

2016 Annual Report to the School Community



School Name: Deer Park North Primary School

School Number: 5084



Name of School Principal: Elizabeth Balharrie

Name of School Council President: Melanie Lenssen

Date of Endorsement: March 30, 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

About Our School

School Context

Deer Park North Primary School is a school of around 370 students located in the suburb of Deer Park in the western suburbs of Melbourne. The school caters for students from Foundation to Year 6. The school has a Student Family Occupation (SFO) density index of 0.75 reflecting a low socio-economic status. The school community proudly recognizes and celebrates this cultural diversity represented in the school. The school has an EAL enrolment of 45.7% in 2016 and 1.4% Aboriginal and Torres Strait Islander (ATSI) students.

The School Leadership Team consists of the Principal and Assistant Principal and two Leading Teachers. There are 20 EFT teaching staff and 10.9 Education Support Staff.

The school is organised into grade level teams including three Foundation classes and composite classes of 1/2, 3/4 & 5/6. The Early Learning Centre and Play-Space provides a stimulating and engaging program for Foundation students in their first year of Primary School. The Year 1- 6 students participate in Specialist Programs of Visual Arts, Physical Education and Science.

Indoor classrooms and the school library are stimulating and inviting. An indoor full-sized basketball court, music room and multi-purpose space accommodate various activities such as whole school assemblies, sports and physical education program, instrumental music program and DPN Community Hub activities. The school facilities are well-maintained and cater to a range of school programs and initiatives, including Science/Sustainability & Kitchen/Garden programs, Gratitude Garden and mindfulness program, Breakfast Club and Canteen. There are various outdoor play spaces consisting of Junior and Senior adventure playgrounds, sand pit, synthetic grass areas provide bat tennis courts, a running track and AFL football and soccer fields. Asphalt areas provide outdoor basketball and netball courts and minor games markings.

The Community Hub Program at DPNPS is in its third year. It continues to be well received by the school community and provides support for families and their children to connect with services and opportunities to participate in a range of activities and programs to improve educational and wellbeing outcomes.

Deer Park North PS aims to engage each child's curiosity and build on their strengths to develop healthy, socially responsible and resourceful life-long learners. The school values adopted in consultation with the school community are to be respectful, be empathetic, be resilient and be your best.

Framework for Improving Student Outcomes (FISO)

Improvement Initiative - Building practice excellence

Key Improvement strategies:

- Build a guaranteed and viable curriculum focused on enhancing student learning.
- Build the instructional practice of every teacher to ensure consistency and reduce variability.
- Build and monitor a whole school approach to Professional Learning Teams (PLT's).

In 2016 the School-based coaching programs and consultancy in Literacy/ICT, Numeracy/ICT and Inquiry/E5 have continued to support professional learning and achieve quality teaching and learning programs. The school has adopted the High Reliability School Framework, which is being implemented at all levels with a focus on creating the environment for learning. There has been further development of DPN as a Professional Learning Community with the use of evidence-based strategies to support and drive regular, timetabled planning at PLT level and formalised classroom observations, reflection and feedback on modelled teacher practice.

AusVELS and Victorian Curriculum F-10 curriculum standards have been used in team planning and provided a reference for student assessments and continuums, cohort data, differentiation and learning sequence.

Improvement Initiative - Setting expectations and promoting inclusion:

Key Improvement Strategies:

- Ensure a whole school process for setting challenging goals and effective feedback for every teacher and student.
- Build a whole-school process for the use of data and evidence to inform action and track student learning.

All staff have participated in professional learning activities aimed at developing supportive and engaging learning environments and using student performance data to set challenging goals and provide feedback for each student. The work of the Professional Learning Teams and Literacy and Numeracy coaches has provided the opportunity for teachers to continually reflect on and improve their practice.

The school has engaged consultants in Positive School Wide Behaviours and Restorative Practices to support the development of a consistent approach in managing and modifying student behaviour and catering to the individual needs of students.

Teaching teams are embedding the practice of setting clear learning intentions for each lesson and development of student goal setting, self-evaluation and reflection on learning. The school has implemented student-led conferences empowering each student to develop skills in reflecting on themselves as learners and to share and celebrate their progress and achievements.

Achievement

The School Strategic Plan (SSP) 2015 - 2018 provides a strong improvement focus on student learning outcomes in Literacy and Numeracy with particular emphasis on achieving at and above expected growth for all students.

- Teacher judgement of student achievement in English and Mathematics against AusVELS in Years Prep to Year 6 shows Student outcome results higher than School Comparison.



- The NAPLAN Year 3 results in Reading are similar to like schools for 2016 and for the Reading (4-Year average)
- The NAPLAN Year 3 results in Numeracy are lower than like schools for 2016 and the Numeracy (4-year average)
- The NAPLAN results for Year 5 in Reading in 2016 and Reading (4-Year average) are lower than like schools
- The NAPLAN results for Year 5 in Numeracy in 2016 and Numeracy (4-Year average) is similar to like schools.
- The NAPLAN Learning Gain Year 3 – Year 5 shows a high percentage of students achieving low growth and medium growth in all areas. The percentage of students achieving high growth across all areas is between 9% and 17%.

Th

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The average number of Student Absence Days for DPN students in 2016 and for the 4-year average was Similar to schools with students having similar characteristics. The average attendance rate ranged from Prep with 87% to Year 6 with 93%.

