

2022 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).
- 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 08 March 2023 at 05:34 PM by Donna Bishop (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 11:40 AM 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).

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
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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

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 2022 the school's enrolment was 445 students, comprising three prep classes, six year one/ two classes, six year three / four classes, five year five / six classes. The schools Student Family Occupation and Education (SFOE) was low – medium (.30) with a diverse population of students with a mixed level of socio-educational disadvantage. In 2022 the staffing profile was made up of one principal, one assistant principal, two learning specialists (2.0 EFT), 28 teachers (24.9 EFT), 10 education support staff (6.63 EFT), 5 Teaching support staff, (4.5 EFT) including a business manager, three administration staff and a maintenance person,

Progress towards strategic goals, student outcomes and student engagement

Learning

The following reflection on our Strategic Plan goals and NAPLAN gives an overview of our 2022 achievement. Goal 1, improving literacy and numeracy growth for all students remains at the forefront with students in the top two NAPLAN bands being of particular focus as we also strive to ensure adequate learning growth is being made. With our focus on writing continuing in 2022, substantial financial resources continued to be allocated to improving instructional practices. Professional Learning Teams, teacher and education support staff coaching and observation, and the support of the Tutor Learning Initiative all assisted to embed consistent, evidence informed, practice. We were very disappointed in the overall results in 2022 and have reflected on the work for 2023 through our Annual improvement plan to focus on improvement. 27% of our year 3 students were in the top two NAPLAN bands in numeracy which was below our like school's group and 23% of our year 5 students were in the top two NAPLAN bands in Numeracy similar to our like schools' group. 48% of our year 3 students were in the top two NAPLAN bands in Reading and 36% of our year 5 students, which was below our like schools group results for primary schools with similar characteristics. 31% of our year 3 students were in the top two bands in Writing, a result below schools with similar characteristics and 10% of our year 5 students, which was also below the results for similar primary schools. Goal 2, developing student voice and agency in learning is ongoing work that continued during 2022 with further development of curriculum support documents to inform our instructional model.

Our strategic plan direction to focus on clear expectations for learning and behaviour was further strengthened as we began our three-year partnership with Real Schools. Significant time was spent in reflecting on our understanding of restorative conversations. This took place through face to face and online learning with staff, students and parents. Our coordinated approach to embedding social and emotional capabilities and learning engagement was further enhanced through the work of our School Improvement Teams in English, Mathematics, Well being and Community Engagement. The pedagogical and instructional work will continue into 2023.

Goal 3 To strengthen partnerships across the whole school community continued as a core focus in 2022. Our Program for Students with Disabilities and Disability Inclusion students were supported throughout 2022 via extensive individual tailored teaching and learning in 1:1 or small group sessions within the classroom to achieve their Individual Education Plan goals. The support they received through collaboration with their classroom teachers, education support staff, Well being team and specialist teachers has supported their continued growth and development. Most students thrived with the opportunities for agency presented during 2022, particularly in their areas of passion. Accessible opportunities for all students in the areas of writing, visual arts, performing arts, science, physical education and Italian enabled students to have access to a myriad of learning opportunities and experiences. Where possible these were celebrated with parents electronically via Seesaw in Prep – 2 or with the whole school community via Compass. Dress up and 'giving' days such as footy day Colour Explosion Run and Christmas Fair were excellent community celebrations.

Wellbeing

Student Engagement and Building Communities have been a focus over 2022 as we have strived to rebuild the strong engagement of students in their learning and to reengage our community in the school. Over 2022 the average number of absence days for students was 21.8. This result was similar to the results for primary schools with similar characteristics. However, in response to a larger than desirable number of student absences along with an increase in the number of students arriving late to school, a focused attendance strategy was implemented in 2022. In 2023 we will continue our focus on the attendance strategy as we partner with our community to reduce absence days.

The school has a dedicated staff member following up unexplained attendance with attendance data indicating that while many students were engaged in their learning it was evident that some, while some flourished and others became disengaged. Regular contact is made with families where absences are high. Black Hill Primary School continued to provide the community assemblies and student news through The Blueprint" online. This assisted in maintaining engagement, connection to school and continues to entertain and inform the community on the day to happenings within the school community and beyond. As well the Blueprint forms an integral part of our student leadership opportunities across the school 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 (86%).

Engagement

Throughout 2022 we introduced the REAL SCHOOLS restorative practice and restorative circles components of our well being approach to Black Hill Primary School. This approach has a long-term goal of enhancing the well being of students and staff. Using restorative practices is an ongoing focus and over 2022 we began the journey endeavouring to make every interaction positive and build 'affective' language and consistency of approach in classrooms and yard in order to reduce conflict and further enhance relationships. The Resilience Rights and Respectful Relationships curriculum has continued to be an integral part of the teaching and learning program taught at school from Foundation to Year 6. It is designed to develop students' social, emotional and positive relationship skills, which has been shown to improve health related outcomes and subjective well being.

