

2023 Annual Report to the School Community

School Name: Derrimut Primary School (5512)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 17 April 2024 at 10:14 AM by Jade Seddon (Principal)

- This 2023 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 03 May 2024 at 10:33 AM by Leonie Foote (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Our Vision at Derrimut Primary school is “A Place to Grow and Thrive”. We are an inclusive and collaborative community of thinkers and learners. We strive for excellence so all learners can be the very best that they can be. Our values are Respect, Responsibility and Excellence.

Derrimut Primary School is a Foundation to Year 6 Public Private Partnership School located in the inner Western Suburbs of Melbourne, proudly serving our community for fourteen years. In 2023, we had an enrolment of 686 students with an SFOE index of 0.4286. 49% of the student population had English as an additional language and 1% percent of students identified as Aboriginal or Torres Strait Islander. A full time equivalent of 42.5 teaching staff, and 14.7 full time equivalent non-teaching staff were employed at the school in 2023.

We are committed to fostering the holistic development of our students, nurturing their academic, social, and emotional growth. We encourage and empower students to embrace challenges and take risks in their learning, firmly believing that every student is capable of achieving success regardless of their background. Derrimut Primary aims to ensure that every school experience is positive and respectful and we are guided by Respectful Relationships and School-Wide Positive Behaviour Support (SWPBS). We acknowledge and celebrate diversity, recognising that fostering a sense of belonging and providing inclusive safe learning environments is vital for children to learn and engage fully in school and beyond.

Our staff work collaboratively together in Professional Learning Teams to develop, plan and enact the Victorian Curriculum supported by our GVC, Scope and Sequence and developmental continuum. Learning experiences are delivered through the Gradual Release of Responsibility Model. A comprehensive Assessment Schedule allows for timely collection and analysis of student data. Classroom programs are supported by our specialist programs Physical Education, Science, Visual Arts and LOTE-Mandarin Additional learning programs include Intensive Swimming Program, Inter-School Sports, Whole-school Camp Program, Social Groups and Student Leadership Programs. Our grounds are neat and well presented. These area foster many different elements or play, quiet play areas in our Sensory garden, creative play in our Agora, with our playpod, outdoor classroom spaces, and playgrounds. Our oval, gaga pit and basketball courts provide active play areas. In 2023 we saw the construction of our Tiny Town fostering creative play and our sensory pod fostering self-regulation.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, our AIP focused on the FISO areas of Excellence in Teaching and Learning, and Curriculum Planning and Assessment. We shifted our Professional Learning Communities (PLCs) into Data Inquiry Groups (DIGs), where teachers built their knowledge of whole-school data systems, content knowledge, analysed student data to identify areas of challenge, and aligned pedagogical practices to support student needs. These DIGs focused on Numeracy, Reading, Writing, and Social and Emotional Learning (SEL). Additionally, staff worked with our literacy and numeracy consultants to continue building their content knowledge and deepening their pedagogical practices. Staff engagement was reflected in the ongoing upward trend in positive endorsement of multiple factors in the School Staff Survey (SSS).

Our F-2 teams worked alongside our reading consultant and began implementing our word work program, complementing our reading workshop. The design and experimentation of implementation of a word work program for Year 3-6 was undertaken in Terms 3 and 4, with full implementation planned for 2024. The Tutor Learning Initiative (TLI) also had a strong focus on word work to ensure we filled gaps in students' knowledge. Our TLI data showed that all students in the tutoring program made growth in both word work and reading. Our school performance report showed that our students made medium to high relative growth in both Reading and Numeracy.

In 2023, we will continue to focus our professional learning on building teachers' capacity to utilise evidence-based pedagogical practices and to effectively use student data to drive teaching and learning. We will also focus on student voice and agency to increase student engagement.

Wellbeing

In 2023, we started the year with our professional learning focusing on positive climate for learning. Staff learnt about universal approaches that support a positive climate for learning. Learning walks have shown improvement in staff's capabilities to set up classrooms to ensure they are positive environments for our students and align with our school expectations and social-emotional learning (SEL) practices.

Whole-school behaviour data, analysed by the SWPBS PLT, drove whole-school expectation focus. Staff began to utilise this data to develop and plan sequences of learning to implement and monitor universal approaches to continue building a positive climate. The PBIS whole-school acknowledgment system was embedded, with staff utilising the system to acknowledge students. We saw the implementation of our SEL scope and sequence where units of work were designed and implemented based on this.

Our Mental Health in Primary Schools (MHIPS) learning specialist continued their professional learning with MHIPS, working on connecting MHIPS to our SEL scope and sequence as well as beginning to develop a referral pathway that aligns with the mental health and wellbeing continuum and whole school documentation.

