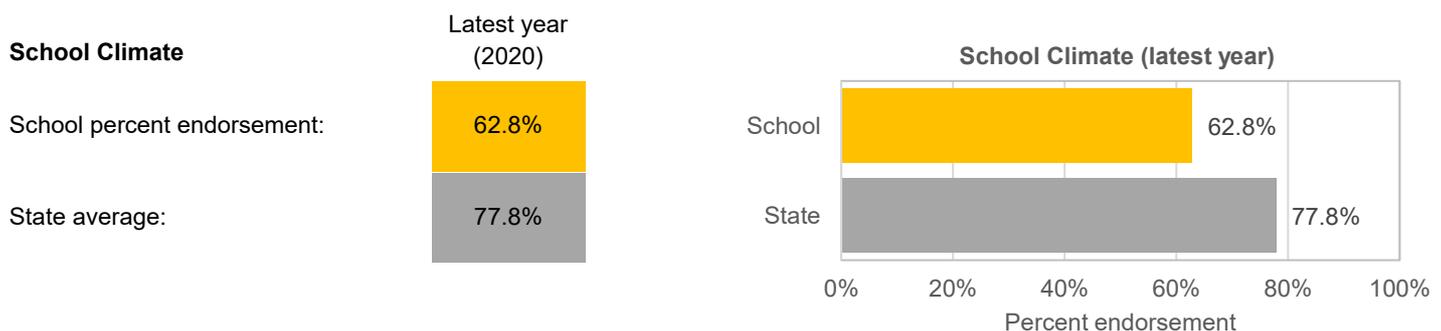


### School Staff Survey

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.



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

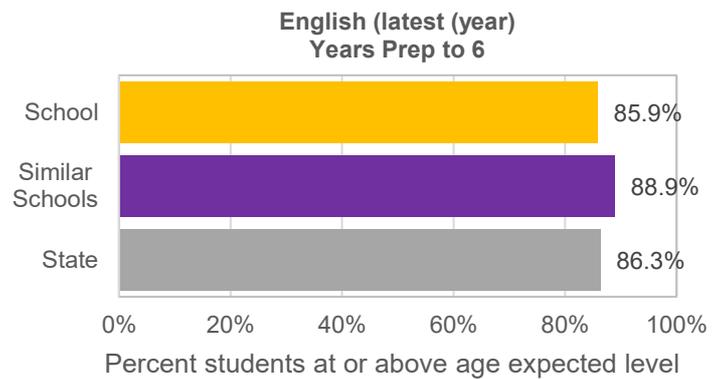
85.9%

Similar Schools average:

88.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

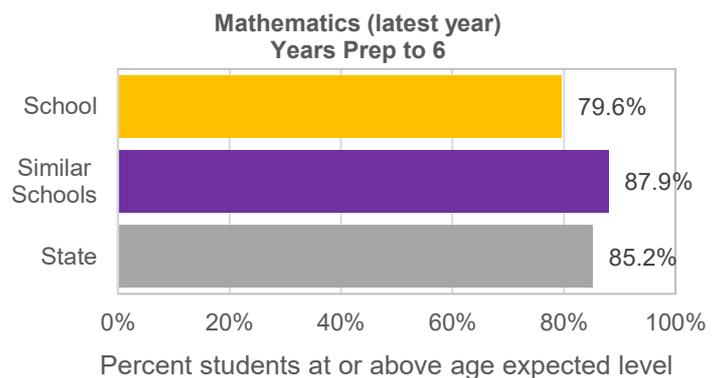
79.6%

Similar Schools average:

87.9%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

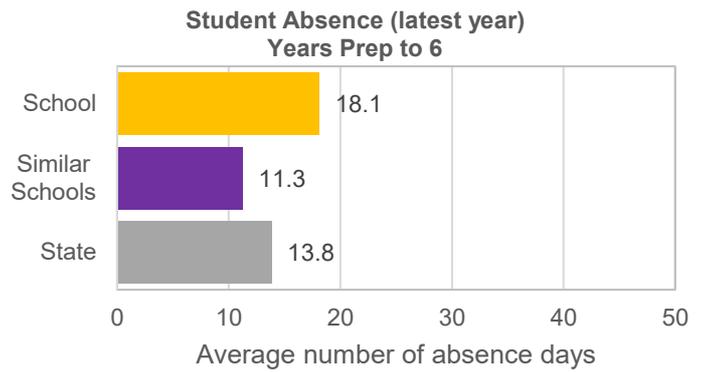
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	18.1	16.4
Similar Schools average:	11.3	14.1
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	91%	90%	91%	90%	89%	89%

## 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.

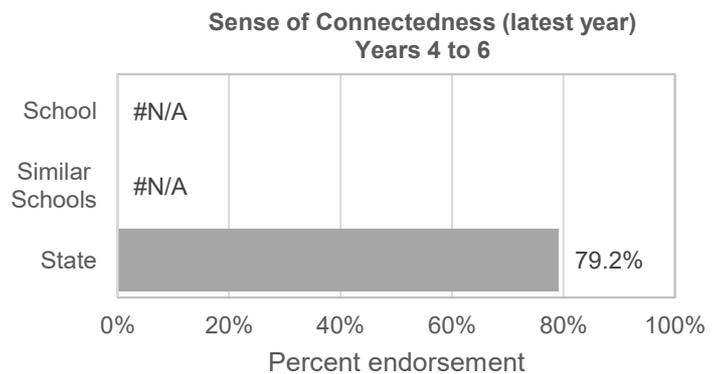
### Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	72.0%
Similar Schools average:	NDP	80.8%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

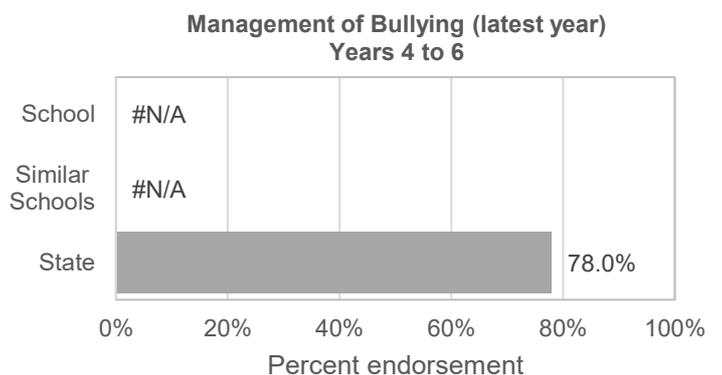
### Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	71.2%
Similar Schools average:	NDP	81.7%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,983,497
Government Provided DET Grants	\$664,040
Government Grants Commonwealth	\$15,250
Government Grants State	\$3,263
Revenue Other	\$26,630
Locally Raised Funds	\$250,061
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,942,741</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$71,185
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$71,185</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,010,715
Adjustments	NDA
Books & Publications	\$2,065
Camps/Excursions/Activities	\$35,154
Communication Costs	\$5,056
Consumables	\$106,458
Miscellaneous Expense <sup>3</sup>	\$86,478
Professional Development	\$10,406
Equipment/Maintenance/Hire	\$76,725
Property Services	\$216,100
Salaries & Allowances <sup>4</sup>	\$203,545
Support Services	\$14,340
Trading & Fundraising	\$44,218
Motor Vehicle Expenses	\$22
Travel & Subsistence	\$3,059
Utilities	\$40,578
<b>Total Operating Expenditure</b>	<b>\$4,854,918</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$87,824</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$190,027
Official Account	\$18,719
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$208,746</b>

Financial Commitments	Actual
Operating Reserve	\$128,245
Other Recurrent Expenditure	\$2,127
Provision Accounts	\$1,000
Funds Received in Advance	\$36,260
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$16,112
Repayable to the Department	\$86,534
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$270,278</b>

*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.*