In a nutshell, Resilience Rights and Respectful Relationships curriculum informed our Tier 1 support for all students along with our restorative circles and conversations. A partnership between parents and carers, classroom teachers, education support staff, allied health professionals and regional staff enabled a raft of strategies and approaches to support Tier 2 and 3 interventions with small groups and individual students. 86% of our students expressed endorsement for the differentiated and individualised learning challenges they experienced in the classroom similar to like schools, along with 88% of student saying they had an advocate at school higher than similar schools. 72% positive endorsement for the management of bullying in our Attitudes to School Survey. We were very pleased to welcome Barney – the therapy dog to our school. Barney compliments our suite of well being supports and strategies. Other Health and Well being supports such as referral to support services and access to on site mindfulness resources provided through the work of our Well being School Improvement team. In 2023 we will engage a Wellbeing coordinator trained in providing interventions through the Peaceful Kids, Peaceful Classrooms program and Seasons for Growth which is a grief and loss program.

The School Climate (School Staff Survey) is below state level over 2022. Parent satisfaction data indicates that we are below state average. Over 2022 the school offered whole school community building events such as Sports Day and Welcome picnic and Art show we were so pleased to be offering these school experiences for the whole community.

In 2022 staff completed a Risk Scale for their classes 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. Coupled with the Student Snapshots, the school develops Individual Education Booklets which include student goals and strategies, Specialist recommendations, Toilet and Health Plans, Individual Behaviour and Safety Plans, Well being Plans and Sensory programs. These are comprehensive documents developed and implemented with students, parents and

staff utilising information on the student snapshots. These documents have been valued by agencies such as NDIS, external Psychologists, Speech Therapists, Occupational Therapists and Paediatricians. These rich and individualised documents assist parents in accessing additional supports, funding and resources for their children.

National Consistency of data collection has been completed with the data being entered into cases 21. The school collects data on all students with a disability or require additional needs. The school tracks and monitors all curriculum adjustments. In 2022 25% of students within the school were accessing some type of intervention and support.

Students who receive additional support or have specific strategies outlined for them have Mini Snapshots created which are utilised by all staff and CRTs to ensure the classroom environment is inclusive, consistent and supportive. The mini snapshots are placed on Compass and a hard copy is also with the class roll.

Screening assessments highlighted the need for myriad social stories to be created and targeted at individual and groups of students in the beginning years of school. These have been personalised with photos and have been shared with families and other teachers.

Other highlights from the school year

Over 2022 there were many highlights some of which were the school Art show, Trivia night, Christmas Fair, whole school colour run and well being day (Ru OK). Excursions and incursions included trips to the Werribee Zoo and Earth ed, a fairy tale incursion and Calleja group waste education. Our school athletics sports was interrupted by wet weather however the resilience of our staff was demonstrated in the planning and persistence to ensure the students were provided with athletics opportunities at school on the Black Hill oval an alternative day. The swimming program was another highlight with our Year 3 – 6 students competing 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 2022 our camping program was fully realised with our year 5/6 students attending a three-day two-night camp at Roses Gap, the year 3/4 students attending a three-day 2-night camp at Cave Hill camp and our year 2 students having a one-night camp at Sovereign Hill introducing them to the camping program. For many of our students this was their first camping experience after the disruption of COVID and the cancellation to camps in the previous two years.

Our toilets across the school have had a makeover and were finally completed in 2022 providing the students with more up to date facilities as well as new toilets for our prep students that are housed in the building. This was a major project funded through a \$500 000 grant.

Financial performance

Black Hill Primary School showed an overall deficit in 2022. This is accounted for by the extra costs of salaries and allowances for relief staff, which was again high in 2022 due to many Staff requiring leave after contracting COVID19, then additional time for seven-day isolation periods for close contacts of COVID19, until this rule changed from 11.59 12th October. Late in term 4, the SRP Leave portal was not in operation to claim reimbursements for Work Cover and Long Service Leave replacements, therefore some term 3 and term 4 reimbursements could not be claimed until term 1 2023. Our equity funding was again spent on providing intervention programs Multi-lit, Speech (STAP) and Quick Smart numeracy intervention provided by our trained Education Support staff at school.

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 445 students were enrolled at this school in 2022, 237 female and 208 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).

