

# 2020 Annual Report to The School Community



**School Name: Devon Meadows Primary School (3924)**



- 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 21 April 2021 at 07:09 PM by Paul McCarrick (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 22 April 2021 at 11:55 AM by Melaine Kelsall (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

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.

At Devon Meadows Primary School we value: Respect, Commitment to Learning, Teamwork and Friendship. By the end of 2020, the school had a student population of 250 students. Students were organised into 11 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 Victorian Curriculum 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 Prep, Grade 1/2, 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 who have traditionally helped out in classrooms as well as supported the school through fundraising efforts, working bees, canteen volunteers and school council. But this proved to be a much different proposition in 2020 due to COVID-19 as the school was closed for visitors for much of the year. Remote and flexible learning was the primary link between parents, students and teachers for most of term two and three. As a result the bonds between home and school were strengthened during this period which was reflected in the 2020 Parent Opinion Survey where 'General School Satisfaction' was rated a very pleasing 98% positive.

Remote and flexible learning was a challenge for the whole school community in 2020. Staff were able to develop their learning technology skills by using Google Classroom as the basis for online learning, Zoom for meetings with parents and students and the development of a suite of instructional videos that will continue on into 2021 and beyond. While engaging all students during this period was a challenge, a positive that arose was the connection between the school and parents with students' learning. The increased communication was ideal for building stronger bonds between home and school.

The school undertook a successful review in Term 1. A new four year strategic plan was created and then the Annual Implementation Plan was written from that. However, the re-introduction of remote and flexible learning in Term 3 shifted the focus from the AIP goals to a greater emphasis on connection between school and home and the wellbeing of the students and the community. The revised plan included actions and strategies to engage students and their families in teaching and learning through digital platforms. Health and wellbeing was a strong priority with particular emphasis on maintaining and consolidating relationships between students and teachers and identifying vulnerable students and implementing extra support for these students. Casual relief teachers were employed in the junior school after both remote and flexible learning periods to support literacy and numeracy in a bid to lessen the impacts of non face to face teaching during those times.

Staff consisted of two principal class officers, one learning specialist, eleven classroom teachers, three specialist teachers and seven 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)

Devon Meadows Primary School focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence and Curriculum Planning and Assessment. Initiatives including the embedding of instructional models in Reading, Writing and Mathematics with classroom observations and modelled

lessons aided in this process. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by focusing on students' engagement and wellbeing which then enabled their academic development to continue. There was a strong emphasis on building teacher capacity to communicate to families and deliver student learning using digital means such as Google Classroom and Zoom. To support teachers with digital technologies a Digitech Team was established with members from across the school who were then able to mentor colleagues in their team.

Teachers were given the opportunity to participate in one of the significant areas of school improvement. This consisted of working in a team in one of the areas of the 2020 Annual Implementation Plan, Achievement, Engagement and Wellbeing which while not in the AIP remained a school focus. This opportunity will continue into the future.

**Achievement**

In 2020 after the Term 1 review, the school embarked upon its strategic plan goal to improve the literacy and numeracy outcomes for all students. There was progress on the KIS of refining assessment practices to ensure accuracy and consistency of teacher judgments but this was limited due to remote and flexible learning. A Literacy Scope and Sequence was developed with greater alignment to the Victorian Curriculum but other actions were postponed until 2021.

During remote and flexible learning, staff were able to utilise online resources for content and developed new ways of differentiating for students. Essential assessment was a vital tool for assessing and differentiating in numeracy and we plan to extend this into literacy in 2021. Online lessons were based on the instructional models and internal professional development was undertaken to assist teachers with this in remote and flexible learning. Teachers designed suitable curriculum in Literacy, Numeracy, Integrated Studies, Visual Arts, Music and Physical education that students could access at home. Google Meet and Zoom meetings, both individually and in groups, were used as welfare checks, direct instruction and feedback. Resources such as video stories and teaching videos were created to assist students with their learning which will continue into 2021.

Once students returned to school in Term 4, there was a significant focus on literacy and numeracy across the school in an endeavour to catch up on any learning gaps created by remote and flexible learning. Extra support was placed in the junior school to aid this initiative. Wellbeing was also a focus to help students integrate back into school and to assist with re-establishing relationships lost during the lockdown period.

Students funded through the Program for Students with Disabilities as well as those students with English as an Additional Language or from Aboriginal or Torres Strait Islander backgrounds are catered for through the personalised learning approach. A literacy intervention program was also created and catered for students at risk in literacy.

