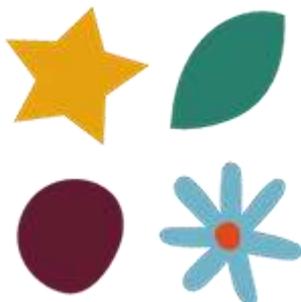


# 2021 Annual Report to The School Community



**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](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 2021 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 06 May 2022 at 11:42 AM by Philip Fox (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 14 May 2022 at 12:21 AM by Susan McBean (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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).

#### **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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## 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.

'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 disabilities 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

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### School context

Davis Creek Primary School is located in the Tarneit area of Melbourne, approximately 30 kilometres from the Melbourne Central District. This has been our second year of operation and at February census the enrolment was 482 students from Year prep to six children. Davis Creek continued to grow over the year with a final enrolment of 604 students.

In 2021 we worked with staff and students to support the understanding of the school's mission, vision and values. We did conduct a parent evening to support with reviewing our mission, vision and values. COVID-19 restrictions continued to be a major barrier with building strong home school partnerships.

#### 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.  
Curiosity, Agency, Respect and Excellence

The Student Family Occupation Education(S.P.O.E) index is 0.3587.

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 2021 included a principal, an assistant principal, 3.4 learning specialist and 28 teachers, 6 Education Support staff and 8 integration aides.

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

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

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### Framework for Improving Student Outcomes (FISO)

In 2021 we were still establishing ourselves as a school in the Tarneit area of Melbourne. 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 we continued to focus on two vital 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 to promote the right conditions to set the school up for success and address the challenge of future rapid growth.

In 2021 the school also undertook a Education Department School Review to support the development of our first School Strategic Plan.

In 2021 Davis Creek Primary School delivered on:

- a reading instructional model with a focus on the literacy practices that support, especially guided reading. We also developed the essential learnings for reading through the introduction of community of practice.
- continued professional learning experiences such as learning walks and coaching.
- participating 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 and research.

The School Review highlighted some key future focuses for the school. These are:

- Develop staff/ student induction processes to support the rapid growth of the school.
- Develop our middle leaders capacity to lead key school initiatives.
- A focus on the writing and mathematics workshop (curriculum, assessment and pedagogy).
- Support our students as learners and incorporate student voice, agency and choice into all curriculum areas.

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## Achievement

The school proudly celebrates its diversity and multiculturalism. 60% of our students speak another language at home and English is an additional language. 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 2021 we did benchmark every child in reading as this was our key strategic focus in our second year of operation. The school also continued to moderate writing on a termly basis and student assessments of essential learnings in mathematics are assessed.

Our school goals 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.

In 2021 the school employed additional staff to provide literacy intervention for children. Three additional staff worked as a PLC to ensure assessment data was used to diagnose and analyse what students needed to support them with their learning. A Response to Intervention model was implemented at the school to provide students at risk with additional time and support for learning to read. An additional two learning specialists were also employed to lead PLCs in the early and middle primary years.

Students achieved similar teacher judgement results in mathematics and english when compared to those of similar schools.

In NAPLAN the school achieved a slightly lower percentage of students in the top 2 bands in numeracy and reading (year 3 and 5) compared to similar schools. In Year 3 writing we matched the percentage of students in the top 2 bands

to similar schools.

More students made a high percentage learning gain from Year 3 to Year 5 reading. Not as many students showed high learning gain (year 3-5) in writing and numeracy compared to similar schools.

In 2022 the school plans to adjust its approach to teaching of writing, so that we build the writing workshop to increase engagement, differentiated instruction in order to improve the writing of our students. The school will engage a literacy consultant to improve teacher knowledge around supporting our students as writers so that the workshop is focused on explicit teaching, providing feedback through scheduled conferences that is targeted and focus group teaching.

All children funded through the program for students with disabilities met their goals in their Individual Education plans.

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## Engagement

Attendance in our second year of operation has been a challenge due to remote learning and average number of days absent is now lower than similar schools and the state. Absence from school will impact on student learning long term. This will need to be a continued focus for the school so that we continue to improve attendance.

As a school we did 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. We have developed an attendance tracker this did 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.

20% of our students had 20 or more days of absence. This was 5% lower than similar schools. The following percentage of students in year levels had 20 days or more of absence. This equates to a month of learning missed.

