

2022 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 (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.

- 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

About Our School

School context

Derrimut Primary School is a Public Private Partnership School currently in its thirteenth year of operation. The school is situated in the inner Western Suburbs of Melbourne and has a current enrolment of 678 students. Derrimut Primary is situated in a low-medium socio-economic area, with 53% of the student population with English as a second language. 2023 Student Family Occupation Equity (SFOE) index of 0.437. All students reside in our local enrolment zone, unless they have moved after enrolment. The School's Vision: "A Place to Grow and Thrive" underpins our Mission, Vision: 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 that we show respect, responsibility and excellence. Derrimut has a Principal, 2 Assistant Principals, 5 Learning Specialists, 1 Leading Teacher and 34 equivalent full-time teaching staff, and 7 Education Support Staff, and 6 administration staff members. Our Assistant Principals have the role of whole school curriculum, attending Professional Learning Team meetings. They focus on Wellbeing, responsible for student support across the school, working with teachers, students and families. Our 5 learning specialists are full time instructional coaches, supporting individual teachers and PLTs for their areas of the school. The 0.6 Leading Teacher supports student wellbeing, leading the MHIPS program and offering behaviour coaching for staff, establish behaviour plans and the management of students across the school. To further support the Strategic Plan goals and targets the school has employed external literacy consultants. The school is structured in single year levels, 4 Foundation Classes, 4 Year 1, 4 Year 2, 4 Year 3, 5 Year 4, 4 Year 5, 4 Year 6, a total of 28 classes. We offer PE, Art, Performing Arts, and LOTE- Chinese Mandarin as our specialist subjects. We work hard to ensure all students develop both academically, socially and emotionally. Derrimut has a professional and committed staff, many in their first few years of teaching, who work collaboratively together in PLTs to plan and enact the curriculum to ensure the education and wellbeing of our students are met. Teachers are responsible for the development and delivery of high quality programs which are constructed using the Victorian Curriculum framework, through our GVC, Scope and Sequence and developmental continuum, and delivered through the Gradual Release of Responsibility Model. This is consistent in the Readers' and Writers' Workshop and Numeracy lessons. A comprehensive Assessment Schedule allows for timely collection and analysis of student data. The learning is differentiated to personalise the learning for all students at their point of need. Students are provided with a range of small group targeted teaching and conferring. The School has a main building that provides spacious and well equipped learning spaces for our F-2 and year 6 students. Our years 3-5 students are in our portables. We have a full sized gym, design and art space, performing arts studio and a range of multi-purpose rooms for our many diverse programs. We offer many additional programs such lunch time clubs, breakfast club, Code Camp. Our grounds are neat and well presented. These focus on 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. We are proud of our routines and rituals that make Derrimut Primary a strong community. These include our daily breakfast club, our literacy weeks, numeracy weeks, our cultural celebrations, art show and whole school production, Wakikiri and finishing the year with our whole school picnic. We also ensure our communications are clear and celebrate learning with our families, through our website, Compass posts and Facebook and Instagram pages. A technical team is in place to support the ICT infrastructure, ensuring that staff and students have working devices and that the network is operating well, therefore not interrupting the flow of learning. The school is exceptionally well resourced with outstanding grounds, facilities including school leased iPads in all learning environments with a 1:1 program for our year 6 students. The School has developed close partnerships 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Derrimut Primary School's 2021 Annual Implementation Plan (AIP) was closely aligned with the Department of Education and Training's Framework for Improving Student outcomes (FISO) and established a direction that supported a strong teaching and learning culture within the school. All aspects of the AIP were closely monitored by the highly skilled School Improvement Team (SIT) which comprised the Principal, Assistant Principals (AP), Leading Teachers (LT) and Learning Specialists (LS). This ensured

all Goals, Key Improvement Strategies were developed, met and exceeded. The 2022 AIP focussed on the following FISO areas, Excellence in Teaching and Learning, Curriculum Planning and Implementation engages and challenges all students, Evidence-based practices drive professional practice and improvement. We are proud of our 2022 year. Although it was full of challenges, adversity with a daily shortage of staff, the whole school community became a stronger community, working together for the academic and social and emotional learning of our students to engage in the learning.