We saw the installation of our sensory pod, a place where students are supported to self-regulate. Our occupational therapist and speech pathologist worked alongside our leaders, teachers, and educational support staff to implement universal and Tier 2 supports for our students. We continued with our connection to RCH and the running of social groups, as well as employing an external art therapist to run art therapy groups.

Our results in the Student Attitudes to School Survey for students in Years 4 to 6 showed the 'Sense of Connectedness to School' above that of similar and state schools.

In 2024, student wellbeing will be a key priority as we strengthen our approach to buddies and student leadership to enhance connection to school, student voice and agency, bully prevention and school pride. Work in 2024 will also focus on developing strong and consistent practices and interventions for students requiring additional support with social and emotional learning, supported by MHIPS, SWPBS, Respectful Relationships, and Disability Inclusion funding.

Engagement

School absence data mirrored that of similar schools, with common reasons for non-attendance being illness and extended family holidays. The school implemented several strategies to ensure regular attendance, including closely monitoring attendance, conducting follow-up phone calls and meetings with families, positive acknowledgment of students attending and providing regular updates on Compass. Data was utilised to identify the most vulnerable students, who received tier 3 supports to enable them to engage in learning. We will continue to work with our families, working together to identify any barriers and implementing supports. Derrimut Primary will continue to foster a positive climate for learning to ensure student engagement by activating student voice and agency, empowering students, and enhancing learning outcomes. Whole-school professional learning will enhance teacher knowledge regarding student voice, agency, and leadership, and how to embed these principles across all learning areas and capabilities.

Financial performance

Derrimut Primary school finished 2023 in a healthy financial position. Our school surplus continued to increase due to teacher shortage challenges and difficulties recruiting classroom teachers and our leaders continuing to replace classes.

Equity funds were used to directly enhance the literacy learning of all students. We have extensively purchased high quality texts to ensure every learning community has a well stocked classroom library with a large range of books to support all students and their level of reading. We employ expert literacy and numeracy coaches to improve pedagogical knowledge of every teacher in every classroom.

To ensure the early intervention strategies are available to our students we employ a private, school based Speech Therapist, Occupational Therapist and an Art therapist to work in the school to target specific needs of many students through building our teacher's capabilities or through small group intervention.

We targeted spending of the surplus to maintain a high quality 1:1 iPad purchase for our 3-6 students and grounds works to ensure our grounds are safe and engaging for our students, including our Tiny Town targeting imaginative play and our sensory pod to amplify our sensory garden as a place to self regulate.

For more detailed information regarding our school please visit our website at
<https://www.derrimutps.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 686 students were enrolled at this school in 2023, 330 female and 356 male.

49 percent of students had English as an additional language and 1 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).

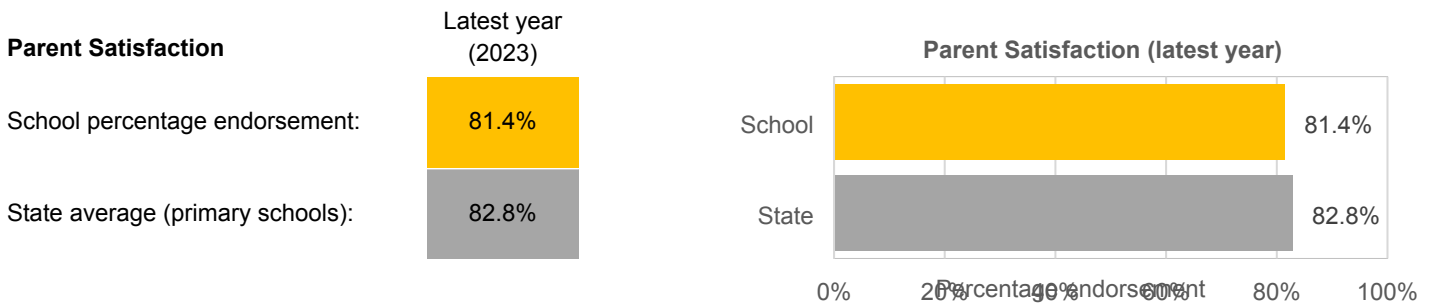
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