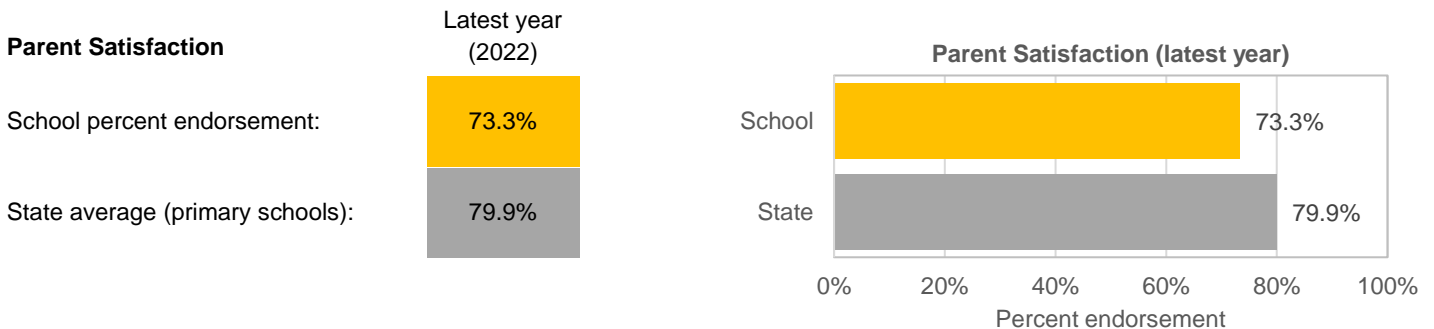
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The 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.

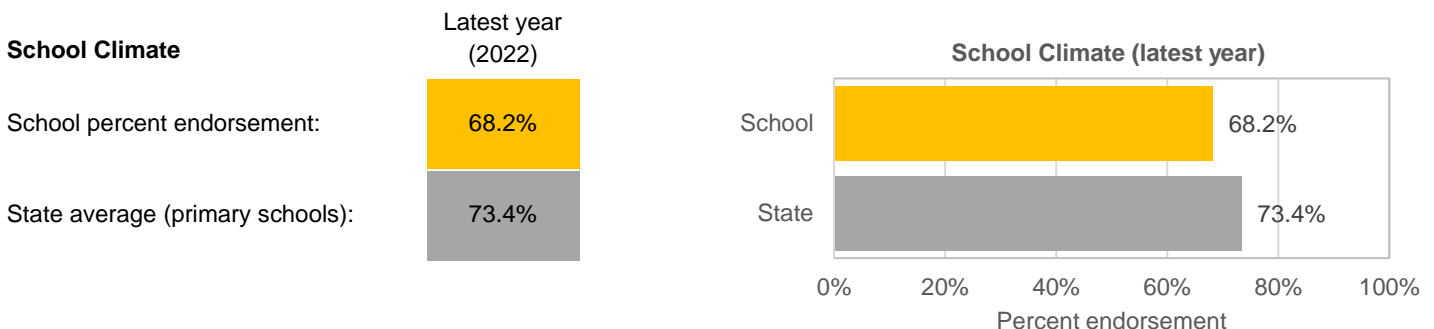


School Staff Survey

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.



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:

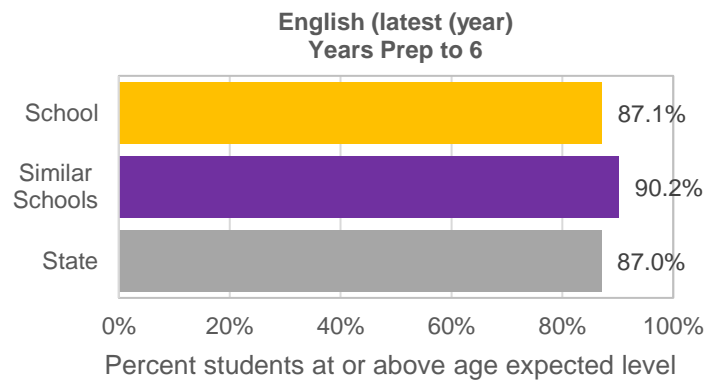
87.1%

Similar Schools average:

90.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

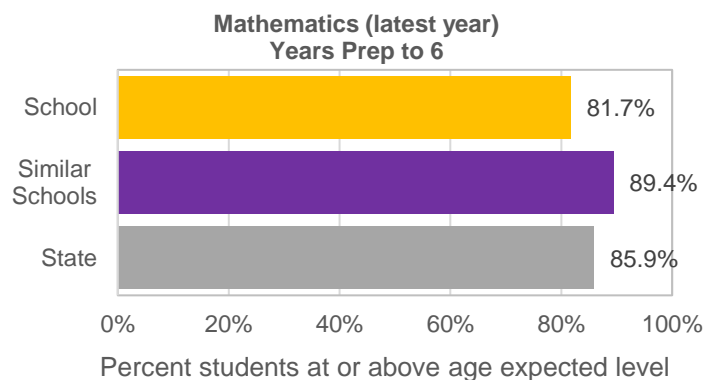
81.7%

Similar Schools average:

89.4%

State average:

85.9%



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.

