

2022 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 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 02:00 PM by Koreena Carlton (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 05 May 2023 at 01:27 PM by Freyja Dixon (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

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. In late 2022, we worked with students and the community to identify our school values and vision. Our values are Excellence, Respect and Resilience. Our vision statement captures our core work - ***Our school is a safe and caring learning community who strive for excellence.***

In 2022, Debney Meadows School staff comprised of 8.0 EFT Teaching staff made up of classroom teachers, Science and Art specialist teacher, a Mental Health and Wellbeing Coordinator, one Leading Teacher, one Learning Specialist and Principal. There were 6.7 EFT Education Support Staff comprising of Office Administration, School Community Liaison Officer and Education Support staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

To develop a consistent and rigorous approach to the teaching and learning of reading the following has been implemented to support teachers and students:

- * Creation of the Instructional Model - Reading Workshop
- * Reading Scope and Sequence
- * Reading Units of Study differentiated for each year level
- * Consistent Work Program documentation including the planning for Guided Reading, Conferencing, PRT and whole class instruction
- * Auditing of curriculum resources
- * Purchase of Teacher resources including - F&P Continuum, Prompting Guide, The Reading Strategies Book, Reading Mini Lessons
- * Purchase of F&P Classroom - Guided Reading, Levelled Literacy Intervention and Shared Reading texts (Big books)
- * Professional Learning Communities (PLC) weekly focus on Teaching and Learning - Reading
- * Professional learning and planning support within timetabled PLT's
- * In classroom coaching through the gradual release of responsibility model including consultants

To further support student achievement in reading, Response To Intervention cycles were developed and implemented across the school to track and monitor student progress.

Wellbeing

After facilitating a Parent and Staff forum it was identified that there were no consistent practises in behaviour management across the school. This led to the development and implementation of a whole school approach to support students in the classroom and the yard to understand and make decisions around managing their emotions and behaviours.

At Debney Meadows PS we have now introduced the following systems to identify and acknowledge the desired behaviours from our school community;

- * Positive Behaviour Matrix
- * Major-Minor Behaviour Flowchart

- * Zones of Regulation
- * Learning Ladder
- * Excellence Awards (including Badges)
- * Individual and Whole Class Acknowledgements - Class Dojo and Golden Time
- * Compass Incident Records
- * Communication with Parents/Carers

To continue to support and develop staff and student emotional literacy and vocabulary, we utilise the skills of the Mental Health and Wellbeing Coordinator to plan and deliver a responsive and differentiated Social and Emotional Learning program across the school.

Engagement

In 2022, Debney Meadows Primary School continued to implement a multi-modal approach to engaging students and families. The implementation of Compass through newsfeed and sms indicated an increase of communication and engagement with students and 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. Staff continued to implement the agreed approach to monitoring and responding to student wellbeing concerns through our Behaviour Management Procedure and SWPBS Tier approach. Staff participated in the final sessions of Berry Street Education Model and incorporated key elements of the framework within their daily program. To support student engagement we implemented the Getting Started Program focusing on student engagement and wellbeing. This program incorporated the SWPBS Matrix of Expected Behaviours and the Learning Ladder as well as our new acknowledgment system - the Excellence cards and badges. Staff continued to use strategies such as Seesaw Tasks and Berry Street model activities including Greeting at the Door and Morning Circle. We were also successful in obtaining a Mental Health and Wellbeing coordinator who worked closely with engaging students deemed at risk and supporting their engagement. We commenced a number of community based programs including Language for Lunch, Little Seeds, Playgroup, Homework Club, Circus Nexus and Dance Club, as well as employing a School Community Liaison officer who worked closely with our families to reengage with community based supports. A focus in 2023 will be to continue to implement the School Wide Positive Behaviour Framework through a new version of the matrix, and introduction of the school vision statement and values across the school that will be explicitly taught.

Other highlights from the school year

In 2022, Debney Meadows Primary School was able to offer a variety of learning experiences for our students using the Positive Start Program. Our students had many opportunities to take part in excursions to reengage in their learning. Some excursions included the National Gallery, Arts Centre, Zoo, Space Centre and a series of incursions at school.

The year 3-6 students had the opportunity to attend a school camp - The Portsea Camp. This was a great learning experience for many of our students who had never been away from home before. Students took part in many outdoor activities and shared their learning experiences at our Showcase assembly on their return.

In 2022 we were also extremely lucky to be awarded the William Buckland Community Grant. This grant will allow the school to work closely with a number of community organisations to coordinate and run numerous community programs that will support our families and the wider community.

Our First Steps school readiness program was the driving force behind the increased student enrolment numbers in foundation. By opening up the program to all enrolled students for 2023 allowed us to work closely with the families to engage them in the school based and community based programs. A highlight with our Pre Preps was including them in our whole school excursion to the Melbourne Zoo in Term 4.

