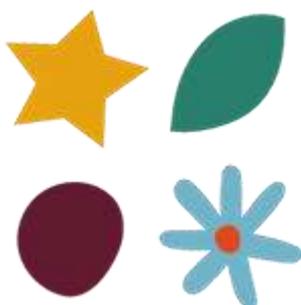


2020 Annual Report to The School Community



School Name: Davis Creek Primary School (5505)



- 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 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 29 April 2021 at 11:55 AM by Philip Fox (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 29 April 2021 at 09:19 PM by Elizabeth Coker (School Council President)

How to read the Annual Report

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.

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.

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)

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.

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.

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

Davis Creek Primary School is located in the Tarneit area of Melbourne, approximately 30 kilometres from the Melbourne Central District. The school opened in 2020 with an enrolment of 252 students from Year prep to six children. Davis Creek continued to grow over the year with a final enrolment of 302 children.

In 2020 we worked with staff and students to support the understanding of the school's mission, vision and values. There was limited work with engaging families, due to COVID-19 restrictions.

Mission

Davis Creek Primary School's mission is to develop and support a successful and inclusive environment where all students actively participate in and assume ownership of their learning. Together we create a rigorous instructional program, which promotes globally minded, creative, curious, confident, and reflective lifelong learners.

Vision

Davis Creek Primary School's vision is to nurture a creative and collaborative learning environment where teachers and students can;

- achieve beyond their goals and provide excellence in teaching and learning in a safe and supportive education environment
- flourish as caring individuals who display compassion and build positive relationships
- embrace challenges and take principled action, both locally and globally developing international mindedness
- be engaged, empowered and energised learners and leaders who demonstrate a high level of agency
- develop positive and genuine partnerships with the community.

Values

Davis Creek Primary School's values are based on the acronym of C.A.R.E.

Curious, Agency, Respect and Excellence

The Student Family Occupation Education(S.P.O.E) index was not identified in our first year of operation.

The teaching staff work within Professional Learning Communities (PLCs).

The school grounds include a Performing Arts and Physical Education Centre (P.A.P.E), two learning hubs, an administration building including a school library, four permanent portable classrooms, basketball and sports playing field. The school also includes two adventure playgrounds.

The staffing profile at Davis Creek Primary School in 2020 included a principal, an assistant principal, a learning specialist and 15.1 teachers, 4.1 Education Support staff including 2.4 integration aides.

The school implements the Victorian Curriculum and is differentiated to meet individual student learning needs.

The school provides an accredited Out of School Hours Care Program, operated by Their Care. We also offer a specialist program to all children in Japanese, Physical Education and Visual Arts.

Framework for Improving Student Outcomes (FISO)

As a new school that opened in 2020 there were two F.I.S.O improvement initiatives: Building Practice Excellence (Excellence in Teaching and Learning and Evaluating Impact) and Positive Climate for Learning (Setting Expectations and Promoting Inclusion).

As a new school opening in 2020 it was important we focused on two school level factors that would lay a strong foundation for success in the future. The development of a safe and orderly environment as well as excellence in teaching and learning will provide the right conditions to set the school up for success and address the challenge of future rapid growth.

In 2020 Davis Creek Primary School delivered on:

- reading instructional model with a focus on the literacy practices that support, especially guided reading. However, some of the A.I.P actions were modified due to the remote learning environment. We did this by continuing professional learning for teachers via webex to support the remote learning context such as a live guided reading session, every day with every child.
- introduce and implemented professional learning experiences such as learning walks and coaching in Term 4 of 2020.
- participate in Berry Street Education model training and supporting staff to develop consistent predictable routines.
- review our Wellbeing, Positive Behaviours and Student Engagement Policy to reflect school-wide practices in our first year of set up as a new school.

A key learning from COVID-19 was to ensure we set up our strategic focus on evidenced based facts that identify from staff what they need next with their learning. A whole school focus on guided reading ensured that we implemented a consistent approach recognising the important HITS (questioning, goal setting and explicit teaching).

Achievement

The staff opinion survey in 2020, showed high results in all areas, which was pleasing to see. As it was our first year of operation staff rated positively the climate of our school at 84.4% which is well above our state mean. Staff rated our school above the state mean in the following areas: academic emphasis and collective efficacy of teachers and focus on student learning as areas of strengths within our school climate. Parents endorsed strongly high expectations for success, effective teaching and student motivation to learn.

The school proudly celebrates its diversity and multiculturalism and 62 % of our students speak another language at home. As a new school we have attracted a committed and hardworking staff, who work within a collaborative culture creating a sense of community based on high expectations.