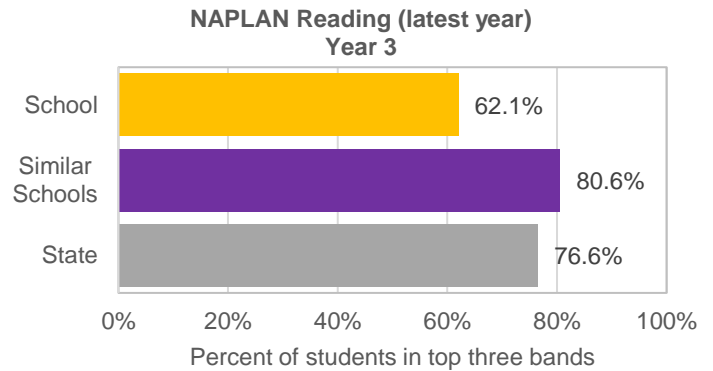
NAPLAN

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.

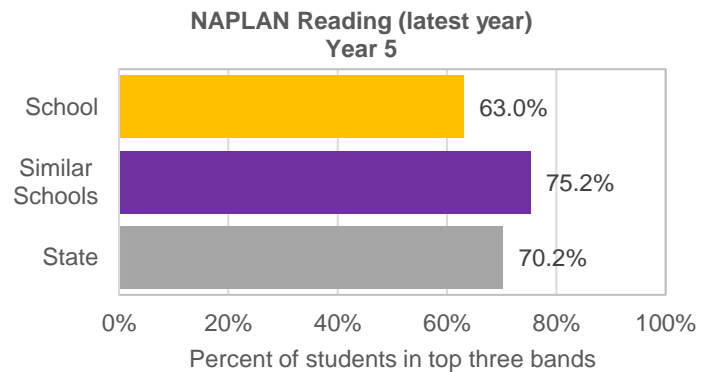
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.1%	73.2%
Similar Schools average:	80.6%	80.7%
State average:	76.6%	76.6%



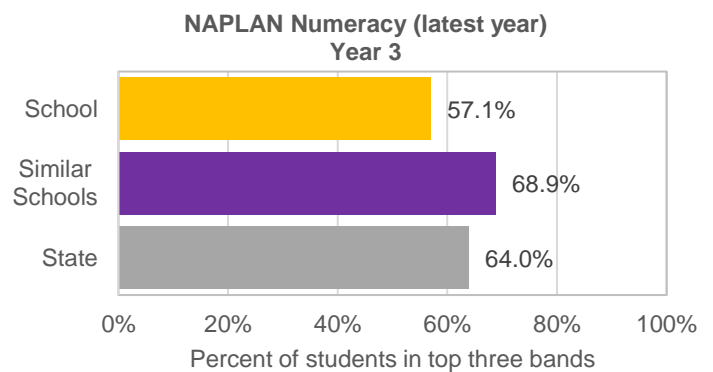
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.0%	70.6%
Similar Schools average:	75.2%	73.6%
State average:	70.2%	69.5%



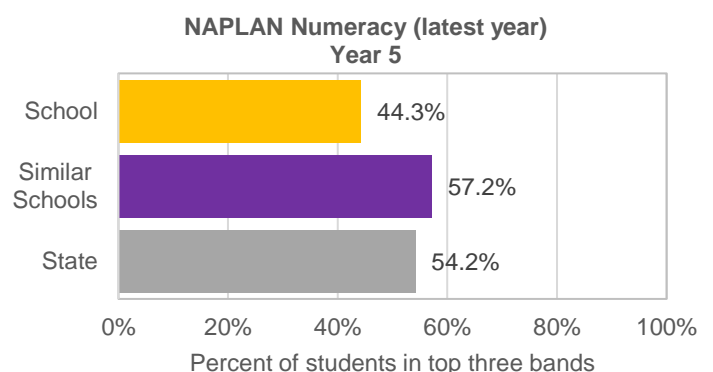
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	66.9%
Similar Schools average:	68.9%	71.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.3%	57.5%
Similar Schools average:	57.2%	60.8%
State average:	54.2%	58.8%



