

# 2020 Annual Report to The School Community



**School Name: Debney Meadows Primary School (5068)**



- 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 29 April 2021 at 12:41 PM by Koreena Carlton (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 09:13 AM by Awatif Gumma (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

Debney Meadows Primary School is an inner-city school located on the edge of Debney's Park and close to the Flemington Housing Estate. DMPS has a long and proud history of serving and educating the local community. The school prides itself on innovative teaching and assessment practices that aim to cater to the individual learning needs of each and every child. Debney Meadows Primary School focuses on achieving academic and social excellence for all students in its care.

Our philosophy is built on the belief that students learn best when they have a strong sense of belonging to their classroom and have pride in their school. DMPS students are encouraged to be active independent learners, who set goals, and challenge themselves in order to achieve personal excellence. We demonstrate a commitment to providing a rich and rigorous curriculum within a safe, orderly and outcome-driven learning community. We strive to provide a supportive, nurturing and challenging learning environment, with high expectations for student success. We support students to reach their potential, regardless of their background, postcode or circumstance, and to develop the knowledge, skills and attributes they need to participate and thrive in a complex society.

At the 2020 census, school enrolment was 100 students. The school comprised of 5 classes and has a combination of straight and composite classrooms. The socio-economic profile at Debney Meadows is low based on the Student Family Occupation and Education index (SFOE) which takes into account parents' occupation and education and is at 0.7327.

Debney Meadows School staff comprises of 7.6 EFT Teaching staff made up of classroom teachers, one learning specialists and principal. There were 6.13 EFT Education Support Staff comprising of office administration and education support staff.

### Framework for Improving Student Outcomes (FISO)

DMPS aimed to deliver on our Key Improvement strategies which was to develop and enhance the Instructional Model in Literacy however, some of the associated AIP actions and professional learning were modified during remote learning. We did this by reviewing and reflecting on the way that we delivered lessons with a focus on setting goals and catering for students while working remotely. The professional learning priority was on:

1. Setting Learning Goals
2. Structure of lessons

In 2021 we will use current research on best practice in literacy to continue to build teacher knowledge and practice in the teaching of reading. Having a deep understanding of the effective instructional practices will support teachers to plan and deliver a curriculum, which includes explicit teaching, differentiated learning tasks and individual student goals. We will also begin to implement Fountas and Pinnell assessment which will support teachers to understand the students as readers and to plan for their point of need.

### Achievement

In 2020 during remote learning staff supported students in their learning through Webex. Staff completed Fountas and Pinnell benchmarking at the end of the year as well as student conferencing in Term 4. As a school we have put in place structures and processes to support students that were impacted during Covid. This will continue in 2021 through the Tutor Initiative Program for all year levels across the school. Students, staff and the community were introduced to a new online platform via Compass, Google Classrooms and SeeSaw. Lessons were conducted daily via Webex and/or Google Classrooms and student learning tasks uploaded to the online platforms. All staff were working onsite for the duration of remote learning and continued with meetings and planning to cater for the needs of students during remote learning.

### Engagement

In 2020, Debney Meadows Primary School adapted to an ever changing landscape implementing a multi-modal approach to engaging students and families. The implementation of Compass and SeeSaw indicated an increase of student participation and engagement with students and families. Digital devices and internet access to support remote learning were given to families, as well as hard copies of learning programs. Our Wellbeing Team focused on working in partnership with families and other support services for those children identified as being at risk with referrals to Student Support Services and engagement with the Edmund Rice Foundation.

A focus in 2021 will be to implement the School Wide Positive Behaviour Framework across the school. We will be engaging with the community to identify the priorities to support students in their learning and revisit the school values in line with the SWPBS framework.

### **Wellbeing**

To support the wellbeing of the students in 2020 the school focused on enhancing its communication processes with the community. This included producing video messages, uploading them on our school website and pushing notifications out to families, via compass. By embedding them on the school website, families were able to re-watch videos as required. The video messages were designed to relay information quickly and concisely, and contained information regarding:

- Remote learning, devices loans and ICT support
- Platform login details and supports
- Community supports

A large percentage of the school population regularly attended remote learning sessions. In 2020 a Wellbeing Team was developed and staff attended a number of Rights Responsibilities and Respectful Relationship Professional Learning sessions. In 2021 we will continue to embed the RRRR program alongside the School Wide Positive Behaviour Framework.

### **Financial performance and position**

The Government provided DET grants consisted of quarterly grants used to fund the school approved program budgets as well as monies received for short term leave replacement, credit to cash transfers, Camps Sports & Excursion Fund, overseas fee-paying students and student teacher supervision payments. The revenue other category consists of reimbursements, local grants for a camp and interest received. The school year ended in a surplus of 135k as most school activities and budgets were not being used during remote learning due to COVID-19. During Term 4 we received a grant from Sporting Schools Australia and the funds were used for the Basketball program.