The school's Student Attendance Policy aims to maximize student learning opportunities and performance and provides clear guidelines & procedures to support regular attendance and reduce unnecessary absences. The whole-school focus on student attendance is personalized, where the Welfare Officer supports each teacher with the monitoring of absences. This includes follow up calls to parents or carers of students with a poor attendance rate. The school recognizes that learning opportunities are maximized when students are fully engaged and personal wellbeing is valued.

To this end the school will continue to:

- Build on the capacity of teachers to further provide a rich and engaging curriculum
- Ensure inquiry topics are based on student interest.
- Maximize access to ICT resources such as interactive whiteboards, laptop computers & iPads.
- Maintain small class sizes that allow for personalized learning & building of positive classroom relationships.

Wellbeing

The results of the Students Attitudes to School - Connectedness to School and Student Perception of Safety is similar in the school comparison.

The school is continuing to implement a range of strategies to further develop and maintain a safe, secure and orderly learning environment. As part of the Positive School Wide Behaviours program, the school community reviewed the school values resulting in the adoption of 4 school values in 2016. The school provides excellent resources and programs to make transitions of students coming to school, moving through the school and those exiting, a smooth and seamless process. In addition the following initiatives are being embedded into the school curriculum:

- A strong welfare program ensuring that all have success & progress in achieving individual learning goals.
- Differentiated Learning in all classrooms
- Alternative recess activities
- A daily timetable that promotes healthy lifestyle practices, timely & regular breaks i.e. "brain break" and healthy snack break
- The "Green" school canteen policy in line with DET healthy eating guidelines.
- Student voice program/ Student Leadership Program
- Science and Sustainability Program – Resource Smart Program, Environmental Education, Kitchen/Garden Program
- Inquiry Learning (E5)
- School House System
- Gratitude Garden/Mindfulness

For more detailed information regarding our school please visit our website at www.deerparknthps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 371 students were enrolled at this school in 2016, 171 female and 199 male. There were 58% of EAL (English as an Additional Language) students and 1% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Similar</p> <p> Similar</p> <p> Lower</p> <p> Lower</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> Lower</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46%</td> <td>43%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>52%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>56%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>43%</td> <td>40%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>57%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	46%	43%	11%	Numeracy	33%	52%	15%	Writing	35%	56%	9%	Spelling	43%	40%	17%	Grammar and Punctuation	31%	57%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>87 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>89 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	90 %	91 %	92 %	89 %	91 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	90 %	91 %	92 %	89 %	91 %	93 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

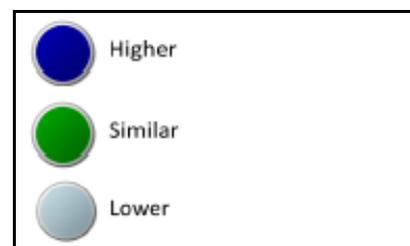
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

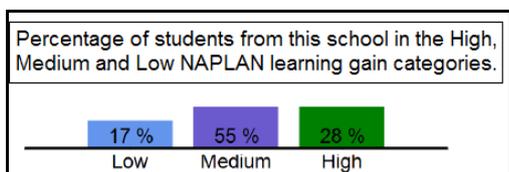
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

Resources of DPNPS have been managed and allocated in line with the SSP goals and targets to improve student learning outcomes.

- In 2016, the school received \$471, 818.96 in Equity(Social Disadvantage)
- The engagement of SRP consultant has ensured efficient management systems are implemented at the school level.
- The operating surplus will ensure effective and strategic implementation of planned initiatives and programs in the future related to:
 - Building school leadership profile including recruitment of Assistant Principal & Leading Teachers
 - School-based coaches
 - Development of School Welfare team – recruitment of Speech Pathologist, Social Worker, Community Engagement/Hub Leader,
 - Resourcing ICT through the eLearning Program
 - Ongoing Commitment to Community Engagement through Community Hub, Building Healthy Communities in Melbourne’s West, School as a Catchment Project
 - Refurbishing of teaching and learning spaces as required
 - Student Performance Data management tool implemented across the school

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,250,424
Government Provided DET Grants	\$1,100,433
Government Grants Commonwealth	\$6,835
Government Grants State	\$250
Revenue Other	\$33,351
Locally Raised Funds	\$135,676
Total Operating Revenue	\$4,526,970

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$854,809
Official Account	\$41,408
Other Accounts	\$466,711
Total Funds Available	\$1,362,928

Expenditure	
Student Resource Package	\$3,131,500
Books & Publications	\$51,558
Communication Costs	\$12,929
Consumables	\$82,086
Miscellaneous Expense	\$334,175
Professional Development	\$21,750
Property and Equipment Services	\$185,835
Salaries & Allowances	\$59,420
Trading & Fundraising	\$14,416
Travel & Subsistence	\$536
Utilities	\$25,162

Total Operating Expenditure	\$3,919,367
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Financial Commitments	
Operating Reserve	\$125,164
Asset/Equipment Replacement < 12 months	\$250,000
Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$100,000
School Based Programs	\$300,000
Asset/Equipment Replacement > 12 months	\$37,764
Capital - Buildings/Grounds incl SMS>12 months	\$300,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$150,000
Total Financial Commitments	\$1,362,928



Net Operating Surplus/-Deficit	\$607,602
Asset Acquisitions	\$0

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.