

# 2016 Annual Report to the School Community



School Name: Devon Meadows Primary School

School Number: 3924



Name of School Principal:

Wayne Lovie

Name of School Council President:

Rebecca Griffiths

Date of Endorsement:

29<sup>th</sup> March, 2017



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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.



## About Our School

### School Context

Devon Meadows Primary School is situated in an attractive rural setting, approximately 7km south-east of Cranbourne. Parents, students and staff work together in a partnership to bring about the best possible outcomes for all students.

In 2016 the school celebrated its centenary. A Centenary Open Day was held at the school in term 1 which was attended by many past and present students, parents, staff and members of our community. A wonderful day of celebration took place with reminiscing and merriment the order of the day. A few weeks later a gala celebration dinner was part of the centenary celebration which also was a wonderful evening of festivity and an opportunity for some to catch up and look back over their journey and connection with our school. Current students learnt about what school life was like over the past one hundred years and were amazed by how much things had changed. A Centenary Book was written which added to the previously written history of the school. A Centenary Tree will be erected at the front of the school with 'leaves' with student names on them and the names of those people, past and present, who have a connection to our school. All-in-all, it was a wonderful centenary celebration for the school and one which was one hundred years in the making. The Centenary Committee did an outstanding job on behalf of our school and are to be congratulated on their efforts over an extended period.

At Devon Meadows Primary School we value: Respect, Commitment to Learning, Teamwork and Friendship.

In 2016, the school had a student population of 204 students. Students were organised into 8 classes and came from the local area as well as from the wider Cranbourne area and nearby Tooradin, Blind Bight and Cannons Creek. Where possible, students were placed in classes around the AusVELs levels. Many parents and students from outside the immediate school area chose our school because of the 'country school' feel that the school has.

Teachers worked as part of a collaborative team based on the Junior, Middle and Senior Schools - to plan student learning using the Professional Learning Community model. Teaching was informed by student data and other evidence of learning and the individual needs of students were catered for through personalising learning based on this approach. The school made some significant gains last year and will continue to focus on consistent pedagogical approaches across the school and catering for the needs of all students.

The school's purpose is to have a partnership between parents, students and teachers in order to provide the best possible learning for all students. As part of this partnership the school has many parents helping out in classrooms as well as supporting the school through fundraising efforts and through working bees, canteen volunteers and school council.

The Annual Implementation Plan included actions and strategies to address student attendance, which improved slightly in 2016. Staff consisted of two principal class officers, nine classroom and specialist teachers as well as 2.15 Education Support Staff.

To arrange a personal tour of our school please contact our office on 5998 2304. Alternatively, you can visit our school website at [www.devmead.vic.edu.au](http://www.devmead.vic.edu.au)

### Framework for Improving Student Outcomes (FISO)

The school focused on building practice excellence, curriculum planning and assessment as well as building leadership teams. Initiatives included implementing a phonics based reading program in the Junior School throughout 2016. This was successfully carried out along with a school-wide focus on student reading frequency and in teaching reading comprehension.

Teachers worked with another local school and undertook professional development in the collaborative team approach using the Professional Learning Community model. Teachers were given the opportunity to lead a team and to build skills in this area. There was a positive start to this approach and the work will continue into the future with the goal of bringing consistency across each team.

Teachers were given the opportunity to lead in one of the significant areas of school improvement. This consisted of leading one of the areas of the 2016 Annual Implementation Plan. This opportunity will continue into the future.

### Achievement

The performance of our students is a direct result of our highly dedicated and committed staff whose core business is to deliver a quality curriculum that leads to improved student outcomes by personalizing learning for our students, using the collaborative team approach, as part of being a Professional Learning Community. Our school implemented a phonics based reading program in the Junior School in 2016 as well as a focus on teaching reading comprehension across the school which has already seen considerable gains in student outcomes.

Our NAPLAN results indicate that our students are achieving at similar levels in reading and numeracy when compared to like schools. The learning-gain in NAPLAN reading is also a very positive result which is a significant improvement on the previous two years. The school will continue to focus on areas that the data informs us that there needs to be improvement.

Teacher assessment against AusVELS indicates that our students are working at a higher level to like schools based on a variety of assessments that teachers do throughout the year, including: common assessment tasks, Running Records, NAPLAN, CARS and STARS and student work samples.

Students funded through the Program for Students with Disabilities as well as those students with English as an Additional Language or from Aboriginal or Torre Strait Inlands backgrounds are catered for through the personalized learning approach.

A literacy intervention program also caters for students in need of this program.



The school will continue a strong focus on reading and in 2017 will introduce the VCOP pedagogical approach to teaching writing.

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

### Engagement

Student attendance was a major focus during 2016. The strategies used had a small impact with the mean absence score reducing slightly in 2016. We are performing similarly to like schools, however, attendance will continue to be a major focus of the school going forward.

The school continued to offer our students a variety of curricular and extra-curricular activities including: Physical Education, Interschool Sports Program, Performing Arts, Indonesian, Wakkakirri, Junior School Concert, Camping Program (Year 3 to Year 6), Swimming Program (Junior School), Little Book Worms, Rock Band, Guitar Tuition, Excursions and Incursions as well as many others. In 2016, students, teachers and parents took part in the process of determining the elements of a successful learner. These elements were published on a poster and in our school newsletter. They are displayed around the school and in classrooms. Each fortnight awards are given at assembly to students who display these elements. Students also engage with their teachers in setting their personal goals as well as with learning intentions and success criteria.

In 2016, students across the school were surveyed in relation to their engagement in writing. The results of the survey will be used to inform strategies for teaching writing as well as student engagement in the writing process.