Foundation- 22%

Year 1-27%

Year 2- 12%

Year 3- 16%

Year 4- 17%

Year 5- 19%

Year 6- 16%

There is also some work for the school to do with families with unapproved absences.

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. We maintained 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 our students to feel safe at school.

Our students completed the Attitudes to School Survey and the following were strong indicators of engagement. 88% of our students strongly endorsed their attitudes to attendance.

90% of students believe teachers have high expectations for them to be successful.  
79% of students believe that learning is stimulating.

In 2022 the school will become a candidate school for the Primary Years Programme which will embed a strong curriculum framework to support strong connections to building an engaging and authentic curriculum.

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## Wellbeing

Since opening as a new school we have had a strong focus on establishing processes at the school for Student and Staff Wellbeing. Every staff member completed the two days day of the Berry Street Education Model about the Body and Relationships. 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 of both teachers and students.

The staff opinion survey completed by teachers in 2021, showed high results in all areas. The results for integration aides was significantly lower and the data was unpacked with the education support staff to understand their responses.

The school will design a Social and Emotional wellbeing survey and this survey will be embedded into the assessment schedule. The survey will allow the school to 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 strengthened its wellbeing team in 2021 with the employment of a speech pathologist and an occupational therapist. to be able to offer more pastoral care to children and to strengthen community connections. We 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 continually being updated and reviewed in light of our professional learning with Berry Street Education Model and feedback from our students.

The school will set up a community of practice of wellbeing in 2022 to support the implementation of key school initiatives.

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## Finance performance and position

Equity funding is determined by the August census data. For 2021, Davis Creek received \$20,726 Credit and \$20,864 Cash for equity funding. This funding was used towards the teaching costs of classroom intervention support and literacy.

Much of our funds received supported the development of school programs in the following areas:

- Purchase of reading intervention books and take-home books.
- Intervention support for vulnerable students at DCPS.

Davis Creek Primary School ended the school year with a credit surplus of \$348,485. \$55,543 was adjusted as a Tutor Learning Program Contribution which leaves a carry forward balance towards additional staffing due to our increased enrolments.

**For more detailed information regarding our school please visit our website at**  
[www.daviscreekps.vic.edu.au](http://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 486 students were enrolled at this school in 2021, 236 female and 250 male.

69 percent of students had English as an additional language and 0 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).

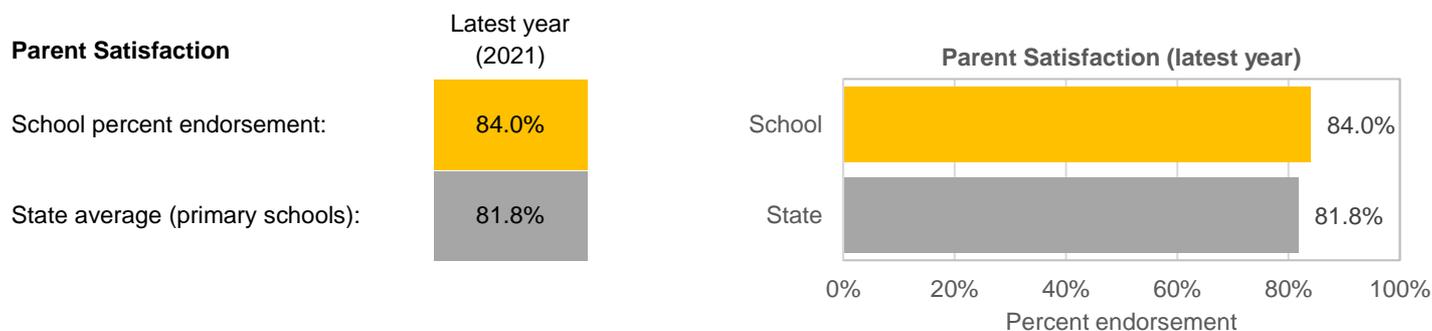
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - 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.