**Engagement**

In 2020, Devon Meadows Primary School continued its journey to engage, enable and empower students related to the FISO dimension Empowering Students and Building School Pride. Teachers were given professional development on how to use Essential Assessment to identify areas of student learning needs in Mathematics with the aim to expand into Literacy.

During remote and flexible learning, staff focused on keeping students and parents engaged and motivated with learning. The Digi Tech team was established to up-skill staff and parents with the technology required to access learning from home. Teachers set up Google Classroom as the base for their virtual classroom where all activities learning was placed. Teachers created videos as a way to explicitly teach students new concepts that were taught in the mini lesson phase of the session. A school YouTube channel was created as a way to share a variety of engaging videos for students and families to watch such as 'Story Time with ....' and 'Beat the Principal'.

Staff worked hard to keep families engaged in what was a challenging year. The Parent Community Engagement element in the Parent Opinion Survey came out at 92% positive which compares favourably to other schools in the network at 76%. Student Connection and Progression was also positive at 96% compared to 86% for network schools.

The school is looking to continue to foster this school home collaboration with student learning and engagement next year and beyond.

## Wellbeing

After the Term 1 school review Wellbeing was not included in the new four year strategic plan. However, it was decided that this area would still remain a focus for the school and be one of the three Priority Areas. This became very important when remote and flexible learning was implemented as the wellbeing of students, parents and staff was affected during this time.

Community wellbeing was a major focus during remote and flexible learning. Staff made regular wellbeing checks on students either as individuals, groups or whole class with an expectation that each student would have contact with a staff member at least once a week. Vulnerable students were permitted to attend school for specific sessions and specialist teachers were paired with certain students to check on their welfare weekly. Integration Aides had regular one on one sessions with their students on the PSD program. The Wellbeing Coordinator personally checked in on the most vulnerable students and Student Welfare meetings with SSSO support staff were held regularly to monitor the welfare of the school community. Staff meetings were held via Zoom to maintain a connection between staff and to monitor staff welfare. A staff buddy system was also set up and wellbeing resources and supports were provided to staff weekly by the Wellbeing Coordinator.

On return to school staff were placed on each entry point to welcome students and help ease the transition back to on-site learning. Balloons, photos and welcome back signs were also placed around the school. Lunchtime activities were organised to help students re-connect with their peers and weekly wellbeing activities undertaken in classes. Teachers maintained their welfare checks on vulnerable students.

General School Satisfaction in the Parent Opinion Survey indicated pleasing results at 98% satisfaction compared to 90% in 2019 and 83% for network schools. The Staff Opinion Survey was also pleasing with a 92% positive endorsement for School Climate compared to 70% for network schools.

## Financial performance and position

Devon Meadows Primary School maintained a strong financial position in 2020. The new 2020-2024 School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$216,736. This surplus is heavily influenced by the 2020 surplus of \$63,315 being carried forward into 2021 and a strong surplus from 2019. There was significant investment in school facilities with the outside toilet block renovated, Junior School portables painted and new cubby houses purchased and installed in the playground. There has also been significant growth in enrolments which coupled with a changeover from more experienced staff to less experienced staff has added to the bottom line. A staff member was going to be hired to assist in the 1/2 area as the grade sizes were larger than desired but this plan was abandoned due to the second round of remote and flexible learning. This added significantly to last year's surplus. The equity funding the school received was allocated to an intervention program, resources for the program and the upgrading of literacy and numeracy resources in line with the school's annual implementation plan.

**For more detailed information regarding our school please visit our website at**

**<https://www.devmead.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 250 students were enrolled at this school in 2020, 110 female and 140 male.

2 percent of students had English as an additional language and 2 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.