Our teachers deepened their pedagogical knowledge of how students learn and ways in which they can learn. Our ES staff worked alongside allied health services to deepened their knowledge and skills of how to best support our students to learn. We moved from wholes school PLCs to team based PLTs run by our leaders, still maintaining an alignment to our AIP goals. This enabled our teachers to have more time and space to design and plan curriculum based Unit Designs, which are anchored in deepening the learning for our students around our Guaranteed and Viable curriculum and the Victorian Curriculum. With a focus on formative assessment. Whilst we employed 3 part time teachers to deliver the tutoring program. This did not happen due to staff shortages and prolonged illnesses.

Our school year began with a refined START UP program, to induct teachers and students through a rigorous 4 week program in all subject areas. This ensured consistency in curriculum, effective pedagogy and use of high quality resources. It also allowed for students to become familiar with the structures, routines and expectations of learning in their classroom. Our Term 1 Information Night allowed families the chance to hear about the learning that will take place and meet their child's teacher. Parents had the opportunity to discuss and ask questions about their children in a safe and supported space. It also allowed families to connect with one another.

Our goals of our School Strategic Plan and AIP, focussed on deepening the curriculum and pedagogical knowledge of all staff through sound professional learning structures from curriculum days, drilling down to daily classroom practice. The key aspects of the plan included; - Building the instructional knowledge of teachers across the school, including the capacity to effectively plan and differentiate curriculum. This was supported through a number of strategies including:

- Designated planning days each term supported by professional learning with both external consultants and school based coaches
- Professional Learning Teams working under the guidance of Principal class and Leading Teachers
- Team Leaders had targeted additional time to work 1:1 with a leader from the SIT Team to interrogate data to ensure improvement.
- Leadership staff and team leaders attending the Professional Learning Community of practice. - Staff participating in targeted professional learning with various external consultants
- Differentiated Professional learning designed by SIT to support the differentiated learning needs of teachers focusing on building a guaranteed and viable curriculum in literacy and numeracy
- Student data being interpreted, reflected on and referred to in all team meetings (PLT, PLC, PCO and SIT)
- Implementation of learning walks focused on the cycle of professional learning taking place to ensure AIP targets are met and exceeded and meaningful feedback was provided in a timely manner
- Agreed to commitments produced through professional learning to codify the staff learning into expected practices to embed learning of the AIP into sustained practice in the classroom

To further support these improvements in addition to the strategies above, we will continue to provide targeted professional learning at the individual, team, team leader, and whole school levels through external expert consultants. This was funded through the use of our school's equity money. However due to staff shortages, 4 learning specialists needed to be full time teaching in grades with the leaders. assistant principals and principals all covering daily active supervision and covering grades during illnesses, which was on average, once per week. While this did not allow daily tasks of the principals and leaders to occur. it did allow us to build stronger relationships with all students at all levels through the school. It also allowed us to be a part of our structures and routines to ensure they were effective.

We were able to write our next strategic plan and AIP for 2023 and beyond

Wellbeing

Wellbeing supports were a strong focus during our 2022 year for our staff, students, families and wider school community.

The 2 years of a pandemic had an onflow affect on student attendance. Many of our families had cycles of isolation over 2 years which continued in 2021. Many of our families had multiple exposures to covid resulting in whole family isolation, and government directives to families and school were to keep children at home when unwell.

This was also the case for our teachers with many having multiple exposures to covid, isolation, or long term illness related to covid. The shortage of staff, replacement staff and leadership resulted classes needing to be split across the school on a daily basis. As a result, we had a strong focus on the wellbeing of our students, staff and community, This was ensuring staff learning was based on embedding current practices and not new learning, Staff were supported in their own wellbeing, and with more time and space to plan for the students in their year level, and not just grades, to support with split grades, and to have consistency in that year level. They also received support in working with students and families additional post pandemic stress.