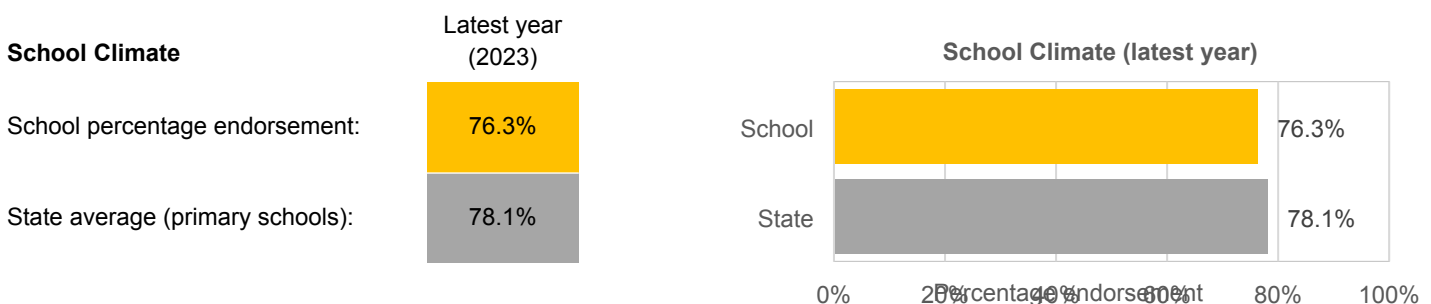


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

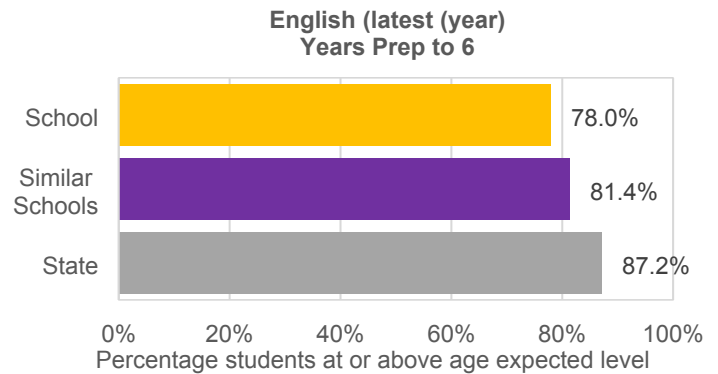
78.0%

Similar Schools average:

81.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

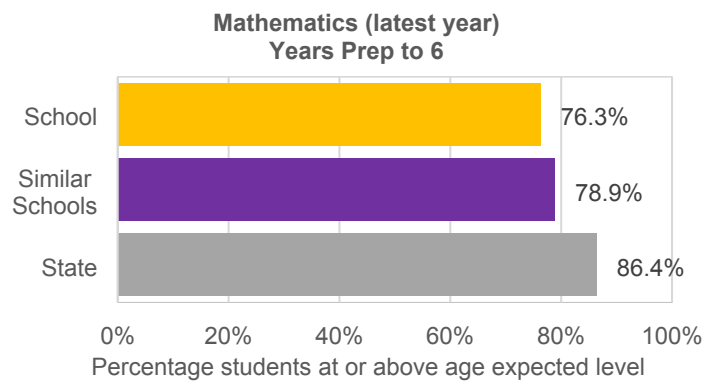
76.3%

Similar Schools average:

78.9%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

65.1%

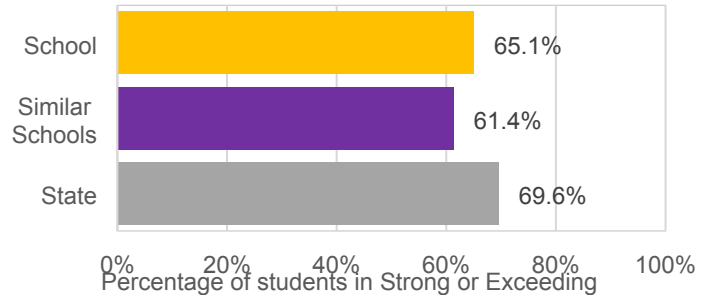
Similar Schools average:

61.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

63.6%

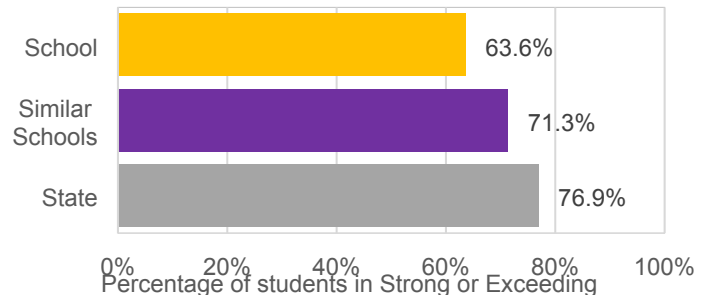
Similar Schools average:

71.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.7%

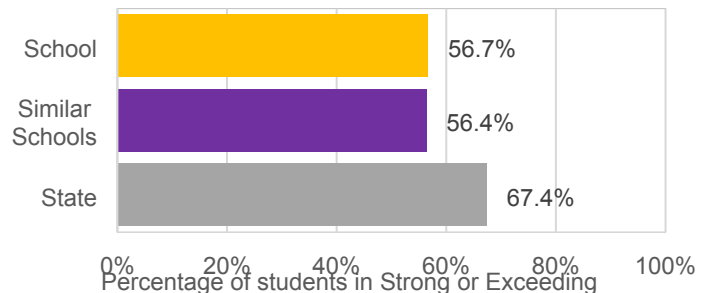
Similar Schools average:

56.4%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.9%

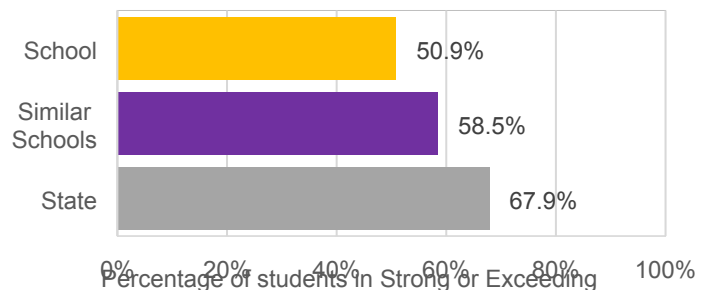
Similar Schools average:

58.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

59.1%

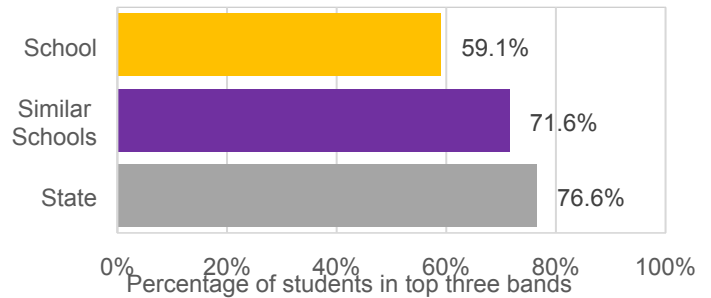
Similar Schools average:

71.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

61.7%

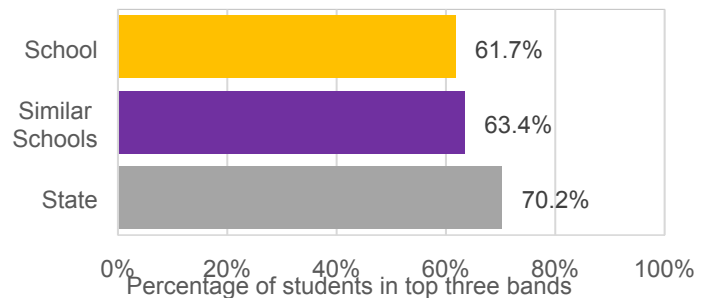
Similar Schools average:

63.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

52.4%

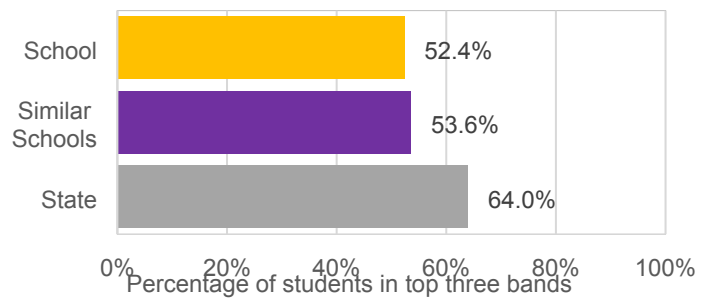
Similar Schools average:

53.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

39.8%

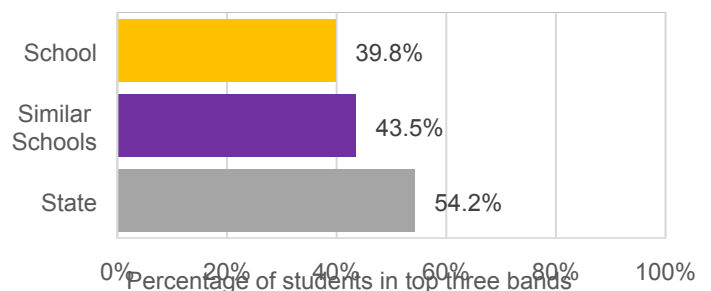
Similar Schools average:

43.5%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

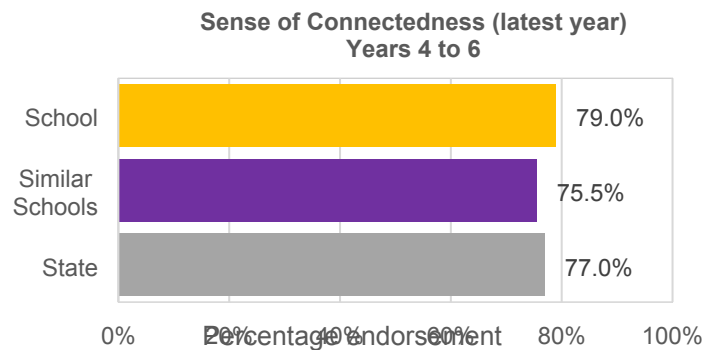
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	79.0%	83.3%
Similar Schools average:	75.5%	78.0%
State average:	77.0%	78.5%

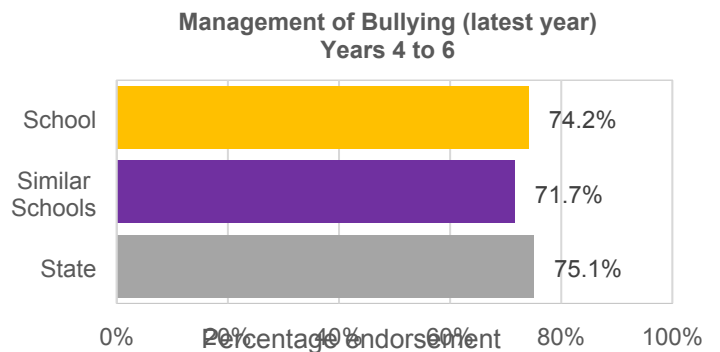


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	74.2%	78.4%
Similar Schools average:	71.7%	74.6%
State average:	75.1%	76.9%



ENGAGEMENT

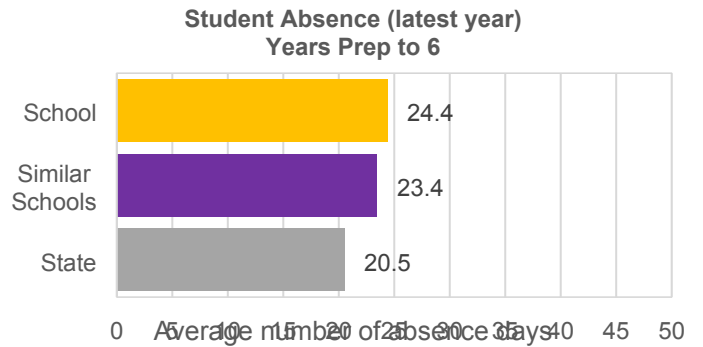
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	24.4	24.0
Similar Schools average:	23.4	20.7
State average:	20.5	18.1



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 (2023):	86%	87%	87%	88%	88%	88%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$9,102,432
Government Provided DET Grants	\$1,571,908
Government Grants Commonwealth	\$1,485
Government Grants State	\$0
Revenue Other	\$90,646
Locally Raised Funds	\$206,374
Capital Grants	\$0
Total Operating Revenue	\$10,972,846

Equity ¹	Actual
Equity (Social Disadvantage)	\$363,274
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$363,274

Expenditure	Actual
Student Resource Package ²	\$6,015,714
Adjustments	\$0
Books & Publications	\$27,308
Camps/Excursions/Activities	\$121,280
Communication Costs	\$14,454
Consumables	\$155,749
Miscellaneous Expense ³	\$21,294
Professional Development	\$37,763
Equipment/Maintenance/Hire	\$434,028
Property Services	\$25,754
Salaries & Allowances ⁴	\$89,635
Support Services	\$580,969
Trading & Fundraising	\$21,482
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,875
Utilities	\$64,101
Total Operating Expenditure	\$7,611,405
Net Operating Surplus/-Deficit	\$3,361,441
Asset Acquisitions	\$170,175

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$853,583
Official Account	\$66,405
Other Accounts	\$0
Total Funds Available	\$919,988

Financial Commitments	Actual
Operating Reserve	\$262,491
Other Recurrent Expenditure	\$46,095
Provision Accounts	\$0
Funds Received in Advance	\$29,371
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$500,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$50,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$887,957

All funds received from the Department of Education, 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.