

2021 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).
- 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 2021 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 28 April 2022 at 04:27 PM by Koreena Carlton (Principal)

- This 2021 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 29 April 2022 at 09:01 AM by Marwa Zakzouk (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

Debney Meadows Primary School is an inner-city school located on the edge of Debney 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 2021 census, school enrolment was 94 students. The school comprised of 4 classes and consists of 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 0.7857. In 2022, Debney Meadows School staff comprises of 8.83 EFT Teaching staff made up of classroom teachers, Science and Art specialist teacher, a Mental Health and Wellbeing Coordinator, one Leading Teacher, one Learning Specialists and Principal. There were 4.82 EFT Education Support Staff comprising of Office Administration and Education Support staff.

Framework for Improving Student Outcomes (FISO)

In 2021, Debney Meadows Primary School realigned the Schools Strategic Goal to capture the state wide priorities. We focused the school priorities on:

- Learning, catch-up and extension
- Happy, active and healthy kids
- Connected schools

Our Key Improvement strategies, which was to embed the Instructional Model in Literacy, introduce Response To Intervention (RTI) and School Wide Positive Behaviour (SWPBS) framework was delivered via Remote Learning and Remote Professional Learning sessions.

The AIP goals were required to be modified to suite Remote Learning. We did this by:

- Creating consistent teaching and learning programs via Seesaw.
- Ensuring all elements of the Instructional Model was clearly defined via Remote Learning including the Learning Intention, Success Criteria, Mini Lesson and Independent Task
- Conducting at least one small group Guided Reading session via Webex daily
- Introducing the FISO Improvement Cycle in RTI
- Conducting parent information sessions and three-way conferences remotely
- Delivering professional learning and collaboration on SWPBS priorities including the Positive Behaviour Matrix and Minor - Major Flowchart via Webex

In 2022 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 track and monitor students via Fountas and Pinnell assessment which will support teachers to understand the students as readers and to plan for their point of need.

Achievement

In 2021, during remote learning, staff supported students in their learning through twice daily Webex learning sessions. All interactive lessons were delivered via Seesaw and regular teacher feedback was provided. Teachers continued to use the newly developed Scope and Sequence to deliver content throughout the year. Staff were introduced to Student Performance Analyser (SPA) and completed Fountas and Pinnell benchmarking both mid and end of year. DMPS also invested in ACER PAT testing including PAT Maths, PAT Reading. An assessment schedule was created termly to gather School Based Assessment including cohort based, diagnostic and individualised. This data formed part of the Professional Learning Team (PLT) and Planning meetings.

We continued our focus on Response To Intervention to support all students whose learning was impacted during Covid. The Tutor Initiative Program was delivered via a Tutor with a focus on Levelled Literacy Intervention and Phonological Awareness. All teaching and ES staff worked remotely for the duration of remote learning and continued with meetings and planning to cater for the needs of students via Webex.

In 2022 we will continue to focus on RTI via the FISO Improvement Cycle. Staff will use data to select, track and monitor small groups of students throughout a 5 week cycle. This will ensure that every student receives intensive monitoring through an individualised teaching and learning approach inclusive on Individualised Learning Plans.

Engagement

In 2021, Debney Meadows Primary School continued to adapt to an ever changing landscape implementing a multi-modal approach to engaging students and families. The implementation of Compass, Webex and SeeSaw indicated an increase of student participation and engagement with students and families. Digital devices and internet access to support remote learning were provided to all families. Our leadership 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.

Through the employment of a Leading Teacher - Wellbeing and Engagement, we introduced a whole school approach to wellbeing via implementation of SWPBS. Staff developed an agreed approach to monitoring and responding to student wellbeing concerns through our Behaviour Management Procedure and SWPBS Tier approach. This included the Matrix of Expected Behaviours and the Minor-Major Flowchart.

Staff participated in Session 1 and 2 of Berry Street Education Model and incorporated key elements of the framework within their daily program including in the Remote Learning Sessions.

To support student engagement during the transition back to onsite learning, our school implemented the Getting Started Program focusing on student engagement and wellbeing. This program incorporated the SWPBS Matrix of Expected Behaviours and the Minor-Major Flowchart. Staff continued to use strategies such as Seesaw Tasks and Berry Street model activities including Greeting at the Door and Morning Circle.