Financial performance

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 53K. This money was a result in change of staffing profile as well as budgets not being used as the school utilised many department initiatives such as Active Schools and Positive Start Program to provide cost covered experiences. 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 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 72 students were enrolled at this school in 2022, 34 female and 38 male.

92 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).

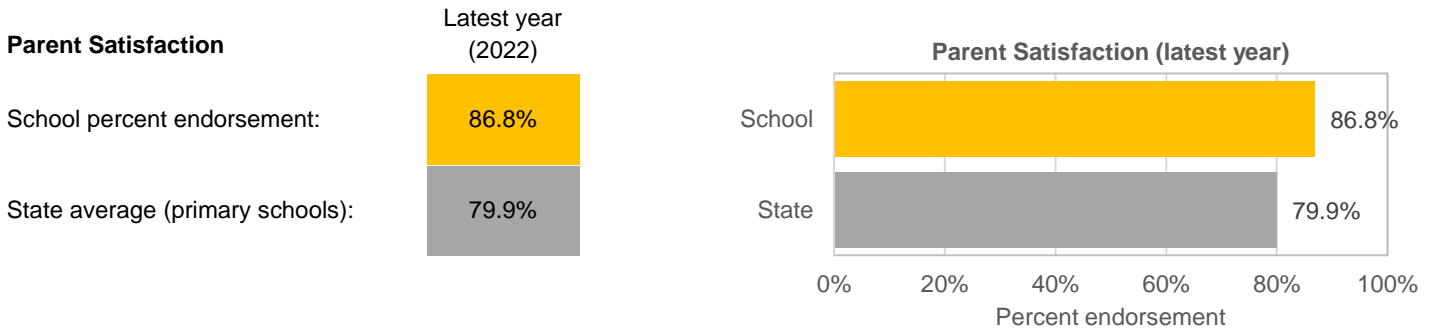
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

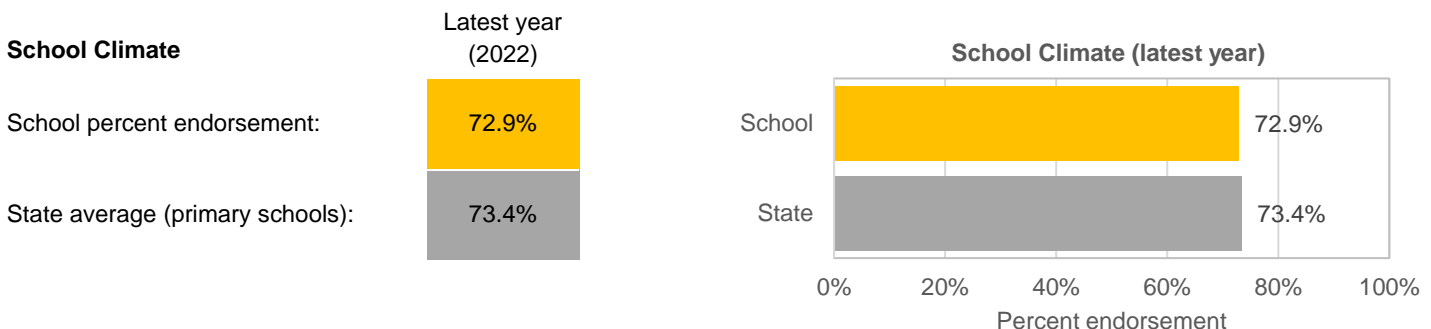


School Staff Survey

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.



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:

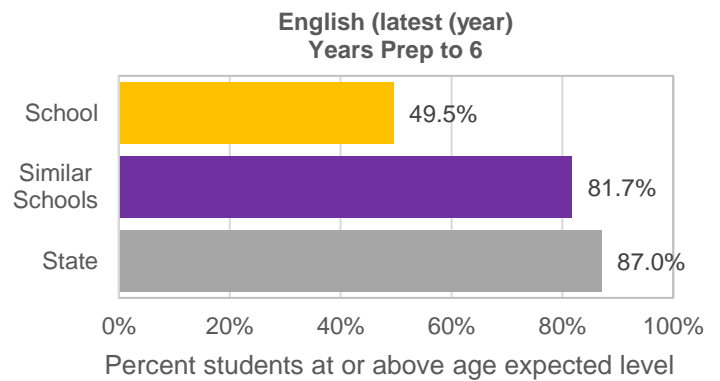
49.5%

Similar Schools average:

81.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

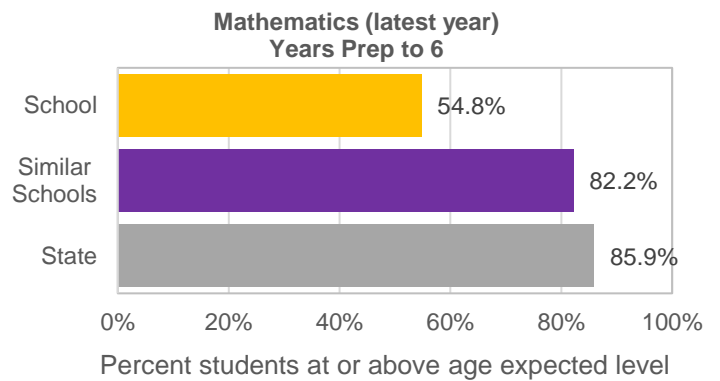
54.8%

Similar Schools average:

82.2%

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.

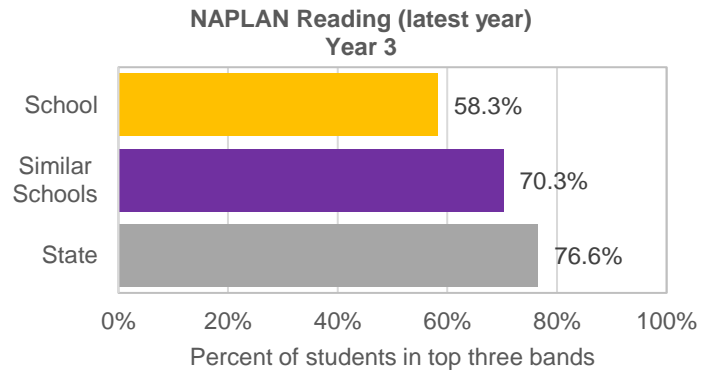
NAPLAN

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.

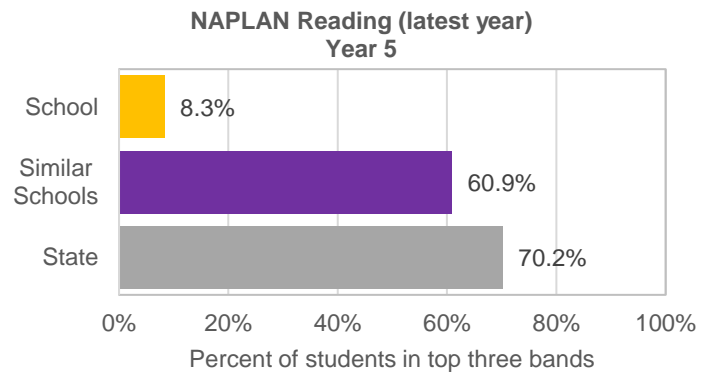
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.3%	48.4%
Similar Schools average:	70.3%	68.5%
State average:	76.6%	76.6%



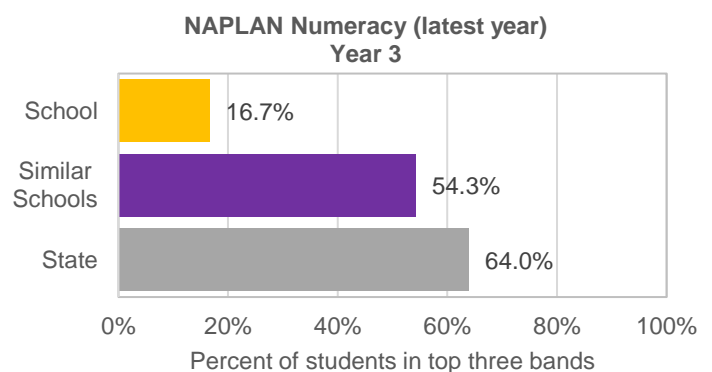
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	8.3%	23.3%
Similar Schools average:	60.9%	60.4%
State average:	70.2%	69.5%



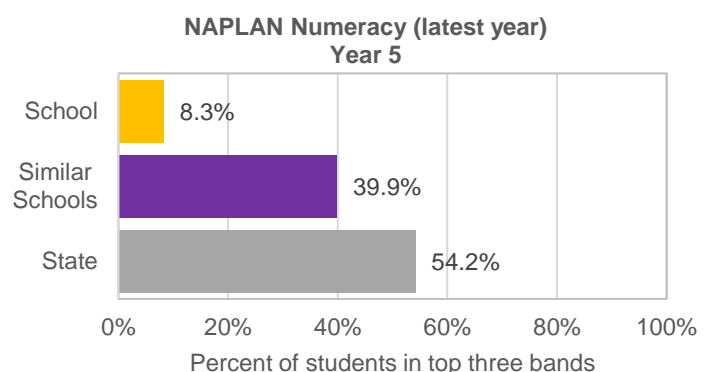
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	16.7%	19.4%
Similar Schools average:	54.3%	55.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	8.3%	6.9%
Similar Schools average:	39.9%	48.8%
State average:	54.2%	58.8%