### Wellbeing

The school has a strong approach to student welfare which is supported by a student management program which is consistently applied across the school. Students were involved in establishing class rules and norms in consultation with their teacher. These were linked to our school values.

The Students Attitude to School survey which is a survey of Year 5 and 6 students indicates that student's connectedness to school and perceptions of safety are similar to like schools. There was a significant improvement in student's perception of safety, which was a focus throughout the year. There is still work to be carried out regarding student's connectedness to school and will form part of the work going forward into 2017.

The implementation of the Kids Matter Framework commenced in 2016 with a focus on Positive School Climate which is the first element of Kids Matter.

The student leadership program continued in 2016 with students given the opportunity to take on leadership roles in Year 6, which included the school captains and vice-captains. Year 6 students also took part in our Buddies Program with the Prep students. Students from across the school had the opportunity to be a part of the Student Representative Council.

The school also conducted a survey of students using the Tell Them From Me resources as part of the Casey South Principal Network which utilized the resources of New Brunswick University in Canada to provide student surveys and interpretation of the data, which was used with students from Year 3 to Year 6. The data from the survey provided the school with useful information regarding student perspective by giving them a voice via the survey.

Students are regularly supported and encouraged by a number of student awards at our weekly assembly. This is done in front of the student's peers so they can also identify things that they have seen the student do that makes them a successful learner. There is also an 'outstanding achiever' award which is presented to one student from each class each month. Students are nominated by their teacher. The award comes with a special badge that children can wear at school.



For more detailed information regarding our school please visit our website at [www.devmead.vic.edu.au](http://www.devmead.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 204 students were enrolled at this school in 2016, 92 female and 112 male. There were 4% of EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>20%</td> <td>55%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>42%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>45%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>45%</td> <td>5%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>45%</td> <td>35%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	55%	25%	Numeracy	32%	42%	26%	Writing	45%	45%	10%	Spelling	50%	45%	5%	Grammar and Punctuation	45%	35%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	55%	25%																							
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Grammar and Punctuation	45%	35%	20%																							



## 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><b>Average Number of Student Absence Days</b></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="561 824 1040 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>90 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	92 %	92 %	92 %	89 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	92 %	92 %	92 %	92 %	89 %										



## 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><b>Students Attitudes to School - Connectedness to School</b></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><b>Students Attitudes to School - Student Perceptions of Safety</b></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

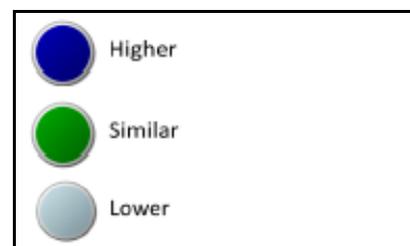
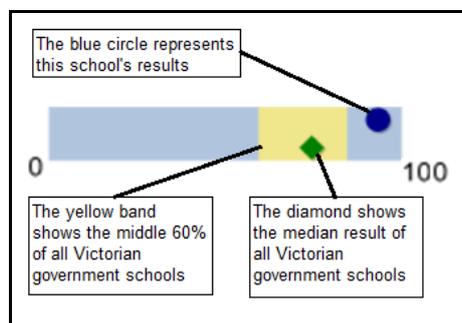
## What are student outcomes?

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.

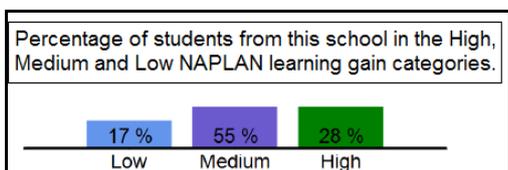
You can see these results for the latest year, as well as the average of the last four years (where available).

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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$1,497,768
Government Provided DET Grants	\$257,841
Government Grants Commonwealth	\$2,500
Revenue Other	\$13,584
Locally Raised Funds	\$174,892
Capital Grants	\$5,000
<b>Total Operating Revenue</b>	<b>\$1,951,585</b>

Expenditure	
Student Resource Package	\$1,477,303
Books & Publications	\$6,015
Communication Costs	\$7,284
Consumables	\$37,468
Miscellaneous Expense	\$421,666
Professional Development	\$11,529
Property and Equipment Services	\$128,917
Salaries & Allowances	\$4,040
Trading & Fundraising	\$32,611
Travel & Subsistence	\$0
Utilities	\$30,314
<b>Total Operating Expenditure</b>	<b>\$2,157,147</b>

<b>Net Operating Surplus/-Deficit</b>	<b>(\$205,562)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$155,270
Official Account	\$11,523
<b>Total Funds Available</b>	<b>\$166,793</b>

Financial Commitments	
Operating Reserve	\$105,708
Revenue Received in Advance	\$25,949
School Based Programs	\$15,690
Provision Accounts	\$17,406
Other recurrent expenditure	\$2,039
<b>Total Financial Commitments</b>	<b>\$166,793</b>

Devon Meadows Primary School was a Program Coordinator School for the eduSTAR.TSS (Computer Technicians) program and held funds on behalf of this program. In February 2016 the program ceased and in May 2016 funds being held by the school on behalf of the program were paid back to the Department of Education and Training (DET). The Net Operating Deficit above is a reflection of the cycle of funds and the repayment to DET.

The school received funds through the Sporting Schools Grant which was used to provide students with specialist coaching in softball and basketball throughout the year. A small percentage of these funds contributed to purchasing sporting equipment such as softballs. Through the efforts of the Parents Association as well as a grant from a local bank and a local small business the school raised \$15,690 which will go towards the resurfacing of the basketball court in 2017.



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.*