A focus in 2022 will be to continue to implement the School Wide Positive Behaviour Framework including an acknowledgment system and Classroom Learning Ladder across the school. We will be engaging with the community to identify the priorities to support students in their learning. We will revisit the school values in line with the SWPBS framework as well as employing a Mental Health and Wellbeing Coordinator and School Community liaison Officer.

Wellbeing

At DMPS we introduced a whole school approach to wellbeing via implementation of SWPBS and professional learning through Berry Street Education Model - Trauma Informed Practice. We dedicated weekly professional learning on the SWPBS framework to ensure that there was consistency in practice across the school. We introduced Class Dojo as the starting point to the school based acknowledgment system.

In Term 3 we engaged with CASEA (RCH) to focus on providing additional support to our community via educational programs and parent information sessions. We worked with two clinical and two provisional psychologists to deliver assessment and support. Our Allied Health team also included a speech pathologist who continued to deliver small group and 1-1 support to students. We were also able to identify a large number of students who we supported through the assessment process. A number of these students were provided with additional funding through the Program for Students with Disabilities.

In 2022, we will continue to work with CASEA and deliver the program in two parts across the year. We will hire a school based Speech Pathologist to cater for the increased speech needs and employ a Leading Teacher to provide additional support in Wellbeing. The school was successful in obtaining funding for a Mental Health and Wellbeing Coordinator. Their role will be to provide specialist class in Social Emotional Learning - via the SWPBS framework and providing support to our community via programs and services offered. We will also continue to work closely with Edmund Rice.

Finance 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 and local grants as well as equity funds and department initiatives. The school year ended in a surplus of 88K. This money was a result in change of staffing profile as well as many of the school activities and budgets not being used during remote learning due to Covid-19. Throughout the year we received grants from Sporting Schools Australia and the funds were used for our Physical Education program. We also took part in the Career Start Program and the Tutor Learning Program that supported both our staff and our students.

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 94 students were enrolled at this school in 2021, 48 female and 46 male.

89 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).

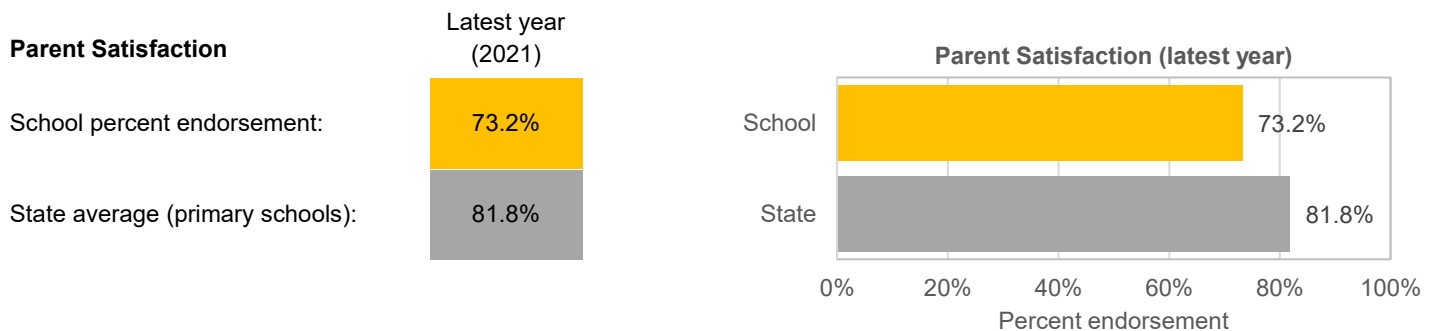
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