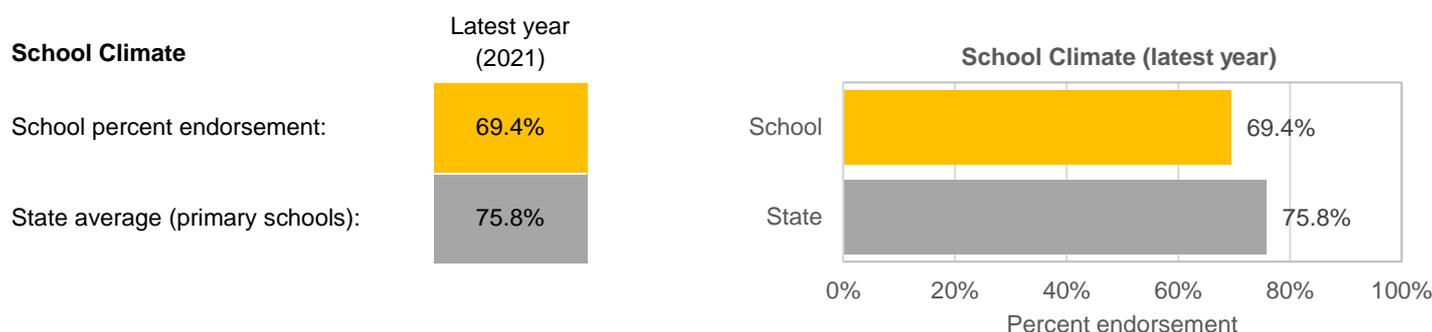


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

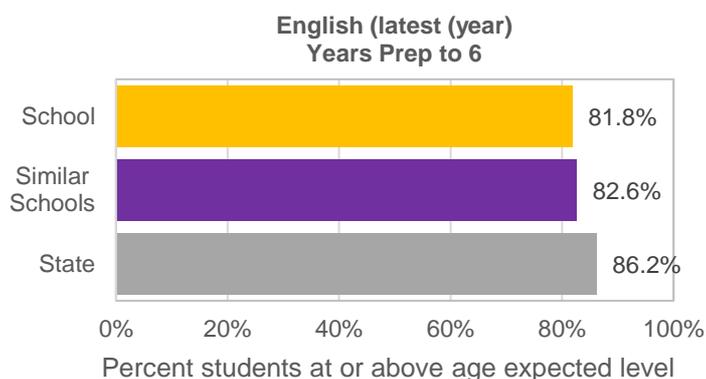
81.8%

Similar Schools average:

82.6%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

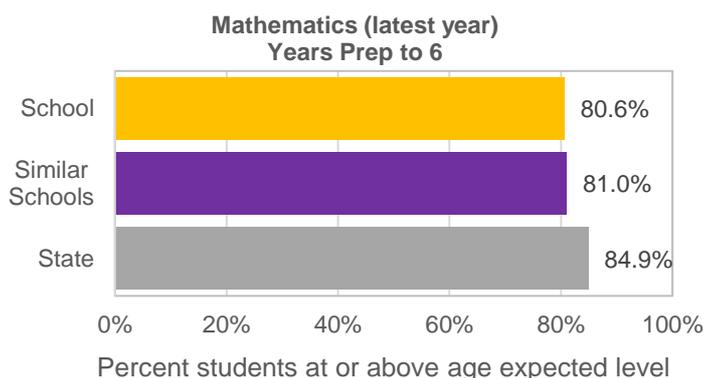
80.6%

Similar Schools average:

81.0%

State average:

84.9%



## ACHIEVEMENT (continued)

**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.

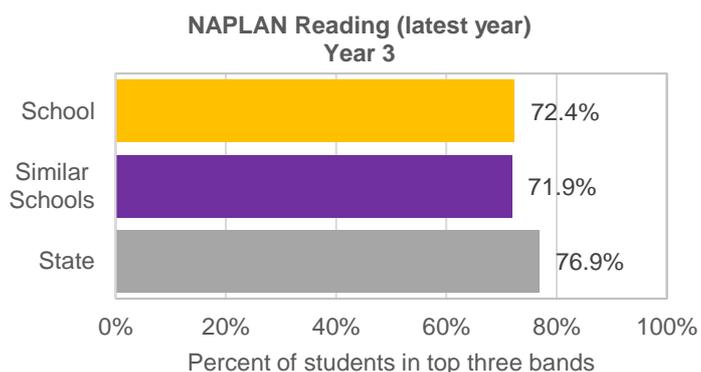
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

