2017 Annual Report to the School Community

School Name: Derrimut Primary School

School Number: 5512

- 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 Regulation 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 2017 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 March 2018 at 10:02 AM by Joanna Stanford (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 26 April 2018 at 10:25 AM by Tony Malloy (School Council President)

About Our School

School Context

Derrimut Primary School is a Public Private Partnership School currently in its eighth year of operation. The school is situated in the inner Western Suburbs of Melbourne. The school enrolment was 787 for 2017, which ranged in transience from 772 to 799. The School has continued its close partnership with the YMCA, which is co-located on the same site and provides the school's Before and After Care Program, Long and Short Day Care and is the main kindergarten for children entering Derrimut Primary School.

Derrimut has a Principal, 2 Assistant Principals and 49.4 equivalent full-time teaching staff: 2 Learning Specialists, 4 Leading Teachers and 4 Education Support Staff. Derrimut Primary is situated in a low-medium socio-economic area, with 53% of the student population having English as a second language. All students reside in our Designated Neibourhood Area (DNA). Derrimut has a professional and highly committed staff, many in their first few years of teaching, who work collaboratively to plan and enact the curriculum to ensure the education and wellbeing of our students are met. The development of our core set of values of Academic Rigour, Respect, Leadership and Teamwork are a part of the Derrimut culture embedded through a whole school approach of cognitive and emotional engagement.

The School's Vision: "A Place to Grow and Thrive" underpins our Mission of "Learners from the Derrimut Community graduate as critical, creative and reflective inquirers. They work collaboratively and independently as problem solvers, who co-create and evaluate learning goals making a difference in their lives and the lives of their community." There is a strong focus on inquiry where students learn through Science and as Global inquiries through disciplinary and inter-disciplinary learning. The curriculum is personalized and centres on student questions which lead to an inquiry or action research model to investigate overarching concepts, skills and understandings. Our STEM units deepen knowledge of science and technology whilst our Global Units deepen knowledge of humanities, health and inter-disciplinary knowledge and understandings. Our school programs are supported by a multimodal approach including a 1:1 iPad program in the 3-6 learning area and mentoring, coaching and leadership programs across the school.

Student Agency is valued across the school and is reflected in our learning approaches, conferences and, participation in decision-making activities for the school and community.

The school has flexible learning spaces known as Learning Communities where children are grouped in home groups. Each learning community has three learning advisors whose primary role is catering for the learning needs of their home group students. Students learn in flexible learning groups according to their zone of proximal development and through skill and concept understanding.

Derrimut Primary School prides itself on the excellent facilities which link learning with the environment and value diversity and sustainability. The main building is centered around a resource center where students have access to an outstanding range of literature. The school provides innovative programs for academic and social engagement through the Arts, Philosophy, PE, Chinese and the Stephanie Alexander inspired Kitchen Garden (SAKG) supporting the development of passion projects. The dedicated Design Centre encompasses an Arts space, Kitchen Garden with 5 kitchen spaces, breakout area and a centralized space for the teaching of Philosophy. Learning spaces and opportunities are not confined to indoors but extend out to a full sized oval, wetland area, native gardens, Play pod, sensory garden and extensive shaded areas. A full sized, indoor, basketball court, two outdoor courts and exciting play areas for children complement the grounds.

Framework for Improving Student Outcomes (FISO)

The focus for 2017 was on developing a shared knowledge and understanding of the FISO components of 'building practice excellence' and 'curriculum planning and assessment' for building practice excellence in Teaching and Learning. We have worked consistently through PLCs to embed our instructional model and shared pedagogical practices across the school. Teachers use a range of data to inform, design and enact differentiated learning programs, which target the needs of students in all areas of the curriculum.

Through Professional Leadership, we have targeted 'building leadership teams' as our focus for our leading teachers and mentor leaders through a comprehensive professional learning structure which supports our culture of 'leading learners'. PLCs and PLTs were further supported to plan using data and design to enact the curriculum based on our Inquiry Scope and Sequence as well as on the individual needs of our students. We actively worked with challenge partner, Dr Maureen O'Rourke to deepen our understanding of PLTS and accessed the Bastow leadership courses of Leading Literacy, Leading Numeracy, CREATE and Inspire Local leaders Program.

We are building a positive climate for learning and setting high expectations through promoting inclusion and acceptance through our work as a Positive Behaviour School. We have a strong focus on inclusive practices and employed Wilson MacCaskill to host two curriculum days in 2016 and 2017 when he worked with staff on embedding collaborative games through "Play is the Way' into our learning culture.

Achievement

Our achievement goal is to ensure we improve student learning outcomes in Literacy ,numeracy and thinking, with the Key improvement strategies of; establishing a clear evidence based instructional model that is fully embedded, captures student learning growth, and focuses on literacy and numeracy, and, to build teacher capacity to identify and teach to each student's point of learning and to use data to inform planning. Our work in developing foundational understanding and learning in reading and number has become a stronger focus this year. Derrimut teachers' work closely with the Maths Association of Victoria (MAV), to develop pedagogical content knowledge and progress students learning through differentiating the curriculum. We have continued to embed our instructional model for reading and use Fountas and Pinnel as our reading assessment and learning continuum framework. We have implemented Levelled Literacy intervention (LLI) as our literacy intervention strategy across the school to lift student outcomes for those students at risk. This has also assisted in building teacher capacity to implement effective structures, strategies and practices for improved literacy outcomes. This strategy will continue in 2018 as a focus of our Light Touch Annual Implementation Plan. Our Self Evaluation and School Strategic Plan is on strengthening data literacy in reading, the instructional model and the learning environment.

Engagement

We aim to improve student engagement through building teacher capacity to design curriculum for deep learning and assessments that provide effective feedback. This will further support, enable authentic student goal setting and achievement, and build teacher capacity to engage in effective, inclusive practices and collaborative learning practices.