**For more detailed information regarding our school please visit our website at**  
<https://www.debneymeadowsp.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 104 students were enrolled at this school in 2020, 50 female and 54 male.

100 percent of students had English as an additional language and 0 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.

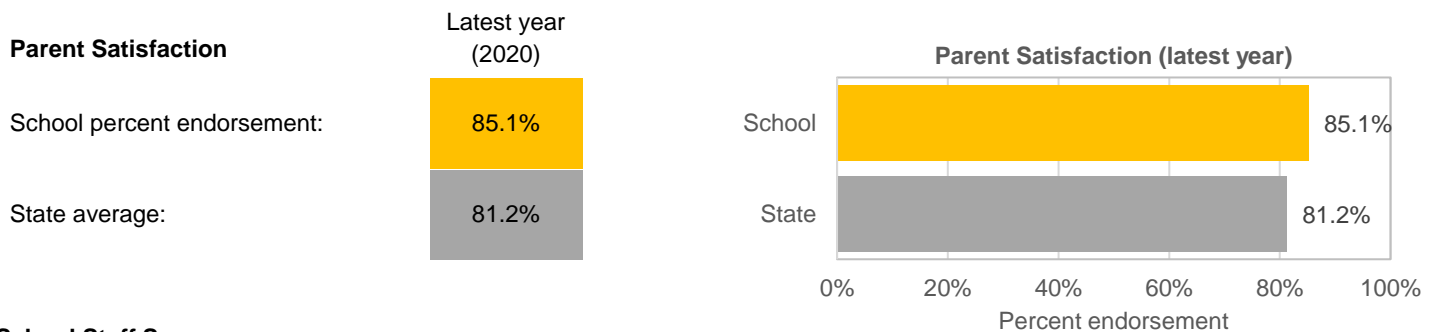
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### 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.

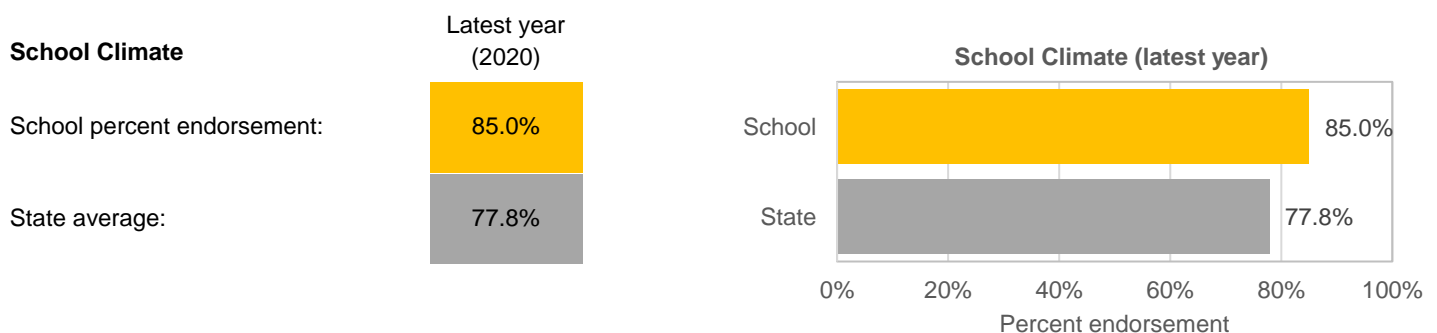


### School Staff Survey

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:

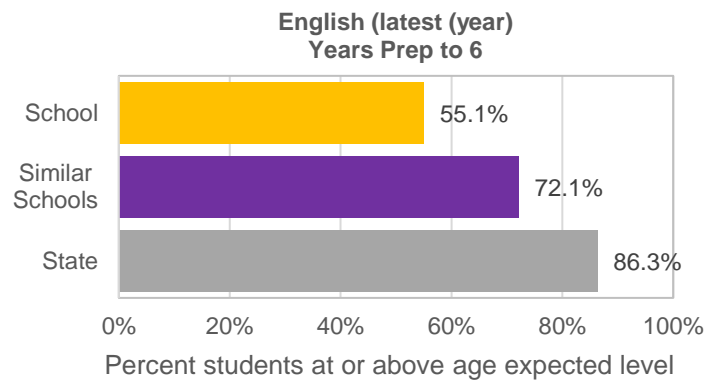
55.1%

Similar Schools average:

72.1%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

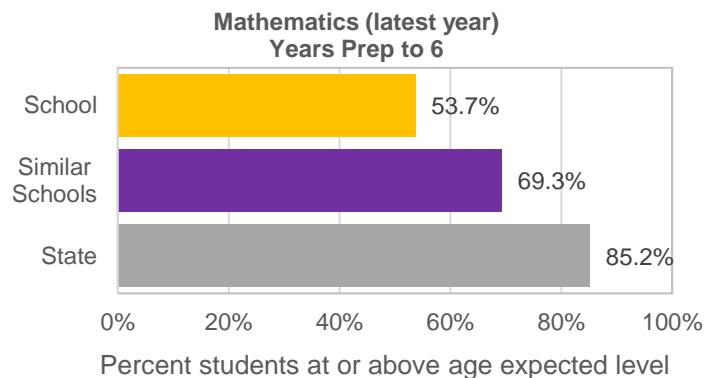
53.7%

Similar Schools average:

69.3%

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

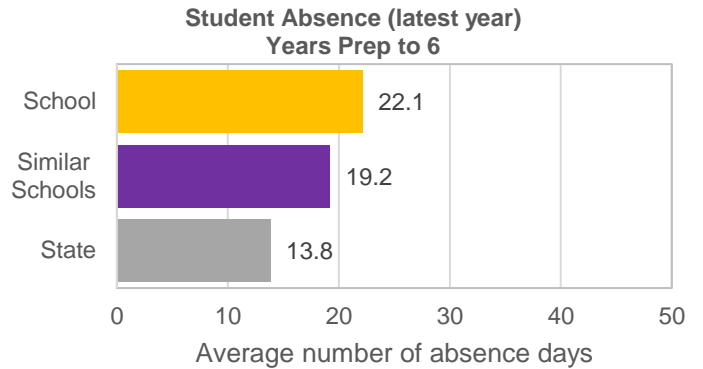
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	22.1	25.8
Similar Schools average:	19.2	18.1
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):	91%	88%	88%	88%	80%	91%	94%



## WELLBEING

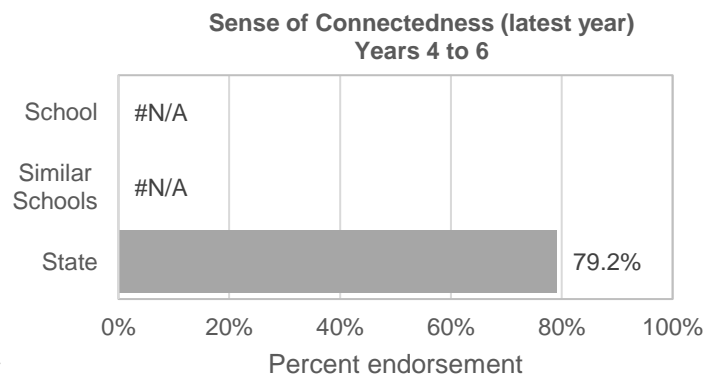
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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	70.0%
Similar Schools average:	NDP	84.6%
State average:	79.2%	81.0%



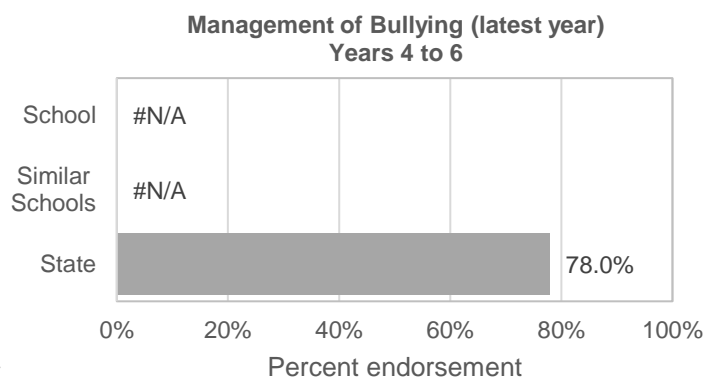
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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	78.2%
Similar Schools average:	NDP	82.3%
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	\$1,386,566
Government Provided DET Grants	\$535,401
Government Grants Commonwealth	\$1,590
Government Grants State	\$5,564
Revenue Other	\$2,044
Locally Raised Funds	\$32,102
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$1,963,266</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$289,665
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$289,665</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,244,046
Adjustments	NDA
Books & Publications	\$1,887
Camps/Excursions/Activities	\$10,609
Communication Costs	\$11,948
Consumables	\$50,780
Miscellaneous Expense <sup>3</sup>	\$15,807
Professional Development	\$7,395
Equipment/Maintenance/Hire	\$41,012
Property Services	\$72,953
Salaries & Allowances <sup>4</sup>	\$59,007
Support Services	\$12,952
Trading & Fundraising	\$3,753
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,420
<b>Total Operating Expenditure</b>	<b>\$1,566,568</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$396,698</b>
<b>Asset Acquisitions</b>	<b>\$5,945</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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$175,112
Official Account	\$7,063
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$182,175</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$43,175
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$1,700
School Based Programs	\$11,840
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$36,519
Repayable to the Department	NDA
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>\$93,234</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.*