

2017 Annual Report to the School Community



School Name: Debney Meadows Primary School

School Number: 5068

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Debney Meadows Primary School focuses on achieving academic and social excellence for all students in its care. In 2017, there were 89 students enrolled in the school with 87% being English as an Additional Language (EAL) learners, predominantly from African cultural backgrounds. The school had a Student Family Occupation and Education Index (SFOE) of 0.7302, indicating that the student population is highly disadvantaged. The school is located at the base of the Flemington Housing Estate and draws the majority of its enrolment from residents of the estate. At the end of 2017, the schools 'equivalent full time staff' number was 12.4. In 2017, the school was in the third year of its Strategic Plan (2015-2018) and is pleased with the progress made to date towards targets and goals set.

Additional equity funding supports the practical implementation of the Annual Implementation Plan (AIP) strategic priorities of enhanced Mathematics instruction and consistent implementation of 'School Wide Positive Behaviour Support Framework' (SWPBS) to create a safe and calm school learning environment.

The school uses an evidenced based pedagogical approach, as outlined in the 'DMPS Pedagogical Platform'. The DMPS curriculum caters for a wide range of interests and abilities, with the Victorian Curriculum taught across the school. The school places emphasis on literacy and numeracy and closely tracks student progress in these areas through data collected as per the 'DMPS Assessment Schedule.'

The school continues to strengthen its instructional teaching in all learning areas using 'The Big 6 Literacy Strategies.' DMPS teaching programs place strong emphasis on explicit literacy instruction, particularly around oral language development through teacher instruction and social play. The school initiated an 'Early Years Oral Language Intervention Program' in 2017 (Foundation – Year 2 students). The program developed by the Principal (Special Educator) in consultation with a Speech Pathologist, focused on oral language development and phonemic awareness. In 2017, Foundation – Year 2 classes initiated daily developmental social play, as referenced by the 'DET Early Years Developmental Framework.' This program has a strong emphasis on oral language development as well as social and emotional learning through guided play.

In 2017, the school had four classes and specialist classes in Physical Education, Visual Art and Music. Early Years students also participated in a 'Perceptual Motor Program' (PMP) to develop their gross motor skills and coordination. The school features a 'Stephanie Alexander Kitchen Garden Program' that fosters learning about nutrition, gardening and healthy living. In 2017, Foundation – Year 2 students studied Mandarin Language as their Language Other Than English (LOTE). Mandarin instruction has continued to grow up the school from Foundation level in 2015 to Year 3 in 2018. The 'Mandarin Language Program' (face-to-face and online delivery) aims to build specific LOTE skills and nurture an awareness of globalisation amongst students.

Recognising that teachers are the school's most valuable resources, DMPS continued to invest in three forms of coaching to develop teacher knowledge and skill. The school Curriculum and Pedagogical Coach continues to focus on instructional teaching in literacy using 'The Big 6 Literacy Strategies' and consistent school wide pedagogy as outlined in the 'DMPS Pedagogical Platform.' The DET 'High Impact Teaching Strategies' (HITS) enhanced this work in 2017. In 2017, the school sourced a classroom Mathematics Coach to work with teachers using a problem-based approach with an emphasis on mathematical vocabulary, consistent classroom routines and explicit teaching based on data. The school also offers a coach in classroom dynamics and student management as a means of heightening the fidelity of the 'School-Wide Positive Behaviour Support Program' (SWPBS).

ICT is embedded across the Curriculum with an iPad Program in Foundation – Year 2 and a '1:1 Laptop Program' for students in Year 3-6.

The school has close ties with multiple stakeholders and encourages active involvement from the community. A full time Leading Teacher (Student Management and Wellbeing) supports students and families and with implementation of the 'School-Wide Positive Behaviour Framework'. Teachers and Education Support Staff work closely with the Leading Teacher to support learners with special needs. 'Three Way Conferences' and 'Student Learning Portfolios' are utilised to communicate with families about student learning achievement and progress with two written reports being compiled for parents in June and December each year.

The school has strong links with the broader community and maintains partnerships with groups such as The North Melbourne Huddle, Rotary, Co-Health, Moonee Valley City Council, Local Members of Parliament, Mother Goose and Jesuit Social Services. The school maintains partnerships and programs with Mount Alexander College, Buckley Park Secondary College, University High School and Hopetoun Kindergarten to support transition programs and community service. The school has cultivated a large group of classroom volunteers from the 'University of the Third Age' who assist the school on a weekly basis. The school acknowledges the support that a broad array of community stakeholders bring. A Professional Learning Centre is also located onsite and made available for a range of professional and community learning programs.

Our teachers participate in weekly 'Professional Learning Communities' (PLCs) where they explore student data to inform their teaching and identify next steps in student learning.