In 2017, the school continued to embed the "School-Wide Positive Behaviours Framework". All communities developed norms and consequences of behaviours based around our four school values, and have identified ways we can improve our interactions in the classroom and in the playground including lunchtime clubs. These lunchtime clubs include sports, arts, music, drawing, environmental and science. Special programs, such as Kitchen Garden the Arts, Physical Education, Philosophy, and Passion Projects have increased student participation and are developing student agency. This is continued through our leadership program for School Captains, Junior School Council, "TechXperts" attending the "Kids Teaching Kids" expo and the Green Team. We aligned the Victorian Curriculum Capabilities and the 6cs (character, collaboration, critical thinking, citizenship, creativity, communication) from the New Pedagogies for Deep Learning (NPDL) project to ensure out inquiries were focused on our students being collaborative, creative active citizens. Teachers also plan using the Deep learning quadrant that ensures units of work have strong pedagogy, effective learning partnerships, digital technologies and learning partnerships.

Wellbeing

We are ensuring all members of our school community experience, and feel, that they have a safe and orderly learning community through building teacher capacity to enable systems, routines, strategies and structures that are conducive to its development. We ensure that we provide the opportunity for all students to engage in additional services where they are required.

The school will continue to strengthen its SWPB framework through a designated wellbeing officer, engagement and re-engagement programs. We have employed a full time Youth Worker to support students and their families who require additional assistance due to personal circumstances. We also continue to work with a designated Speech Pathologist as well as a dedicated Occupational Therapist (OT) to assist students on the PSD program as well as non-funded students with additional needs.

All activities outlined in the engagement summary will be continued as they have had a positive impact on student connectedness and wellbeing as well as engagement. A major partnership was with 'Building Healthy Communities in Melbourne's West. This partnership enabled health checks to our families, and a Health Launch in May where the teddy bear hospital came to visit along with the Brimbank Police, local Councillors, the University of Melbourne and Sunshine Hospital. Funding from this project supplemented school funds, which were dedicated to the building of our sensory garden, which has become a feature of the local environment. Our OT was consulted in the design of the garden and the OT worked with staff to teach them how to effectively use the sensory garden for play and for learning.

For more detailed information regarding our school please visit our website at
www.derrimutps.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

Enrolment Profile

A total of 779 students were enrolled at this school in 2017, 383 female and 396 male.

53 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬●▮◆ 100 Results: Mathematics 0 ▬▬▬▬●▮◆ 100	🟢 Similar 🔵 Lower

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

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 34 % / 40 % / 26 % Low / Medium / High **Numeracy** 34 % / 49 % / 17 % Low / Medium / High **Writing** 33 % / 48 % / 19 % Low / Medium / High **Spelling** 26 % / 47 % / 27 % Low / Medium / High **Grammar and Punctuation** 24 % / 54 % / 23 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

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

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

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.

Average 2017 attendance rate by year level:

Student Outcomes

Results: 2017

0 ⟶ 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 ⟶ 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	92 %	94 %	92 %	91 %	94 %	92 %

School Comparison

● Similar

● Similar

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017	Lower

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
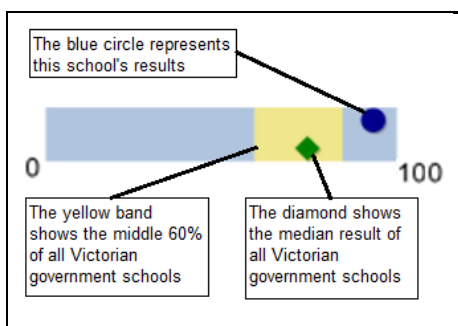   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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).


The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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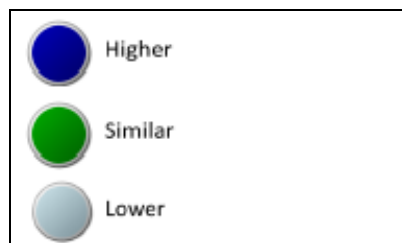
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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

Derrimut Primary School was in a surplus for 2017. Our Program Budgets focus on building exemplary resources linked to our Strategic Plan and AIP goals. We received $409, 879 in equity funding that was used to for our literacy and numeracy program. These funds supported the employment of literacy and numeracy coaches in every learning community, literacy intervention program from 3-6, in class literacy intervention and to resource our students with exemplary literacy resources.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$5,941,333
Government Provided DET Grants	$1,075,237
Government Grants Commonwealth	$21,171
Government Grants State	$38,400
Revenue Other	$28,822
Locally Raised Funds	$300,245
Total Operating Revenue	**$7,405,208**

Equity[1]	
Equity (Social Disadvantage)	$409,879
Equity Total	**$409,879**

Expenditure	
Student Resource Package[2]	$5,358,312
Books & Publications	$46,504
Communication Costs	$15,009
Consumables	$206,528
Miscellaneous Expense[3]	$468,502
Professional Development	$51,579
Property and Equipment Services	$360,201
Salaries & Allowances[4]	$1,762
Trading & Fundraising	$24,430
Utilities	$51,376
Total Operating Expenditure	**$6,584,203**
Net Operating Surplus/-Deficit	**$821,005**
Asset Acquisitions	**$5,025**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$684,607
Official Account	$25,805
Total Funds Available	**$710,412**

Financial Commitments	
Operating Reserve	$174,308
Asset/Equipment Replacement < 12 months	$75,000
Maintenance - Buildings/Grounds incl SMS<12 months	$85,000
Revenue Receipted in Advance	$52,179
School Based Programs	$245,000
Other recurrent expenditure	$78,925
Total Financial Commitments	**$710,412**

(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.