

2019 Annual Report to The School Community



School Name: Darley Primary School (5200)



- 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 15 June 2020 at 11:36 AM by Simon Cornock (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 17 June 2020 at 09:02 AM by Lisa Petrov (School Council President)

About Our School

School context

Darley Primary is a community school serving the Darley Community in the township of Bacchus Marsh, 50 kms West of Melbourne.

Darley Primary School provides a positive, nurturing and creative environment. Our mission, vision and values were reviewed and adjusted during our review process to reflect the aspirations of our school community.

- Mission - To ensure high levels of learning for all students
- Vision - Our vision is to create and sustain a world class collaborative learning community that provides the highest quality education for all. We actively challenge each other to be courageous, creative, curious and caring. Community members are encouraged to embrace new opportunities and develop inquiring minds in a rapidly changing world.
- Values- Courage, Creativity, Curiosity, Collaboration, Caring (5C's)

Darley Primary School has a student population of 584. Of the 584 students, 17 identify as Aboriginal, 10 are assessed as EAL, 4 are in Out of Home Care, with 195 identified as disadvantaged and 13 students funded under PSD. Our SFO index is 0.5207 and our SFOE index is 0.4629.

Staffing consists of 3 Principal Class, 31.11(EFT) teachers, 1.20 (EFT) Learning Specialist, 13.43 ES staff. All classes are single age classes. We also offer specialist programs including HAPE, Arts (Performing and Visual), Science and Chinese.

We operate an Out of School Hours Club (which includes before and after school care as well as holiday programs), Darley Dads and Mums events, Special Friends and a very active Parent Club.

Framework for Improving Student Outcomes (FISO)

Our FISO Improvement priorities were:

- Excellence in Teaching and Learning - Building Teacher Excellence
- Professional Leadership Teams - Building Leadership Teams

The main direction for school improvement this year has been to reflect on our journey towards embedding strong PLC structures and behaviour across the school. We have also narrowed our focus of Professional Learning onto the effective teaching of Reading. This involved continued training of our Literacy Leaders, involvement in the Bacchus Marsh COP focussed on developing consistent approaches to Reading across all government schools, development of a panel of "Teaching Reading Experts" who visited other schools and received coaching on developing their capacity, as well as strategic professional learning on a whole school and year level basis.

We continued refining of our Essential Learnings documents as well as our Assessment and Reporting Schedule. Leadership development has been another major focus for the year.

- Most year level leaders have undertaken Bastow "Create" PL.
- Team Leader coaching sessions

We have continued to strengthen our school improvement team and leadership team.

Achievement

In all learning areas, we performed at a 'similar' or 'higher' level to other schools on the school comparison measure in both literacy and numeracy.

- Our teacher judgement of student achievement, reflected in the 'Percentage of students in years Prep to Year 6 working at or above expected standards' was similar the state median in English, but above in Mathematics.
- In NAPLAN achievement, our Year 3 & 5 results are above similar schools
- From 2015-2018, our results have been similar to the state median in Year 3 Numeracy, Year 3 Reading, Year 5 Numeracy and Year 5 Reading.
- Year 3 & 5 Learning Gain (how much a student has grown academically from Year 3 to Year 5) has seen a

reduction in the number of students in the bottom 25% of achievement levels in Reading, Writing and Spelling.

- Year 3 & 5 Learning Gain has seen an increase in the number of students in the top 25% of achievement levels, with gains in Reading, Numeracy, Writing and Spelling.

Our results vindicate our focus on building staff capacity to implement a common approach to teaching reading and number. Our AIP KIS reflect the need to focus on these areas.

Engagement

We work hard at Darley to ensure we provide a setting where students want to come to school. Our student attendance is better than similar schools for 2019 and similar over a four year period. This is a strong recognition of all of the hard work we have put into developing consistent approaches to managing and supporting student absences. All areas of Attitudes to School Survey teaching and learning factors received 80% or greater positive responses. This has always been an area of relative strength and is consistently over the 80% threshold. This has been a consistent trend over a number of years at all year levels.