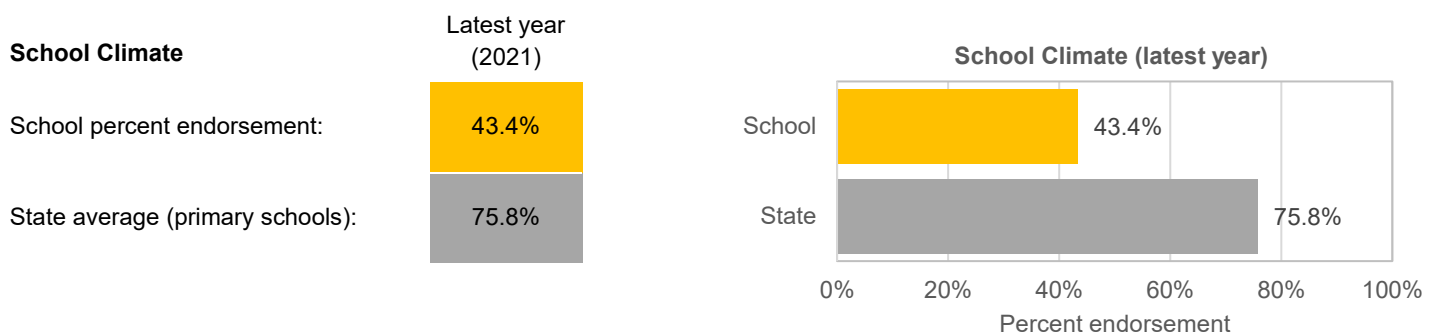


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

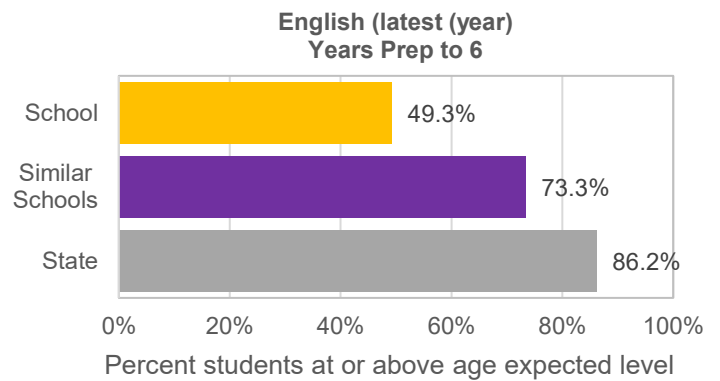
49.3%

Similar Schools average:

73.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

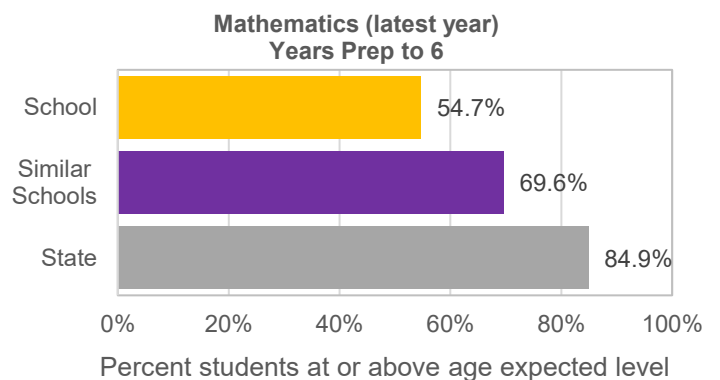
54.7%

Similar Schools average:

69.6%

State average:

84.9%



ACHIEVEMENT (continued)

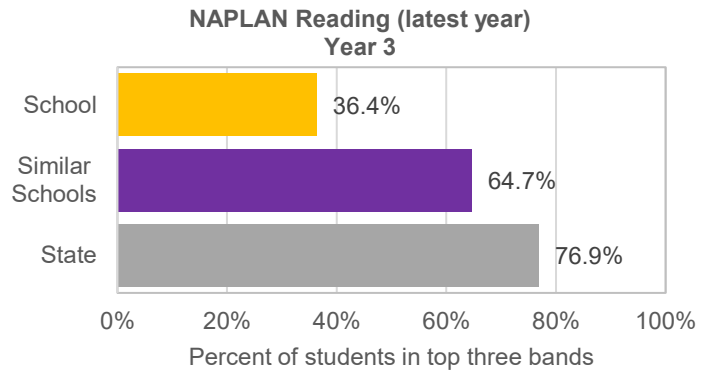
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

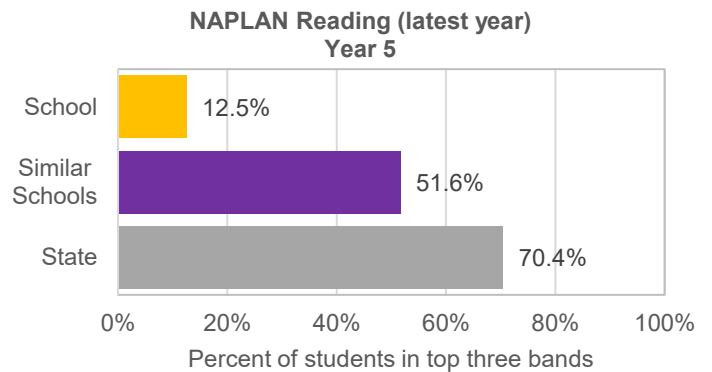
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