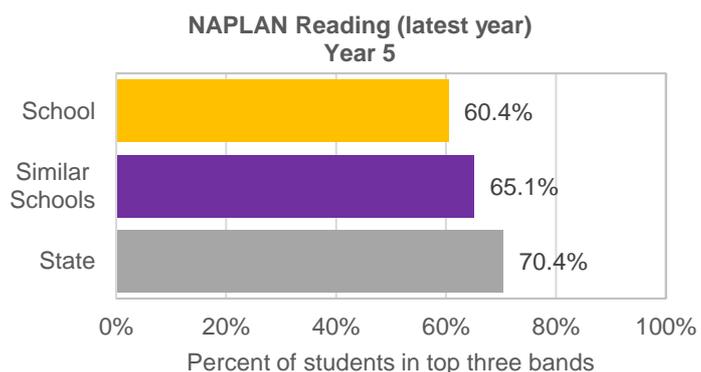
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.4%	72.4%
Similar Schools average:	71.9%	71.7%
State average:	76.9%	76.5%



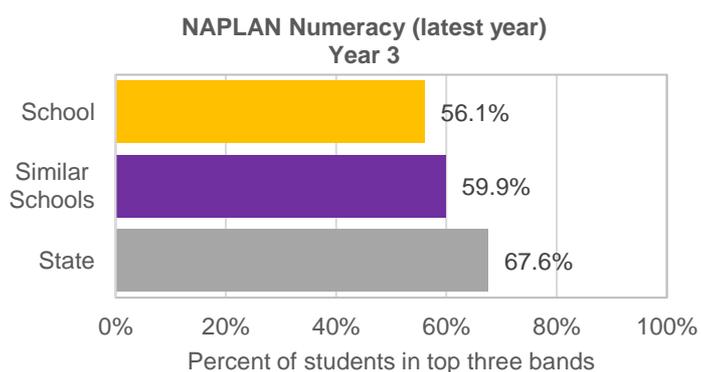
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.4%	60.4%
Similar Schools average:	65.1%	63.0%
State average:	70.4%	67.7%



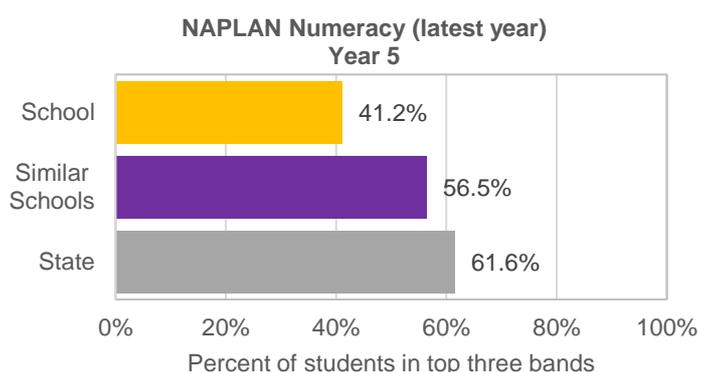
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.1%	56.1%
Similar Schools average:	59.9%	60.5%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.2%	41.2%
Similar Schools average:	56.5%	55.5%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

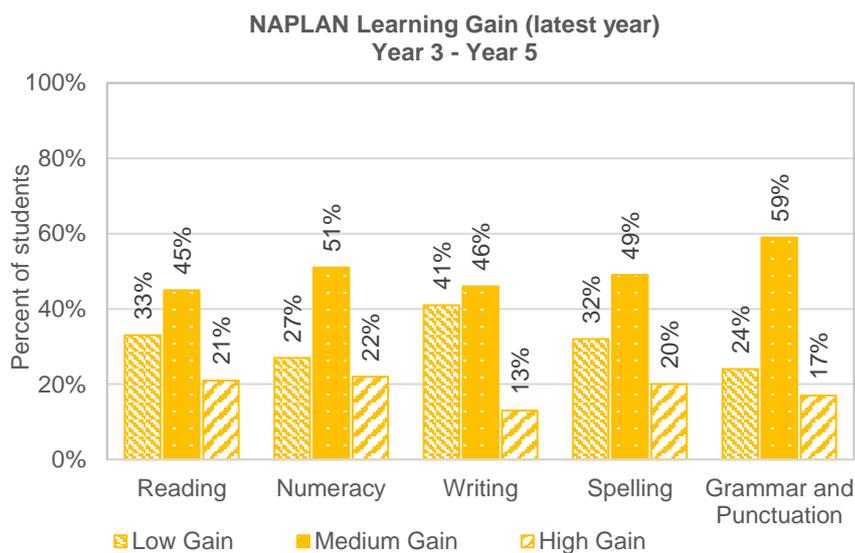
### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

#### Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	45%	21%	23%
Numeracy:	27%	51%	22%	28%
Writing:	41%	46%	13%	23%
Spelling:	32%	49%	20%	25%
Grammar and Punctuation:	24%	59%	17%	30%



## ENGAGEMENT

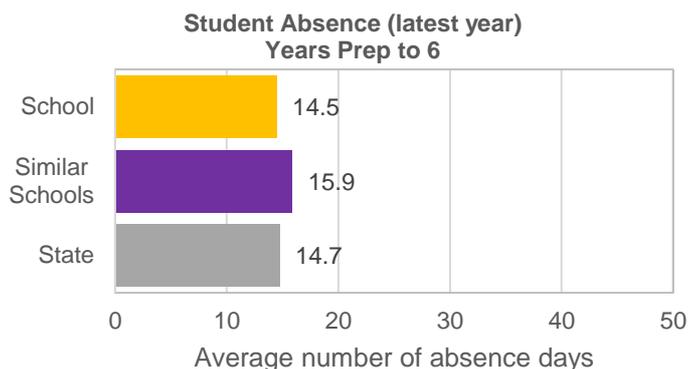
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.5	16.5
Similar Schools average:	15.9	16.9
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	91%	94%	94%	93%	93%	92%

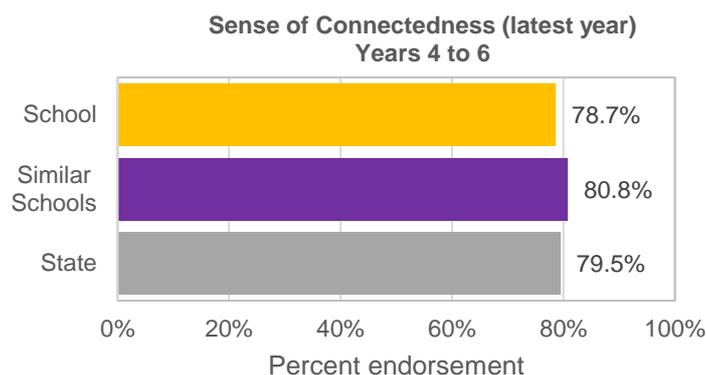
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.7%	78.7%
Similar Schools average:	80.8%	81.2%
State average:	79.5%	80.4%

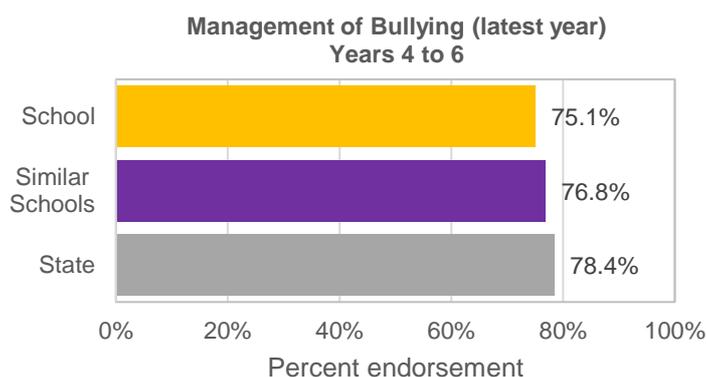


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.1%	75.1%
Similar Schools average:	76.8%	78.0%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,372,030
Government Provided DET Grants	\$573,003
Government Grants Commonwealth	\$5,930
Government Grants State	\$0
Revenue Other	\$16,913
Locally Raised Funds	\$270,699
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,238,575</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$33,880
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$7,711
<b>Equity Total</b>	<b>\$41,591</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,019,713
Adjustments	\$0
Books & Publications	\$27,740
Camps/Excursions/Activities	\$58,629
Communication Costs	\$3,203
Consumables	\$197,070
Miscellaneous Expense <sup>3</sup>	\$25,473
Professional Development	\$14,540
Equipment/Maintenance/Hire	\$81,600
Property Services	\$64,393
Salaries & Allowances <sup>4</sup>	\$10,875
Support Services	\$143,746
Trading & Fundraising	\$3,619
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,932
<b>Total Operating Expenditure</b>	<b>\$4,687,532</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$551,043</b>
<b>Asset Acquisitions</b>	<b>\$134,286</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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$204,250
Official Account	\$11,838
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$216,087</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$105,566
Other Recurrent Expenditure	\$23,703
Provision Accounts	\$200
Funds Received in Advance	\$20,333
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,913
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,900
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$65,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$238,615</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.*