

2019 Annual Report to The School Community



School Name: Deer Park North Primary School (5084)



- 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 2019 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 27 May 2020 at 03:21 PM by Elizabeth Balharrie (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 May 2020 at 09:54 AM by Zarina Ali (School Council President)

About Our School

School context

Deer Park North Primary School is located in the western suburbs of Melbourne and has an enrolment of around 400 students. The school has a Student Family Occupation (SFO) density index of 0.75 and proudly recognizes and celebrates the cultural diversity represented in the school. 69 percent of students have English as an additional language.

Deer Park North Primary School is a learning community that fosters in students the knowledge, skills and dispositions to thrive as life-long learners. Within our diverse community, we create high quality learning environments where every child can learn and will learn to the best of their ability. Through the provision of positive experiences and a nurturing environment, our children develop confidence, social skills and healthy life habits. In partnership with our school community, it is our mission to map practical and ambitious learning paths for each child through consistency of purpose, policy and practice. School values that reflect our community include:

- Be respectful... Being someone who accepts the obligation to do something
- Be empathetic... Being someone who considers the feelings of self and others
- Be resilient... Being someone who copes with and recovers quickly from difficult situations
- Be your best... Being someone who does what is necessary & is considerate of others and values the environment.

The school leadership team consists of the Principal, two Assistant Principals and two Leading Teachers. There are the equivalent of 26.3 full time classroom teachers and 9.4 Education Support staff who work in a range of education and administrative support roles. The school is organised into grade level teams of Junior School (three Foundation, three Year 1, and three Year 2 classes), Middle School (five Year 3/4 classes) and Senior School (four Year 5/6 classes). Students access a curriculum based on the Victorian Curriculum F-10 including specialist subjects of Physical Education, The Arts - Visual and Performing, Auslan, Science & Sustainability and Kitchen-Garden program. In addition to the classroom learning spaces, school facilities include an indoor basketball court, music room and multi-purpose spaces, Library, Junior and Senior adventure playgrounds, a sand pit, synthetic grass areas used as bat tennis courts, a running track, cricket nets and football and soccer fields. Asphalt areas provide outdoor basketball and netball courts.

Framework for Improving Student Outcomes (FISO)

The FISO priorities in 2019 for the school:

- Excellence in Teaching and Learning - Dimensions of Curriculum planning and assessment and Building practice excellence and
- Positive Climate for Learning – Dimension of Setting expectations and promoting inclusion.

The key improvement strategies (KIS) implemented included the maintenance of the school-based coaching program for literacy and numeracy supporting professional learning for teachers and ESS in high impact strategies and the whole-school approach to the collection, analysis and the use of student learning data. Consistent literacy and numeracy instructional models have been adopted and embedded across the school incorporating positive behaviour and engagement practices. Two learning specialists have been appointed to team leader positions which has strengthened the school's middle leadership profile and been instrumental in improving PLC collaborative planning structures and approaches. Improved staff survey results are evidence of the positive gains in academic emphasis and instructional leadership.

Achievement

The school's Strategic Plan goals focus on improvement of student learning outcomes in Literacy and Numeracy. Although student achievement in NAPLAN was largely below expected levels, there is evidence of improvement trends in some areas. The result in Year 3 reading is a particular highlight with 41% of students in the top two bands. The NAPLAN learning gain (Year 3 to Year 5) - medium and high gain - in reading and writing was a generally positive

outcome. High gain of between 20% and 27% was achieved in Numeracy, Writing, Spelling & Grammar. Teacher judgements of student achievement in year levels Prep to 6 working at or above age expected standards in English was 70.6 which is below the similar school comparison and Mathematics was 79.9 which was similar to similar school comparison.

The school will continue to implement evidence based strategies that are known to be successful in building teacher capacity. A strong focus on professional learning, timetabled collaborative planning sessions and meeting schedule to support planning and assessment practices. The school Professional Learning Plan, aligned with SSP, AIP and PDP's will continue to includes initiatives, i.e. PLT inquiry cycle, the school based coaching program, peer observations, learning walks and student shadowing. Structures will be supported within the existing timetable to allow for flexible groupings across cohorts to enable delivery of programs to target student needs. Development of differentiated programs and personalised learning plans for PSD students will continue to be supported by coaches, speech therapist and welfare team.

Engagement

The school's average number of absence days for students is 19.4 days with a 4-year average of 18.5 days. This is below the Similar School Comparison and is a higher absence rate than expected.

The school has clearly stated steps for staff to follow if students are absent without explanation or absent for long periods. Parents/carers receive an SMS when their child/children are marked absent from school. Teachers contact parents/carers if students are absent without explanation. Leadership Team members contact parents and carers if students are absent for 3 or more days.

The school has implemented engagement activities to support and build student connectedness to school. These include a range of supervised recess clubs catering to student interests and needs. Professional learning for staff in using the Berry Street model has seen the introduction of strategies for inclusion such as morning circle, brain breaks and restorative conversations. The Berry Street model is helping to create a sense of belonging for our students and this work will continue in 2020. Classroom program initiatives include Respectful Relationship lessons at all levels. Each morning classrooms are open for Let's Read at 8:50am for parents and carers to join their child/ren in the classroom to read with/to their child/ren.

The school leadership team is reviewing strategies and exploring options and ideas to improve student attendance and have engaged and met with the relevant regional staff member to seek advice and assistance. The strategies that have been implemented will be closely monitored and reviewed in 2020.

Wellbeing

The Year 4-6 student attitudes to school survey results have shown to be generally positive however the percent endorsement for Management of Bullying factor was 73% which is below similar school comparison. Sense of Connectedness was in the range of results for the middle 60% of Victorian Government Primary Schools.