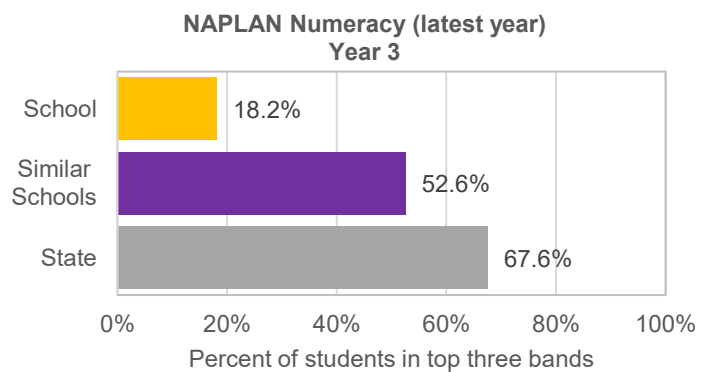
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	36.4%	46.7%
Similar Schools average:	64.7%	61.7%
State average:	76.9%	76.5%



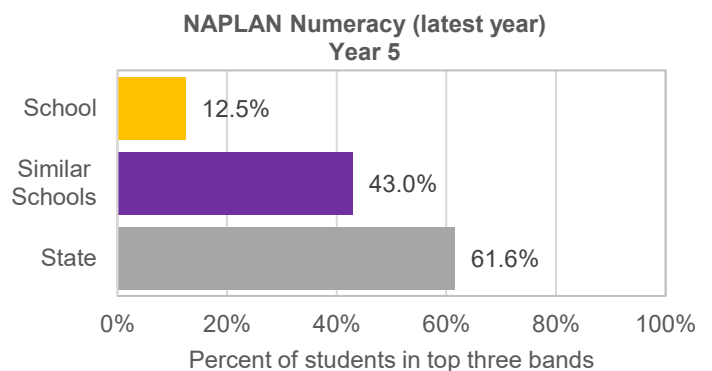
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	12.5%	36.4%
Similar Schools average:	51.6%	48.7%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	18.2%	20.0%
Similar Schools average:	52.6%	50.0%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	12.5%	9.4%
Similar Schools average:	43.0%	41.9%
State average:	61.6%	60.0%



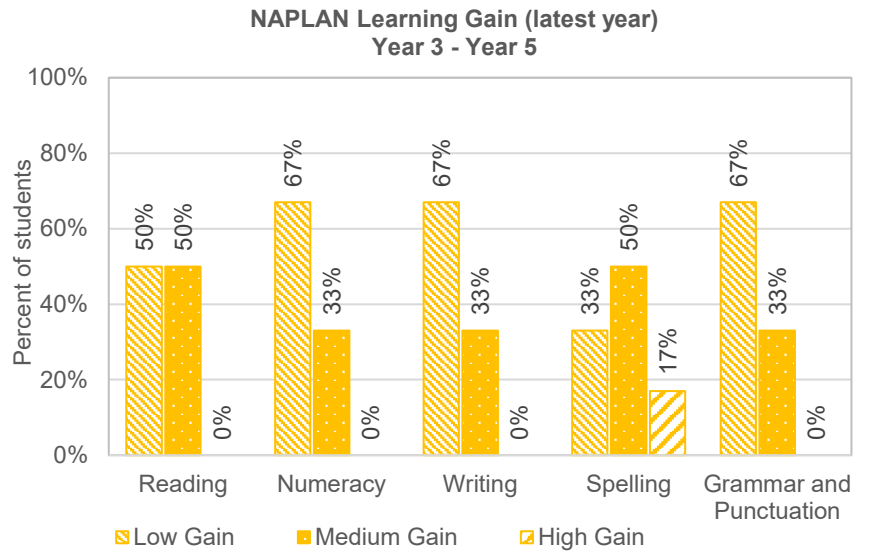
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	50%	50%	0%	19%
Numeracy:	67%	33%	0%	22%
Writing:	67%	33%	0%	23%
Spelling:	33%	50%	17%	30%
Grammar and Punctuation:	67%	33%	0%	24%



