

# 2020 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](http://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 2020 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 16 March 2021 at 01:45 PM by Fiona Kerton (Principal)

The 2020 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 04 May 2021 at 09:18 AM by Lisa Petrov (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 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 a disability 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').

## 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 (5Cs)

Darley Primary School has a student population of 587. Of the 587 students, 16 identify as Aboriginal, 13 are assessed as EAL, 6 are in Out of Home Care, with 178 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, 28 (EFT) teachers, 1.20 (EFT) Learning Specialist, 10.1 (EFT) 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 supportive fundraising group.

### Framework for Improving Student Outcomes (FISO)

In 2020 our FISO Improvement priorities were Excellence in Teaching and Learning - Building Practice Excellence and Positive Climate for Learning - Setting Expectations and Promoting Inclusion

This included:

- \* Build the capability of every teacher to implement a whole school approach to instructional practice, within an agreed framework, to ensure high levels of learning for all students in Reading and Number
- \* Build the capacity of all staff to use data to plan for student learning and measure the impact of their teaching
- \* Strengthen processes and procedures around student attendance and
- \* Develop a whole school approach to the implementation of the School Wide Positive Behaviour Support framework

A realignment of Leadership structures was put in place at the commencement of 2020 to support the AIP. AP Roles were realigned to F-2 and 3-6. A PSD Student Support Role was created. Numeracy and Literacy Leader roles were established (greater leadership in Curriculum rather than PLC/generalist instructional coaches). The School Improvement Team was redesigned to ensure distributed leadership with representation of AIP areas -Teaching and Learning, Wellbeing & Engagement and Principal Class Officers.

Whilst many of the Key Improvement Strategies were not completed due to the impact of COVID, teams were established for English, Mathematics and School Wide Positive Behaviours Supports to meet some of the actions. A strong focus on SWPBS was established with the Student Wellbeing and Engagement Policy updated to support the SWPBS. Time in school curriculum days was given with ongoing actions in the implementation of our 'Steps Board' and actions to support 'Positive Climate for Learning' commenced.

Student attendance remained a focus for the wellbeing team, even during remote learning. The school attendance officer worked with the Central Highlands' Engagement Officer during Remote Learning 2.0 in attempts to engage with students and families with high absenteeism.

Much of the 2020 work around Building Practice Excellence was put on hold through remote learning as staff navigated their way to support students working from home.

### Achievement

In 2020, continued work on our strategic plan goal 'To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy and Numeracy' commenced, however was halted in the disrupted year of COVID and remote learning. Our Literacy and Numeracy leaders continued to work with each team on a weekly basis to ensure a sequential learning program, aligned to data was continued.

Our teacher judgements, percentage of students working at or above age expected standards, for 2020 years F - 6 showed the following:

\* English - school = 77.3%, Similar schools = 82.1%, state = 86.3%

\* Mathematics - school 85.7%, Similar schools = 81.5%, state = 85.2%.

The pleasing results in mathematics, highlight the work undertaken in previous years to establish our Essential Learnings and Mathematical Learning sequences. The Mathematics continuum of learning ensures moderation and consistency of practice is undertaken during each learning sequence. Unfortunately, due to COVID, the continued refinement of practice and establishment of an English continuum of learning was delayed.

Due to COVID, NAPLAN was halted for the 2020 school year, therefore we have no data.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

### Engagement

Darley Primary School maintained a strong focus on student engagement (and wellbeing) throughout 2020. The transitions in and out of remote learning for all students were closely monitored by our Wellbeing Team, with individual students being a focus for these meetings. Our school Social Worker was appointed to the position of Attendance Officer; calls were made to families on a regular basis as well as referrals to the Central Highlands Engagement Officer. Staff (teachers and ES) were also committed to making calls, sending Dojo messages, attempting to call via 'Google Hangouts' in an attempt to re-engage students to school/remote learning.