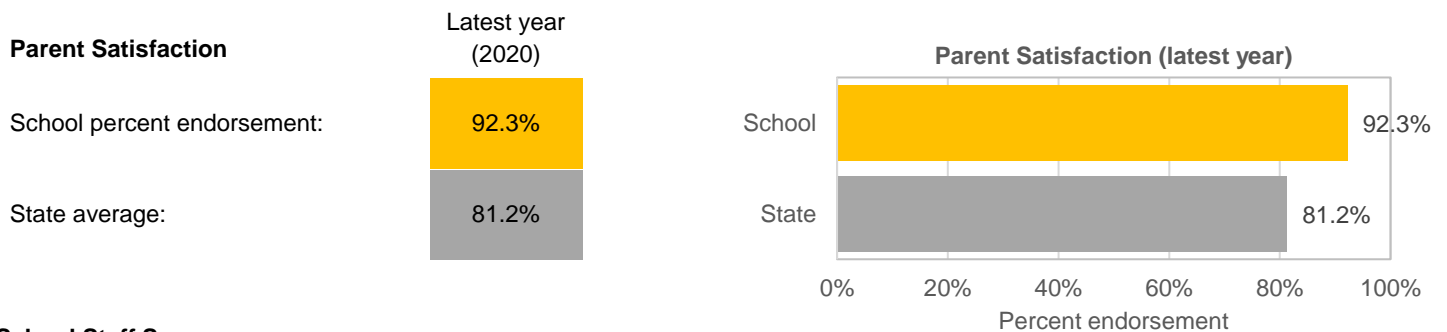
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

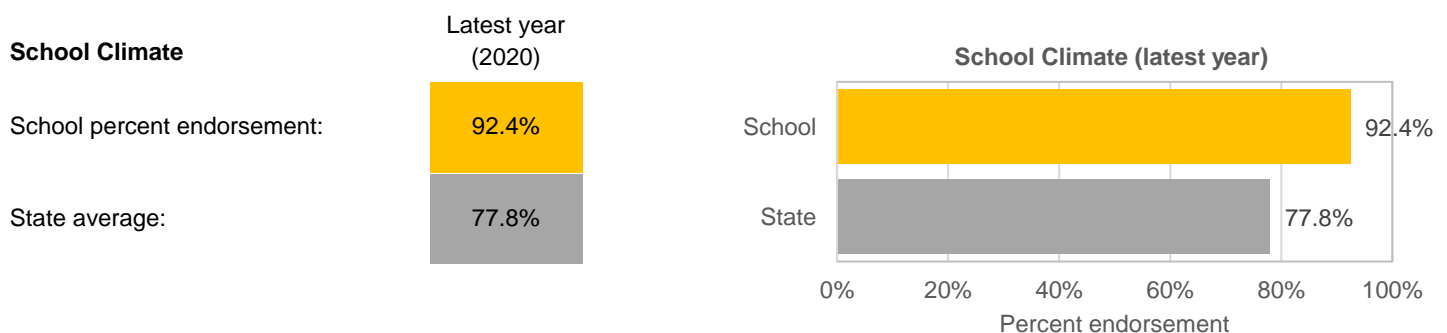


### School Staff Survey

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:

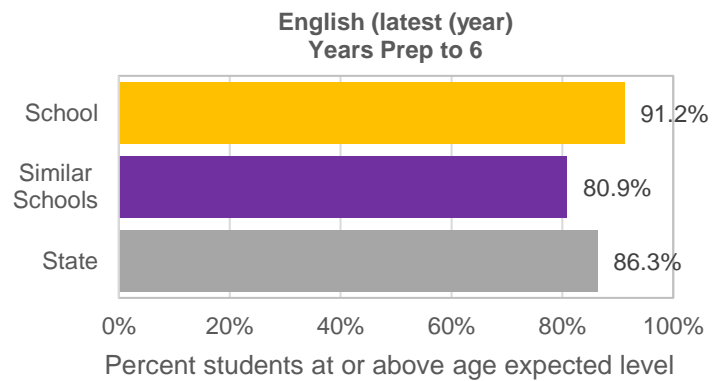
91.2%

Similar Schools average:

80.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

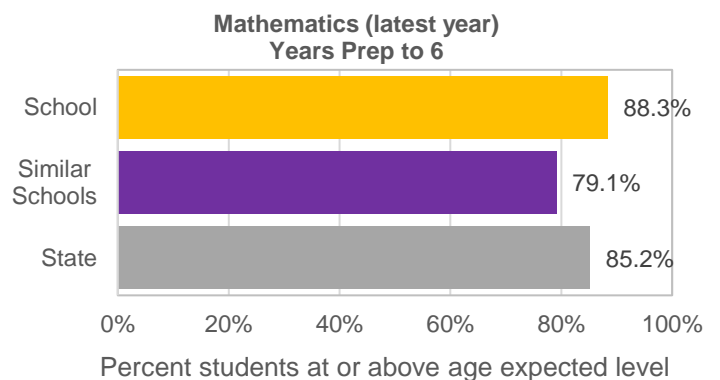
88.3%

Similar Schools average:

79.1%

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

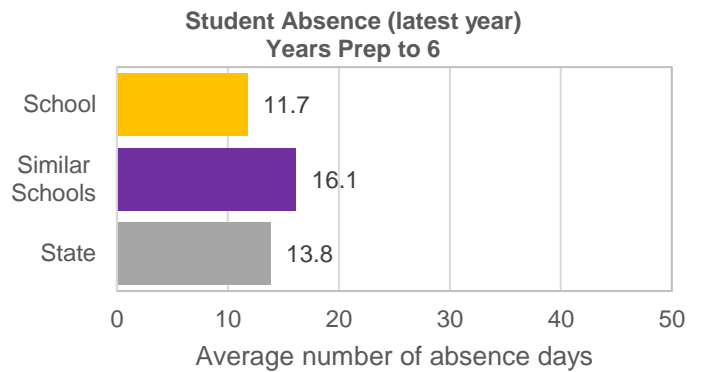
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	11.7	15.3
Similar Schools average:	16.1	16.6
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):	96%	94%	93%	95%	94%	93%	92%

**WELLBEING**

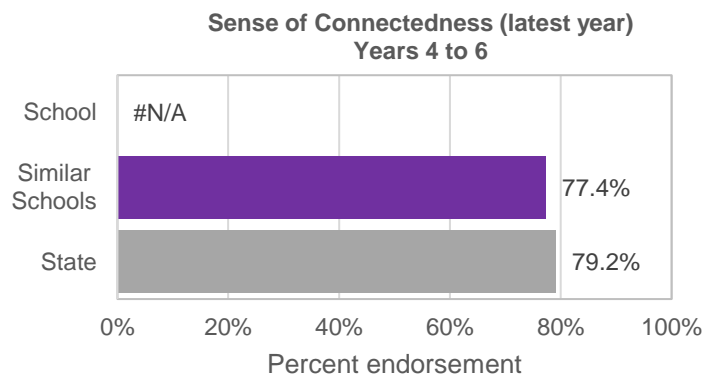
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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	84.9%
Similar Schools average:	77.4%	78.4%
State average:	79.2%	81.0%



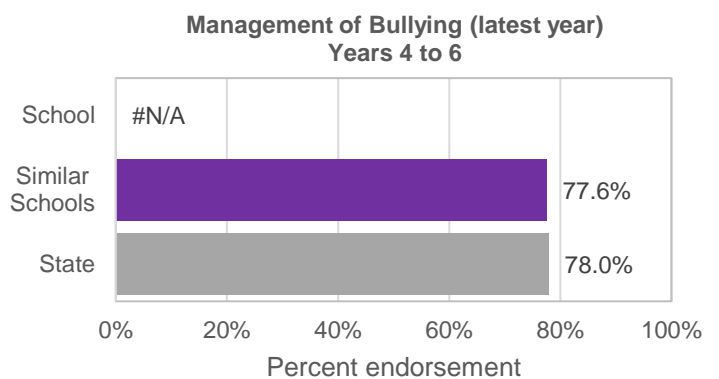
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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	84.3%
Similar Schools average:	77.6%	79.3%
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

Revenue	Actual
Student Resource Package	\$2,065,666
Government Provided DET Grants	\$480,339
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$15,749
Locally Raised Funds	\$71,992
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,633,746</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$141,511
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$141,511</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,003,384
Adjustments	NDA
Books & Publications	\$8,382
Camps/Excursions/Activities	\$10,812
Communication Costs	\$4,967
Consumables	\$53,573
Miscellaneous Expense <sup>3</sup>	\$4,273
Professional Development	\$16,910
Equipment/Maintenance/Hire	\$56,846
Property Services	\$116,150
Salaries & Allowances <sup>4</sup>	\$27,180
Support Services	\$70,153
Trading & Fundraising	\$8,586
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$35,795
<b>Total Operating Expenditure</b>	<b>\$2,417,010</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$216,736</b>
<b>Asset Acquisitions</b>	<b>\$6,910</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	\$396,042
Official Account	\$59,697
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$455,738</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$51,734
Other Recurrent Expenditure	\$6,872
Provision Accounts	NDA
Funds Received in Advance	\$56,639
School Based Programs	\$281,197
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$7,425
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$20,000
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>\$448,866</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.*