In alignment with the DEECD FISO Framework, DMPS focused on the following Strategic Improvement Priorities in 2017:

Excellence in teaching and learning

- Building Practice Excellence

The school maintained a strong focus on improving teacher professional practice in 2017 using evidence based strategies through coaching in literacy, numeracy and classroom management, particularly related to ‘trauma informed practice.’ As a direct result of the Mathematics Coaching including a Mathematics focused Curriculum Day, the school saw a significant increase of 16.3% of students who moved from Below Expected Level in 2016 PAT Mathematics to performing At or Above Expected Level in 2017. DMPS student Reading Achievement also continued to make steady gains, building on strong improvement in previous years.

The school continued to strengthen its instructional teaching using ‘The Big 6’ Literacy Strategies in 2017 with senior school leaders participating in the PALL (Principals as Literacy Leaders) professional learning program in 2017.

An ‘Oral Language Intervention Program’ was introduced in F-2 in 2017, with an emphasis on Oral Language Development and Phonological Awareness. This evidence-based program was devised by the Principal in consultation with a Speech Pathologist to address DMPS student literacy needs in the Early Years, as indicated by the Australian Early Development Census (AEDC) data.

- Curriculum Planning and Assessment

In 2017, the school held an on-site Curriculum Day focused on refining a viable DMPS Curriculum across F-6. This built on work that teachers undertook during 2016 to familiarise themselves with the new ‘Victorian Curriculum Framework.’

The DMPS Assessment Schedule underwent a review at the end of 2017 and was expanded to capture greater holistic evidence of student academic and social competencies.

DMPS teachers participated in two network Communities of Practice (CoP) during 2017. One CoP focused on strengthening the Kindergarten to Foundation Transition between local kindergartens and network schools. A second CoP focused on deepening an understanding of the Victorian Curriculum and its implementation across the network. Involvement in both of these Communities of Practice have supported school leaders and teachers in developing professional knowledge, networks and consistency across local schools: improved Moonee Valley Network outcomes were achieved in 2017.

Framework for Improving Student Outcomes (FISO)

Positive climate for learning

- Empowering students and building school pride

In 2017, the school held its second biannual ‘DMPS Community Concert’ at the Moonee Ponds Clocktower Centre with great success. DMPS staff coordinated all concert performances. The ‘DMPS Community Concert’ was a strategic means of fostering student engagement with ‘The Arts’ and building school pride and community. One of our weekly volunteers from the ‘Storyville’ program participated in the Community Concert, which strengthened the school’s connection with the ‘Storyville Program’ and

The 2017 Student ‘Attitudes to School Survey’ data is extremely high with data across many factors achieving in the top quartile in the State.

- Setting expectations and promoting inclusion

In 2017, the school continued to place strong emphasis on the consistent application of the ‘School-Wide Positive Behaviours Support’ Framework (SWPBS) to enhance inclusion and transitions. After three years, the school continues to work closely with clinicians, our School Educational Improvement Leader (SEIL) and senior leaders from the Region and DET to understand the needs of the school and to build a healthy and calm school environment.

In response to data indicating that students entering DMPS were significantly below expected levels in all five domains of the Australian Early Developmental Census (AEDC) data, the school has initiated a range of programs to build oral language and social play skills for students entering the school. These include:



- An 'Oral Language Intervention Program' across Foundation – Year 2 classes. Assessment data and observation indicates that 100% participating students made significant progression in their phonological awareness and oral language capacity through this intervention.
- The 'Early Years Learning and Developmental Framework,' which was introduced across Foundation – Year 2 classes with a focus on developing oral language capacity through guided social play.
- Three Pre-School Playgroups operating onsite each week to build strong oral language and social/play competencies in local children aged 0-5 years, before they enrol at primary school.

Achievement

The school continues to make good progress in improved student outcomes in Reading Achievement. Evidence indicates that the performance tail has lifted, that steady improvement was made in 2017. While the school's ever fluctuating and transient student population of new arrivals and EAL learners makes it difficult to achieve outcomes for the majority of learners 'At' or 'Above' expected levels of achievement in Reading, individual student tracking affirms that children make significant progress in reading while attending the school. As of Term 4 2017, 49.1% of students were 'At' or 'Above' Expected Level in Reading (PAT Reading Comprehension) This was 45.6% of students in Term 4, 2016.

The English Online Interview (EOI) is conducted on all DMPS students in Foundation to Year 2 every February. EOI data shows that DMPS students make significant gains in their Early Years at the school in Reading, Speaking and Listening and Writing. Three Year Trend Data shows that 85-100% of DMPS students start school moving towards Foundation level in both Reading and Writing. This reinforces data from the Australian Early Developmental Census (AEDC), indicating DMPS students start school well below the level of students in other Australian schools. EOI evidence shows that by the time DMPS students are in Year 2, 28.5% are moving towards level 3 or 4 in Reading. In Writing 35.7% of Year 2 students are moving towards levels 3 and 4.