The majority of our students were engaged in Remote Learning with daily check ins, small focus groups, whole class sessions, specialist classes and wellbeing sessions. As students returned to onsite learning, staff worked hard in re-engaging to the school environment prioritising Literacy/Numeracy and engagement for Term 4. We ensured all year levels had the opportunity to participate in an excursion to build social relationships with both staff and peers in readiness for the 2021 school year.

### Wellbeing

Student wellbeing continues to be a strong focus for Darley Primary School. If students are not feeling safe, learning can often be difficult. In 2020, the school continued to promote a positive learning environment for all students through SWPBS. The Student Wellbeing And Engagement policy was updated, along with a refined SWPBS document, including the introduction of our 'Steps to success' boards, promoting positive behaviours. Curriculum days in Terms 1 & 3 were aligned to Wellbeing and our FISO focus of Positive Climate for Learning.

Throughout remote learning, students attending the Nurture Room continued to come onsite to ensure continuity of learning. As a school, we continued to employ the following staff within our Wellbeing team (Social Worker, Student Support Leader, Student Wellbeing Officer, 2 x Nurture Room staff). These staff were linked with specific students throughout remote learning, maintaining regular contact with both students and families.

The following wellbeing programs, whilst onsite, were modified and offered throughout 2020: Nurture Room, Sensory Program, Tinkering Program, Yr 6 art program, Loose Parts play, social skills program and Breakfast Club.

### Financial performance and position

The financial position of Darley Primary School remained similar to the 2019 school year. Our overall revenue shows a substantial decrease from 2019 due to an expected decrease in student enrolments, with a large Year 6 cohort leaving. Due to the effects of COVID, locally raised funds also showed a substantial decrease. Our expenditure for the year was similar to 2019 especially with the employment of CRTs during remote learning. We were hoping to reduce this expenditure however had to continue the employment of CRTs.

As per 2019, our Equity funding (cash) was once again spent on wages for our 2 PLC leaders - literacy and numeracy. When reviewing our overall end of year total, \$170,000 from our cash budget will offset a portion of any deficit recorded.

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

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 585 students were enrolled at this school in 2020, 266 female and 319 male.

3 percent of students had English as an additional language and 3 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.

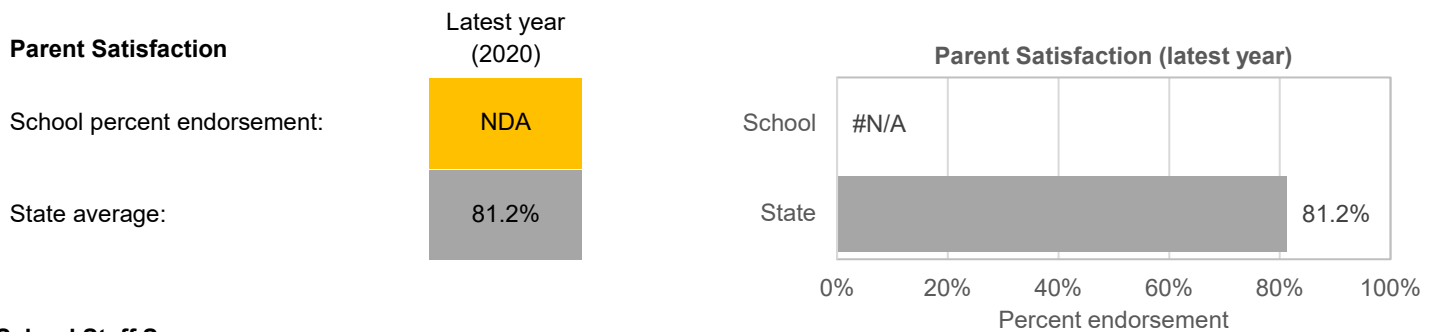
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