During 2020 we did benchmark every child in reading as this was our key strategic focus in our first year of operation. This then informed the guided reading focus that we implemented during the remote learning in Term 2 and 3. Every child had a guided reading session with their teacher four time each week. During remote learning students used Seesaw as the online platform to support their learning in core curriculum areas.

Future steps for our school as articulated in the A.I.P for 2021 are:

1. Develop, implement a response to intervention to support learning, catch-up and enrichment for all students.
2. Create a data wall to support ongoing and regular monitoring of students throughout the year and also to support the response to intervention.
3. Develop staff data literacy through the design of common formative assessment tasks.
4. Resource the response to intervention program with recruitment of staff.

Engagement

Attendance in our first year of operation has been a challenge due to remote learning and average number of days absent is higher than similar schools and the state. Absence from school will impact on student learning long term.

As a school we will focus on attendance in 2021 to strengthen our attendance strategy, so that it is understood and consistently implemented by classroom teachers. This has included the development of an attendance policy. A Leading Teacher for Wellbeing will track and support teachers to follow up with attendance. There has been a clear link between students, who did not make the expected growth and whose attendance was below 80%. The impact of prolonged absence and not engaging with remote learning will be clearly articulated to parents and carers. Classroom teachers phoned parents every day to follow up non-attendance. During remote learning this included

children who were not engaging through logging on for live lessons or submitting work via seesaw. The Assistant principal kept records to support with tracking of students during remote learning to ensure engagement with remote learning. We did explore models for remote learning and did adapt and modify to support our families to engage during this time. We found the live differentiated reading sessions supported increased student and parent engagement.

To support student engagement during the transition back to onsite learning, our school met with families of vulnerable children to develop individual return to school plans.

Due to the continued rapid increase of school enrolments and staffing (over 40% of new staff) it is critical that we continue to have a strong focus on engagement, wellbeing and inclusion so we have a consistent and inclusive approach to engagement, wellbeing and behaviour management guidelines. In particular to support learning communities to continue to build consistent predictable routines that will help students to feel safe. In 2021 our PLCs will focus on opportunities to continue building student agency in the classroom and in term 3, 2021 we will complete Day 3 of Berry Street Education Model about Stamina, Engagement and Character.

Wellbeing

As a new school opened in 2020 we had a strong focus on establishing processes at the school for Student and Staff Wellbeing. Every staff member completed the first day of the Berry Street Education Model about the Body. This supported the School Council and staff at Davis Creek primary School to review our wellbeing practices at our school and introduce new ones to support the wellbeing

The staff opinion survey in 2020, showed high results in all areas, which was pleasing to see.

To support students during the transition back to onsite learning, our school prioritised wellbeing in the first week. Teachers focused on mindfulness, listening to children, and watching carefully for any signs of vulnerability.

The school will design Social and Emotional wellbeing survey and this survey will be embedded into the assessment schedule and means the school can collect and track wellbeing data for all children from prep - year 6. Children who do not show positive attitudes are identified by name and provided 'check and connect' buddies (members of staff) or mentors. This data has also been used to set goals in children's Individual Education Plans (IEPs) to support them to feel safer and more connected.

The school plans to strengthen its wellbeing team in 2021 to be able to offer more pastoral care to children and to strengthen community connections. We also will participate in two more days with Berry Street Education Model and complete the two modules on Relationships and Stamina, Engagement and Character. Our Student Wellbeing, Positive Behaviours and Engagement Policy is continuing being updated and reviewed in light of our professional learning with Berry Street.

Financial performance and position

Equity funding is determined by the August census data. As Davis Creek was in their first year of operation we received \$7517 of equity funding. Much of our funds received that supported with school set up were allocated to the following areas:

- Purchase of books classroom libraries, school library and guided reading resources.
- Purchase of concrete materials for mathematics.
- iPads to support the use of technology in the classroom.

We had also set aside some money to install vegetable gardens at our school.

Davis Creek Primary School ended the school year with a credit surplus of \$20300. Davis Creek Primary School finished 2020 with both a cash and credit surplus of \$43059. \$22759 of this is to be used for Tutor learning Program contribution which leaves a small balance to contribute towards the establishment of a community hub at our school.

For more detailed information regarding our school please visit our website at
www.daviscreekps.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 252 students were enrolled at this school in 2020, 120 female and 132 male.

62 percent of students had English as an additional language and NDP 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.