Analysis of student data has revealed that student writing is an area needing improvement across the school. In 2018, the school will focus on building teacher capacity in the instructional teaching of '7 Steps Writing' for improved student outcomes. Key strategies will be teacher professional learning and classroom coaching from our Curriculum and Pedagogy Coach.

Student Achievement in Mathematics made statistically significant growth in 2018. PAT Mathematics data shows a 16.3% increase in students moving from 'Below' Expected Level to 'At' Expected or Above Expected Level Achievement when comparing 2016 and 2017. 61.9% of DMPS students who undertook PAT Maths Testing in 2017 are now At or Above Level in Mathematics. Notably, there are 17% fewer students Below Expected Level in PAT Mathematics Achievement in 2017, compared to 2016 data.

Engagement

The standout event on the 2017 school calendar was the 'DMPS Community Concert' at 'The Clocktower Centre' in Moonee Ponds. This event was a school highlight and gave students the opportunity to develop performance and creative skills while building their confidence, teamwork and self-esteem.

In 2017, the highly engaging 'Storyville Program' continued with two performers reading aloud to all classes each week to provide a model of fluent and expressive oral reading. One 'Storyville' performer also participated in a performance at the 'DMPS Community Concert'; an on-stage reading and dramatization of one of the school's core literacy texts, 'The Very Hungry Caterpillar'.

An expanded incursion and excursions program operated in 2017 to broaden student experiences. Whole school incursions included; African Drumming, the 'Bully Bull-Ring' play, 'Dogs of World War One' puppet show and 'World of Maths.' DMPS students attended a range of curriculum based excursions including; visits to Melbourne Aquarium, a live performance of 'We're Going on a Bear Hunt', the DMPS Swimming Program (F-6) and visits to local schools and on community walks.

Our 'Regional Sporting Program' continued in 2017 with DMPS students participating in a range of sporting competitions including; District Soccer, District Netball, an AFL9's Tournament, District and Division Cross Country, District Basketball, and the School and District Athletics Carnivals. The school continued to attract additional funding through the 'Sporting Schools Grants' which also enabled expert on-site coaching to complement PE lessons in a range of sports including; hockey, tennis, cricket, AFL and basketball. The school Visual Arts Program flourished in 2017 with heightened student creativity evident in learning displays across the school. Students also created the backdrops, props and some costumes for the 'DMPS Community Concert.'

Internal school events included the highly successful Book Parade and Book Fair, 'Harmony Day', 'Yr 6 Graduation', 'Stomp the Gap', 'Simultaneous Story Time' and the 'Premier's Reading Challenge.' The Parent Group contributed to fundraising events such as a 'Sausage Sizzle BBQ Lunch.'

To continue to build the capacity of 'Student Voice Council', DMPS Student Leaders attended the Halogen Foundation's 'Young Leaders Day' and a 'VCR Community Voice Leadership Day' at Bastow. DMPS student leaders continued to organise weekly assemblies, lead school tours and operate the school SWPBS raffle ticket shop.

DMPS 'Student Attitudes to School Survey' data indicates that this rich and broad range of activities and opportunities aided in students feeling a deeper sense of connectedness and empowerment in 2017. The 2017 'Parent Opinion Survey Data' showed similarly high



levels of satisfaction with the school. Fidelity with the 'School Wide Positive Behaviour Support (SWPBS) Program' remained an ongoing focus across the year. A rigorous adherence to SWIS data collection, Classroom Dynamic Coaching from the Leading Teacher (Student Management and Wellbeing), enhanced evidence for PSD funding applications and consistency in the application of the SWPBS Matrix and Consequences Process all served to strengthen teacher capacity in the management of highly challenging student behaviours.

Wellbeing

School Attendance Data continues to be a concern and indicates high levels of student non-attendance. While some absences can be attributed to extended family holidays, the school remains conscious of the need to continue to work with the parent community to become more familiar with the Australian schooling model and the protocols and expectations of schooling, particularly around attendance and punctuality.

The 'Skoolbag' app and CASES SMS facility has helped enhance connection between school and home with an ability to remind families of key events and paperwork due.

The school obtained its 'eSmart' accreditation in 2017 through the Alannah and Madeline Foundation and is recognised for its Smart, Safe and Responsible practices around student wellbeing and online safety.