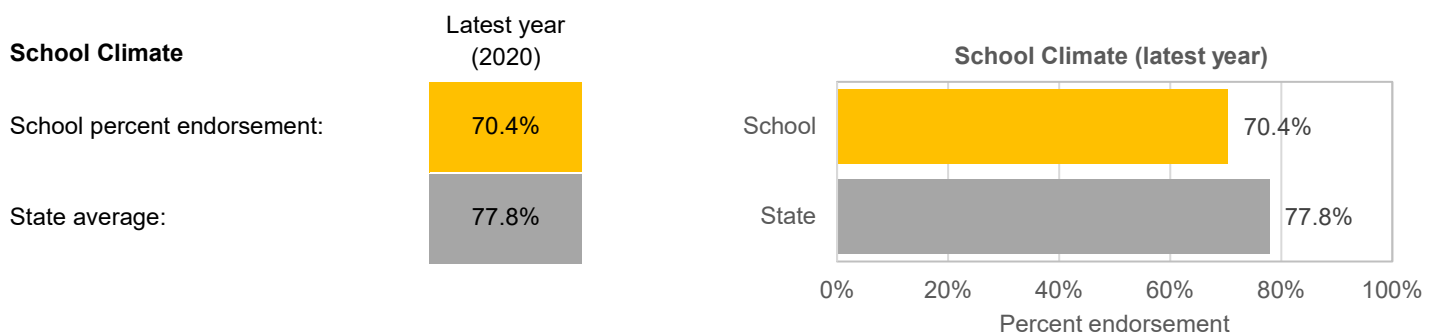


### School Staff Survey

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.



## ACHIEVEMENT

**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

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

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

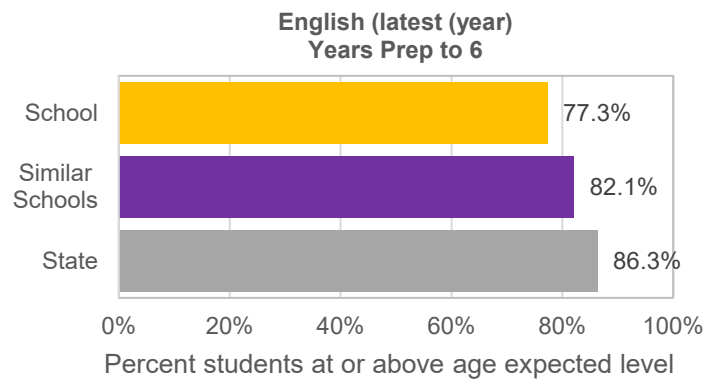
77.3%

Similar Schools average:

82.1%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

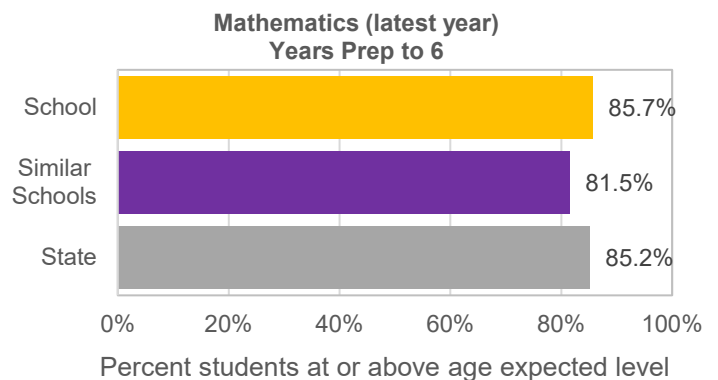
85.7%

Similar Schools average:

81.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

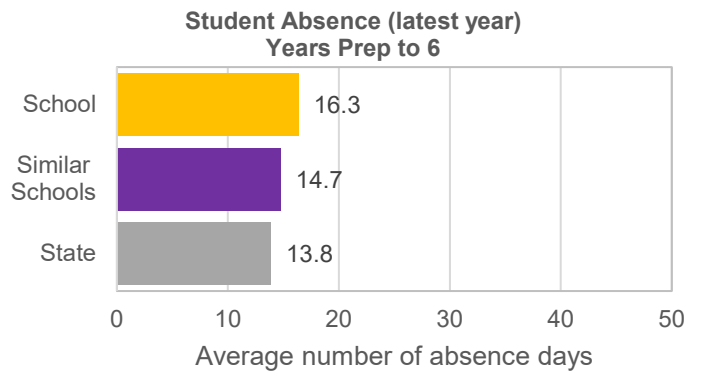
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.3	15.5
Similar Schools average:	14.7	15.5
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	91%	92%	90%	93%	92%	91%

**WELLBEING**

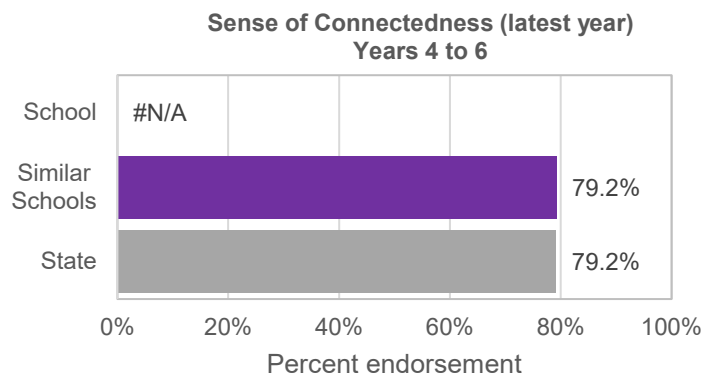
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.4%
Similar Schools average:	79.2%	79.8%
State average:	79.2%	81.0%



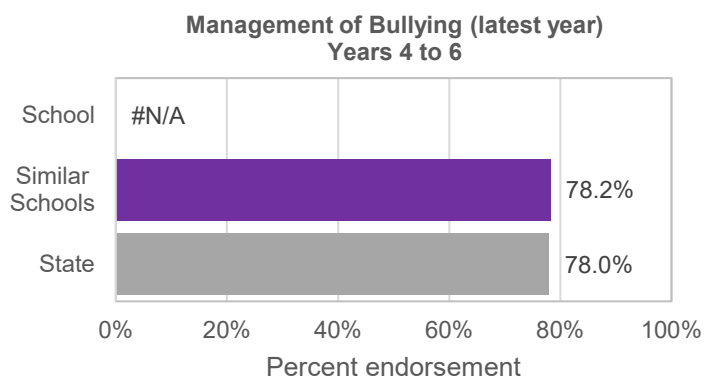
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.6%
Similar Schools average:	78.2%	80.1%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$4,697,321
Government Provided DET Grants	\$643,912
Government Grants Commonwealth	\$289,452
Government Grants State	NDA
Revenue Other	\$15,257
Locally Raised Funds	\$272,937
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,918,879</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$370,528
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$370,528</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$5,034,467
Adjustments	NDA
Books & Publications	\$549
Camps/Excursions/Activities	\$69,653
Communication Costs	\$19,397
Consumables	\$162,773
Miscellaneous Expense <sup>3</sup>	\$15,917
Professional Development	\$10,570
Equipment/Maintenance/Hire	\$38,973
Property Services	\$238,769
Salaries & Allowances <sup>4</sup>	\$506,383
Support Services	\$11,427
Trading & Fundraising	\$49,387
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$52,678
<b>Total Operating Expenditure</b>	<b>\$6,210,944</b>
<b>Net Operating Surplus/-Deficit</b>	<b>NDA</b>
<b>Asset Acquisitions</b>	<b>\$23,521</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$483,678
Official Account	\$33,488
Other Accounts	\$25,479
<b>Total Funds Available</b>	<b>\$542,645</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$181,506
Other Recurrent Expenditure	\$21,265
Provision Accounts	\$30,945
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$233,716</b>

*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.*