WELLBEING

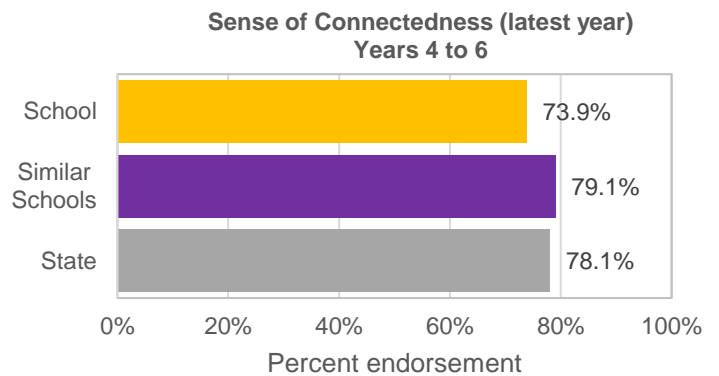
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	73.9%	73.1%
Similar Schools average:	79.1%	79.6%
State average:	78.1%	79.5%

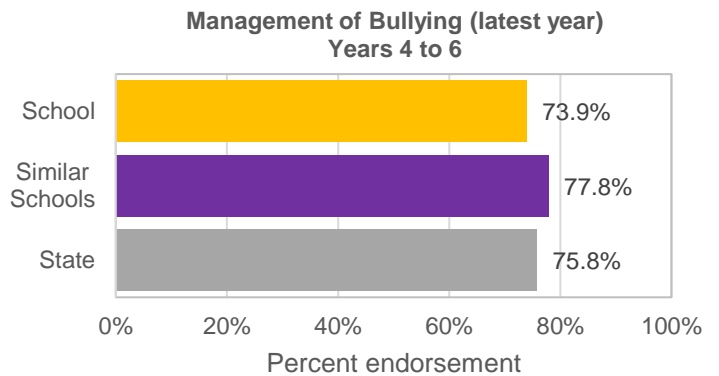


Student Attitudes to School – Management of Bullying

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:	73.9%	75.8%
Similar Schools average:	77.8%	81.4%
State average:	75.8%	78.3%



ENGAGEMENT

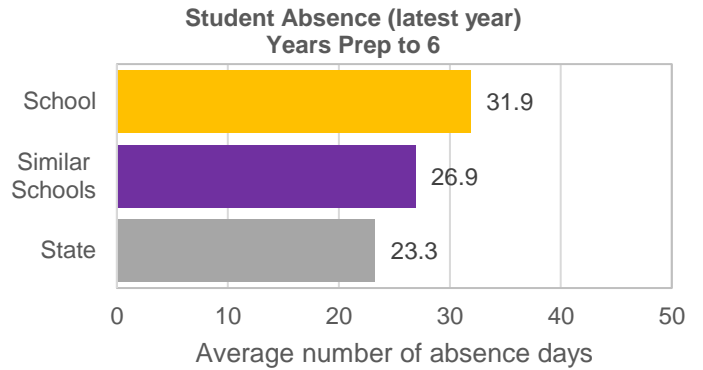
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	31.9	26.5
Similar Schools average:	26.9	20.4
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):	83%	84%	82%	82%	86%	85%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,433,667
Government Provided DET Grants	\$364,377
Government Grants Commonwealth	\$9,500
Government Grants State	\$6,842
Revenue Other	\$7,090
Locally Raised Funds	(\$33,507)
Capital Grants	\$22,272
Total Operating Revenue	\$1,810,241

Equity ¹	Actual
Equity (Social Disadvantage)	\$296,120
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$296,120

Expenditure	Actual
Student Resource Package ²	\$1,420,665
Adjustments	\$0
Books & Publications	\$1,206
Camps/Excursions/Activities	\$29,497
Communication Costs	\$6,148
Consumables	\$89,433
Miscellaneous Expense ³	\$23,384
Professional Development	\$31,614
Equipment/Maintenance/Hire	\$35,110
Property Services	\$36,057
Salaries & Allowances ⁴	\$47,675
Support Services	\$68,184
Trading & Fundraising	\$37,544
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,958
Utilities	\$36,866
Total Operating Expenditure	\$1,867,341
Net Operating Surplus/-Deficit	(\$79,372)
Asset Acquisitions	\$22,727

- (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	\$324,218
Official Account	\$14,662
Other Accounts	\$0
Total Funds Available	\$338,880

Financial Commitments	Actual
Operating Reserve	\$70,345
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$8,000
School Based Programs	\$116,518
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,000
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	\$94,017
Maintenance - Buildings/Grounds > 12 months	\$35,000
Total Financial Commitments	\$338,880

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.