Staff continued to participate in regular professional learning around SWPBS and management of challenging student behaviour. To sustain staff wellbeing with the daily pressures of high-level student management, a series of professional learning sessions were delivered by Michael Licenblat, focused on resilience and stress management.

To enhance 'inclusivity' and a calm learning environment for all, the school enhanced its processes in relation to the identification and support of students with disabilities and special needs during 2017. The school worked with professionals from the health and medical sector to identify, refine and implement improved processes in this area. Work around increased clinical support and funding to assist in the provision of appropriate learning programs for all DMPS students with special needs remains an important and ongoing focus.

Close work with DET Building and Facilities Branch resulted in the refurbishment of three stairwells within the school in 2017 achieving increased safety and compliance.

For more detailed information regarding our school please visit our website at
[www.debneymeadowsp.vic.edu.au]



Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 89 students were enrolled at this school in 2017, 45 female and 44 male.</p> <p>92 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<p>Reading</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>60%</td></tr> <tr><td>Medium</td><td>40%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>60%</td></tr> <tr><td>Medium</td><td>40%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>40%</td></tr> <tr><td>Medium</td><td>60%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>40%</td></tr> <tr><td>Medium</td><td>40%</td></tr> <tr><td>High</td><td>20%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>20%</td></tr> <tr><td>Medium</td><td>80%</td></tr> </table>	Gain Level	Percentage	Low	60%	Medium	40%	Gain Level	Percentage	Low	60%	Medium	40%	Gain Level	Percentage	Low	40%	Medium	60%	Gain Level	Percentage	Low	40%	Medium	40%	High	20%	Gain Level	Percentage	Low	20%	Medium	80%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>88 %</td> <td>80 %</td> <td>84 %</td> <td>89 %</td> <td>84 %</td> <td>85 %</td> <td>82 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	80 %	84 %	89 %	84 %	85 %	82 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	80 %	84 %	89 %	84 %	85 %	82 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

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

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.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

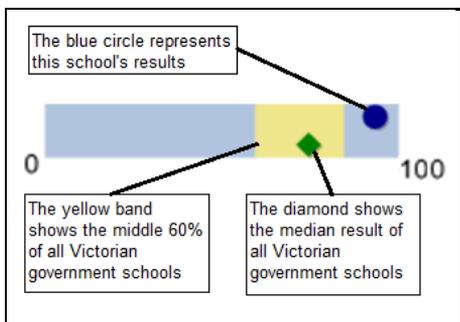
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

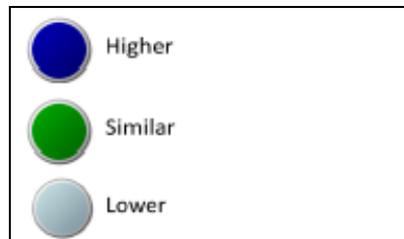


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

In 2017 Debney Meadows Primary School managed its financial resources with great fiscal prudence in the face of many challenges that directly relate to the needs of its particular school community. While families and community contribute a great deal to the growth of a strong school culture and the upkeep of the school environment, it is not possible to drive high levels of fundraising. Throughout 2017, challenges resulting from staffing instability drove Casual Relief Teacher costs to an extraordinary level and placed additional pressure upon existing SRP Budget limitations. Despite this, the school completed the year with a small surplus. All funds outside of the 2017 SRP, which included a 'School Improvement Grant' (SWPS, Mathematics), 'Sporting Schools Grants' (4) and a 'Capital Projects Grant' ('Playground Safety Fence'), have been expended with the exception of those remaining from the 'School Improvement Grant'. Those remaining monies have been allocated in the 2018 AIP to enable the school to continue its strategic work with Literacy and SWPBS improvement initiatives.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,122,777	High Yield Investment Account	\$8,477
Government Provided DET Grants	\$267,367	Official Account	\$7,300
Government Grants Commonwealth	\$8,356	Total Funds Available	\$15,777
Government Grants State	\$2,994		
Revenue Other	\$2,585		
Locally Raised Funds	\$52,505		
Total Operating Revenue	\$1,456,585		
Equity¹			
Equity (Social Disadvantage)	\$304,076		
Equity Total	\$304,076		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,085,625	Operating Reserve	\$15,777
Books & Publications	\$1,468	Total Financial Commitments	\$15,777
Communication Costs	\$6,692		
Consumables	\$22,005		
Miscellaneous Expense ³	\$55,780		
Professional Development	\$23,924		
Property and Equipment Services	\$120,530		
Salaries & Allowances ⁴	\$94,819		
Trading & Fundraising	\$11,152		
Travel & Subsistence	\$152		
Utilities	\$26,432		
Total Operating Expenditure	\$1,448,580		
Net Operating Surplus/-Deficit	\$8,005		
Asset Acquisitions	\$0		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.