As a response to a heightened need for student wellbeing and connectedness to school after 2 years of online learning, We introduced morning circle time and greetings at the gate. Greetings at the gate ensured our students had a positive first interaction with an adult prior to entering into learning. With circle time ensuring that students connected with each other and the teacher, as well as setting the tone for the day.

We also acknowledge there are a number students with high absenteeism, We have allocated staff and systems to support families in bringing their children to school, and attending more regularly.

We continued our work with external services to deliver programs to target social and emotional needs through small groups. Such as

- The royal children's hospital
- Canine comprehension
- Iron armour academy
- Splash therapy

Engagement

Our SWPBS is the foundation of wellbeing and engagement at our school. Our Expectation Matrix is followed by all, staff, students and parents. This has provided a common language for our whole school community to be respectful, responsible and show excellence in all educational settings. The Wheel of choice and the 4Rs further provided consistency to onsite expected behaviours. These alongside pre-corrects were essential for our students in term 4 when reintroducing our students to friendships, play and safety in the playground and play equipment after so long at being at home without use of playgrounds and access to friendship groups. Through term 4 we offered a range of kinder to school information and transition sessions to support our newest of Derrimut members to transition well into the beginning of their school life.

As a school we begun using the positive behaviour in schools (PBIS) reward system to acknowledge our students when they are showing expected behaviours that align with our school values. Students accumulate these points and then are able to spend them in our whole school PBIS shop which was also launched at the beginning of 2022. Students who had received a high number of points were also acknowledged at whole school showcase and given a badge to wear with pride.

School Captain roles and year 6 captain program relaunched in 2022 to ensure all year 6s have a strong leadership and agency program in the school.

Other highlights from the school year

2022 saw the gradual return of our excursions after 2 years, and all year levels participated in our F-6 Camping Program. Our students begin with a foundation breakfast. Our year 1s gave an activities night and our years 2s have a sleep over. Our year 3-6 students have a 2 night camping experience at 4 different bush or beach setting camps. These are wonderful experiences where our students participate in activities such as bike riding, giant swings, flying foxes, canoeing and surfing. All experiences develop character and life experiences.

In 2022, our school participated in Wakakirri for the first time, It was fabulous to see our children develop strong voice and agency in the the development of the dance story of "Rise Up". Our students received many awards in the state and National events and were invited to perform at the national level. We had great parent support for this event to be successful.

Our PE and Sport Program ensure our students have a range of experiences for team sports and athletics. Our students experience a range of competitive sports beyond inter school sport for Rugby, Netball and Basketball. We were proud that our students were invited to the finals of the Rugby tournament, not only based on skill, but based on their teamwork and respect for other teams. Other highlights have been our year 6 fund-raising and market data fundraisers to ensure all students can attend the graduation ceremony. We also received our SWPBS silver accreditation for our work in this area. Our year ends in our while school picnic where our community comes together to celebrate the year. It is a wonderful community event.

Financial performance

Derrimut Primary school finished 2022 in a healthy financial position after multiple years of running at a surplus. Our school had a surplus for staffing. This was due to the recruitment for a classroom teacher being difficult and our leaders replacing 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 coaches to improve pedagogical knowledge of every teacher in every classroom to guarantee effective student learning. To ensure the early intervention strategies are available to our students we employ a private, school based Speech Therapist and Occupational Therapist to work in the school to target specific and comprehensive needs of many students both funded and those ineligible for funding. We targeted spending of the surplus maintaining a high quality 1:1 Ipad lease over 3 years and Grounds works to ensure our grounds are safe and engaging for our students due to being above capacity. This year we targeted the surplus on a number of school grounds budget on building outdoor learning spaces, This included many seated, and table and chair areas. We also received a grant for \$20,000 that supported the installation of an additional large shade sail over our agora play area. We also use this budget to support grounds spends that are not covered by the PP Project and are necessary for an engaging school environment.

For more detailed information regarding our school please visit our website at
<https://www.derrimutps.vic.edu.au>