Wellbeing

Our 2018 and two year average results for Sense of Connection and Management of Bullying, as reflected in the AtoSS, were above that of similar schools. Our Wellbeing team has developed successful protocols and strategies around supporting teachers, students and families at risk. Continued work across the school with the SWPB framework as well as finalising the Student Wellbeing and Engagement Policy will strengthen these areas. We continued to strengthen our Nurture Room and Sensory Program in 2019 as well as opened a Sensory Garden, Outdoor classroom and Fitness Trail (through Inclusive Schools Grants). Our Loose parts Container is ready to launch in 2020.

Financial performance and position

The net operating deficit of \$21, 805 should be looked at in conjunction with the Equity Funding received. This puts the deficit into a surplus in real terms as the school tagged the cash portion of the equity funding to cover any deficit recorded (\$150,000)

The one area of extraordinary expenditure was CRT which required additional funds allocated throughout the year to cover unexpected needs. Budgeting strategies will need to be implanted in 2020 to avoid a repeat of this. We received \$324,503 in Equity Funding, We received \$2,900 in grants from Sporting Schools and \$ 18,628 in OSHC Sustainability Grants. As part of the Chinese Cultural Exchange Program, we received \$6,100 for hosting Chinese students. We received \$5966.36 for a fee paying overseas student. We also managed to raise \$34,435.95 in fundraising for 2019. We also received a PACER rebate of \$2900 for our Year 6 Canberra Camp.

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

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 633 students were enrolled at this school in 2019, 289 female and 344 male.

3 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Similar </p> <p>Above </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Above ●</p> <p>Above ●</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>Above ●</p> <p>Above ●</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>47%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>52%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>44%</td> <td>39%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>40%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>51%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	47%	37%	Numeracy	26%	52%	22%	Writing	17%	44%	39%	Spelling	27%	40%	33%	Grammar and Punctuation	10%	51%	39%	<p>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.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison 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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	93 %	92 %	92 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	93 %	92 %	92 %	91 %										

Performance Summary

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Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,836,861	High Yield Investment Account	\$406,428
Government Provided DET Grants	\$663,324	Official Account	\$29,123
Government Grants Commonwealth	\$313,054	Other Accounts	\$23,219
Revenue Other	\$20,992	Total Funds Available	\$458,769
Locally Raised Funds	\$693,107		
Total Operating Revenue	\$6,527,339		
Equity¹			
Equity (Social Disadvantage)	\$324,503		
Equity Total	\$324,503		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,095,926	Operating Reserve	\$227,705
Books & Publications	\$5,662	Other Recurrent Expenditure	\$18,172
Communication Costs	\$24,163	Provision Accounts	\$2,548
Consumables	\$180,147	Total Financial Commitments	\$248,425
Miscellaneous Expense ³	\$254,856		
Professional Development	\$24,451		
Property and Equipment Services	\$265,312		
Salaries & Allowances ⁴	\$539,271		
Trading & Fundraising	\$103,048		
Travel & Subsistence	\$7,249		
Utilities	\$49,060		
Total Operating Expenditure	\$6,549,144		
Net Operating Surplus/-Deficit	(\$21,805)		
Asset Acquisitions	\$72,177		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 26 February 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)

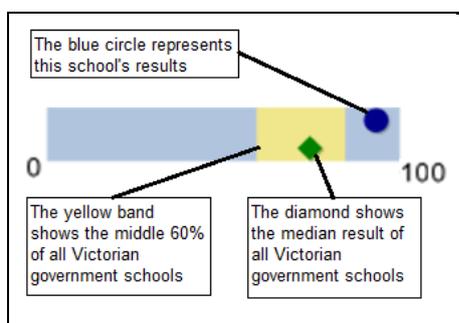
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's 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 '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').