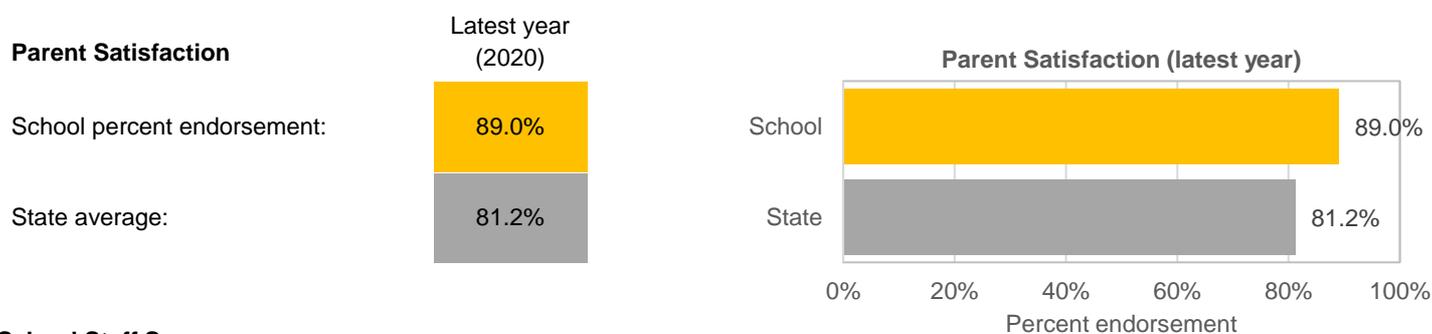
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

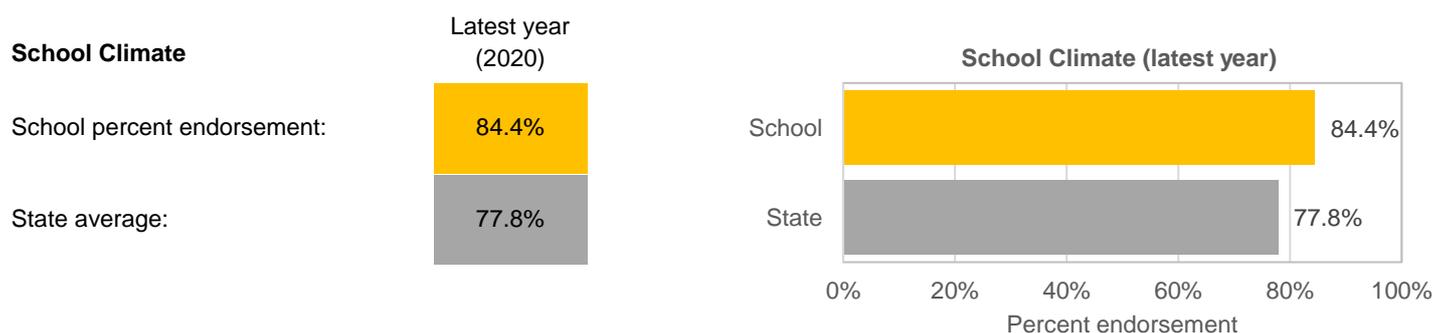


School Staff Survey

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:

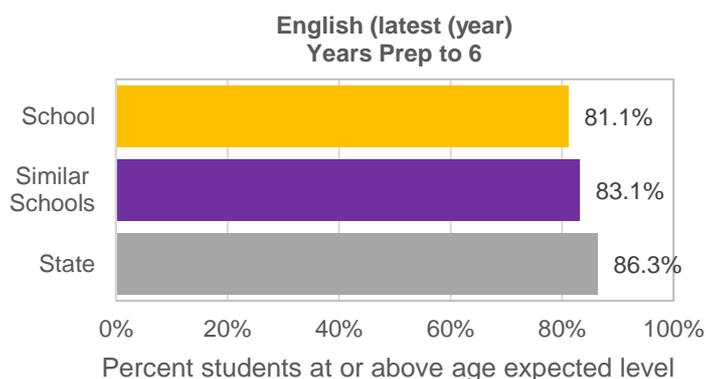
81.1%

Similar Schools average:

83.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

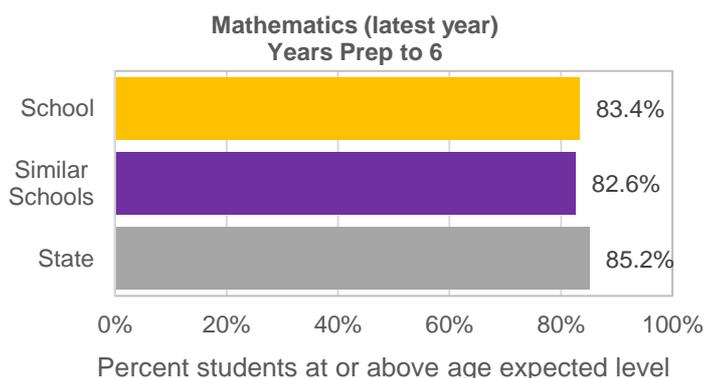
83.4%

Similar Schools average:

82.6%

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

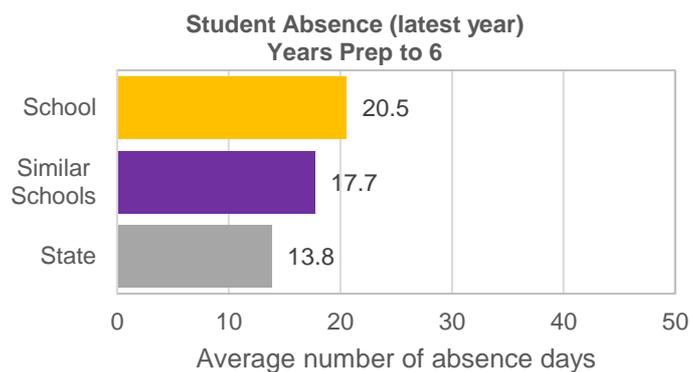
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.5	20.5
Similar Schools average:	17.7	17.6
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):	88%	89%	89%	91%	90%	91%	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.

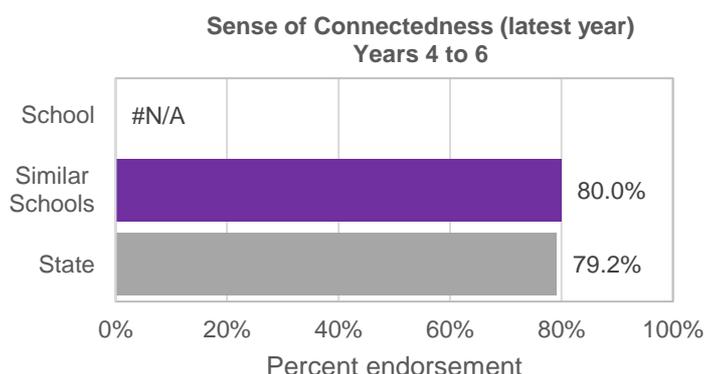
Student Attitudes to School – Sense of Connectedness

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.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	NDA
Similar Schools average:	80.0%	82.7%
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.

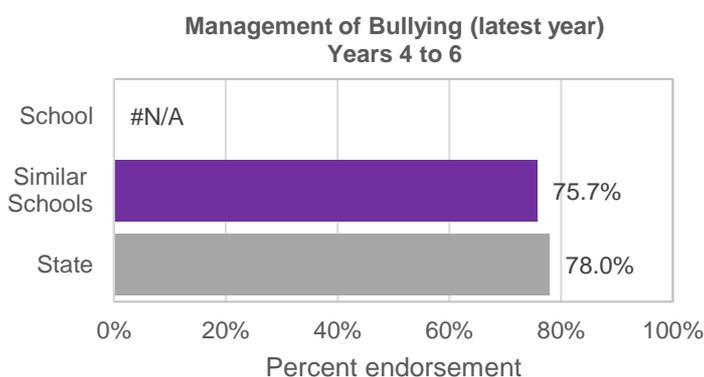
Student Attitudes to School – Management of Bullying

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.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	NDA
Similar Schools average:	75.7%	80.4%
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	\$2,109,068
Government Provided DET Grants	\$508,990
Government Grants Commonwealth	\$1,950
Government Grants State	NDA
Revenue Other	\$9,783
Locally Raised Funds	\$92,646
Capital Grants	NDA
Total Operating Revenue	\$2,722,436

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$2,090,287
Adjustments	NDA
Books & Publications	\$110,327
Camps/Excursions/Activities	\$462
Communication Costs	\$2,612
Consumables	\$145,752
Miscellaneous Expense ³	\$11,940
Professional Development	\$17,633
Equipment/Maintenance/Hire	\$88,525
Property Services	\$14,158
Salaries & Allowances ⁴	\$3,968
Support Services	\$38,105
Trading & Fundraising	\$813
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$40,712
Total Operating Expenditure	\$2,565,294
Net Operating Surplus/-Deficit	\$157,142
Asset Acquisitions	NDA

- (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

Funds available	Actual
High Yield Investment Account	\$159,205
Official Account	\$7,475
Other Accounts	NDA
Total Funds Available	\$166,680

Financial Commitments	Actual
Operating Reserve	\$77,121
Other Recurrent Expenditure	\$10,795
Provision Accounts	NDA
Funds Received in Advance	\$28,852
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	\$20,000
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
Total Financial Commitments	\$136,768

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.