The school has focused on strategies to support the building of a safe, supportive and inclusive environment. Over the last 2-3 years the program initiatives of School Wide Positive Behaviours, Respectful Relationships and Berry Street model have been introduced. The school will be a Lead School in Respectful Relationships in 2020. It is evident that students are becoming more aware of their feelings and emotions, and understanding the emotions of others. Circle time is embedded in our practice at the beginning of each day which helps with belonging, inclusiveness, awareness of one another, awareness of feelings, and allows students to feel welcomed and relaxed. We will continue to build on this work.

Financial performance and position

The school budget was soundly and strategically managed to resource the implementation of initiatives and strategies detailed in the school Strategic Plan and Annual Implementation Plan (AIP). The school's finances were in surplus in 2019. School-based Coaches and Consultants were employed to work with teachers to improve instructional practice using equity funds. In addition, funds were allocated to student support programs including Levelled Literacy

Intervention Program, speech pathology and student engagement. Major expenditures were in replacement teacher costs and equipment that included investment in learning technologies. School improvement projects completed in 2019 included the School Office Administration renovation and Community Hub upgrade creating more functional and inviting spaces.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 403 students were enrolled at this school in 2019, 202 female and 201 male.

69 percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

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

| Parent Satisfaction | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 83.7 | 85.8 | 79.2 | 92.0 |

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.

| School Climate | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 71.1 | 79.5 | 68.5 | 87.9 |

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

| Teacher Judgments at or above age expected standards (latest year) | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--|---------|--------------|-----------------------|------------------------|---------------------------|
| Domain | Percent | Percent | Percent | Percent | |
| English | 70.6 | 89.7 | 81.7 | 95.0 | Below |
| Mathematics | 79.9 | 90.3 | 81.8 | 95.8 | Similar |

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

| NAPLAN top 3 bands (latest year) | | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|----------------------------------|------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (latest year) | 67.3 | 76.5 | 60.0 | 90.0 | Similar |
| Year 3 | Numeracy (latest year) | 44.9 | 67.7 | 50.0 | 84.6 | Below |
| Year 5 | Reading (latest year) | 50.0 | 67.6 | 50.0 | 83.1 | Below |
| Year 5 | Numeracy (latest year) | 25.5 | 59.3 | 41.2 | 76.4 | Below |

| NAPLAN top 3 bands (4 year average) | | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|-------------------------------------|---------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (4 year average) | 51.6 | 73.0 | 59.7 | 84.9 | - |
| Year 3 | Numeracy (4 year average) | 33.9 | 67.1 | 52.4 | 80.7 | - |
| Year 5 | Reading (4 year average) | 42.1 | 64.1 | 50.0 | 77.8 | - |
| Year 5 | Numeracy (4 year average) | 28.6 | 56.3 | 40.7 | 71.7 | - |

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

| NAPLAN Learning Gain | Low Gain | Medium Gain | High Gain |
|-------------------------|----------|-------------|-----------|
| Domain | Percent | Percent | Percent |
| Reading | 28.6 | 57.1 | 14.3 |
| Numeracy | 40.0 | 40.0 | 20.0 |
| Writing | 22.4 | 53.1 | 24.5 |
| Spelling | 30.6 | 44.9 | 24.5 |
| Grammar and Punctuation | 44.9 | 28.6 | 26.5 |

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

| Average number of absence days | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|---|--------|--------------|-----------------------|------------------------|---------------------------|
| | Number | Number | Number | Number | |
| Average number of absence days (latest year) | 19.4 | 16.3 | 13.9 | 19.4 | Below |
| Average number of absence days (4 year average) | 18.5 | 15.5 | 13.5 | 18.2 | - |

Attendance Rate

Average 2019 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | Percent | Percent | Percent | Percent | Percent | Percent | Percent |
| Attendance Rate (latest year) | 87 | 90 | 90 | 90 | 91 | 91 | 92 |

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 77.0 | 80.9 | 71.8 | 88.9 | Below |
| Percent endorsement (3 year average) | 76.2 | 81.4 | 73.9 | 88.1 | - |

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 73.0 | 81.6 | 72.2 | 90.0 | Below |
| Percent endorsement (3 year average) | 72.4 | 81.7 | 74.4 | 89.1 | - |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,098,426 |
| Government Provided DET Grants | \$1,064,484 |
| Government Grants Commonwealth | \$20,831 |
| Government Grants State | \$0 |
| Revenue Other | \$34,073 |
| Locally Raised Funds | \$179,616 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$5,397,430 |

| Equity ¹ | Actual |
|---|--------------------|
| Equity (Social Disadvantage) | \$1,090,434 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$1,090,434 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$3,999,515 |
| Adjustments | \$50 |
| Books & Publications | \$58,678 |
| Communication Costs | \$10,958 |
| Consumables | \$88,797 |
| Miscellaneous Expense ³ | \$527,600 |
| Professional Development | \$23,170 |
| Property and Equipment Services | \$330,033 |
| Salaries & Allowances ⁴ | \$3,633 |
| Trading & Fundraising | \$15,978 |
| Travel & Subsistence | \$12,835 |
| Utilities | \$35,601 |
| Total Operating Expenditure | \$5,106,848 |
| Net Operating Surplus/-Deficit | \$290,582 |
| Asset Acquisitions | \$657,809 |

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$795,233 |
| Official Account | \$74,033 |
| Other Accounts | \$0 |
| Total Funds Available | \$869,267 |

| Financial Commitments | Actual |
|---|--------------------|
| Operating Reserve | \$161,767 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$287,967 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$200,000 |
| Capital - Buildings/Grounds < 12 months | \$500,000 |
| Maintenance - Buildings/Grounds < 12 months | \$150,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$1,299,734 |

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 26 Feb 2020 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.

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, including:
 - 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) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 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 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').