WELLBEING

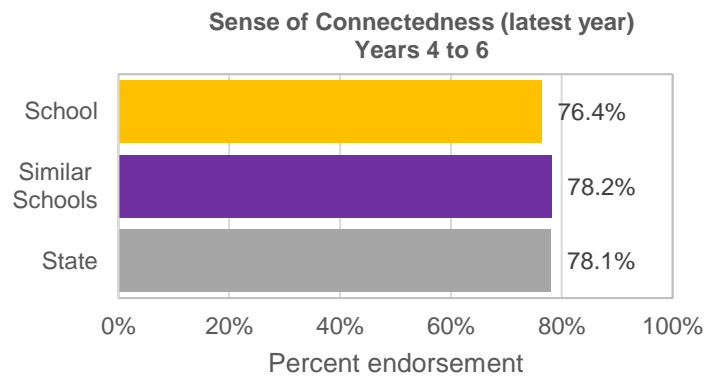
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	76.4%	75.1%
Similar Schools average:	78.2%	80.0%
State average:	78.1%	79.5%

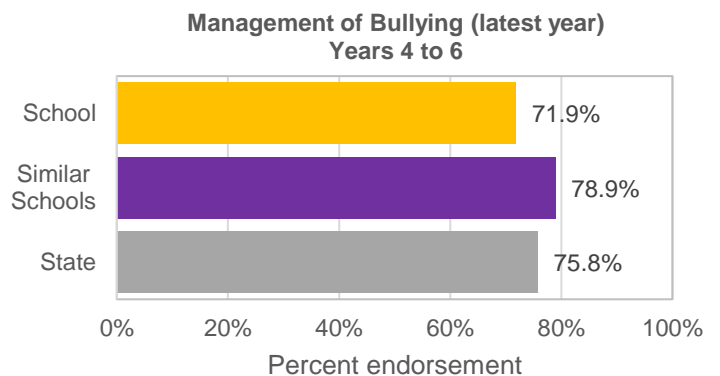


Student Attitudes to School – Management of Bullying

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:	71.9%	74.0%
Similar Schools average:	78.9%	80.9%
State average:	75.8%	78.3%



ENGAGEMENT

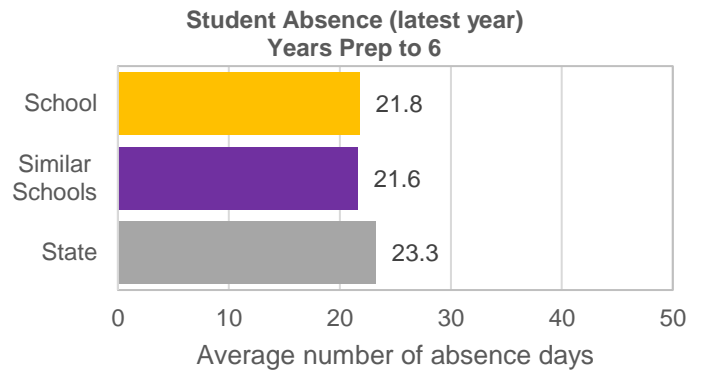
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.8	18.6
Similar Schools average:	21.6	15.6
State average:	23.3	17.0



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):	90%	89%	91%	89%	87%	90%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,198,313
Government Provided DET Grants	\$596,411
Government Grants Commonwealth	\$30,522
Government Grants State	\$20,923
Revenue Other	\$29,330
Locally Raised Funds	\$274,070
Capital Grants	\$0
Total Operating Revenue	\$5,149,568

Equity ¹	Actual
Equity (Social Disadvantage)	\$64,567
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$64,567

Expenditure	Actual
Student Resource Package ²	\$4,165,372
Adjustments	\$0
Books & Publications	\$7,174
Camps/Excursions/Activities	\$102,077
Communication Costs	\$4,630
Consumables	\$150,523
Miscellaneous Expense ³	\$33,813
Professional Development	\$5,844
Equipment/Maintenance/Hire	\$75,570
Property Services	\$153,069
Salaries & Allowances ⁴	\$340,818
Support Services	\$46,967
Trading & Fundraising	\$27,381
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$6,885
Utilities	\$44,906
Total Operating Expenditure	\$5,165,029
Net Operating Surplus/-Deficit	(\$15,461)
Asset Acquisitions	\$17,376

- (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	\$60,555
Official Account	\$9,399
Other Accounts	\$0
Total Funds Available	\$69,955

Financial Commitments	Actual
Operating Reserve	\$69,955
Other Recurrent Expenditure	\$0
Provision Accounts	\$1,000
Funds Received in Advance	\$67,346
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,609
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	\$139,909

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.