ENGAGEMENT

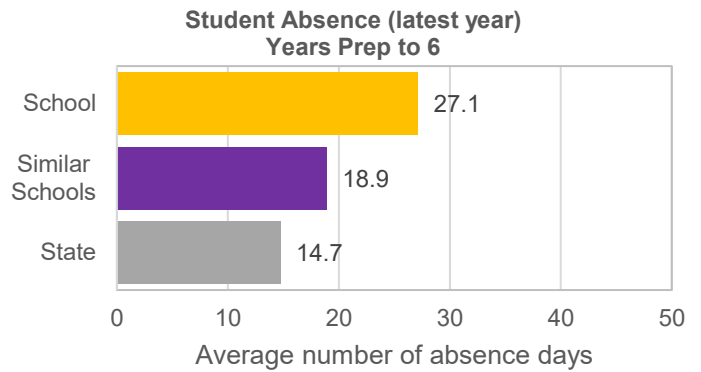
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	27.1	24.9
Similar Schools average:	18.9	18.4
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	86%	81%	92%	90%	90%	77%

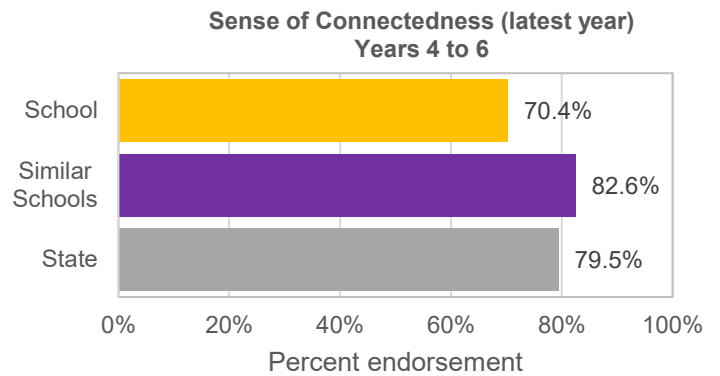
WELLBEING

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 (2021)	4-year average
School percent endorsement:	70.4%	67.4%
Similar Schools average:	82.6%	83.9%
State average:	79.5%	80.4%

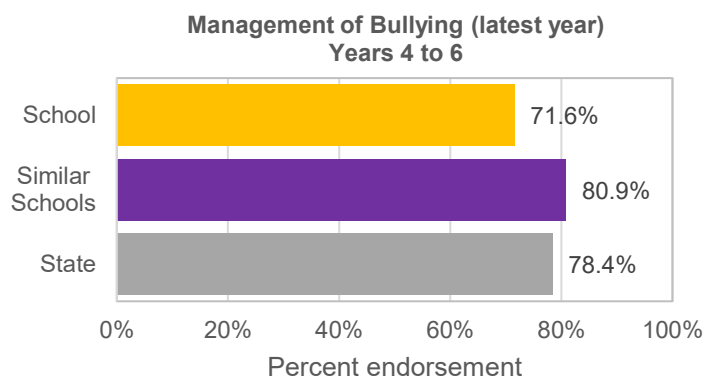


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	71.6%	75.0%
Similar Schools average:	80.9%	82.1%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,510,443
Government Provided DET Grants	\$478,098
Government Grants Commonwealth	\$2,773
Government Grants State	\$5,499
Revenue Other	\$1,344
Locally Raised Funds	\$16,534
Capital Grants	\$0
Total Operating Revenue	\$2,014,691

Equity ¹	Actual
Equity (Social Disadvantage)	\$303,999
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$303,999

Expenditure	Actual
Student Resource Package ²	\$1,430,668
Adjustments	\$0
Books & Publications	\$1,143
Camps/Excursions/Activities	\$9,753
Communication Costs	\$6,759
Consumables	\$51,092
Miscellaneous Expense ³	\$16,594
Professional Development	\$11,803
Equipment/Maintenance/Hire	\$41,284
Property Services	\$104,853
Salaries & Allowances ⁴	\$55,687
Support Services	\$66,715
Trading & Fundraising	\$3,123
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,284
Total Operating Expenditure	\$1,825,757
Net Operating Surplus/-Deficit	\$188,934
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$229,646
Official Account	\$5,853
Other Accounts	\$0
Total Funds Available	\$235,499

Financial Commitments	Actual
Operating Reserve	\$50,064
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$15,803
School Based Programs	\$32,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$10,000
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	\$112,867

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.